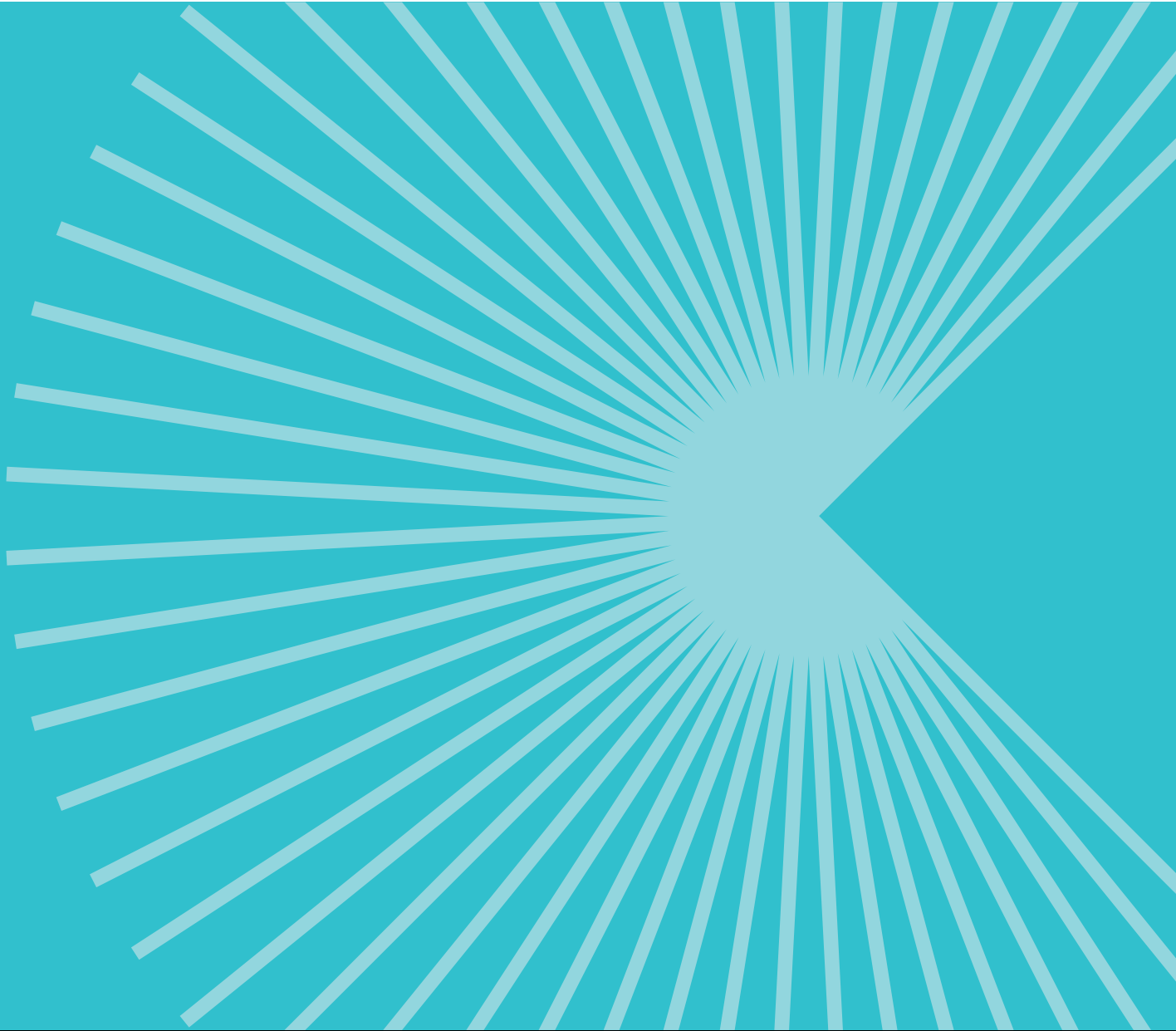


CURIOSITY AND POWERFUL LEARNING

PROGRAM

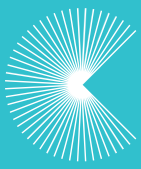


PRACTICAL PROFESSIONAL LEARNING FOR TEACHERS AND SCHOOL LEADERS



PRESENTED BY
**PROFESSOR
DAVID HOPKINS**





WHAT IS CURIOSITY AND POWERFUL LEARNING

The Curiosity and Powerful Learning program 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 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 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.
- 4 X C&PL Strategic Improvement Teams: Network Session (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.

“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

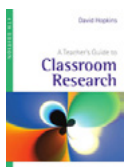
Professor David Hopkins is currently Chair of Educational Leadership at the University of Bolton, as well as Professor Emeritus at the Institute of Education, University College London and the University of Nottingham. David is passionately committed to improving the quality of education for all and 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.

POWERFUL LEARNING MANUALS

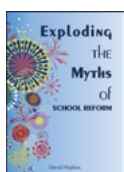


The Powerful Learning Manuals are the product of a six-year inquiry into system reform in the schools in Northern Metropolitan Melbourne. They provide frameworks for practical action, based on globally acknowledged research that respond to the contemporary policy context.



A Teacher's Guide to Classroom Research [Fifth Edition]

First published in 1985, this book is now on its fifth edition. It has been updated in light of developments in research, policy and practice. What remains constant is the belief that it is teaching that has the most immediate impact on the progress of our students, and it is only the teacher who can provide outstanding teaching through reflective and self-conscious action.



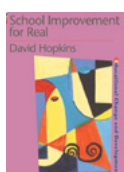
Exploding the Myths of School Reform

This is the last volume in the “School Improvement Trilogy”. It represents David’s attempt to understand the dynamics of school improvement at scale – at the system level. It also exhibits his ongoing frustration with the ubiquity of policy borrowing, marketisation and top-down policy edicts. Taken together they create too many pervasive myths that inhibit the realisation of the potential that can be achieved in terms of social equity if we authentically move to scale.



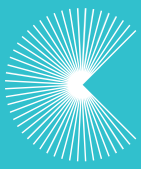
Every School a Great School

Every School a Great School is David’s account of what he tried to do, when he was in Government in the early/mid 2000s, to transform the English school system. Working within the parameters of New Labour’s social justice agenda, and collaborating with outstanding politicians and public servants such as Estelle Morris, David Miliband and Michael Barber they, in hindsight achieved significant success and the life chances of a million children were enhanced. The book explains how to do it.



School Improvement for Real

David spent the fifteen years prior to the publication of this book, with many outstanding colleagues around the world, developing an empirical and practical base for the school improvement movement. This is his, admittedly personal, summary statement on what they had achieved to that point. It serves to summarise the field and lay the basis of what David has termed “authentic school improvement”.



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.

BENEFITS

1. Six days of face-to-face Professional Learning over two years providing theoretical and practical support.
2. Curiosity and Powerful Learning Workshops and Network Sessions are accredited at NESA Lead level (Standard 6.3.4).
3. Hands-on Curiosity and Powerful Learning program manuals – maximum of six copies per school (not including Models of Practice 1&2, 3&4, 5&6).
4. Tools on how to develop an infrastructure for continuous school improvement and how this improves student learning.
5. Understanding of how to develop outstanding teaching behaviours at a school and classroom level – identified as Theories of Action.
6. Teaching strategies to empower student learning – identified as Models of Practice.
7. Ongoing systemic support to implement the program.
8. Clear connections to system structures and requirements.

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.

ROLE OF PARTICIPANTS

Principal and school staff

- Principal and 3-6 identified school improvement leaders (Curiosity and Powerful Learning team) to attend all six 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 six 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.

TOOLS & FRAMEWORKS

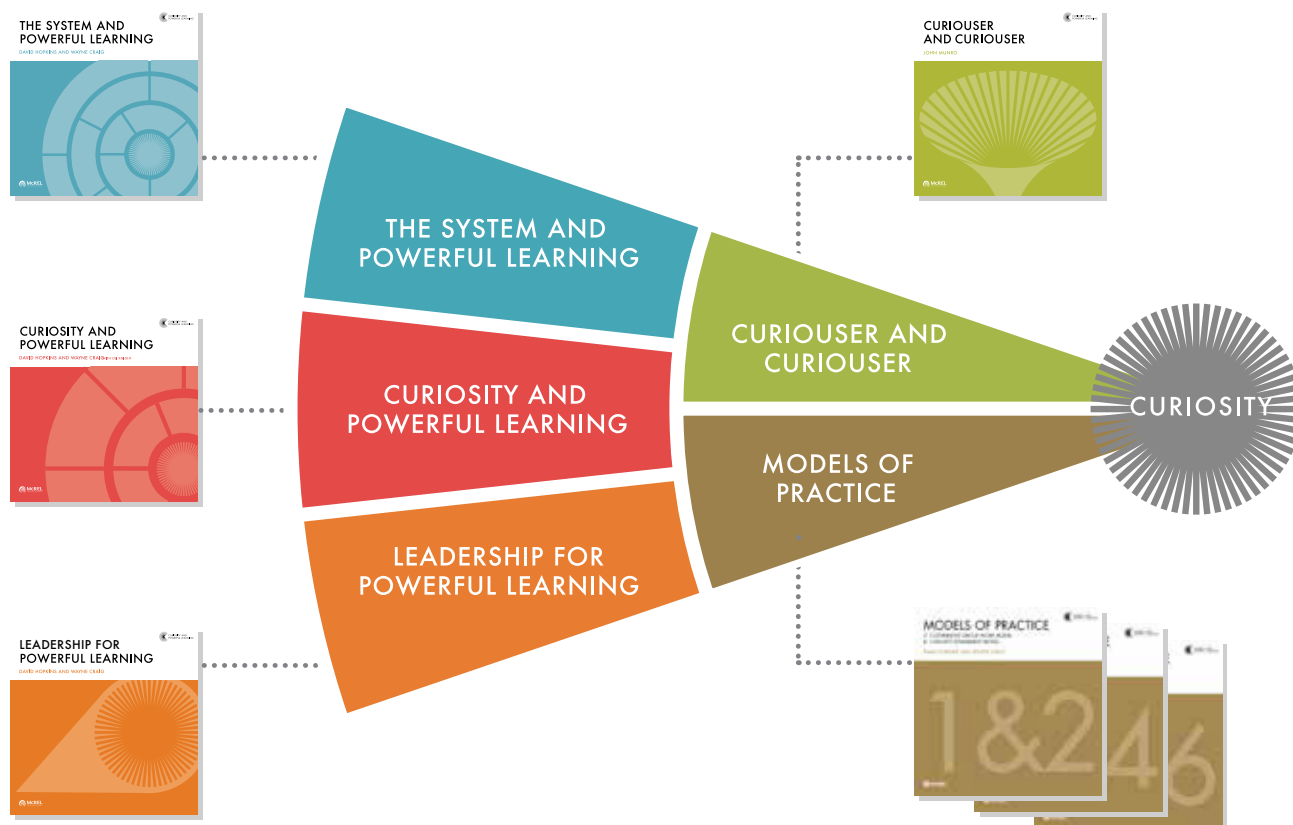
- Curiosity and Powerful Learning program manuals and related frameworks*.
- Implementation processes contextualised by each school.
- Clear measurement tools and frameworks to monitor progress and scaffold Curiosity and Powerful Learning teams.

* Each staff member (up to six) registered and attending Workshop 1 will receive Curiosity and Powerful Learning manuals (excluding the Models of Practice manuals) as well as the Program Folder. Any additional manuals or folders can be purchased from ACEL.

“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

CURIOSITY AND POWERFUL LEARNING MANUALS



Theories of Action

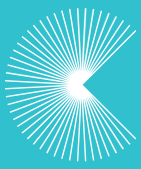
Connecting 10 actions by teachers and schools to student learning and achievement

Models of Practice

Six teaching practices that empower student learning

‘Curiosity and Powerful Learning is 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



PROGRAM MODULES

WORKSHOP 1

Introduction to C&PL

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
- understand the theory, practice and components of the Curiosity and Powerful Learning 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 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 improvement of student learning.

WORKSHOP 2

1 day Instructional Round

Session Outcomes

Participants will be involved in a non-judgemental 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.

NETWORK SESSIONS

Network Session (four in total run by Consultant Leaders)

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.

“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*

WORKSHOP 3

Instructional Leadership and Models of Practice

Session Outcomes

Participants will:

- engage in 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 from NSW Department of Education to school improvement structures
- review their school plan and update with Models of Practice.

WORKSHOP 4

Conference

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
- network and share best practice within and between schools
- plan for the future – develop a long-term school plan for Curiosity and Powerful Learning sustainability.

DATES

Dates are to be confirmed. Workshops will be held in the following months each year.

Dates will be confirmed as early as possible:

- May
- Network session - April and August

Workshop 1

C&PL overview
School Narrative
Introduction to Theories of Action

NETWORK SESSION

Instructional Rounds & Hub Workshop 2

Theories of Action Implementation
School Narrative development

NETWORK SESSION

Workshop 3

Instructional Leadership and Models of Practice - connect to Theories of Action, unpack and plan

NETWORK SESSION

Workshop 4

Conference - Developing an ongoing school improvement culture

NETWORK SESSION

THERE ARE CLEAR LINKS BETWEEN CURIOSITY AND POWERFUL LEARNING AND THE NSW DEPARTMENT OF EDUCATION SCHOOL EXCELLENCE FRAMEWORK, MILESTONES AND SELF-ASSESSMENT TOOL

School Excellence Framework		Curiosity and Powerful Learning		
		Clear	Some	No
Learning Elements	Learning Culture	✓		
	Wellbeing		✓	
	Curriculum and Learning	✓		
	Assessment and Reporting	✓		
	Student Performance Measures	✓		
Teaching Elements	Effective Classroom Practice	✓		
	Data Skills and Use	✓		
	Collaborative Practice	✓		
	Learning and Development	✓		
Leading Elements	Professional Standards	✓		
	Leadership	✓		
	School Planning, Implementation and Reporting	✓		
	School Resources	✓		
	Management Practices and Processes	✓		



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.ancel.org.au

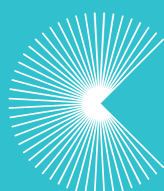


Through an active program of research and analysis McREL focusses on what matters most in raising student achievement. Schools and school systems access our valued, research based guidance and solutions, including evaluation, professional development, and psychometric analytic services.

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



CURIOSITY AND
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