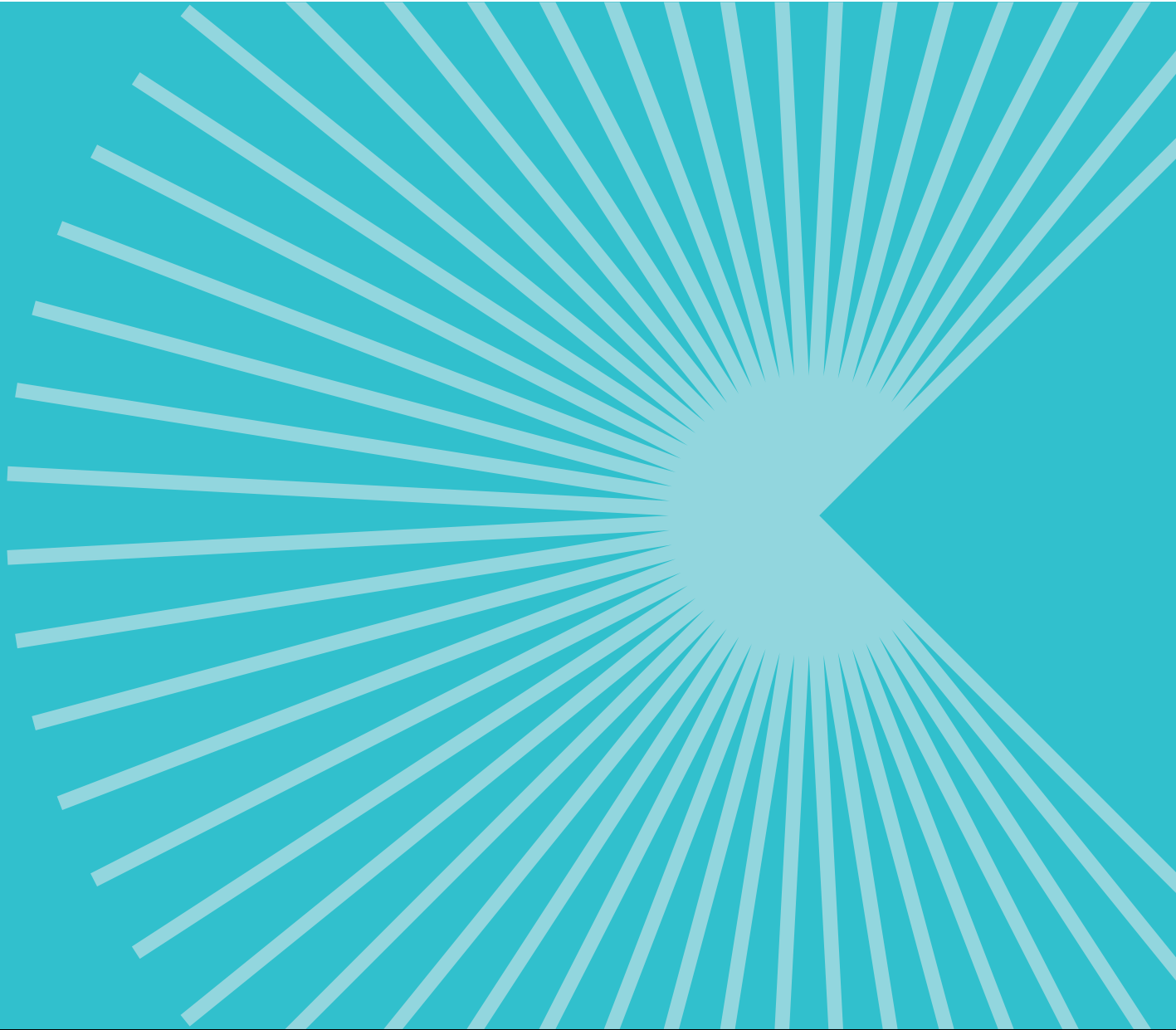


CURIOSITY AND POWERFUL LEARNING

PROGRAM

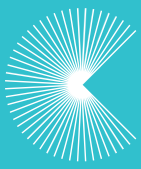


PRACTICAL PROFESSIONAL LEARNING FOR TEACHERS AND SCHOOL LEADERS



PRESENTED BY
**PROFESSOR
DAVID HOPKINS**





WHAT IS CURIOSITY AND POWERFUL LEARNING

The Curiosity and Powerful Learning program (C&PL) is designed for school communities wanting to engage in a rigorous school improvement process. The program is supported by the New South Wales Department of Education.

The program focuses on improvement at a classroom, leadership and system level. The program features an induction session and three workshops and a conference over the course of 12 months.

Schools are provided with structures to celebrate strategically what teachers do well, and to create a journey for schools to move forward. Practical strategies, frameworks and tools for teachers to build on their practice through targeted, school-driven and positive professional learning are applied.

A C&PL team of 4 to 6 staff will lead the implementation of the program at each school. They will be supported by their Director of Educational Leadership through Network Sessions and Professor David Hopkins will lead the Workshops virtually.

PROGRAM FOCUS

This program will provide schools with the opportunity to develop awareness of the big ideas of Curiosity and Powerful Learning:

- the importance of narrative across the classroom, school and system
- teaching for curiosity and learning skills
- inside out working
- intrinsic motivation
- the journey to excellence as a universal and aspirational school improvement platform
- guidelines and strategies (including rubrics) to assist in an authentic analysis of school and teacher practice
- identification of the 10 Theories of Action and opportunities to plan for the implementation of these practices
- identification of the six Models of Practice and how these skills can be taught and learned in schools
- connecting the commitment for C&PL theories and structures to those successful structures and tools already in place in the school
- connecting the C&PL theories and structures with system requirements and policies.

TARGET AUDIENCE

School principals and participating leadership team members from schools are expected to attend the workshops and Network Sessions and drive the professional learning and school improvement in schools. As much as possible, the same team members should attend all sessions to create a sustainable and rigorous C&PL team.

Curiosity and Powerful Learning is a program that has given AHS a series of easy to follow steps that we can adapt and use in our context at a pace that suits us. It unlocks the latest educational research through practical steps, allowing us to recognise the expertise of our staff and improving consistency across the school in teaching and learning. Developing a broad team to work with CPL has exposed them to invaluable professional learning from Professor David Hopkins and the ACEL team, helping develop their instructional leadership on the way. Most importantly the CPL program is impacting on learning for students.

Darryl Ward
Principal, Albury High School

David Hopkins takes his tremendous experience as both a leading academic, and a high-ranking government leader and creates a compelling, convincing and inspiring case for virtually full success in public education reform

Professor Michael Fullan Emeritus Professor,
University of Toronto, and leading global expert on educational change

WORKSHOP FACILITATOR



Professor David Hopkins

Professor David Hopkins is currently Chair of Educational Leadership at the University of Bolton, as well as Professor Emeritus at the Institute of Education, University College London and the University of Nottingham. David is passionately committed to improving the quality of education for all and has worked at the intersection of policy, research and practice for over forty years. Among a range of educational roles, he has been Chief Adviser to three Secretary of States on School Standards in the UK, Dean of Education at the University of Nottingham, a secondary school teacher, Outward Bound Instructor and consults internationally on school and system reform.

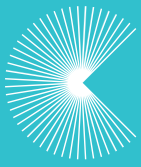
Despite two new knees, he still practises occasionally as an International Mountain Guide; over the years he has led 12 expeditions to the Greater ranges and was one of the ten British Mountain Guides to first receive the UIAGM carnet in 1978. David completed his school improvement trilogy with the publication of *Exploding the Myths of School Reform* in 2013; the previous books being *School Improvement for Real* (2001) and *Every School a Great School* (2007). He was recently ranked as the 16th most influential educator in the world by the American based Global Gurus organisation.

UNIQUE FEATURES

1. Designed as a structured school improvement program for Leaders and Teachers.
2. This program extends over 12 months with an induction session the previous term. It will provide principals and systems with the process and tools to implement a rigorous school improvement process.
3. Tools (including manuals) to guide the implementation of the program.
4. Ongoing implementation support structures, including online support from Professor Hopkins and facilitation from the school's Director of Educational Leadership.
5. Ongoing review of program content and processes.

BENEFITS

1. One face to face full day induction session plus four live online sessions with Professor Hopkins providing theoretical and practical support as well as termly network sessions with Directors of Educational Leadership. A virtual option will be made available for schools unable to attend the face to face induction session.
2. Hands-on Curiosity and Powerful Learning program manuals – maximum of six copies per school including Models of Practice 1&2, 3&4, 5&6. Additional copies are available for purchase from the ACEL bookshop.
3. Tools on how to develop an infrastructure for continuous school improvement and how this improves student learning.
4. Understanding of how to develop outstanding teaching behaviours at a school and classroom level – identified as Theories of Action.
5. Teaching strategies to empower student learning – identified as Models of Practice.
6. Ongoing systemic support to implement the program from the school's Director of Educational Leadership.
7. Clear connections to system structures and requirements.



LEARNING OUTCOMES

Participants will develop:

- a working understanding of the C&PL school improvement process and how it links to the policies and practices of the school system
- an infrastructure for a continuous school improvement culture
- an understanding of the theory underpinning and embedded in the C&PL program.

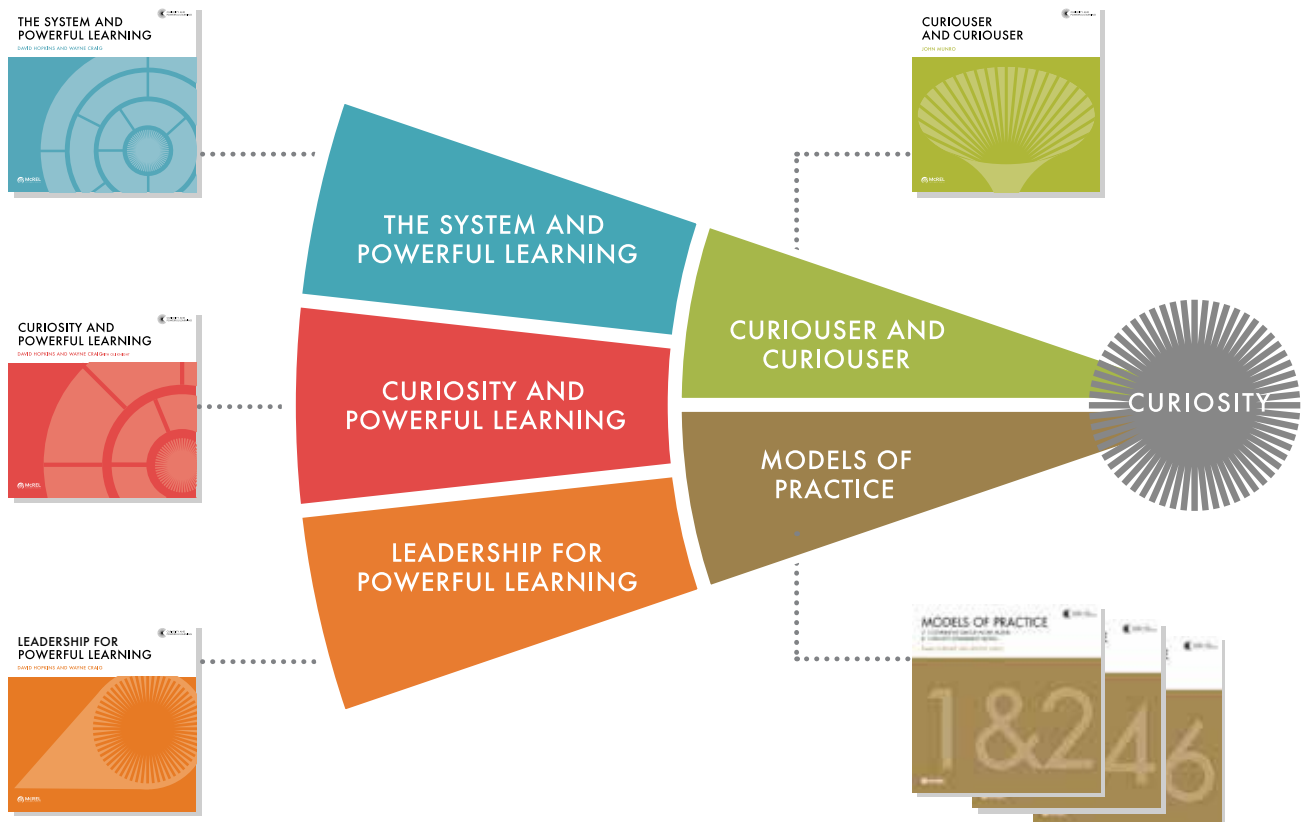
TOOLS & FRAMEWORKS

- C&PL program manuals and related frameworks*
- Implementation processes contextualised by each school.
- Clear measurement tools and frameworks to monitor progress and scaffold Curiosity and Powerful Learning teams.

* Each staff member (up to six) registered receive C&PL manuals. Any additional manuals can be purchased from the ACEL bookshop.

CURIOSITY AND POWERFUL LEARNING MANUALS

The Powerful Learning Manuals are the product of a six-year inquiry into system reform in the schools in Northern Metropolitan Melbourne. They provide frameworks for practical action, based on globally acknowledged research that respond to the contemporary policy context.



Theories of Action

Connecting 10 actions by teachers and schools to student learning and achievement

Models of Practice

Six teaching practices that empower student learning

Curiosity and Powerful Learning is helping us to drive our school improvement, as it directly aligns with our school vision. Curiosity and Powerful Learning provided the platform and tools to develop our school improvement pathway. By linking research to explicit improvement measures, Curiosity and Powerful Learning set the solid foundations for school improvement.

Sean Scott, Principal, Glenroy Public School
Cohort 2

PROGRAM MODULES

INDUCTION SESSION

Introduction to C&PL

Session Outcomes

Participants will:

- review the challenges confronting Australian educators today
- examine the principles underpinning the C&PL approach to school improvement and explore how school structures and systems can be developed to support the learning of students
- understand the practicalities of how the C&PL program will run during the following year.

WORKSHOP 1

Establishing the C&PL Process

Session Outcomes

Participants will:

- consider what leading researchers across the world suggest systems and schools should be doing, and compare and contrast this information with their own school and system
- understand the theory, practice and components of the C&PL process – in particular:
 - ‘Inside out’ working
 - the school improvement process and pathway
 - the theories of action for teaching and learning
 - leadership and professional development
- begin developing, or add C&PL content and processes to the school’s improvement plan, including:
 - identification of Theories of Action being implemented
 - how current structures can be supported and developed
 - begin developing a school narrative focused on enhancing the improvement of student learning.

WORKSHOP 2

Instructional Round

Session Outcomes

Participants will be involved in a nonjudgemental observation of practice in a network school that:

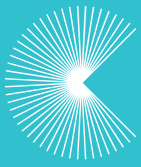
- focusses on the understanding of teaching rather than evaluating it
- generates a series of theories of action that link teaching to learning based on the observations
- involves learning how observation can lead to the improvement of practice
- creates a common language for teaching and learning within their school and across the network
- identifies how to get the best from Instructional Rounds at their school.

1 day Instructional Round Hub Session

Session Outcomes

Participants will:

- develop a deep understanding of Theories of Action
- learn how to facilitate staff development using triads to expand the repertoires of practice of teachers (and others)
- plan and/or apply Theories of Action to Instructional Rounds at their school
- review their School Improvement Plan and develop structures, e.g. a calendar or processes for implementing whole school or classroom implementation.



PROGRAM MODULES

WORKSHOP 3

Instructional Leadership and Models of Practice

Session Outcomes

Participants will:

- engage in new developments in the C&PL process
- develop a deep understanding of the six Models of Practice and how they can be implemented at their school
- engage with Instructional Leadership principles and practices and how they apply to C&PL
- apply any new developments from NSW Department of Education to school improvement structures
- review their school plan and update with Models of Practice and Instructional Leadership strategies.

NETWORK SESSIONS

There will be four in total that will occur between the Workshops and be facilitated by Directors of Educational Leadership.

Session Outcomes

Participants will:

- develop a network-based focus for each meeting
- share and review the school C&PL journey similarities, good ideas and mechanisms to work smarter
- reflect on developments and resources shared with schools
- develop a sustainable professional learning structure and culture for school improvement at a school/ network/system level
- feedback to ACEL for program support and development.

CONFERENCE

Conference

Session Outcomes

Participants will:

- in a conference-style setting, present the C&PL successes in their school and community
- complete a best practice summary for each school and submit to ACEL
- review the C&PL Process and identify school and system suggestions for ongoing rigorous school improvements
- network and share best practice within and between schools
- plan for the future – develop a long-term school plan for C&PL sustainability.

PROGRAM COST

6 Staff \$5,250 (Incl. GST)

Additional Participants \$800 (Incl. GST)

In-person Induction workshop \$230 (Incl. GST) per person

CONTACT

Email: leadership@acel.org.au

Phone: 02 8396 0810

The Curiosity and Powerful learning materials have helped our school become more strategic in our thinking and evaluative practice. I am truly glad that we have made the C&PL journey with David.

David Smith
Principal, Fairfield Public School



As Australia's peak professional organisation for educational leaders, ACEL is a forward thinking, relevant and responsive agent of change and innovation. ACEL is a not-for-profit company and a 21st Century learning organisation that is continuously improving its practices to harness national and global opportunities. As the premier provider of resources and experiences for educational leaders, ACEL's membership continues to grow with over 6500 members actively connecting and participating in regular professional learning opportunities.

ACEL is delivering McREL's *Curiosity and Powerful Learning* programs in Australia.

www.acel.org.au

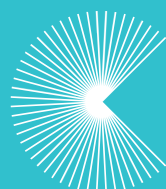


Through an active program of research and analysis McREL focusses on what matters most in raising student achievement. Schools and school systems access our valued, research based guidance and solutions, including evaluation, professional development, and psychometric analytic services.

Headquartered in Denver, Colorado, McREL serves the global education community. McREL has offices and centres in Australia and the United States, and serves the Pacific region through our Pacific Center based in Honolulu. McREL Australia developed professional learning programs and resources for *Curiosity and Powerful Learning*.

To find out more about McREL, and how to contact us, visit www.mcrel.org

To find out more about *Curiosity and Powerful Learning*, visit www.mcrel.org/curiosity



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