AGENDA

Our Mission: The advancement of educational excellence through the promotion of a strong independent school sector in the ACT

Our values:

INDEPENDENCE  CHOICE  DIVERSITY  COLLEGIALITY  RESPECT  FAIRNESS

3.00 pm – 4.30 pm
AISACT Boardroom

<table>
<thead>
<tr>
<th>Welcome, (acknowledgement of Country), apologies and general introductions</th>
<th>DW</th>
<th>10 min</th>
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<tbody>
<tr>
<td>1 Overview of AISACT Strategic Plan</td>
<td>DW/ TM</td>
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<tr>
<td>2 Strategic discussion of SC Member responses to preparatory questions</td>
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<tr>
<td>3 AISACT individual school T&amp;L profiles: base-line feedback</td>
<td>KM</td>
<td>Background paper provided</td>
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<td>4 Summary of T&amp;L current initiatives</td>
<td>KM</td>
<td>Background paper provided</td>
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<tr>
<td>5 T&amp;L emerging priorities: discussion; actions and responsibilities allocated</td>
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<td>6 AOB</td>
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**Teaching & Learning Subcommittee Meeting dates: 2015**

- Wednesday 25 February
- Thursday 30 April
- Thursday 28 May
- Thursday 30 July (Teaching & Learning Colloquium)
- Thursday 27 August
- Thursday 8 October
- Thursday 12 November (Celebrating Teaching & Learning)
Minutes

Our Mission: The advancement of educational excellence through the promotion of a strong independent school sector in the ACT

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Present: Dee Whitby (Chair), Naomi Cole (Trinity), Rachel McClure (Emmaus Christian School), Kerri Rock (Canberra Grammar School), Neil Dunkley (Canberra Grammar School) and Ann Hamer (St Edmund’s College), Tim McNevin (AISACT), Kath Morwitch (AISACT)

Minutes: Louise Avent (AISACT)

Apologies: Colleen Spence (Marist College)

ATTACHMENTS:

- AISACT Strategic Plan 2014-2016
- AISACT Teaching and Learning Subcommittee Terms of Reference
- Background paper: AISACT individual school T&L profiles
- Background paper: Summary - AISACT Teaching & Learning current initiatives
  - PLC overview
  - CoP overview

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<thead>
<tr>
<th>Agenda item/Key discussion point</th>
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<tr>
<td>Welcome, apologies and Acknowledgement of Country</td>
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<tr>
<td>- Thank you to Kath Morwitch</td>
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<tr>
<td>- Grateful to all for attending</td>
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<td>- Primary task is to advise and guide the AISACT Executive Committee</td>
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<td>- The T&amp;L Sub-Committee made up of teachers, principal and heads of areas</td>
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<td>- Introduction of all members</td>
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1 | Overview of AISACT Strategic Plan (Tim McNevin) |
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<tr>
<td>- AISACT is on a journey of growth</td>
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<td>- Students First Support Fund (SFSF) provided to AISACT from the Australian Government. The SFSF has 5 broad objectives:</td>
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<td>- Improving quality teaching</td>
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<td>- improving quality learning</td>
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<td>- empower school leadership</td>
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<tr>
<td>- meet student need</td>
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<td>- improve transparency and accountability</td>
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<td>- This funding has enable for more support to be provided to member schools including additional staffing to be hired at AISACT</td>
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<td>- This sub-committee focuses on the first of the Association’s key directions: Quality teaching and learning in Member Schools</td>
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<td>- Matrix of relationships between all aspects of the strategic plan</td>
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2 | Strategic discussion of SC Member responses to preparatory questions |
Sub-committee members were asked to reflect on two strategic questions:

1. If we could do one thing to progress **teaching** in member schools, what would it be? What would this look like? How would we measure the impact?

2. If we could do one thing to progress **learning** in member schools, what would it be? What would this look like? How would we measure the impact?

- First question:
  - Progressing Teaching
    - Incentives for hire accreditation – through national standards and TQI
    - Getting teachers to look outside of classroom to establish and understanding of best practise
    - Computer literacy
    - Mentor/Mentee relationships
    - Coaching
    - Professional conversation
    - Data analysis – targeted teaching, differentiation
    - Streamlining the process to make it manageable and achievable
    - Consistency and sustainability of practice
    - Australian Curriculum
    - How do we keep it ‘alight’- kindling joy
    - ‘Classroom Career’
    - Recognising wisdom and experience of teachers
    - Pre teacher education
    - Time
  - what would this look like
    - Sustainability of quality teaching
    - Growth mindset
    - Proliferation of PLC’s
    - Sustained COP’s
    - Recognition of the enhanced role of supporting schools
    - Active voice of teachers
    - Reduced turnover of teaching staff

- 2nd question:
  - progressing learning
    - Flexible curriculum/ cohorts of kids
    - Flexibility of pathways/cohorts of kids
    - Flexibility of assessment and report
    - Notion of growth in learning
    - Broader definition of learning ‘whole child’
    - Enhanced learner engagement
    - Support parenting education
    - Educate parents/engage parents as partners
  - Measured through
    - Completion
    - Learner engagement
    - Increase in uptake of independent education in the ACT
    - Impact reports

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**AISACT individual school T&L profiles: base-line feedback**

Kath spoke to the paper provided.
- Following face to face meetings with all Member schools a summative set of data has been collated:
  - Identified where different schools need help and where they are successful
  - Curriculum differentiation high priority
  - Gifted and talented high priority
  - Peer observation is a priority
  - Not reflected
    - SWD

4 Summary of T&L current initiatives

Kath spoke to the paper provided highlighting those strategic activities that the Association has already activated:

- Teaching and learning sub committee
- Coaching academy being implemented (ongoing framework)
- Learning Frontiers
- Leadership Breakfast series
- Subject specific committees
- CE and AISACT calendar.

- Over-riding pattern or trend is a need for literacy and numeracy to improve the framework in regards to shifting the practice around those areas. Ensuring that change is being sustained.

- Learning through professional conversations: TQI – logging reflection trying to make them shared reflections – TQI encouraging this to occur

- LNCA – collaboration space is already established
- Overwhelming support to set up subject specific CoPs
- Discussion regarding the merits of universal PL or targeted?
- What is our capacity and expertise across the independent sector to deliver PL?
  Recognising that expertise exists in our schools – our challenge is to connect that expertise more widely.

5 T&L emerging priorities: discussion; actions and responsibilities allocated

Professional learning communities

- Learning Frontiers established as a professional learning community
- Firstly need to address what are our gaps and what do we need to focus on
  - G&T – major gap for all
  - Teaching differentiation – teaching different levels at a different time
- How do we combat the gaps? Options include:
  - approach schools who do it well then allow them to head the community
  - research professional development etc.
    - Concerned that we could over stretch the same people who are on all committees
    - There is, in many instances, one core group of people and schools that are already involved in all of the committees

Communities of Practice

- Subject specific network as a community of practice – fluid membership, agenda around Australian Curriculum, key to maximising our strengths of practise

G&T will not be a professional learning community; prefer external PL provider
PLC does not have to have experts in it, the community can form around a question. Encouragement for schools is to send not just heads of teaching and learning.

The Committee then shifted discussion to consider data collection to inform teaching & learning:

- How is it done?
- Processes currently in place in different schools?
- Platforms to use?

General consensus that the National School Improvement Tool (and associated data analysis) is a high priority; need for those who are on the ground to be provided training.

Group discussion and decision to prioritise professional learning on the National School Improvement Tool.

Learning opportunity day needed; PLC around data collection and analysis could evolve from there.

Gifted and Talented and Curriculum Differentiation PL to run off the National School Improvement Tool processes.

6 AOB

Members were encouraged to consider being a part of validation panel for public schools

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- Thursday 30 April
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For consideration by AISACT Executive

- That professional learning (of a nature to be determined) around school/education data collection and use, in the context of the National School Improvement Tool, be prioritised.
### ACTION REGISTER

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<tr>
<th>Meeting date</th>
<th>Action</th>
<th>Responsibility</th>
<th>Due date / status</th>
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<tr>
<td>25 February 2015</td>
<td>Investigate providers on Curriculum Differentiation with focus on G&amp;T PL National School Improvement Plan PL needed. Related PLC could follow. CGS offer to host pending approval. Investigate online community platforms – TQI and what they do with it Establish a relationship with TQI Identify subject coordinators in each school to head the 1st subject specific CoP meeting.</td>
<td>Kath</td>
<td>Paper provided at meeting 30/4</td>
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<td>Chair to take to Executive; Tim discuss with AW. Kath</td>
<td>Ongoing</td>
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<td>30 April 2015</td>
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<td>Information provided 30/4</td>
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<td>28 May 2015</td>
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<td>Information provided 30/4</td>
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<tr>
<td>30 July 2015</td>
<td>AISACT Teaching and Learning Colloquium</td>
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<td>Information provided 30/4</td>
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<td>27 August 2015</td>
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<td>8 October 2015</td>
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<tr>
<td>12 November 2015</td>
<td>AISACT Celebrating Teaching and Learning Day</td>
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The Association of Independent Schools of the ACT

**Our MISSION**
The advancement of educational excellence through the promotion of a strong independent school sector in the ACT

**Our VALUES**
- Independence
- Choice
- Diversity
- Collegiality
- Respect
- Fairness

**Our KEY DIRECTIONS**
- Quality teaching and learning in Member Schools
- Strengthened Member School engagement
- Influence in relevant policies, debates and agendas
- Effective office operations and business processes
- Strategic and ongoing support for, and service delivery to, Member Schools

**Achieved through**
- Targeted professional learning
  - Building professional learning communities
  - Improved analysis of education data
  - Enhanced outcomes for targeted student populations
  - Coaching and mentoring
- Effective networking and collaboration
  - Strong relationships between Member Schools and with the AISACT Office
  - Good governance practices
- Development and implementation of a strategic communications strategy
  - Strategic partnerships with key stakeholders and education authorities
  - Effective advocacy and representation of the Association
- Innovative utilisation of technology
  - Strategic recruitment of office personnel
  - Best practice human resource management
  - Enhanced business operations
- Responsive service and support to Member Schools
- Effective strategic and operational planning
- Exploring growth opportunities for the Association
- Identification of new business opportunities

**Our OUTCOMES**
- Enhanced practice across AISACT Member Schools leading to improved student learning outcomes.
- All AISACT Board members are engaged with the functions of the Association.
- Effective communication within the Association and across stakeholders.
- Enhanced services supporting Member Schools.
- The AISACT is positioned to ensure longevity of its support of Member Schools and the services provided.

**Our SUCCESS INDICATORS**
- **Operational measures**
  - Growth in Professional Learning Communities
  - Feedback on professional learning from attendees
  - Financial outcomes for the Association
- **Trends over time**
  - Member School satisfaction on the relevance and value of the Association
  - Stakeholder feedback on the influence and work of the Association
  - Staff professional capacity and satisfaction
Teaching and Learning Subcommittee

Terms of reference
The primary objective of this Teaching and Learning Subcommittee is to provide the Executive Committee with advice on strategies, opportunities and approaches for the achievement of the Association’s Key Direction *Quality Teaching and Learning in Member Schools*.

In furtherance of this objective, the committee shall:

- act as a consultative subcommittee to inform the decisions of the Executive Committee, and help inform and direct the work of the office in the area of the Strategic Plan outlined above
- provide a forum for ideas and discussion
- make recommendations to the Executive Committee.

Decisions on policy issues are made by the Association’s Executive Director in consultation with the Executive Committee.

Chair
The Chair is to be a Member of the Executive Committee.

Terms of membership
There shall be up to eight (8) members of this subcommittee. This includes the Chair and AISACT staff (up to 6 others from schools).

Membership shall be invited from staff of Member schools. Final makeup will be determined by the Chair of the subcommittee in consultation with the Executive Director.

Members of community organisations, academics, or other individuals with relevant expertise may be co-opted by the Group as appropriate and by agreement of all existing members.

Membership may be reviewed annually, with new members sought from schools. Membership will be reported to the Board.

Establishment and Duration
The Teaching and Learning Subcommittee is established by the Association’s Executive Committee.

The Teaching and Learning Subcommittee will operate until the stated objectives and outcomes are achieved.

The Executive Director may recommend to the Association’s Executive Committee that the Teaching and Learning Subcommittee cease to exist. Reasons for this recommendation may
include that the issue is no longer a high priority; that the group has substantially completed its work; that the committee is not operating effectively; or that alternative structures exist to provide organisation with effective advice.

**Meeting Frequency**
Meetings are held (at least) quarterly.

**Decision Making**
Decision making is by consensus.

**Reporting**
Key issues are reported to the Association’s Executive Committee, and through it to the Board.

Progress achieved by the subcommittee will be noted in the Association’s Annual Report.

**Resources**
Secretariat support is provided by Association staff.

This committee is funded from Association resources.
AISACT Teaching and Learning Subcommittee Meeting

Item 3  
AISACT individual school T&L profiles: base-line feedback

Summary

1. The AISACT Strategic Plan 2014-2016 articulates the work of the Association as it currently is, as the work will evolve in the new environment, and includes the new work of the Association outlined in the Students First Support Fund (SFSF) MoU which establishes the parameters which inform that component of strategic planning.

2. The primary objective of the Teaching and Learning Subcommittee is to provide the Executive Committee with advice on strategies, opportunities and approaches for the achievement of the Association’s Key Direction Quality Teaching and Learning in Member schools.

3. Referencing this key direction, targeted qualitative data from Member schools was gathered and summarised to provide a ‘snapshot’ of curriculum, pedagogy, professional learning strengths, needs and ‘wish lists’. The research was undertaken in Term 4, 2014, under the direction of Kath Morwitch (AISACT Senior Manager, Curriculum and Professional Learning).

Priorities

Priority areas emerging from the data include:

- Literacy and Numeracy
- Curriculum Differentiation
- Gifted & Talented: policy development, resources, teaching strategies
- Building capacity in regards to:
  - Peer Observation Programs
  - Professional Conversations: models/skills.

Considerations

- What emerging Teaching & Learning areas are not reflected in the priorities listed that are currently in the national or local arena? Eg. Students with Disabilities.
- What 2015 AISACT initiatives currently support priority areas?
- What is the current capability of the AISACT to deliver across a wide range of projects?

Strategic impacts

It is hoped that addressing priority areas through targeted PL will advance educational excellence in member schools.
The Executive Committee and Board would need to consider for approval any costs involved in future PL to support priorities.
Item 4  Summary of T&L current initiatives

Summary

1. The AISACT Strategic Plan 2014-2016 articulates the work of the Association as it currently is, as the work will evolve in the new environment, and includes the new work of the Association outlined in the Students First Support Fund (SFSF) MoU which establishes the parameters which inform that component of strategic planning.

2. The primary objective of the Teaching and Learning Subcommittee is to provide the Executive Committee with advice on strategies, opportunities and approaches for the achievement of the Association’s Key Direction Quality Teaching and Learning in Member schools.

3. Referencing this key direction, the following initiatives are currently being developed to support teaching and learning needs and ‘wish lists’.

   - Teaching and Learning Subcommittee
   - 2015 AISACT Literacy and Numeracy Coaching Academy (LCNA): 13 Expressions of Interest from Member schools received
   - Learning Frontiers (PLC): 7 Expressions of Interest from Member Schools received
   - AISACT Leadership Breakfast Series
   - Subject Specific Networks (CoPs)
   - Combined ACT Independent and Catholic Schools Professional Learning Calendar
   - National Presentation Network (NPN) access

Considerations

What T & L priority areas are being addressed via the initiatives listed and where do gaps exist?

Establishing a common understanding of and expectations for effective PLCs & Cops, reflective of current research. (4.1, 4.2)

Strategic impacts

It is hoped that addressing priority areas through targeted PL will advance educational excellence in member schools.

Budget Implications

The Executive Committee and Board would need to consider for approval any costs involved in future PL to support priorities.
A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field.

**CORE CHARACTERISTICS OF PLCS:**
1. Collective work in teams
2. Leadership and responsibility for student learning is widely shared
3. Focuses on reflective inquiry and learning
4. Improves student learning
5. Shared values and norms
6. Common practices and feedback

(Louis 2008)

**Effective PLCs**
- Focus on Learner Needs
- Data Driven and Evidence Based
- Focus on Pedagogy /Teacher Practice
- Collaborative
- Research based
- Supported by leader facilitator
- Individual/collective responsibility

‘To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.’
Richard DuFour

‘Collaboration is (teachers) communicating and working together, building on each other’s’ ideas to produce something new or do something differently. A collaborative organisation unlocks the potential, capacity and knowledge of employees generating value and innovating and improving …’
Deloitte, Frank Farrell.

**PLC Operations**
1. Will meet at least once per term; membership is relatively stable.
2. AISACT does not fund teacher participation in PLCs. Arrangements are at the discretion of the school.
3. PLC members are expected to attend each PLC meeting as far as is practicable PLC members are expected to participate in colloquium and other sharing events facilitated by the Association.
A community of practice (CoP) is a group of people who share a craft and/or a profession. The group can evolve naturally because of the members’ common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally.

**CORE CHARACTERISTICS OF CoPs:**
1. Collective inquiry
2. ‘Grassroots’ leadership from within the community
3. Sharing of knowledge from the narrative standpoint
4. Improves learning
5. Focus on improvement of practice

(Mittendorff et al 2006)

**Effective CoPs**
- Focus on improvement of practice
- Focus on Pedagogy /Teacher Practice/Curriculum
- Collaborative, collective ownership
- Fluid participation

‘If schools intend to become more effective, changes must be implemented and sustained, and that demands that professionals in schools find ways for teachers to establish collegial relationships, share knowledge and collaborate.’

Drago-Severson & Pinto

‘Collaboration is (teachers) communicating and working together, building on each other’s’ ideas to produce something new or do something differently. A collaborative organisation unlocks the potential, capacity and knowledge of employees generating value and innovating and improving ...’.

Deloitte, Frank Farrell.

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**CoP Operations**
1. Will meet at least once per term; membership is relatively fluid.
2. AISACT does not fund teacher participation in CoPs. Arrangements are at the discretion of the school.
3. CoP members are encouraged to attend each CoP meeting as far as is practicable. CoP members are encouraged to participate in colloquium and other sharing events facilitated by the Association.