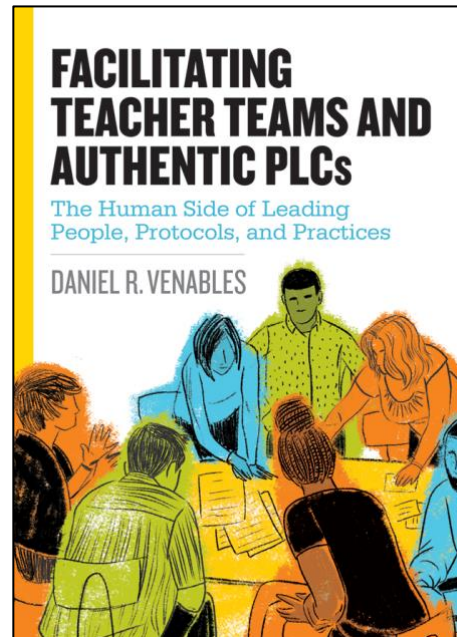


Facilitating Teacher Teams and Authentic PLCs: The Human Side of Leading People, Protocols, and Practices

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Summary

As professional learning communities become more widespread, educators have learned that they can't simply form year-level or learning-area teams and call it a day. To profoundly affect teacher practice and student learning, PLCs need strong and knowledgeable leadership.

In *Facilitating Teacher Teams and Authentic PLCs*, Daniel R. Venables draws on his extensive experience helping schools and regions implement effective PLCs to explore this crucial but often-overlooked need. Taking a two-pronged approach to PLC facilitation, Venables offers targeted guidance both for leading the people in teacher teams and for facilitating their work. This practical resource provides

- strategies for facilitating interactions among colleagues in PLCs and building trust and buy-in
- field-tested, user-friendly protocols to focus and deepen team discussions around text, data, teacher and student work, teacher dilemmas and collaborative planning time
- tips for anticipating and addressing interpersonal conflicts and obstacles that commonly arise during use of protocols.

Current and prospective PLC facilitators at every year level will find this book an essential guide to navigating the challenging and rewarding endeavour of leading authentic PLCs. Build your skills, and help your team rise to the next level.

Other Resources

- *How Teachers Can Turn Data into Action* (114007)
- *Personalised Learning in a PLC at Work: Student Agency Through the Four Critical Questions* (SOT7446)
- *Learning by Doing: A Handbook for Professional Learning Communities at Work, Revised Third Edition* (SOT5473)