

Script: [Leading Pedagogical Change](#)

Well we knew as a school that, obviously teaching has the biggest influence on student achievement and leadership is second to that. And so as a staff we looked at best professional learning and the impact of research there. We decided that to bring about real change for our students' achievement we needed to invest our professional learning around teaching practice, what was happening in the classroom, and always being focused on student outcomes, but also from within an internal professional learning context. So we decided action research would be really helpful to make the learning relevant to our context at Flaxmere College, but also professional learning groups as a process to develop our learning and our teaching practice.

As a principal, I participated as a teacher within this programme, as I chose to teach again this year and to develop my own practice and work alongside the teachers. But I also participated with my senior leadership team by facilitating a leadership PLG with those members. It was very much based on coming up with a collaborative vision, making sure that it was evidence informed, that it was focused around improving our practices and that there was accountability within that process as well. And we also aligned it with action research process as well.

So throughout that group, I suppose, I was modelling that process with the senior leaders. They in turn facilitate the professional learning groups with teachers. This happens weekly, every Wednesday morning and as part of the review from the previous year we were able to identify areas that staff were passionate about and that aligned with effective teaching and learning.

One of the keys to all of these different groups is that we are trying to undertake one of our goals, which is to establish a Flaxmere way of pedagogy, how we teach and how we learn at our school and certainly the shared learning that comes out of these groups will enable us to do that.