CURIOSITY AND
POWERFUL
LEARNING
PROGRAM

PRACTICAL
PROFESSIONAL
LEARNING
FOR TEACHERS AND
SCHOOL LEADERS

CURIOSITY AND
POWERFUL LEARNING
WHAT IS CURIOSITY AND POWERFUL LEARNING

The Curiosity and Powerful Learning program is designed for school communities wanting to engage in a rigorous school improvement process.

The program focusses on improvement at a classroom, leadership and system level.

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 Curiosity and Powerful Learning team of 4 to 6 staff will lead the implementation of the program at each school.

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 Curiosity and Powerful Learning theories and structures to those successful structures and tools already in place in the school
- connecting the Curiosity and Powerful Learning 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 Twilight 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 and the Australian Professional Standards for Teachers

The Curiosity and Powerful Learning workshops can provide staff on the Curiosity and Powerful Learning team with evidence against the following standards at Lead level in the Australian Professional Standards for Teachers:

- Curiosity and Powerful Learning Workshop 1 – (12 hours). Accredited by NESA at Lead level – Standards 3.2.4, 6.3.4, 6.4.4 and 7.4.4.
- Curiosity and Powerful Learning Workshop 2 (12 hours). All accredited by NESA at Lead level 6.3.4.
- Curiosity and Powerful Learning Workshop 3 (6 hours). All accredited by NESA at Lead level 6.3.4.
- Curiosity and Powerful Learning Workshop 4 (6 hours). All accredited by NESA at Lead level 6.3.4.
- Curiosity and Powerful Learning Workshop 5 (6 hours). All accredited by NESA at Lead level 6.3.4.
- 4 X C&PL Strategic Improvement Teams: Twilight Meeting (3 hours each). All accredited by NESA at Lead level - 6.3.4.

Completing the Curiosity and Powerful Learning program will contribute hours of NESA Registered PD addressing 6.3.4 from the Australian Professional Standards for Teachers towards maintaining Proficient, Highly Accomplished or Lead Level Accreditation in NSW.
WORKSHOP FACILITATORS

Professor David Hopkins

David has recently completed his school improvement trilogy with the publication of Exploding the Myths of School Reform, the previous books being School Improvement for Real (2001) and Every School a Great School (2007).

David is passionately committed to improving the quality of education for all and has worked in policy, research and practice, both in the UK, Australia and Internationally for over forty years. He has published around fifty books, helped to establish the National College for School Leadership in England and among a range of educational roles, he has been the Chief Adviser to the Secretary of State on School Standards in the UK, Dean of Education at the University of Nottingham (as well as a visiting professor at over a dozen international universities), a long-time consultant to the OECD and also as an International Mountain Guide. He is Emeritus Professor at the Institute of Education, Chair of Leadership at the University of Bolton and founder of the Adventure Learning Schools Charity.

David was recently ranked as the 16th most influential educator in the world by the American based Global Gurus organization.

Trish Franey

Trish is an evidenced-based practitioner working with senior staff to align their leadership development with quality teaching and learning to secure the learning progress of all pupils.

An experienced Head teacher, Trish took an underperforming urban community school to ‘Beacon School Status’, gaining national and international recognition for improving performance through an inclusive approach to staff development, ‘learning centred leadership’ and learning partnerships with pupils.

Trish has also led and managed a collaborative of schools as Director of an Educational Action Zone, creating teams, establishing business partnerships, initiating parental engagement programmes and supporting head teachers in raising aspirations, expectations and outcomes for children, their families and communities.

Trish was also an Assistant Director of the National College for School Leadership’s Primary Leadership Programme and Consultant in the Network Learning Communities Programme and was involved in the design, delivery and evaluation of leadership and school network programmes.

Trish supported the implementation of ‘Powerful Learning’ in Melbourne and supported the development of leaders and teachers in schools in Victoria.
UNIQUE FEATURES

1. Designed as a structured school improvement program for Leaders and Teachers.
2. A 2+ year-long program providing 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.
5. Ongoing review of program content and processes.

LEARNING OUTCOMES

Participants will develop:
• a working understanding of the Curiosity and Powerful Learning 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 Curiosity and Powerful Learning program.

TOOLS & FRAMEWORKS

• Curiosity and Powerful Learning 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 and attending Workshop 1 will receive Curiosity and Powerful Learning manuals (excluding the Models of Practice manuals) and the Program Folder. Any additional manuals or folders can be purchased from ACEL.

ROLE OF PARTICIPANTS

Principal and school staff
• Principal and 3-5 identified school improvement leaders (Curiosity and Powerful Learning team) to attend all 7 days of the central face-to-face Workshops. This team will ideally remain consistent throughout the two years.
• Principal to drive implementation of Curiosity and Powerful Learning in school through supporting and driving structures, strategies and professional learning.
• Curiosity and Powerful Learning team to lead professional learning and implementation at their school.

Director
• Attend all 7 days of the central Workshops
• Mentor, support and coach quality assurance of the program at each Curiosity and Powerful Learning school
• Become trained as a Consultant Leader to deliver Twilight Sessions.
Theories of Action
Connecting 10 actions by teachers and schools to student learning and achievement

‘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

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. It 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
Session Outcomes
Participants will:
• review the challenges confronting Australian educators today
• 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
• examine the principles underpinning the Curiosity and Powerful Learning approach to school improvement and explore how school structures and systems can be developed to support the learning of students
• be introduced to the concepts of Powerful Learning, Curiosity and Life
• develop awareness of the big ideas involved in Curiosity and Powerful Learning
• gain an awareness of the outline of the 2+ year program
• understand how the theories, values and principles underpinning the program improve student learning
• begin developing, or add Curiosity and Powerful Learning 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 focussed on enhancing the learning of students.

Introduction to C&PL

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.

1 day Instructional Round

Session Outcomes
Participants will be involved in a non-judgmental 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.

Twilight Session (four in total run by Consultant Leaders)

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.
Session Outcomes
Participants will:
• engage in any new developments in the Curiosity and Powerful Learning process
• develop a deep understanding of the six Models of Practice and how they can be implemented at their school
• engage with Leadership principles and practices and how they apply to Curiosity and Powerful Learning
• apply any new developments to NSW Department of Education to school improvement structures
• review their school plan and update with Models of Practice.

Review and Develop a Sustainable C&PL Culture
Session Outcomes
Participants will:
• engage in new developments in the Curiosity and Powerful Learning Process
• apply any new developments in NSW Department of Education to school improvement structures
• identify any issues that impact positively and negatively on the ongoing implementation of Curiosity and Powerful Learning and school improvement
• develop a school plan for sustainable school improvement based on these explored issues.

Review C&PL Practices and Present Successes
Session Outcomes
Participants will:
• in a conference-style setting, present the Curiosity and Powerful Learning successes in their school and community
• complete a best practice summary for each school and submit to ACEL
• review the Curiosity and Powerful Learning Process and identify school and system suggestions for ongoing rigorous school improvements.

DATES
Dates are to be confirmed. Workshops will be held in the following months each year.
Dates will be confirmed as early as possible:
• April
• October
• Twilight session - March/June or July
ACEL is Australia’s peak professional organisation for educational leaders. As 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 6,500 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

There are clear links between Curiosity and Powerful Learning and the NSW Department of Education School Excellence Framework, Milestones and Self-Assessment Tool.

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ACEL and McREL International

ACEL

Through an active program of research and analysis, McREL focuses 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 centers 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