



Professional Learning Opportunities for Leaders and Aspiring Leaders Terms 1, 2 & 4 - 2017

The courses listed below are presented by Peter Johnson. He has had an extensive and diverse career with the NSW Department of Education. Peter Johnson has been a teacher, primary school principal, demographic planner and human resource practitioner.

Members of the NSW Teachers Federation can apply for professional learning courses conducted by the union's Centre for Professional Learning (CPL).

The Teachers Federation established the CPL to provide high quality training and support for Federation members in a range of educational areas. The courses aim to provide practical, tested and well researched approaches to issues that face teachers every day at the school level. The CPL also aims to offer programs that are useful across the spectrum of a teacher's career from the early years of teaching to the experienced and leadership levels.

The courses are presented by highly experienced and skilled teachers, consultants and experts. Courses aim to equip participants with practical, instantly applicable ideas as well as a strong intellectual basis for excellent teacher and school-based practice.

The NSW Teachers Federation is endorsed to provide QTC Registered Professional Development for teachers accredited at Proficient Teacher.

The CPL website www.cpl.asn.au provides the one location for course information, registration and payment options.

A course fee of \$180 will apply to these courses. In the usual fashion, schools are asked to meet the relief costs incurred by teachers attending their professional learning courses.

All financial members of the NSW Teachers Federation are eligible to apply to attend CPL courses.

| DATE | COURSE | Location | Fee \$ |
|-----------------------|--|-------------|--------|
| March 22 (Wednesday) | Effective Decisions for Successful School Leaders | Surry Hills | 180 |
| March 27 (Monday) | A Practical Approach to the Performance and Development Framework | Surry Hills | 180 |
| April 4 (Tuesday) | Managing Difficult Situations in Schools | Surry Hills | 180 |
| May 18 (Thursday) | Effective Decisions for Successful School Leaders | Newcastle | 180 |
| May 31 (Wednesday) | A Practical Approach to the Performance and Development Framework | Blacktown | 180 |
| June 6 (Tuesday) | Professional Writing for Principals, Executives and Teachers | Surry Hills | 180 |
| October 26 (Thursday) | A Practical Approach to the Performance and Development Framework | Newcastle | 180 |

Effective Decisions for Successful School Leaders

Date: March 22 (Wednesday) – 8.30am – 3.00pm – Cost \$180 – Surry Hills
May 18 (Thursday) – 8.45am– 3.15 pm– Cost \$180 – Newcastle

Target Participants: Teachers in leadership positions in schools or aspiring to those positions.

This course is designed for school leaders and aspiring school leaders, encompassing the various components of school decisions which are critical to the role of a school leader at any level and is presented by Peter Johnson, who previously had an extensive and diverse career with the NSW Department of Education.

It is intended to provide participants with a sound knowledge of the basics of decision making in schools, including the evidentiary basis for those decisions, a framework within which to make those decisions and exposure to a range of scenarios which have faced their colleagues.

The course also deals with the personal and professional ethics which play a major part in decision making in schools.

The course will consider three key aspects of decision making in schools before participants consider the three key elements of an effective decision making framework:

1. the distinction between leadership and management
2. the international and national trends in devolving decision making to schools
3. the personal and professional ethics of decision making in schools

The course will workshop examples of real life scenarios, within the context of a decision making framework and with reference to the ethical basis for those decisions.

It will draw on the career experience of the presenter to provide an insight into how the scenarios played out, and how they should have been resolved.

Participants will complete the course with an understanding of the components which they need to consider when making decisions in schools. These decisions will relate to curriculum offerings, the allocation of resources, selection of staff, use of school finances and any other decisions which need to be considered in delivering educational services to a school's students and its community.



Completing an Effective Decisions for Successful School Leaders course will contribute 5 hours of QTC Registered PD addressing 6.3.2, 7.1.2, 7.2.2, 7.3.2, 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW

A Practical Approach to the Performance and Development Framework

Date: March 27 (Monday) – 8.30am – 3.00pm – Cost \$180 – Surry Hills
May 31 (Wednesday) – 8.30am – 3.00pm – Cost \$180 – Blacktown
October 26 (Thursday) – 8.45am – 3.15pm – Cost \$180 – Newcastle

Target Participants: Principals, executives and teachers in schools.

This course is intended for principals, executives and teachers in schools, who are required to engage with the Performance and Development Framework from the perspective of the role of supervisor and/or being supervised.

Participants will be provided with an understanding of the structure of the Framework, the relationship between each of the components and the cyclical nature of the Framework.

The course will also provide an overview of other performance related and professional requirements such as the accreditation process, beginning teacher support structures, mentoring and the teacher efficiency process.

Participants will understand the different approaches to the Framework to be adopted by permanent and temporary employees, and casual teachers.



Completing A Practical Approach to the Performance and Development course will contribute 5 hours of QTC Registered PD addressing 6.1.2, 6.2.2, 6.3.2, 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Managing Difficult Situations in Schools

Date: April 4 (Tuesday) – 8.30am – 3.00pm – Cost \$180 – Surry Hills

Target Participants: Principals and executives in leadership positions in schools and teachers relieving in or aspiring to those positions

This course is intended for principals and executives in leadership positions in schools and teachers relieving in or aspiring to those positions.

The course will examine the various challenges of school leadership, in the context of difficult situations which may arise for school leaders.

Participants will be exposed to the various means of resolving difficult situations, including mediation, negotiation and compromise.

The course will refer to the various policies, procedures, guidelines and agreements which are relevant to the resolution of difficult situations in schools and how they should be utilised.

Participants will also investigate the various resources, support mechanisms and structures which are available to assist them in resolving difficult situations in schools.

There will be a mix of full group, break-out and plenary sessions.



Completing a Managing Difficult Situations in Schools course will contribute 5 hours of QTC Registered PD addressing 6.3.2, 7.1.2, 7.2.2, 7.3.2, 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Professional Writing for Principals, Executives and Teachers

Date: June 6 (Tuesday) – 8.30am – 3.00pm – Cost \$180 – Surry Hills

Target Participants: Principals, executives and teachers in schools.

This course is intended for principals, executives and teachers, encompassing the various styles of writing required of them in their everyday work at school.

It is intended to provide participants with a sound knowledge of the basics of writing to the various audiences which may be the focus of their letters, submissions, emails, newsletters, policy/procedural documents and other written communication.

The course will examine the identification of the audience, the use of evidence in writing and the need to use audience appropriate language and presentation.

The course will workshop examples of writing produced by principals, executives and teachers, analysing the content and assessing the appropriateness of purpose.

Participants will also consider the risks associated with cases of inappropriate or unprofessional writing.

The course will provide participants with the opportunity to develop their own writing skills and to share examples of their work with other course participants for critical analysis.

There will be a mix of full group, break-out and plenary sessions.



Completing a Professional Writing for Principals, Executives and Teachers course will contribute 5 hours of QTC Registered PD addressing 6.1.2, 6.2.2, 6.3.2, 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

For full details and registration please visit our website: www.cpl.asn.au