

Session 1 Summaries

Planning and Evaluating Professional Development

Date: November 5, 2024

Hosts: Ewen Bailey, Sarah Plews

Supporting Teachers' Growth and Accountability

Teachers should actively engage in their development and not be held accountable for unmet goals without sufficient support. The goal is a collaborative, developmental process focused on staff growth and effective outcomes.

Frameworks Need Quality Implementation for Impact

Frameworks (e.g. Charlotte Danielson) are important for establishing shared instructional language and supporting teacher development. But tools alone cannot drive improvement without quality implementation, training, and ongoing conversations.

Listening, Feedback, and Structured Review

Key skills for performance management include active listening, clarity in feedback, and a structured process focusing on evidence. The review process should foster openness, goal-setting, and alignment with school development plans.

Continuous Improvement for Limitless Growth

The ideal spirit of school development: "If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve." - Dylan Wiliam

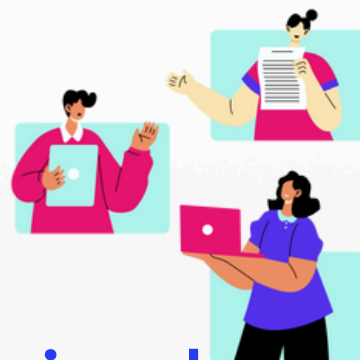


Additional Resources

- * [Session 1 Slide Deck](#)
- * [Session 1 Recording](#)
- * [What is Performance Management](#)
- * [Unlocking Teacher Expertise](#)

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Session 2 Summaries

Planning and Evaluating Professional Development

Date: November 26, 2024

Hosts: Ewen Bailey, Sarah Plews

Avoiding Poor Practices to Build Trust

Effective lesson observations require professionalism, respect, and a commitment to collaboration. Avoiding rushed, one-sided, or unsubstantiated feedback ensures the process remains constructive

Observers: Collaborative, Evidence-Based Feedback for Growth

Observers play a pivotal role by approaching feedback with an open mind and emphasizing collaboration. They should foster two-way conversations, highlight strengths, and ensure feedback is evidence-based and actionable. Observers must also distinguish between developmental and evaluative purposes, using a coaching mindset to build trust and support teachers in their professional growth.

School Growth: Cultivating a Culture of Improvement

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– Dylan Wiliam

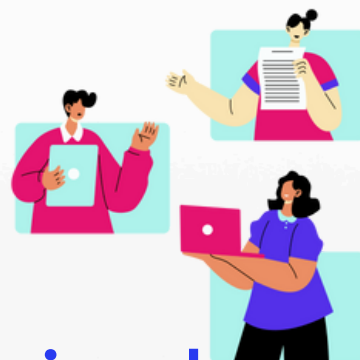


Additional Resources

- * [Session 2 Slide Deck](#)
- * [Session 2 Recording](#)

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Session 3 Summaries

Planning and Evaluating Professional Development

Date: February 25, 2025

Hosts: Ewen Bailey & Sarah Plews

Principles of Effective Evaluation

In this session, the importance of a structured approach to evaluating professional development was highlighted. The focus was on having a clear vision of excellence, using a range of robust high-quality data, and celebrating small successes. It was emphasized that effective evaluation of professional learning is a habit that sits within a formative feedback culture, underpinned by conscious practice and professional curiosity, encouraging continuous professional dialogue for all.

Applying AfL Principles to PD Evaluation

Jayne Bennion discussed applying Assessment for Learning (AfL) principles to PD evaluation. Just as AfL guides student learning, it can guide teachers' growth by ensuring clarity on the intent of professional learning, setting clear success criteria, and offering constructive feedback. This process is about engaging teachers actively and ensuring their professional development translates into improved practices and learning outcomes.

Understanding and Measuring Impact

The session also explored the notion of "impact" in PD evaluation. Rather than relying on isolated data points, impact should be measured across multiple areas, including impact on wider school approach, impact on teaching and impact on students. The Guskey model was introduced as a tool for measuring these impacts, including participants' use of knowledge and skills in practice, and ultimately, student outcomes.

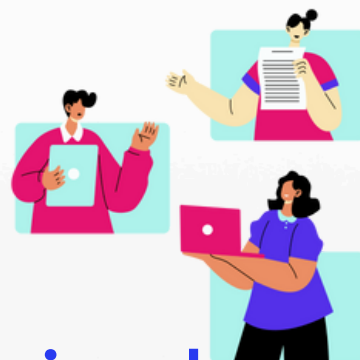


Additional Resources

- * [Session 3 Slide Deck](#)
- * [Session 3 Recording](#)
- * [Guskey Model Overview](#)
- * [Curiosity Behaviours](#)

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Session 4 Summaries

Planning and Evaluating Professional Development

Date: March 25, 2025

Hosts: Ewen Bailey & Sarah Plews

Evolving Professional Development Models

The community emphasized moving away from traditional top-down PD models and instead fostering a culture where staff take ownership of their professional growth. Leaders are encouraged to create environments that support staff-driven PD, such as action research and reflection. This shift promotes continuous improvement and allows educators to design PD opportunities that best fit their needs, making professional development more self-directed and impactful.

Measuring the Impact of PD on Student Learning

Some members highlighted the need to shift the focus of PD evaluation beyond the professional development activities themselves to measuring their impact on student learning. Schools discussed using student feedback, surveys, and reflection tools to assess how PD translates into practice and affects student outcomes. Leaders emphasized the importance of revisiting the learning to see what has stuck and how new strategies have been applied. The goal is to ensure PD is not only valuable for educators but also leads to tangible improvements in student performance.

Reflective and Collaborative PD

The session also highlighted the value of reflective practices and collaboration in PD. Examples were shared of successful peer learning and appreciative inquiry approaches, which not only fostered individual growth but also built collective knowledge. Looking ahead, the goal is to deepen collaborative PD practices, ensuring a long-term impact on teaching quality and student outcomes.



Additional Resources

- * [Session 4 Slide Deck](#)
- * [Session 4 Recording](#)
- * [Training for Middle Leaders A case study approach](#)

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