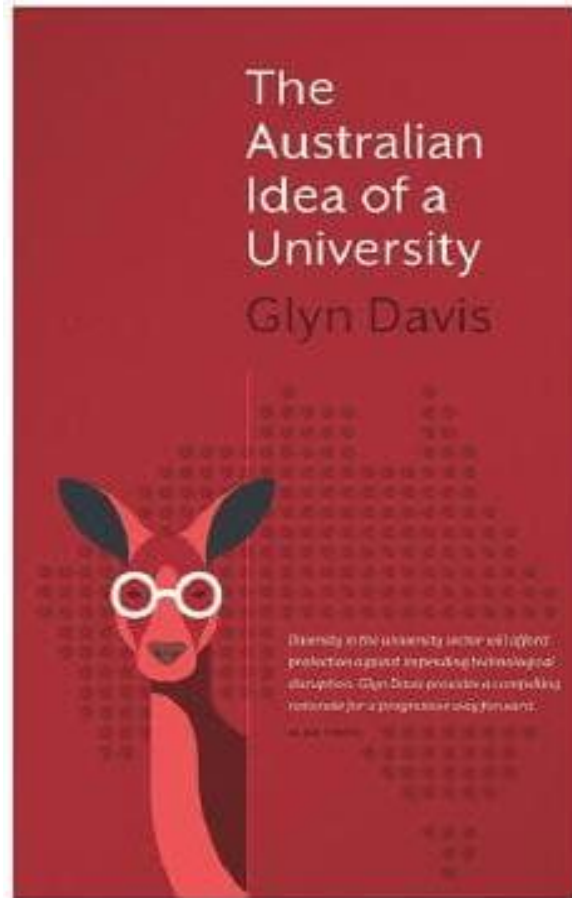


A Professional Learning Conversation

The Australian Idea of a University
by Professor Glyn Davis

A Professional Learning Conversation



Using a conversation protocol

Earl and Timperley (2009) argue that through facilitated conversation, 'new ideas, tools and practices are created and the initial knowledge is either substantially enriched or transformed during the process' (p. 2).

Readman and Rowe (2015)

Professional Learning Conversations:

- are oriented to problems of professional practice
- draw on evidence, not anecdote
- have formal structures and guidelines
- use a facilitator who has insight into the subjects being discussed

Protocols provide a process

- Ground rules are set - all participants know what is expected and how to act
- All participants contribute equally
- Promotes thoughtfulness by building in reflection opportunities
- Barriers to discussing difficult or challenging topics are lower
- Focus is on learning

Conversational Approach



Relationships of
respect and challenge



Inquiry habit of mind



Use of data and
evidence

Professional Learning Conversations

Earl, L.M., & Timperley, H. (2009). Understanding how evidence and learning conversations work. In L.M. Earl & H. Timperley (Eds.), *Professional learning conversation: Challenges in using evidence for improvement* (pp. 1–12). New York: Springer.