

Conceptual Map

Thinking about learning & adaptation

A conceptual map for
a personal portfolio

5. Interactions about goals and targets.

4. Personal professional development interactions

3. Cultural Interactions (Values and Norms)

2. Classroom teaching interactions

1. Leadership Interactions

Concept

Facilitate learning amongst staff.

Key Activities	Expected Consequences	Evidence
Learning Conversations <i>File Stamp:</i>	Teachers will seek learning success for all students. All teachers will continue to learn new skills, new approaches, and widen their curriculum knowledge.	
Facilitate individual & group reflection <i>File Stamp:</i>	Teachers will work collaboratively and develop in expertise through creative use of the 'variety pool'.	
Discussions regarding evidence of practice & introducing new practice ideas. <i>File Stamp:</i>	Teachers will modify their practice to best suit their current students. Curriculum resources will grow and expand. Cumulative records will demonstrate effective programmes through growing student mastery.	
Interpreting research studies. <i>File Stamp:</i>	Teaching techniques will include and incorporate recent research-based developments.	

1. Leadership interactions

5. Interactions about goals and targets.

4. Personal professional development interactions

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2. Classroom teaching interactions

Concept

Facilitate new learning from examining existing practice.

Key Activities	Expected Consequences	Evidence
Conversations about teaching & evidence of student learning <i>File Stamp:</i>	Teachers will be critically reflective about their practice. They will seek to adapt what they do to best empower student learning.	
Discussions around evidence trends and the meaning of student activities. <i>File Stamp:</i>	Within the school staff will be encouraged and enabled to format evidence of learning so that emerging trends are able to be examined.	
Discussions of teaching technique. <i>File Stamp:</i>	Through observation via video tape and/or thoughtful note taking, teachers will scrutinize the manner in which they teach and explore alternatives.	
Discussions around shared activity. <i>File Stamp:</i>	An analysis of teaching conducted with others will be made and compared to effectiveness of individual work.	

2. Classroom teaching interactions

1. Leadership interactions

5. Interactions about goals and targets.

4. Personal professional development interactions

3. Cultural interactions (Values and Norms)

Concept

Interaction and reflection about 'the way things are done around here'.

Key Activities	Expected Consequences	Evidence
Establishing cultural norms. <i>File Stamp:</i>	A core culture will be understood by all. Part of leadership activity will be to actively interpret the boundaries of the cultural norms.	
Interactions based around maintaining and adapting the core culture. <i>File Stamp:</i>	New situations will need to be interpreted, new people inducted, and consistency of purpose and intent maintained.	
Resolving disputes and infractions. <i>File Stamp:</i>	There will be a consistency of the culture in action both in process and outcome, as interpersonal differences at every level are resolved.	
Critiquing cultural artifacts <i>File Stamp:</i>	From time to time, or in the event of a critical incident, it will be necessary to assess the value and consequence of various 'ways of doing things'.	

3. Cultural Interactions (Values and Norms)

2. Classroom teaching interactions

1. Leadership interactions

5. Interactions about goals and targets.

4. Personal professional development interactions

Concept

Interaction with others both in and out of school aimed at deepening thinking and understanding.

Key Activities	Expected Consequences	Evidence
Discussion about readings. <i>File Stamp:</i>	A lively attitude to collecting, sharing, and participating in new written ideas. Aspects of this work will be incorporated into professional work.	
Critique, with others PD activities which have been experienced recently. <i>File Stamp:</i>	An active reflection-in-practice will be developed leading to greater professional competence.	
Shared reading sessions <i>File Stamp:</i>	All staff will take an active part in sharing their reading and thinking with their colleagues.	
Sessions where difference is celebrated and creative and lateral thinking affirmed. <i>File Stamp:</i>	Time will be set aside, periodically to 'think outside the square' and to reaffirm the creative nature of teaching.	

4. Personal professional development interactions

3. Cultural Interactions (Values and Norms)

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1. Leadership interactions

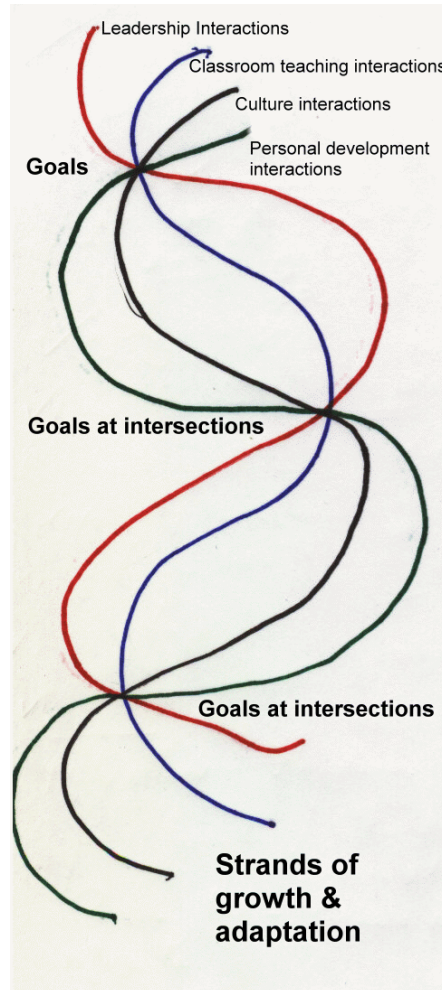
5. Interactions about goals and targets

Concept

Interactions about goals will occur at the intersection of the other four strands.

Key Activities	Expected Consequences	Evidence
Interactions with school leadership. <i>File Stamp:</i>		
Interactions with BoT and with other schools <i>File Stamp:</i>		
Interactions with teachers <i>File Stamp:</i>		
Interactions with students <i>File Stamp:</i>		

The school as a social incubator



‘Social incubator’ is a metaphor for providing the environment both physically and intellectually to promote human growth and adaptation. Tomorrow’s citizens need to be knowledgeable about the past, skilled in intellectual endeavour and capable of devising unique ways to adapt to the society and world that they inherit and then manage.

These strands demonstrate the centrality of interaction.

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