

Supporting Teacher Reflection: Secondary Leaders

Event Overview:

How can Secondary leaders engage teachers in effective conversations? Participants will explore the learning that is involved in self-reflection – dispositions and inquiry mode necessary - and develop skills to assist people to explore self-reflection, paradigms for engaging in self-reflection and feedback methodologies. They will understand how feedback fits in the reflective learning loop and how leaders can engage teachers with effective conversations and tools to help them open their thinking to reflect on self-practice, and to pursue action in response. In 2016, participants have commented in their feedback that colleagues will now notice them *'listening, not verbalizing my own agenda, affirming, using questions to enable them [others] to think more deeply'* and that during this program, *'theory followed by practical activities; moving around and networking were beneficial'*.

Facilitator:

Di Henning from Growth Coaching International will lead the three sessions. Di brings extensive experience in facilitating learning and designing programs for school leaders to build capacity in leaders to support their teachers in self-reflection on teacher practice. Di has an exceptional background in teaching and principalship, and continually extends her own learning in these areas.

Who can participate?

Secondary Curriculum, Learning & Teaching, and Wellbeing Leaders, Deputy Principals and Faculty / Domain / Team Leaders. Principals may also wish to engage in this program. Optimal number of participants is around 20 with an absolute maximum of 24. Please note that a school team of participants would be more beneficial to facilitate the conversation and action research follow up at your college.

How the program will be structured:

- 2 separate days in Semester 1, focusing on understanding reflection in teacher practice, mindsets, dialogue and feedback. Some actions and practice tasks to be completed in between sessions will be set
- 1 day in Semester 2 to celebrate, reflect and articulate practice since first sessions, and action planning/ goal setting to sustain learning into the future in the school context

The program is designed to:

Build capacity in middle level and senior leaders in understanding reflective practice and engaging staff in effective conversations towards improved classroom practice.



What is expected of the participants?

Prioritise attendance at all sessions and engage in activities of practical application of learning in own context between sessions to provide input for reflection in subsequent sessions.

What is required of the Principal?

Prioritise the attendance of participants at all three sessions, and facilitate practical applications of learning in the school context.

What you can expect from the CEOB:

Anne Doody will attend the sessions and assist Di Henning, as well as making contact with participants between sessions and undertake conversations to support participants' practise of skills in school contexts. After completion of the program, Anne will provide ongoing support to participants as they continue to embed the skills learned into their leadership roles.

Registration:

Registration for this program will be available [online](#) and will close on 30th November, 2016.

Registration implies that participants have the full support as outlined of their school principal.

The early close off date will enable CEOB to determine the actual number of participants and the location of these participants will support us in determining the number and location of programs that will be run next year.

Adherence to this closure date should make it possible to provide all participants with actual program dates and locations by Friday 2nd December, 2016.

Endorsement:

Leigh Mitchell