

Leading professional learning conversations

Intended audience

Those involved in leading professional learning.

Learning outcomes

Participants in this workshop will

- Engage in and reflect on principles and protocols for using structured professional learning conversations.
- Consider how the principles and protocols for a professional learning conversation or conversation series could be applied in their context.

Workshop description

This workshop invites participants to engage in the exploration of conversation as a pedagogical framework for professional learning. Taking up Earl and Timperley's (2008) principles for learning conversations: adopting an inquiry habit of mind, using relevant data and artefacts and maintaining relationships of respect and challenge, we describe the protocol that we have developed, tested and used extensively for facilitating professional learning conversations. A conversation based approach to professional learning is particularly beneficial to workplace learning because it draws on the knowledge and experience of the group as the starting point, creating a platform for relationship development and collaborative learning. Further, it seeks to engage participants in issues that are complex and for which there are no pre-determined solutions. The professional learning conversations we have facilitated to explore academic leadership in learning and teaching were particularly successful at enabling conceptual change, encouraging 'boundary crossing' and collaboration amongst academic peers, and engendering a sense of agency among them (Readman and Rowe, 2016). In this workshop we will share the approaches taken to achieve these outcomes in the context of academic leadership and offer a framework that can meet many workplace learning needs.

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References

- Earl, L.M., & Timperley, H. (Eds.) (2009). *Professional learning conversation: Challenges in using evidence for improvement*. New York: Springer.
- Readman, K. and Rowe, J. (2016). Developing emerging leaders using professional learning conversations. *Higher Education Research & Development*. (forthcoming). <http://dx.doi.org/10.1080/07294360.2016.1139554>

Facilitator biographies

Kylie Readman

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Kylie Readman is the Director of the Centre for Support and Advancement of Learning and Teaching at the University of the Sunshine Coast. Kylie co-leads a commissioned Office of Learning and Teaching (OLT) grant investigating the student experience in regional universities. Other OLT grants include 'Professional Conversations for Academic Leadership' and 'Advancing academic professionalisation: National Benchmarking of Graduate Certificates for Higher Education'. Kylie's current PhD research examines expansive learning as a development framework for emerging academic leaders.

Jennifer Rowe

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Jennifer is Associate Professor in Nursing. An experienced researcher in maternal-child healthcare, she also undertakes Higher Education scholarship; currently as USC team leader on an OLT Commissioned project, examining 21st century student experience at regional universities, led by Prof Karen Nelson and Kylie Readman and over time as co-investigator on the OLT funded Professional Conversations for Academic Leadership program. She has collaborated in two Australian Leadership Award Fellowships on leadership in Eastern Indonesian Nursing Education.