

1. Please include your name, title, email address, phone number and agency that you work for.

- ***The following two AI trained facilitators collaborated and presented together and therefore are applying for accreditation together as all aspects have been planned and delivered collaboratively.***
- ***In addition to this report and its appendices, there are other documents:***
 - 1) ***The Power point we used***
 - 2) ***The photos of the day (permission received)***
 - 3) ***Copies of some of the feedback from participants***
 - 4) ***The copy of the survey sent after the AI day which the core group sent to their staff and results.***

Name of Presenter 1: Dr Rashmi Watson, watsonrashmi@gmail.com

Current position: Assistant Professor, The University of Western Australia/Academic Developer & Education Consultant

*The presentation was held on August 17, 2011. In the role of an external consultant/facilitator, I was working for The Department of Education (DoE), Western Australia as requested by my co-presenter Aileen Jones.

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Name of Presenter 2: Ms Aileen Jones, aileen.jones@det.wa.edu.au

Current Position: School Principal/Headmaster, Quinns Beach Primary School, Department of Western Australia. Aileen has also taken on the role as “Network Principal” as a leader of the network currently being established (since July, 2011).

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2. Please include the AIFT Dates and location that you received your training.

The AI Facilitator’s training Rashmi Watson & Aileen Jones attended was held:

June 7-11 at The University of Notre Dame, Perth, Western Australia. The presenters of this course were: Charles Miller and Nicholas Holton.

3. **Brief description of the organization, group, or community you worked with.**

- The group of participants were made up of approximately 50 school Principals and Deputy Principals (primary and secondary schools) who were interested in developing a “Professional District Network” for schools due to recent changes in the Department of Education (WA) structure. The name of the district network was already established and known as “RUMA” which stands for schools “Right Up Marmion Avenue” (a rather long stretch of road where the 18 schools are closely located).
- The RUMA network of schools comprises schools, which takes in students of particular year levels and specialities. These include: Senior Colleges (years 11 & 12) Senior High Schools, (years 8-12), District High Schools (Kindergarten to Year 10), Middle Schools (years 8-10) and Primary Schools (Kindergarten to Year 7). There are also two schools on Islands off the coast of Australia (Christmas & Cocos).
- This network is situated in the North West Metropolitan Region and **is the largest network within the Western Australian Department of Education**. A number of the schools were formerly part of the ‘Clarkson Cluster of Schools’ and as such had a common interest in instructional Intelligences and improving student outcomes through quality teaching.
- The aim of the Summit was to determine how to establish an effective professional network and it was thought that through professional conversation and use of the AI process the RUMA Network would establish a vision and belief statement with a plan of action for the future. The decision was made at an initial meeting of the principals to invite all members of the schools’ administrative teams to this Summit. The thinking behind this was to be very clear that this was not to be a network of Principals but **a network of schools** for all stakeholders (senior staff/teachers/support staff).
- Of the 50 attendees all schools were represented with at least 2 representatives from each school. In addition the Coordinators of the Regional Networks represented the Regional Executive Director and participated in the day. Principals worked collaboratively within their teams, which included Associates, Deputies, Heads of Learning Areas’, Getting It Right Literacy and Numeracy Specialists’ and other Curriculum leaders.

4. **List the names and/or category of stakeholders you included in the Core Group, the cross-section of people that helped you identify the topic and modify the Interview Guide.**

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other Curriculum leaders. As listed above, the core group consisted of the RUMA network of schools comprises schools which takes in students of particular year levels and specialities. These include: Senior Colleges (years 11 & 12) Senior High Schools, (years 8-12), District High Schools (Kindergarten to Year 10), Middle Schools (years 8-10) and Primary Schools (Kindergarten to Year 7). There are also two schools on Islands off the coast of Australia (Christmas & Cocos).

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*Three representatives from the RUMA network and Rashmi Watson, developed the interview guides to be used.

5. **What was the positive topic that the Core Group identified for inquiry? What method did you use to help them identify the topic?**

The theme of the day was already identified prior to the AI day as "Developing Effective Networks". The purpose of the day was to inquire around this theme and to identify what the core group required/wanted/needed in terms of establishing the goal of the network, how the network would function and how it could be sustained as a workable and practical network that was effective for all its stakeholders (all staff who work within a school environment) within this RUMA district.

6. **Attach or include the modified Interview Guide they used, i.e., the Generic Interview Guide slightly modified for the positive topic of the inquiry.**

*SEE APPENDIX 1 "INTERVIEW GUIDE"

7. **What method of interviews did people use to inquire into exceptionally positive moments, face to face paired interviews, or some other way?**

Participants completed the task face-to-face in pairs. (One of the AI Facilitators, Aileen Jones, was also one of the participants for this section as she is a Principal and leader of the network currently being established and thus Rashmi Watson facilitated the session.

8. Attach or include a list of the life giving forces (what they MOST wanted to create MORE of).

Life Giving Themes and (number) voted

Relationships (n=24), Capacity Building (n=23), Collaboration (n=14), Making a Difference (n=11), Flexibility & Adaptability (n= 11)
Commitment (n=10) and ongoing Professional Learning (n=2)

8. Provocative Propositions

*The following statements were developed in groups of 6-8 participants:

- “We as a community of learners focus on learning & improvement at the instructional ore of students, staff & curriculum in building capacity. We hunger feedback on our strengths & areas for development.”

- “Our network has an interconnected relationship based on mutual respect, trust, honesty and empathy through a reciprocal partnership with open communication.”

- “The relationships in ‘RUMA’ are inclusive and based on trust and communication.”

- “Purposeful relationships fuel and sustain our network.”

- “Our schools are flexible and adaptable working together catering for the diversity of our communities.

- “Our group is flexible and adaptable in all situations working in different ways to meet different needs, sharing resources to achieve common goals.”

- “By bravely and creatively sharing and using our strengths, we make a difference in our small community.”

10. Attach/include the Strategic Intentions the group realised from the Provocative Propositions :

*See Appendix (2)

11. Impact or Results: What organizational, group or community attitude, process or structure changes have people made as they move toward realizing the Provocative Proposition(s)? What progress have people made toward their strategic intentions. What stories of success can you share?

The impact from the AI day in August, 2011 was very positive as gauged from the feedback received from participants that day (only some are attached as scanned documents). There was a definite energy of positive ‘can do’ attitude from such a broad compilation of School Leaders from the North West District. This project is ongoing throughout 2012. An online survey was conducted after the initial AI day sent to all stakeholders (the teachers working within schools) as one of the views from school leaders was that they had to go back to their schools to ask what their teachers required from the network. (See attached document-survey results PDF attached (96 responses).

Attitudes vary within the RUMA group of schools. There is enthusiasm within the strategic team to work collaboratively utilising the resources available. One such project is the “Level 3 Teacher Aspirants” group. The decision was made to concentrate resources on a selective number of projects to ensure the greatest success rather than spreading the resources too thinly with no evident result. To this date seven schools have identified an interest in the L3 project for 2012.

The Network Principal (Aileen Jones) will visit schools within the Network during 2012 to further identify better ways to move towards realising the Provocative Propositions. Part of the role will be to welcome new leaders into the network and support their induction into the group. In addition a group of school leaders and staff attended a two-day Professional Learning PD on “Professional Learning Communities” in January 27, 2012. It is expected that further sharing and collaboration between schools will follow.

12. What will you do to ensure people continue to move toward realising the Provocative Propositions? How will you help them celebrate? How will you as the AI Facilitator, support their ongoing success?

The RUMA school network is a large network that will require ongoing scheduling school visits, emails and meetings; all are on the agenda for 2012. Providing ongoing information for the opportunities available in planned professional learning as well as supporting smaller subgroups (e.g. the early years learning group) get started. It is envisioned that teachers may visit successful programmes of interest within the network and also the schools within the network for their own development. Conversations with colleagues on how best to utilise funds available for the National Curriculum will also take place early in term 1.

Regular network meetings are scheduled throughout 2012 and beyond and are the main way of ensuring people stay on track and focussed. Professional development workshops, smaller sub groups and support groups will be established as time goes on and the network develops momentum. Aileen Jones has a 0.25 work fraction devoted as “Network Principal”. In this role, she maintains overall leadership for seeing that the strategic intent is carried through and achieved as best as possible.

Successes will be celebrated by way of emails/newsletters to staff and social networking gatherings throughout the year ahead and beyond.

13. What did you wish for in the inquiry? What did you learn from in the inquiry about yourself and your facilitation?

What was your ‘personal best’ experience related to facilitating the inquiry?

Both: We both wished that the inquiry would lead the core group towards considering the power that a collaborative group of leaders (the senior staff of schools-the Assistant Principals and Principals) could have in establishing what they saw as being an effective network and how they wanted it to work for them. We also aimed for the AI day to inspire and ‘re-ignite’ some of the passion for teaching and leading in a time where school staff are feeling deflated because of the lack of central funding being linked to schools for such things as networks. This was definitely achieved.

Aileen Jones: The best facilitation experience was in the ability to make links back to my colleagues while still establishing credibility for the process. Working in collaboration with my colleague A/Professor Rashmi Watson ensured an independent non biased voice which was also able to effectively manage the ‘non believers’. The opportunity to draw out the Provocative Proposition’s from the conversations was also a high point.

I learnt that it is more confronting to work with your peers than with a new group as you are very aware of the audience, their attitudes both positive and negative. In addition you have a slightly vested interest whereby you expect a result rather than allowing the process to do its work. For that reason I was very encouraged to be working with a facilitator who was not involved and found that our constant collaboration and follow up throughout the day ensured we moved through professionally and successfully.

Rashmi Watson: I learnt that the participants need to understand why they are participating in any task before they delve into it and want to have some understanding about what AI is if they have never experienced it before as it can be a foreign concept. My personal best was being able to respond to one member of the group who was very negative before the interview and continued to ask “but why are we doing this?” My quick thinking and explanation about how the interview was to guide the rest of the day as a powerful body of knowledge was well received by him as a participant and by the rest of the audience (several participants said I responded very positively and well to this one negative participant). I also made sure that after the interview and the next task, I reinforced how important that task was which again ‘reassured’ that one participant that it wasn’t a waste of time or some ‘warm fuzzy’ task. I also learnt that facilitating with another trained colleague and professional who was one of the core group was a powerful process so that the participants could ‘trust’ the process.

14. We have permission to use the information and photos (all were asked on the day).

*APPENDICES follow on next page.

APPENDICES

APPENDIX 1: INTERVIEW SHEET

Name of interviewer:

Name of interviewee:

1. BEST EXPERIENCE (5 minutes):

Thinking back over the last 5 years in education, tell me a story about a time, at work when you felt your practice was really 'alive & meaningful' in relation to your involvement as an educator? Describe what made it a peak experience? Who was involved? Describe the event in detail.

2. VALUES (10 minutes)

"Let's talk for a moment about some things **you** value deeply; specifically, the things you value about yourself as an educator."

2a) Without being humble, what do you value most about yourself and as an educator?

2b) Can you describe a time/experience as an educator you felt genuinely supported or connected by colleagues/line managers? Who was involved? What was it that made you feel the connected?

2c) What has being an educator in a large organisation contributed to your life/community?

3. CORE VALUE (3 minutes)

What is the core factor that gives vitality and life to a school/education sector? Give some examples of how you experience those factors.

4. THREE WISHES (2 min)

What three wishes would you have for this network, things that would enable it to become a vibrant educational learning community?

APPENDIX 2:

The RUMA SCHOOLS:

1. Quinns Beach Primary School
2. Quinns Rocks Primary School
3. Gingin District High School
4. Two Rocks Primary School
5. Lancelin Primary School
6. Clarkson Senior High School
7. Yanchep District High School
8. Cocos District High School
9. Christmas Island District H.S.

10. Somerley Primary School
11. East Butler Primary School
12. Butler Primary School
13. Merriwa Primary School
14. Clarkson Primary School
15. Mindarie Primary School
16. Mindarie Senior College
17. Kinross Middle School
18. Kinross Primary School

Vision Statement

We as a community of learners, focus on learning and improvement at the instructional core of students, staff and curriculum in building capacity. We hunger for feedback on our strengths and areas of development.

Beliefs

Strategic Action Plan

	Who	What	When	Where	How much?
Community of Learners	<ul style="list-style-type: none"> Quinns Beach PS Butler PS Yanchep DHS Aileen Jones, 	<ul style="list-style-type: none"> Professional Learning Communities PD Network Principals Network L3 Teacher 	<ul style="list-style-type: none"> January 2012 February 2012 	<ul style="list-style-type: none"> Observation City 	<ul style="list-style-type: none"> ~ \$400 pp
Relationships	<ul style="list-style-type: none"> Chris Peterson, Kevin Loyd, Julia Hodge, Janice Saunders, Kate Coglin 	<ul style="list-style-type: none"> Principal Meetings 	<ul style="list-style-type: none"> Termly 	<ul style="list-style-type: none"> QBPS (rotate) Mindarie SC 	<ul style="list-style-type: none"> refreshments

The relationships in RUMA are inclusive and based on trust and commitment. Purposeful relationships fuel and sustain our network.	Our network has an inter-connected relationship based on mutual respect, trust, honesty and empathy, through a reciprocal partnership with open communication.	The relationship in RUMA are inclusive and based on trust and commitment.	Purposeful relationships fuel and sustain our network.	Our network is flexible and adaptable in all situations working in different ways to meet different needs, sharing resources to achieve common goals.	By bravely and creatively sharing and using our strengths we make a difference in our school community.
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Commitment	<ul style="list-style-type: none"> Phil Willson, Barbara Bromley, Sarah Durham, Somerly, Bev Jones, Lancelin PS, David Sewers, Gingin DHS 	<ul style="list-style-type: none"> Steering Committee completes Plan, distribute plan 	<ul style="list-style-type: none"> 2012 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Capacity Building	<ul style="list-style-type: none"> CPS, MPS, CSHS< Barbara, Craig, Julia Hodge/Jo Stephens SAER 	<ul style="list-style-type: none"> Collegiate Groups for teachers Transition Yr 7-8 After School PD Networks Maths K-12 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Flexible & Adaptable	<ul style="list-style-type: none"> Phillipa Hill, MPS, Shaun Carmody, Nigel, John N, Mindarie Staff Rod. B 	<ul style="list-style-type: none"> Network Meetings E CE Secondary 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Merriwa Mindarie SC 	<ul style="list-style-type: none">
Collaboration	<ul style="list-style-type: none"> Londa Boyd, CPS, Julia Hodge, QBPS 	<ul style="list-style-type: none"> Connect Schools/ resources Parent Connect 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Making a difference	<ul style="list-style-type: none"> Andrea Loney, Mindarie PS Loyd Page A E , Andy Medland, Lyn Fussell, John N, Pam C, Stephen B, Sandra 	<ul style="list-style-type: none"> Talk to staff 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">