

VPA STUDY AWARD

HILLSMEADE PRIMARY SCHOOL 2016



Deborah Harry (SEIL, previous Principal Hillsmeade Primary School)

Jodie Bray (current Principal Hillsmeade Primary School, previous AP)

Sarah Smith (current Assistant Principal Teaching and Learning Hillsmeade Primary School, previous Prep PLT Leader)

Dimple Bhardwaj (Year 3 PLT Leader and Science Curriculum Leader and Change Agent)

Presenters



Deborah Harry
SEIL
West Gippsland Network
Inner Gippsland Area
SEVR



Sarah Smith
Assistant Principal
Hillsmeade Primary School
Narre Warren South



Jodie Bray
Principal
Hillsmeade Primary School
Narre Warren South



Dimple Bhardwaj
Grade 3 PLT Leader
Hillsmeade Primary School
Narre Warren South

Leading from within... (for middle leaders) (Professional Learning Team Leaders)

- Hillsmeade PS - large multicultural school; 875+ students; Narre Warren South; Early Learning Centre with 125 children (Kinder and Long Day Care)
- New Principal 2014; deficit over \$540K; need to distribute leadership across 37 grades to ensure a consistent approach to teaching and learning whilst improving a declining growth rate in NAPLAN reading, writing and numeracy.
- Significant changes introduced over a 20 month period – including PLTs to ensure common planning schedules, common student assessments, data analysis and sharing teaching strategies. Teachers volunteered (or were asked) to be PLT leaders. In 2015, a committed group of 7 teachers worked tirelessly as leaders with minimal compensation (deficit issue). Their dedication & commitment was to be commended.
- Project - provide a team of 11 (7 PLT leaders, 2 LTs, 1 AP Teaching & Learning (all new in these roles) & the Principal to develop a strong team approach to improving student outcomes at Hillsmeade whilst building cohesive PLTs that work collaboratively and effectively.
- Build their capacity to lead from within the ranks of teachers to build a distributed leadership model and to develop leaders of the future.

Middle Leaders

Making the most of middle leaders to drive change in schools

Developing outstanding middle leaders with skills to address within-school variation is critical to closing the achievement gap



📌 Middle leaders: James Toop says improving bad schools alone will not be sufficient to close the achievement gap. Photograph: Alamy

'Middle leaders, [the engine room of the school](#), sit at the heart of this drive. They lead teams of teachers – turning senior leadership's strategy into outstanding classroom practice on a daily basis. They are closer to the action than senior leaders. High-performing middle leaders drive consistent teacher quality in their areas of responsibility through curriculum leadership, data analysis to identify pupil underperformance, lesson observations, holding staff to account and developing staff. They also ensure consistency across the school by collaborating and challenging their fellow middle leaders, influencing whole school behaviours through sharing, coaching and mentoring.'

<https://www.theguardian.com/teacher-network/teacher-blog/2013/jul/02/middle-leaders-driving-change-school>



Leading from within...

Professional Learning for Hillsmeade leadership members:

Principal, Assistant Principals, Leading Teacher, PLT Leaders

Giving & Receiving Constructive Feedback

Having Challenging Conversations

Facilitator: Robyn Buckeridge, VASSP Field Officer

DATE: Friday 22nd April, 2016

TIME: 9am—12.30pm (morning tea provided)

VENUE: Venue 101, Shop 12/101 Seebeck Drive, Narre Warren South

{Please note: We will be joined by 6 leadership members from Cranbourne East Secondary College}

This professional learning opportunity is provided through our VPA Study Award funding.

Feedback

HILLSMEADE PRIMARY SCHOOL

Giving and Receiving Feedback

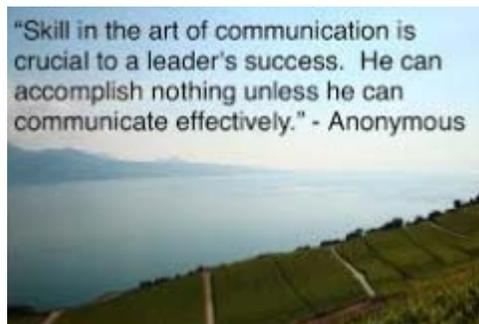
Managing Difficult Conversations

SUMMARY OF FEEDBACK

Number of responses: 15

	HIGH	MEDIUM	LOW
Facilitation of workshop	15		
Quality of materials	13 87%	2 13%	
Acquiring new knowledge and skills	11 73%	4 27%	

"Skill in the art of communication is crucial to a leader's success. He can accomplish nothing unless he can communicate effectively." - Anonymous



#GLS14

Impact of Professional Learning

How will you transfer the new skills and knowledge you have gained? 15 responses

- Confidence, structure and guidelines to now hold these conversations with selected colleagues to practice and receive feedback
- Plans in place to take back to school
- GROWTH model put into practice
- I will feel more comfortable in my PLT role initiating difficult conversations which I might have otherwise avoided
- Begin working with the school on developing a common feedback practice / protocols
- It was great to have the opportunity to role play and practice different scenarios
- I will need to put them into practice next week. They aren't conversations I want to have but that I need to
- Continue to revisit notes and gradually work towards undertaking feedback conversations on a regular basis
- Involve whole staff PD around feedback and GROWTH model
- The use of the GROWTH template will be used when conducting meetings / feedback with some of my team
- Meeting with the team to develop a process on how to deliver this information to the rest of the staff. Using the activities / ideas from the presentation with the staff at CESC
- We're keen to meet at school, put a proposal forward to our Principal and see if we can embed this practice in our school
- Go back to school, discuss creating a common approach to giving effective feedback with DESIGN team – Principal – Leaders – other staff (a bit of a process!)
- Meeting with Principal to discuss implementation of GROWTH model for providing / receiving feedback
- We will continue this during staff meetings and hopefully, if need arises, practice the skills

What impact will this have on your school's priorities / outcomes? 15 responses

- Aligned with the introduction of an Instructional Model / school priority
- Positive impact for continued improvement
- Consistency in professional discussions
- More leaders trained to deal with these issues
- Lead to 2017 AIP
- It will definitely benefit and contribute to the growth of teaching and learning at our school as we will be reflecting, providing feedback and auctioning our goals
- Enabling PLT leaders to have these conversations with staff before involving Principal class – I think will be greatly beneficial
- The school can work on a policy / structure (school-wide) on effective feedback conversations
- School will be able to develop a feedback culture and processes in place
- This will hopefully see an improvement of teaching / behavior management in our school
- The staff and processes are new at the school. This will be very beneficial
- All staff will understand this as an expected practice. That it's to help their performance – all for student outcomes
- Possibly a huge one when we get it all set up and begin
- Facilitate the improvement of leaders to build the capacity of teachers to improve student outcomes
- A positive one

Data Monitoring – SPA Markbook

AIMS:

Build data literacy understanding.

Develop leader's confidence to drive data discussions within their team.

Identify appropriate tools to support leaders with their work.

Trial data tracking resource to positively impact time efficiency

SPAMarkbook will allow you to:



Organise your daily classroom

At its simplest level, SPAMarkbook will enable teachers to enter and electronically store the scores for any assessment both as a raw score and as a percentage of the total points available. If teachers want to allocate grades to this work (e.g. A, B, C, etc. or Distinction, Credit, Pass, etc.) they will be able to allocate cut score points and results will be colour coded accordingly.



Summative Analysis

At a more sophisticated summative level, pre-test data will be linked to a post-test analyser that allows for the analysis of both individual growth and average class growth between pre- and post-test occasions. This growth will be expressed both as a percentage score improvement and as an effect size.



Check-off your AusVELS Levels

The SPAMarkbook module will also include the ability for teachers to "check-off" AusVELS outcomes for students in their class as students "begin", "consolidate" and "establish" the behaviours described in the outcomes. SPAMarkbook, in turn, will calculate an estimated AusVELS progression point score based on this information.

PLT Leader Observations



Dimple Bhardwaj

Professional Learning observations of other PLT's helped me enhance my knowledge by observing the strengths of other PLT leaders. It made me reflect on my teaching practice and develop my leadership capacity. It was good to see that all PLT leaders had a common passion and we all were exploring new ideas to ensure improved student outcomes. It also encouraged me to have formal and informal professional discussions with my colleagues embedding a collaborative learning culture at Hillsmeade with a focus on learning and growing together in the best interest of our students.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what professionals in any field are expected to do.' (DuFour 2006)

Sarah Smith

The opportunity to observe other PLT meetings was fundamental in building my own leadership capacity. I was able to see how teams had developed a culture and shared vision towards improving student outcomes. I learnt different strategies to support my own PLT in analysing data, engaging in professional learning and working collaboratively. Utilising the expertise within our school allowed us to follow up with professional conversations and develop capabilities within our middle leader roles. Observing professional practice has been a key tool in developing consistency in the PLT structure as a driving force for our school's ongoing improvement.

Developing self and others	Principals work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and feedback, they support all staff to achieve high standards and develop their leadership capacity. Principals support others to build capacity and treat people fairly and with respect. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.	Principals promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. They develop and implement a personal and organisational vision that links all learning and development activities to better outcomes for students. They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.	Principals seek leadership potential in others and provide opportunities for their development. They identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged. They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.	Principals build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community. They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it. They modify their leadership behaviour based on learning from experience and feedback from colleagues. They evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.	Principals create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents. They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place. They mentor other principals to support their growth and development and help them to address issues. They seek opportunities for professional growth through engaging in state, national and global educational developments.
-----------------------------------	--	---	---	--	---

Thank you

On behalf of all PLT Leaders and Principal class of Hillsmeade Primary School (2016) that were involved in the professional learning opportunities offered through the VPA study award funding we would like to say a sincere thank you.

A very special thank you to PSW for sponsoring this study award. Hillsmeade PS supports PSW as suppliers of the school uniforms.

Professional Learning, opportunities to collaborate, reflect, refine and re-energize are important. The VPA study award allowed the middle leaders of Hillsmeade this opportunity as a team. The impact is immeasurable and the learning continues to be utilised by our leaders today.

Andrew Crossett – Essex Heights PS VPA State Councillor

