

Amaroo School - a Professional Learning Community



Learning is the main purpose of Amaroo School

Amaroo School is committed to focusing on the learning of all our students in a community based model. Teachers in our school will be part of a collaborative team, where members work interdependently towards common goals for which every member is mutually accountable.

Professional learning communities (known as *Professional Learning Teams (PLT)*: grade or faculty based) at Amaroo School serve two purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning teams function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. PLT meetings are goal-driven exchanges facilitated by school leaders who have been trained to lead professional learning communities. Participation in PLT meetings is a school-wide requirement that all team members participate, contribute and add to respectful discourse regarding school improvement.

Guidelines for Amaroo School's Professional Learning Community

- Demonstrate a commitment to PLC concepts of learning, collaboration and data analysis
- Implement the actions of the annual school action plan
- Embed the practices, structures, and culture of the school across P-10
- Present clear evidence of improved student learning

Amaroo School functions as a P-10 PLC with the collective view that formal education is not simply to ensure that students are taught but to ensure that they learn. Student learning is at the centre of PLT discussions and it is an expectation of all staff that they engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty or achieves proficiency in learning?

At Amaroo School teachers work in collaborative teams to build shared knowledge centering on practice in curriculum, pedagogy and assessment. Additionally, specific activities are central to the PLT agenda:

Discussing teacher work: Team members collectively review learning programs, unit outlines, lesson plans or assessments that have been used in a class (or are planned) and then offer critical feedback and recommendations for improvement. Team members take opportunities to view/observe colleagues teaching practices to learn with and from through reflective feedback processes.

Discussing student work: Team members look at examples of student work, common/daily samples and assessment, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work.

Discussing student data: Team members analyse student-performance data from a cohort, class, subject area to identify trends, such as which students are struggling to achieve/progress or underperforming—and collaboratively develop proactive teaching and support strategies to help students.

Discussing professional literature: School leaders select professional readings, or relevant video resources, about a specialised instructional practice, and then engage in a structured conversation and reflection about the professional learning and how it can help inform or improve their teaching.