



Our Professional Learning Community

“He aha te mea nui i tenei ao?
He tangata, he tangata, he tangata.”

“What is the most important thing in this world?
It is people, it is people, it is people.”

We have a common belief that the **quality** of learning and teaching can be **enhanced** by teachers **working** and **learning together**. The key purpose of our PLC is to enhance staff effectiveness as professionals, to benefit pupils.

What does it look like? What does it feel like? How will we sustain it?

We have:

A shared vision and values – staff have worked together with the students, Board and community to develop a vision and values that are directed at all students’ learning. This is regularly revisited.

- **Collaborative and focused on learning**– we have a shared sense of responsibility for all students throughout the school. Support Staff work alongside teachers in supporting groups of students. Information regarding learning is shared amongst support staff and teachers. Targets are set and learning is regularly monitored to keep progress and achievement focused.
- **Reflective professional inquiry**– What can we do differently to make a difference to student learning outcomes? This is at the core of our shared collaborative inquiry. Teachers within this focus on their journey reflecting on what they are doing, the results and implications for future teaching and learning. We work collaboratively not only within our own school but also within our Community of Learning (CoL) in the interest of improving student learning outcomes for all learners – including teachers.
- **Group as well as individual professional learning is practiced and valued**– Professional learning is shared. Professional development is strategically planned and informed by school development plan and performance management systems. Teachers are being mentored/coached by Principal – DP (leadership), Lead Teacher – staff, teacher –teacher, external facilitators – staff, PPLC – Principal, CoL principal -principal. We utilise strengths both within and outside the school.
- **Inclusive of all members**– All members of the PLC are valued for the contribution they bring. We are a team and we have a high trust model that works successfully. This includes Teacher Aides, Learning Support Teacher and teachers.
- **Mutual Trust, Respect and Support** – strong professional relationships with colleagues is expected and encouraged – (we don’t need to have strong personal friendships). We do need to feel that we can confidently share practice and experience and know that our colleagues will respond professionally. ‘Challenge’ is important – but challenge with support. Challenge is interesting! (James Nottingham). We are a positive staff who collaborate, co-operate, challenge and have high expectations. Our staff is our greatest resource – to do our best we have a shared responsibility of care for each other. We are individually an important part of our team – from the cleaner – to the Principal

Leadership:

- Leadership focuses on leading learning and improving learning outcomes for every child.
- Models effective practice and the values of the school - Walks the talk
- Develops a culture of intellectual quality
- Has clear strategic intent – a clear intention to move in a particular direction to achieve the schools goal or vision
- Has a proactive transformational mindset that strives for something better rather than the maintenance approach of transactional leadership
- Reads, understands and builds relationships
- Has professional credibility
- Gives opportunity for others to grow their own leadership potential

Teachers:

- Use data to inform teaching and learning
- Value their student’s experiences, their concerns, their questions and their prior knowledge in order to engage them.
- “Dig deep and do fewer things better.”
- Have a vital role to create the conditions that encourage students to confidently voice concerns, challenges, knowledge and questions and to develop in student’s the strategies, skills and competencies to gain success.
- Will explore how ICT can supplement teaching and open up different ways of learning.
- Have high expectations.
- Have effective professional relationships with students and talk to them about their learning.
- Have a secure command of material taught and *actively* teach.
- Provide opportunities for their learners to develop learner agency and a growth mindset.
- Undertake an inquiry into the interaction between their actions and student outcomes and reflect on what they can do/change to improve student learning outcomes.
- Seek out sources (colleagues/research) that will help inform the choices they make.
- Know that they can’t make a child change – but teachers can change their actions which make a difference for the child
- Turn a problem into a challenge and turn a challenge into an opportunity.



Effective pedagogy requires that teachers inquire into the impact of their teaching on their students i.e. reflective practitioners.
The central issue for teachers is improvement in effectiveness.

If you always do what you’ve always done – you’ll always get what you’ve always got!