



THE EXCELLENCE CENTRE
Professional Learning Guide

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WELCOME



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As professionals, we are learners. As we learn, so we grow.

Professional learning is the responsibility of each member of a school community, and just as our students need to be inspired, so to do our teachers and school staff with engaging and relevant opportunities to learn that align with the vision and mission of your school.

Serving your purpose is ours.

We at TEC want to partner with you as you seek to inspire your staff with opportunities grounded in Biblical and theological truths, whilst still considering the best in educational and other research from across the world to produce best-practice models for learning and wellbeing in Christian schools.

In considering the needs of schools, TEC partners with you to provide NESA accredited professional learning courses, including customised offerings, leadership development, retreats and seminars, consultancy and research, all from a distinct Christian perspective.

***Our vision is to transform the thinking
and practice of Christian Education.***

TEC have now packaged our services to best serve schools achieve their own vision. Each school is unique, and our packages can be tailored to suit the needs and budget of your context.

I trust that in this guide you will find professional learning opportunities that will meet the needs of your community, and we look forward to being of service in this great work of God that is Christian education.

Yours in Christ,

A handwritten signature in black ink, reading "K. M. Lamont". The signature is fluid and cursive, with a stylized "K" and "M".

Dr Tina Lamont
Director, The Excellence Centre

ABOUT THE EXCELLENCE CENTRE

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Our Vision

...to transform the thinking and practice of Christian Education

We pursue our vision to:

- be authentically Christian
- provide excellence in professional learning services and research
- connecting in Christian community

The Excellence Centre is a not for profit ministry of Pacific Hills Christian Education based at our Dural Campus in Sydney, Australia.

Our Aim

As Christian educators and learning communities we need to be authentically Christian. It is essential that we equip staff, parents and students with the principles of Christian Education and how to share those principles widely.

The landscape of education is increasingly legalistic, data-driven and outcomes-based. As such, schools are asked to deliver more and more each year, requiring them to be efficient and effective stewards of the time, personnel, finance, and other resources available to them. The leadership of educational change is a complex task, where competing priorities and increased scrutiny can easily impact our core mission of excellence in Christian education if we are not intentional about our place and purpose.

The Excellence Centre has emerged as a professional support service for Christian learning communities whose vision it is to deliver a Biblically-based education with enduring value placed upon an holistic education.

Our Commitment

To be:

Authentically Christian

Relational in partnership

Biblically based

Mission focused

Focused upon holistic education

Committed to spiritual and character formation

 **OUR**
TEAM

Director – Dr Tina Lamont

BSpec Ed, BCouns, MEd (Spec Ed),
MEd (prof leadership & training), EdD

Dr Lamont's extensive experience in education includes her roles as a school Principal, Director of Professional Development, Director of Special Education, and Secondary school counsellor, giving her a deep understanding of teaching, leading, learning and serving. Her desire is to equip teachers and leaders to serve as God intended them to, in the places God has called them to minister. Dr Lamont's doctoral studies were in the areas of Gifted Education and Video-conferencing.

Assistant Director – Geraldine Paynter

BEd (Secondary)

Geraldine is an experienced school leader, having served across P-12 settings as Head of School, Head of Curriculum, Director of Teaching & Learning, and in various student wellbeing leadership roles. Geraldine is passionate about Christian education and its capacity to transform the lives of students and families, to equip them for their God-given purpose, and the great potential of its local, national, and global impact. Geraldine is also near the completion of a Master of Educational Leadership.

Senior Consultant - Helen Blanch

MEd, Dip Teach (Secondary)

Helen is passionate about Christian education with experience as a classroom teacher, Principal and School Board Member. She loves working with teachers and school leaders to assist them to explore what it means to lead students in the way of Jesus through their teaching and learning. Helen also currently serves as the Education and Leadership Director of New Hope International.

Research Consultant - Dr Anne Knowles

BEd (Hons), MEd(Hons), PhD, COGE (Cert. Gifted Ed.)

Dr Knowles has been involved in Christian Education for many years. Beginning at PHCS in 1986, as staff, teaching Science, Biology, PDHPE and Mathematics as well as, from 1996, as a parent. Anne has a Masters of Education (Hons) and a PhD in Behaviour Genetics/Education, studying Self-concept in Twins. Anne has a special interest in Gifted Education, "I have always been very interested in Research and since 2017 I have been given the wonderful opportunity to work as a Research Consultant with TEC."

Research Consultant - Dr Thomas Smith

DipTh, BA, MEd, PhD

Dr Smith is passionate about researching student values learning and moral decision-making processes. He desires to explore what it means for Christian teachers to encourage students to “hide God’s word in their heart”. Dr Smith has also been appointed as an Affiliate Research Fellow of the Lumen Research Institute, Excelsia College and Indiana Wesleyan University.

Research Fellow - Prof James Dalziel

BA(Hons), PhD (USyd), MAPS

Prof. Dalziel is Dean of Education at Morling College and a Professor of the University of Divinity where he oversees the faculty and engagement with consortiums, schools, government agencies and other groups. Prof. Dalziel was previously Professor of Learning Technology and Director of the Macquarie E-Learning Centre of Excellence at Macquarie University and a Lecturer in Psychology at the University of Sydney. In recent years Prof. Dalziel has been active in theological education, including as a member of the Academic Board of the Australian College of Theology. He is committed to the continuing advancement of a Christian worldview, and working with Christian schools and teachers.

TEC Administrator - Wendy Moran

DipBA, CertIVCouns

Wendy is responsible for communications, marketing, event management and other general TEC administration. Wendy has spent the majority of her career in corporate business as an Executive Assistant supporting senior executives in marketing organisations. Wendy is passionate about Christian education and the possibilities for students who not only gain a Christ-centred education in a service learning community, but also the way students can influence culture when they fuse their education to their purpose.

TEC Administrative Assistants - Kathryn Lattouf and Lyndall Murrey






Both Lyndall and Kathryn support the aims, vision, and goals of the TEC by assisting with the administrative functions of TEC. They are each committed to the vision of TEC in transforming thinking and practice, and pursuing excellence in Christian education.

PROFESSIONAL LEARNING COURSES

Accurate at time of printing. Please refer to TEC Online for the most up-to-date professional learning course offerings.

All prices are exclusive of GST.

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-  NES A Accreditation Hours
-  Standard Descriptors Addressed
-  Target Audience
-  Available Online
-  \$185 per course unless specified

Feedback to Improve Student Performance



4.5 hours



5.2.2, 6.4.2



K-12 Classroom Teachers,
Teacher Aides,
Middle and Senior Leaders



Available

Participants will be provided with the opportunity to immerse themselves in key research findings focused upon improving student academic performance. Course material will look at the impact of the provision of quality teacher feedback in assessment for and as learning, and the ways that this will grow the capacity of students as learners. Participants are encouraged to review their own feedback practices and consider the ways in which they might shift towards a more learner-centred model of feedback and goal setting in at least one programmed unit of learning.

Visible Feedback



4.5 hours



3.6.2, 5.4.2, 6.2.2



K-12 Classroom Teachers,
Middle and Senior Leaders

This is a school-based program designed to introduce the principle findings of John Hattie's Visible Learning as they relate to student feedback. This course is presented in two sessions; Part A: an introduction to feedback principles, and Part B: an introduction to peer-to-peer coaching to improve current classroom practice via the concept of constructive feedback.

Workable Routines in the Classroom



4.5 hours



4.2.2, 6.2.2, 6.3.2



K-12 Classroom Teachers,
Middle and Senior Leaders



Available

Participants are invited to consider the importance of class-based routines with reference to their potential for positive impact on learners. Using the current research presented, participants will have the opportunity to reflect upon their practice and consider how they will apply their learning to their own context. Course materials will facilitate collegial discussions around participants' experiences, helping to inform future practice.

Teaching for Problem Solving and Critical Thinking



4.5 hours



3.3.2, 6.2.2



K-12 Classroom Teachers,
Teacher Aides

Participants are encouraged to make problem solving and critical and creative thinking visible for learners through the use of the concept of Personal Viewpoints (PV). The course material will invite participants to consider the value of class-based routines, and review current practice in light of key research, including the use of PV to guide learners in their responses to problematic life-issue case studies, building their capacity for empathetic thinking. There will be opportunities for collegial discussion and the practical application of course learning to a programmed unit of work.

Managing Challenging Behaviour in the Classroom



4 hours



4.3.2, 6.3.2, 7.1.2



K-12 Classroom Teachers,
Teacher Aides,
Middle and Senior Leaders

Teachers will be invited to consider their own practice in managing the challenging behaviours of students in their classrooms. The examination of relevant case studies will build the capacity of teachers to adapt the course material to their own context with practical 'take away' strategies. Participants will also have the opportunity to review the ethical implications of their own school's Student Code of Conduct and consider how this may support them in their own student behaviour management.



Available

Data Informed Student Improvement



4.5 hours



SD 3.6.2, 5.4.2, 6.2.2



K-12 Classroom Teachers,
Teacher Aides,
Middle and Senior Leaders

This practical course will build the capacity of participants to use data essential for maximising student learning achievement. Common forms of data include work samples, observations, student portfolios, formal assessment and standardised testing results, as well as student wellbeing and contextual data (e.g. linguistic and cultural background). Participants are encouraged to use relevant research to inform their practice and best meet the needs of their students using data as a rich resource.

Religious Backgrounds

Responding to Diverse Cultural and Religious Backgrounds



4.5 hours



1.3.2, 6.4.2



K-12 Classroom Teachers,
Middle and Senior Leaders



Available

As our classrooms become increasingly diverse, teachers are charged with the responsibility of meeting the needs of their students in culturally appropriate ways. This course will provide the opportunity for teachers to reflect upon the potential and actual cultural and religious diversity represented in their classrooms, and consider the implications of their practice for creating safe, supportive and inclusive classrooms. Participants will be introduced to a framework that can be embedded into their everyday work, underpinned by the theological principles of care and respect.

Trust in and Around the Classroom



4.5 hours



4.1.2, 6.2.2



K-12 Classroom Teachers,
Middle and Senior Leaders

Trust is an essential part of any positive relationship, and fundamental to the building of psychologically safe classrooms. Without trust we are left to govern only by the instincts of the 'law of the jungle' (after Haidt), and we fail to create the real and genuine connections we were designed to be part of. Creating an environment of trust is essential to a positive classroom climate, one where students learn together, and learn to learn together.

SMARTER Goals for Improved Teaching and Learning



4 hours



3.1.2, 6.2.2







K-12 Classroom Teachers



Available





The effectiveness of teacher classroom practice can often be improved when appropriate goals are in place. The course material will provide participants with the opportunity to learn how to set explicit, challenging and achievable learning goals as determined by the Australian Professional Standards for Teachers. Participants will undertake a reflection on their current practice, and will engage in practical sessions that explore current theories and research in the area of goal setting for self and to maximise student learning and achievement, including that SMARTER goals help to differentiate learning and give success to all students.

Five Essentials of Effective Numeracy Teaching and Learning

-  4.5 hours
-  2.5.2, 4.1.2, 6.2.2
-  K-12 Classroom Teachers, Teacher Aides
-  Available

Participants will develop their knowledge of mathematical content in terms of relevance, progression and connectedness with strands/topics of the Mathematics syllabus (and others) to create practical efficiencies in their planning for effective teaching and learning. They will also develop an understanding of the development of numeracy for all students, promoting an inclusive and responsive classroom practice that moves our thinking away from the 'can do maths' and 'cannot do maths' misconceptions. Participants are also encouraged to challenge the misconceptions that students have about their own capacity for mathematics, promoting a growth mindset and a sense of efficacy.

Teaching for Discipleship

-  20 hours
-  6.2.2, 6.3.2
-  K-12 Classroom Teachers, School Leaders
-  \$10,000 (\$7,500 for partner schools) plus textbook costs

This twenty-module course is for the professional learning of both teaching and non-teaching staff aimed at raising students to be responsive disciples of Christ. This course addresses a Biblical understanding of the five aspects of curriculum - the purpose of education; the nature of learners; the teachers; the learning process (pedagogy); and subject content. It is based on the book 'Teaching Redemptively – Bringing Grace and Truth Into Your Classroom' by Donovan L. Graham, though the course does extend beyond its scope. Participants are required to have a personal copy of this text to engage with this course. Each session is accredited for one hour of NESA professional development, and the total course is expected to take thirty hours to complete – ideal as a series for your staff to ensure deep engagement and reflection. The course is delivered by a school's Principal or educational leader, and includes one day on-site support for the implementation of the course.

Developing a Teaching and Learning Program in a Christian School



4 hours



2.3.2, 6.2.2, 6.3.2



K-12 Classroom Teachers,
School Leaders

All education is shaped by a particular perspective or worldview – by what we understand and believe about the way things should be done, and the choices we make for our students. An authentically Christian education helps our children and young people understand the world through the perspective of God’s truth, and the Bible becomes the lens through which students can engage with their curriculum. This course will assist teachers and curriculum leaders to develop a teaching and learning program that is grounded and shaped by the Biblical narrative for the formation of their young lives, the growing of character, and the shaping of their personhood. Participants will engage with course material with consideration given to the learning cycle, including curriculum sequencing, assessment, and reporting requirements.

Using CANVAS to Improve Teaching (and Learning)



5.5 hours



6.2.2



K-12 Classroom Teachers,
Teacher Aides



Available

Canvas is a cloud-based Learning Management System designed to support the work of teachers, connecting students with their learning in ways that are interactive and engaging. Course material will equip participants, supporting them practically in the building of their own Canvas courses, and guiding them through the tools available to them to maximise learning engagement and differentiation.

Mental Health for Adolescence



1 hour



4.1.2, 6.2.2



K-12 Classroom teachers,
School Leaders,
Wellbeing staff



\$50

Policies, Safety and Care in Schools



4 hours



4.4.2, 7.2.2



K-12 Classroom Teachers,
Teacher Aides,
School Leaders



Available

In this short course, participants will investigate the kinds of mental health issues that are commonly part of the lives of our students, and will participate in workshop activities designed to help support these students in our care.

The value of a school's policies and procedures are often underestimated by school staff and are even considered an annoyance - there are so many! Good policy mitigates risk, and contributes to the safe and supportive environments that schools are compelled by legislation to provide. Aside from our professional obligation to care for our students, historical contexts have led to current regulatory requirements. In this course, participants are introduced to these regulatory frameworks and are encouraged to be intentional about their outworking in our school policies and procedures. Participants will also have the opportunity to familiarise themselves with relevant policies in their own school contexts, and consider improvements that might be made in the areas of wellbeing and safety. As such, participants will come to value their own professional responsibility in this area, and grow in their capacity to advocate and support such policies in their schools.

Differentiation Strategies for ASD Students



4.5 hours



1.5.2, 6.2.2



K-12 Classroom Teachers,
Teacher Aides,
Special Education



Available

Meeting the needs of diverse learners in the classroom is one of the continual challenges for classroom teachers. In this course we will draw upon the work of Carol Dweck (Growth Mindsets), John Hattie (Visible Learning) and Dr. Temple Grandin, and consider the ways we can apply this to our classroom practice in the context of best meeting the needs of our students through appropriate differentiation – what we learn and how we learn. The theological principles of respect and honour within education will serve as the basis for understanding these commitments.

TEC Special Education Certificate



Not accredited



Teacher Aides and
Youth Support
Workers



\$10,000 (\$7,500 for
partner schools) plus
textbook costs

The TEC Special Education Certificate is an in-house certification designed by Dr Tina Lamont to upskill both Teacher Aides and Youth Support Workers who are supporting students with special needs in a schooling environment. Structured in twenty modules, each two-hour session is run by a leader from your school to facilitate the working through of contextual case studies with your team. Each session allows for reading of the text, discussion with the team, video clips from Dr Lamont &/or YouTube, as well as a workbook to consolidate learning. Material covered includes special education needs, intellectual disability and autism, supporting self-management and self-regulation, the effective teaching of reading and numeracy, managing classroom behaviour, writing Individual Plans, and social skills development. The course requires participants to have their own copy of Peter Westwood's 'Commonsense Methods for Children with Special Educational Needs – 7th edition' as a resource, and is expected to take approximately forty hours to complete – ideal as a series for your staff to ensure deep engagement and reflection. The course cost includes one day on-site support for the implementation of the course.

Coaching and Mentoring



4.5 hours



6.2.2, 6.3.2



K-12 Classroom Teachers,
Middle and Senior Leaders



Available

This course is based on the latest research about the role of coaching and mentoring in building the personal and professional capacity of teachers. Participants will learn how to set appropriate goals, build and foster trust with colleagues, overcome common obstacles, and sustain success. There is time for personal reflection and collegial discussion around these principles so that participants are equipped to engage with their learning in a practical way.



“

As a Principal, going through Registration and Accreditation for the first time, weighed heavily. I engaged The Excellence Centre to help me write the policies that were required for inspection. TEC's Senior Consultant was up to date and aware of all legislative changes and their help and level of involvement was invaluable. The consultancy was thorough and professional and I accredit the success of our Registration and Accreditation to The Excellence Centre."

Sharon Sopher
Principal of Belmont Christian College

**PERSONALISED
PROFESSIONAL
LEARNING FOR
YOUR SCHOOL**

The most effective professional learning takes place in your context, meeting your needs, with teams of your people.

The Excellence Centre offers a range of customised professional learning opportunities for schools that can be tailored for your staff and school needs. These can be a single or a series of presentations and workshops.

Some of the customised services on offer include:

- Leadership Retreats or Leadership Days
- School reviews (2-day review including formal report on Areas of Improvement)
- Research Projects
- Establishing Mission Programs
- Auditing of Special Programs (Gifted/ESL/Special Needs/Learning Support)
- Mentoring for Principals/Teachers/Executives/Aspiring Leaders
- Supervising Staff Studying Masters/PhD
- Targeted Compliance Review and Analysis (2-days)
- Online Surveys
- Curriculum Review and Development
- Policy Writing
- Teacher Performance Appraisal
- Teacher Accreditation
- Grant Application Writing
- Grievance Resolution
- Facilities Advice and Planning
- Data Collection and Analysis
- Pastoral Care Programs for Schools
- Principal Forums and Gatherings
- Schools Registration and Accreditation
- Analyse NAPLAN Data
- Board Governance Support
- Writing Staff Development Plans and Processes
- Writing Position Descriptions
- Fact Finding Tours of Christian Schools, Locally, Nationally and Globally
- SMP and Business Plan Development and Writing
- Staff Selection Processes

These services are subject to availability, and cost is based on a per day rate.

A 2-day minimum engagement at your school, venue, or online (or a blend of these) can be tailored to your needs.

Contact us to discuss the possibilities for TEC support of your school professional learning program.

WE CME
TO YOU

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The embedding of project initiatives is often more effective with a coach or facilitator working with your teams. At TEC we are committed to supporting your school improvement initiatives, growing the capacity of your teams to develop their thinking around the priorities that are unique to your context.

Our consulting services can assist with:

- policy development
- legislative compliance
- support for NESA school registration and accreditation
- compliance issues
- development of a strategic plan
- professional development program
- staff selection, including Principal appointments

Talk with us about your needs - we can tailor a package for your school that best meets your needs and resources.

OUR PACKAGES

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As a not-for-profit organisation, The Excellence Centre endeavours to support the essential work of schools in ways that support their own vision and mission. TEC understands that the good stewardship of school resources, including financial, is essential, and as such TEC has developed a number of cost-effective levels of support to suit your school context. Other customised services are available outside these packages, and we welcome your enquiry into how we may best meet your needs.

LEVEL ONE

Bronze Package

Includes:

- Full Membership to TEC Online Resources
- 3 x NESA Accredited or other Professional Learning Courses (on site)
- 10 Attendees to a central TEC Event
- 1 Day of TEC Consultation

There is limited customisation with the Bronze Package.

Other customised services can be purchased in addition to this package.

Cost: \$10,000

Silver Package

Includes:

- Full Membership to TEC Online Resources
- 5 x NESA Accredited or other Professional Learning Courses (on site)
- 10 Attendees to a central TEC Event
- 2 days of TEC Consultation
- 1 Day shared TEC retreat/event
- 1 Attendee TEC Principal's Retreat
- Other services

There is moderate customisation with the Silver Package.

Other customised services can be purchased in addition to this package.

Cost: \$20,000

Gold Package

Includes:

- Full membership to TEC Online Resources
- 5 x NESA Accredited or other Professional Learning Courses (on site)
- 10 Attendees to a Central Event
- 2 days of TEC Consultation
- 2 Day Custom Retreat or Day Programs
- 1 Attendee TEC Principal's Retreat
- Customised Research
- Customised Services
- Other service and/or travel

This package offers maximum customisation and flexibility to meet the individual needs of your school context.

Cost: \$40,000

Ruby Package

Includes:

- Full Membership to TEC Online Resources
- 3 x NESA Accredited or other Professional Learning Courses
- 1 Day of Consultation
- 10 Attendees to a central TEC Event

There is limited customisation with the Ruby Package.

Other customised services can be purchased in addition to this package.

Cost: \$7500

Express Package

Includes:

- 2 x NESA Accredited or other Professional Learning Courses (on site)
- Parent Education Package
- New Teachers Education Package

There is limited customisation with the Express Package.

Other customised services can be purchased in addition to this package.

Cost: ~~\$2000~~



**SPECIAL
\$1750**

NESA Registered Professional Learning

The Excellence Centre is endorsed to provide professional learning that is registered with the NSW Education Standards Authority for the purposes of teacher accreditation at the level of Proficient Teacher. Courses completed by eligible participants will contribute to the time indicated for each course and the standard descriptors listed. In some cases, sessions within a course series are accredited separately. Teachers are advised to make themselves familiar with their own NESA accreditation requirements across the career stages.

Participation Requirements

Participants are required to attend the entirety of a course to be eligible for the PL hours, signing on each day where applicable and engaging with course material and activities as specified. Course evaluations must also be completed on the day and submitted to the course facilitator, or emailed to TEC for a course delivered online. Unfortunately, TEC is unable to accredit NESA hours where these requirements have not been met. Participation hours should appear on individual eTams accounts within four weeks.

Notice – Photography & Recording

TEC wishes to advise participants that most courses and events are recorded and/or available to online participants. Permission to record, transmit or photograph your participation at TEC events is assumed upon registration. Such media may be used in, but not limited to, social media, promotions and publicity, and as online course material. Please advise TEC at the time of registration if you wish to withdraw your permission for this to occur. TEC cannot be held responsible for unauthorised recording of its courses and events. Identifying information such as the names of schools and participants will not be used in any subsequent publication of these materials without the express permission of the participant or school.



TEC Contact Details

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