

## Supplementary digital materials

This document contains the supplementary templates and other materials mentioned throughout *Leading professional conversations*. The resources support chapters in the book and can be printed and utilised to support your professional conversations, particularly in the planning and analysis phases.

The below table notes the chapter, relevant page number and section of the book to which each supplementary resource applies. It also indicates the page reference of each resource in this document.

Digital resource	Chapter(s)	Page and section in book	Page in this document
Planning framework for professional conversations: template	Chapter 2: Getting started	p. 41; Plan professional conversations	pp. 2–3
	Chapter 3: Going deeper	p. 71; Plan and analyse deeper conversations	
	Chapter 4: Expert level	pp. 89–90; Plan and analyse expert conversations	
Criteria for conversation analysis: template	Chapter 2: Getting started	pp. 43–45; Analyse your conversations	pp. 4–5
	Chapter 3: Going deeper	p. 71 Plan and analyse deeper conversations	
	Chapter 4: Expert level	pp. 89–90; Plan and analyse expert conversations	
Reflection for identifying the development of adaptive expertise	Chapter 2: Getting started	p. 46; Analyse your conversations	p. 6
Ladder of inference with prompt questions Ladder of inference template	Chapter 3: Going deeper	pp. 52–57; Ladder of inference	p. 7
Theory of action template	Chapter 3: Going deeper	pp. 58–65; Unpack theories of practice	p. 8
Pre-observation conversation features	Chapter 5: Observation and analysis of practice	pp. 93–100; Phase 1: pre-observation conversation	p. 9
Sample observation protocols (classroom and faculty)	Chapter 5: Observation and analysis of practice	pp. 100–102; Phase 2: protocols for observation/video recording	p. 10
Co-constructed analysis of practice features	Chapter 5: Observation and analysis of practice	pp. 102–105; Phase 3: co-constructed analysis of practice	p. 11
Co-constructed new practice features	Chapter 5: Observation and analysis of practice	pp. 105–108; Phase 4: co-constructed new practice	p. 12

## Planning framework for professional conversations: template

<p><b>Name:</b></p>	<p><b>Date of conversation:</b></p>
<p><b>Planning prompts</b></p>	<p><b>Notes/Assumptions to check</b></p>
<p><b>Purpose</b>          What professional learning do I want to promote in consultation with the participant(s)?</p> <ul style="list-style-type: none"> <li>• Do I need to check this prior to the meeting?</li> <li>• Have we agreed on previous actions that need to be reviewed?</li> </ul>	
<p><b>Anticipated knowledge, dispositions and vulnerabilities</b>          What are the strengths, challenges and vulnerabilities of the participant that I need to acknowledge and build on?          Am I aware of the assumptions I am bringing to the conversation?          Other participant(s):</p> <ul style="list-style-type: none"> <li>• level of actionable knowledge in the area of focus</li> <li>• commitment to moral purpose and curiosity</li> <li>• beliefs about teaching and leadership</li> <li>• professional aspirations</li> <li>• mindset and attitudes to their own learning and that of others</li> </ul> <p>Self:</p> <ul style="list-style-type: none"> <li>• any aspects in which I feel vulnerable</li> </ul>	



## Planning framework for professional conversations, continued

Planning prompts	Notes/Assumptions to check
<p><b>Context</b>            What's going on for the participant(s)?            What assumptions do I need to identify and check in terms of their current reality?</p> <ul style="list-style-type: none"> <li>• health and wellbeing</li> <li>• experience of the other person(s)</li> <li>• timing in terms of other commitments</li> <li>• relationships in the group and within the school/organisation</li> <li>• who initiated the conversation and why?</li> </ul>	
<p><b>Relationships</b>            To what extent do we have a relationship of trust and mutual respect?</p> <ul style="list-style-type: none"> <li>• To what extent does this relationship include challenging beliefs and practice?</li> <li>• Do I need to increase or decrease this level of challenge?</li> <li>• What is likely to be the future relationship?</li> </ul>	
<p><b>Resources</b>            Do I have the right resources to support the professional learning focus?</p> <ul style="list-style-type: none"> <li>• What kind of evidence would be most informative for the purpose of this conversation?</li> <li>• Do I need supporting artefacts that will help promote learning around this purpose?</li> <li>• Will the right expertise be in the room to promote learning in ways that will enhance outcomes for students?</li> </ul>	

## Criteria for conversation analysis: template

Criteria	Evidence from my transcript (cut and paste example)
<p><b>Transparency in the process</b>            Shared understanding of purpose and process, with all participants able to express, engage and test different ideas through deep inquiry, enriches conversations and builds commitment to change.</p>	
<ul style="list-style-type: none"> <li>• Clear purpose and process negotiated with participants</li> </ul>	
<ul style="list-style-type: none"> <li>• Beliefs and reasoning expressed in ways that invite others to express their beliefs</li> </ul>	
<ul style="list-style-type: none"> <li>• Genuine inquiry and curiosity evident by all participants, with questions accompanied by reasons (including those around the evidence)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of professional practice linked to the outcomes of that practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Moral purpose around student learning used as a touchstone at critical points in the conversation</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Building actionable knowledge</b>            New actionable knowledge and a strong moral purpose is fundamental to change and improvement in student outcomes.</p>	
<ul style="list-style-type: none"> <li>• Evidence of actionable knowledge building (what and how)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of commitment to acting on that knowledge (unpacking what that might mean in practice)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	



## Criteria for conversation analysis, continued

Criteria	Evidence from my transcript (cut and paste example)
<p><b>Relationships</b> Relationships of trust and mutual respect need to be accompanied by challenge and high expectations for the conversations to lead to improvement.</p>	
<ul style="list-style-type: none"> <li>• Relationships of trust and mutual respect evident (maintaining relationships)</li> </ul>	
<ul style="list-style-type: none"> <li>• Relationships include challenge and high expectations in order to have more of an impact</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Resources</b> The resources brought to conversations shape the quality and direction of the conversation. The 3 main categories are artefacts, expertise and evidence.</p>	
<ul style="list-style-type: none"> <li>• Artefacts or documentation relevant to the particular conversation used to promote professional learning (e.g. progressions in PLCs; frameworks for effective meetings)</li> </ul>	
<ul style="list-style-type: none"> <li>• Expertise specific to the focus of the conversation (e.g. curriculum or pedagogical expertise)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of learner progress linked to professional practice; learner progress may refer to students or teachers depending on the context of the conversation:               <ul style="list-style-type: none"> <li>○ progress of student learners (eg. formal assessments or observations) linked to evidence of changes in teaching practice</li> <li>○ progress of teacher learners (eg. changes in professional understanding or practice) linked to changes in leadership practice</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Reflection for identifying the development of adaptive expertise: template

Attribute	To what extent did I demonstrate these attributes?	To what extent did I develop these attributes in the person with whom I was having the conversation?
Thinking and acting evaluatively about impact on student outcomes		
Seeking deep knowledge to make more of a difference		
Thinking metacognitively		
Working collaboratively		
Thinking and acting responsively		
Thinking and acting systemically		

# The ladder of inference

The ladder of inference with prompt questions

**The other person's reasoning from the evidence**

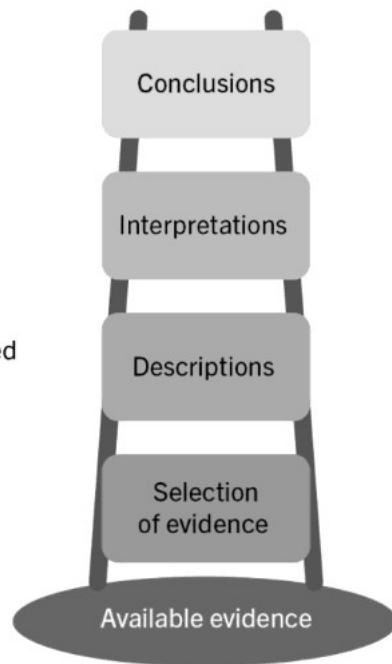
What are their conclusions?

How have they interpreted the evidence?

How have they described the evidence?

What evidence have they selected?

## The ladder of inference



**My reasoning from the evidence**

What are my conclusions?

How have I interpreted the evidence?

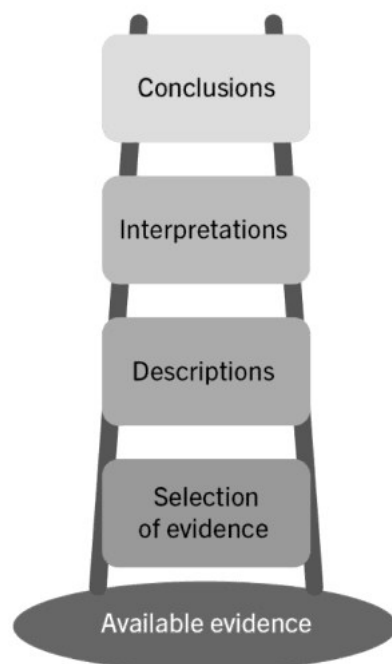
How have I described the evidence?

What evidence have I selected?

A template for the ladder of inference

**The other person's reasoning from the evidence**

## The ladder of inference



**My reasoning from the evidence**

Theory of action template

**Beliefs and values**



**Actions resulting from those**



**Consequences of the actions**



## Pre-observation conversation: template

Main features	Notes
<p><b>Develop purpose, process and logistics for the 4 parts of the conversations.</b></p> <p><i>Example: Purpose is to promote professional learning of the teacher to improve outcomes for students. Explain the 4 phases of the observation to the teacher. Agree the observation will happen next Thursday from 11:00 to 11:30 am when the teacher is working with the group of target students. Observer will interview target students to ascertain what they have learned.</i></p>	
<p><b>Identify the specifics of the intended learning during the observed/recorded activity and how it is to be achieved.</b></p> <p><i>Example: The 5 students struggling to make their writing more descriptive will add detail in authentic ways to be consistent with the expected standard.</i></p>	
<p><b>Identify how the observed person intends to promote others' learning.</b></p> <p><i>Example: Teacher will model adding detail to a bland piece of writing through a 'think aloud' process to make it more descriptive.</i></p>	
<p><b>Identify the impact of practice so far on the desired learning outcomes (that is, what has been tried in the past).</b></p> <p><i>Example: The rest of the class has improved their descriptive writing to the expected standard, but these 5 students have not made adequate progress.</i></p>	
<p><b>Identify ways to establish if the students and teachers involved in the learning activity are learning what is intended.</b></p> <p><i>Example: Students' revisions to their written work. Student interviews about their understanding of how adding detail gives the reader a richer picture.</i></p>	
<p><b>Co-construct the observed person's professional learning goal.</b></p> <p><i>Example: 'Think aloud' process models adding detail to the teacher's original written piece in ways that impact on students' revisions to their writing.</i></p>	
<p><b>Co-construct criteria for effective practice in relation to the observed person's professional learning goal and the intended learning for the participants.</b></p> <p><i>Example: Teacher's 'think aloud' will articulate how and why the teacher is adding detail to their writing. Students' oral responses during the modelling process will indicate they understand what and why the teacher is modelling. The students' revisions to their written work will demonstrate their understanding of adding detail to make their writing more descriptive.</i></p>	

## Sample observation protocols

### Sample observation protocol: classroom

Process criteria and outcomes	Notes	
	Teacher	Students
Teaching process criteria		
Outcomes for students		

### Sample observation protocol: faculty meeting

Process criteria and outcomes	Notes
Criteria for professional learning goal	
Intended learning outcomes for faculty members	

## Co-constructed analysis of practice: template

Co-constructed analysis of practice: features	Notes
<p>Revisit the criteria for effective practice in relation to the observed person's professional learning goal. The criteria may need to be revised in light of what took place.</p>	
<p>Jointly analyse illustrative parts of the observed practice/video, using the criteria and the participants' responses as a guide. Both provide evidence and reasoning to support interpretations.</p>	
<p>Probe and examine what led the observed person to do what they did during the observation.</p>	
<p>Relate effectiveness to the extent to which participants' learning was enhanced.</p>	

## Co-constructed new practice: template

Co-constructed new practice: features	Notes
Co-construct new practice based on previous analysis and criteria for effectiveness.	
Reasons for new practice are referenced to underpinning theoretical ideas.	
Understanding/feasibility of new practice checked.	
The person observed identifies how they will know if the revised practice is more effective than the previous practice.	
A new professional learning goal is developed in light of the practice analysis.	