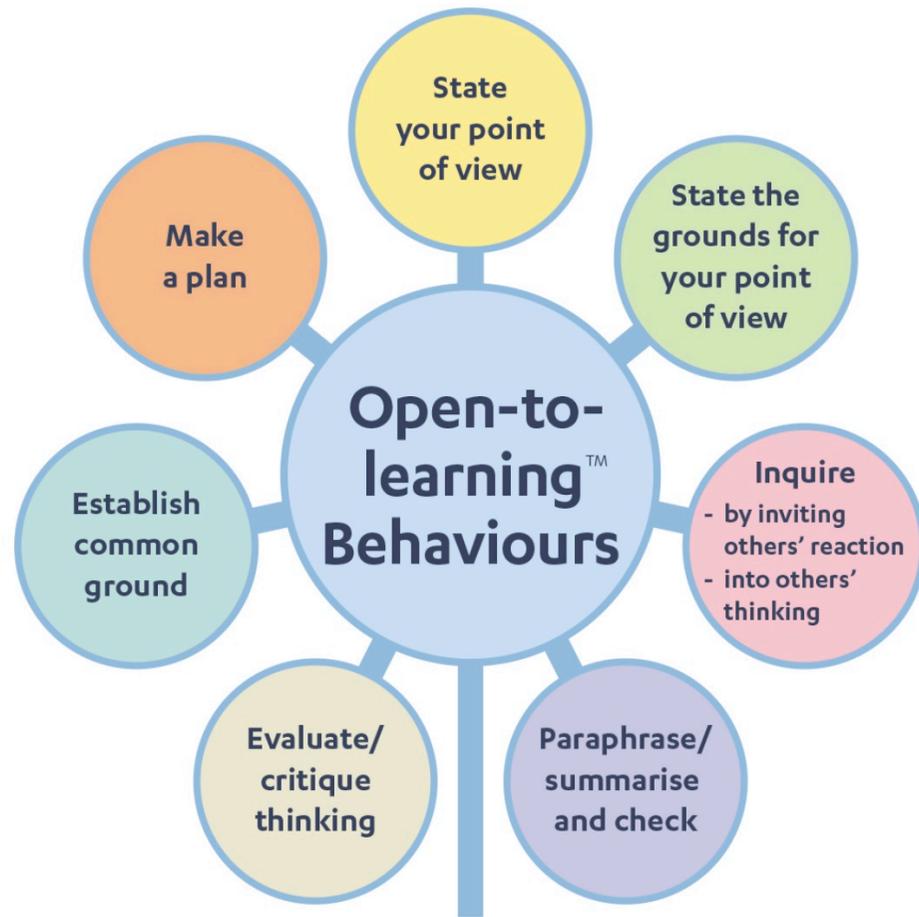


Open-To-Learning Conversations

(The format)

*Improving classroom practice, building trust
and developing collective responsibility through
Joint Practice Development*



OTL Values

Demonstrate respect for self and others

Maximise valid information

Build internal commitment

Getting the foundations in place

Before any PLC, OTC or other form of JPD, all staff must fully understand the process, the roles and the professional behaviours and skills required to ensure impact.

Have all involved:

1. Completed their own self-evaluation process around the school's agreed principles for highly-effective teaching?
2. Completed a professional learning plan/personal growth plan around specific aspects for improvement?
3. Identified their first, specific priority for improvement?

First steps:

The PLC group revisit and remind themselves of the process and its different stages...including the agreed social norms.

The PLC agree on a specific timetable for the OTL process...including dates for lesson-planning meeting, lesson observations and OTL discussions

Early transparency - Members of the PLC meet to share their first priority and also explain 'why' this has been chosen as their priority. (Let the questioning begin! Members of the PLC must be prepared to use Q4U - Questions for Understanding - to probe and challenge each other around the intended goal, why, how and what success will look like.)

1. **Planing stage** (In the PLC). Before the lesson observation, the member of the PLC, who has agreed to go first, plans the lesson in which they intend to take action to achieve their goal. The action must be clearly thought out, along with 'why' they believe this is the right action e.t.c. The other members of the PLC support this planning process by asking probing questions and demonstrating 'coach-like' behaviours e.g. curiosity and not giving advice to readily. Once complete, every member of the PLC should be clear about the intended lesson and the identified action.

2. **Delivery Stage** (Lesson study) - As soon after the planning stage as possible, the teacher delivers the lesson with the other members of the PLC observing the lesson.

3. **Learning Stage** (O.T.L. Conversation) - As soon after the delivery stage as possible, the members of the PLC meet to engage in the O.T.L. conversation....to reflect and to learn

4. *Repeat*

**Each member of the PLC goes through the same process

Key components of OTL Conversations

Following the observed lesson...

**** The 'individual' refers to the person who is leading/at the centre of the OTL conversation**

1. The individual begin by verbalising **what they think** (happened)

- *Discloses their own view*
- *Treat it as one possibility*
- *Owens it as their view*
- *Expresses with clarity*

2. The individual says **why they think it** happened in the way that it happened

- *Describes their thinking and specific examples that led to this*
- *Discloses any doubts they may have around their own views and view points...especially in specific areas of uncertainty*

3. The individual **opens the inquiry** by inviting **reactions from others**

- *Creates space for others by pausing*
- *Explicitly invite other' reaction to your views and disclosures*
- *Ask others for their opinion about what you have said*

4. The individual **deepens the inquiry** by inviting **responses from others**

- *Give equal value to expressing and **listening to the views of others** as to what they think happened and why they think it happened the way it dud view emerging*
- *Invite others to express doubts and disagreements around your views*

5. The individual ***clarifies the thinking so far***

- Paraphrase and check, in own words, what you have heard others saying
- Summarise large chunks of the conversation to ensure clarity of all involved
- Acknowledge feelings and emotions

6. The individual ***facilitates an evaluation*** and critique groups's thinking

- Invite critique of own thinking in the interest of seeking greater clarity and validation...leading to better decision-making for future action
- Seek agreement about important claims
- Model using evidence and examples to test own and other's assumptions

7. The individual ***establishes common ground***

- Check for common ground and what has been relevant to the conversation
- Check your understanding of what you have in common

8. The individual ***makes a plan*** and ensures all are aware

- Summarise your learning
- Understand the problem/issue before settling on the plan
- Agree on the next steps
- Ensure everyone is fully aware of the plan