### TRANSLATING VALUES & PURPOSES INTO PROTOCOLS:
#### Professional Learning Teams
*Adapted from work by Muffy Hand (muffyhand@bigpond.com)*

**CONTEXT:** we are engaged in Professional Learning Teams *with a focus on ____________________*

**VALUES/VISION DRIVEN OBJECTIVES:** coaching so what?
The PLTs are the main focus for the school-based professional learning program. They will help us to improve student enthusiasm, confidence and achievement in the following areas (depending on the year level focus):
- literacy (reading, writing, speaking and listening)
- numeracy
- student well-being
- staff well-being
- technologies
- science
- units of Inquiry
- Australian Developmental Curriculum

We want to use PLTs to achieve these goals by enhancing the effectiveness and efficacy of all teachers and teams.

**WHAT ARE THE PROFESSIONAL GIVENS (the ‘non-negotiables’):**
- Improving student engagement, learning and development are school/Network priorities
- Improving student achievement in literacy & numeracy are key school/Network goals
- Improving staff well being around the college (mental, physical, emotional social etc)
- Research based approaches to learning & teaching are fundamental to school improvement
- Teacher efficacy & effectiveness are the most significant contributors to student achievement
- Professional Learning Teams are a key strategy to support the efficacy & effectiveness of all teachers & teams
- All teachers at the school are involved in Professional Learning Teams & committed to continuous professional improvement
- For the Professional Learning Teams to be effective, there needs to be a shared sense of ownership by all participants and observance of best practice in collegiate learning/support

<table>
<thead>
<tr>
<th>Teacher &amp; team behaviours, attitudes and actions that reflect our values and support the achievement of our objectives....our “do’s”</th>
<th>Teacher &amp; team behaviours, attitudes and actions that dishonour our values and undermine the achievement of our objectives.....our “avoids”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do’s</strong></td>
<td><strong>Avoids</strong> (How we could stuff it up)</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teachers</td>
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<td>Teams</td>
<td>Teams</td>
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<tr>
<td>Facilitators</td>
<td>Facilitators</td>
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**Initiatives that will support us in demonstrating the “do’s” and avoiding the “avoids”**

- E.g. Observation protocols; explicit goals for the PLTs
- Self management: How will we take responsibility for the implementing of these protocols & holding ourselves accountable
- What do we expect from leadership when the protocols are not being observed

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