



## Professional Learning Training in PrimaryConnections

### Purpose

The purpose of the PrimaryConnections Professional Learning Program is:

- To** improve learning outcomes for primary students in science and literacy
- through** a professional learning program supported with rich curriculum resources
- that will** improve teachers' confidence and competence for teaching science through developing their science pedagogical content knowledge.

### Professional Learning Training

The professional learning training is a three-tiered model which trains:

- **Master Facilitators (MFs) (State wide)** — three-day program
- **Professional Learning Facilitators (PLFs) (Regional)** — three-day program
- **Curriculum Leaders (CLs) (School-based)** — two-day program

All programs are highly inter-active and develop knowledge and understanding of:

- the aims of the PrimaryConnections program
- the five underpinning principles of PrimaryConnections:
  - 5Es teaching and learning model
  - linking science with literacy
  - student-centred investigating
  - embedded assessment
  - collaborative learning
- techniques for providing interactive, dynamic professional learning
- the richness of the content of the exemplary PrimaryConnections curriculum units and other resources
- a leadership model outlining aspects of leadership in the Australian culture
- effective PrimaryConnections implementation models
  - whole-school, cluster and regional planning models.

Further information is available on the website: [www.science.org.au/primaryconnections/](http://www.science.org.au/primaryconnections/)



# Professional Learning Roles in PrimaryConnections

## Roles

The roles operate in different areas of influence.

### Master Facilitator (MF)

MFs are trained in a vital leadership role to lead and support systems to provide professional learning support for teachers in schools through their systemic initiatives.

### Professional Learning Facilitator (PLF)

The PLF role is intended to have a focus beyond a single school. Activities might include:

- to support clusters of schools within regions
- to support CLs within schools
- to liaise between schools and sector offices
- advocacy and advice to Principals and decision makers
- to conduct professional learning for teachers ranging from
  - a two-hour “Introduction to PrimaryConnections” session,
  - a 90 minute workshop on unit planning, to
  - the two-day CL training program.

PLFs are partners with the PrimaryConnections team to assist regions, schools and teachers to effectively implement the PrimaryConnections approach. Hence, PLFs are invited to attend ‘recall days’ for further learning and networking. These are currently conducted by the Academy approximately once/semester in five capital cities.

### Curriculum Leader (CL)

The CL sphere of activity is focused within the school in which they are employed. They act as leaders of the program from within, assisting, advising and supporting teachers. Ideally they work with and are supported by the PLFs from their region, who are the conduit between the Academy and the state and territory sectors.

It is envisaged that Curriculum Leaders will:

- implement the PrimaryConnections approach in their classroom
- liaise with executive members of the school about all aspects of the program and with local PrimaryConnections PLFs
- mentor colleagues as they use the approach to support school and/or regional primary science education initiatives
- liaise with a PLF to facilitate professional learning workshops for the school; conduct PrimaryConnections workshops for colleagues when confident
- be the conduit for PrimaryConnections and science education information and support for the school.

The PrimaryConnections approach and curriculum resources will align with the Australian Curriculum: Science.

# Training and Support Roles for PrimaryConnections

