What does impactful professional learning look like?

In collaboration with the Macquarie School of Education, the Academy of Continuing Professional Development in Education, and the International Professional Development Association (IPDA) – Australia presents the inaugural IPDA – Australia keynote address.

Presented by Dr Kim Wilson
Deputy Director of Professional Learning and Engagement, Macquarie School of Education

Session Abstract: Impactful professional learning meets the school at the point of need and is most effective when embedded into teacher practice. In this presentation, Kim will speak to recent examples of professional learning partnerships between Macquarie University and two allied secondary schools. In both examples, programs of professional learning were designed in response to school identified needs with the delivery of the professional learning activities embedded within the host school’s context.

There is great benefit in school-university professional learning partnerships. School-university collaborations recognise that well-rounded teacher preparation and development requires both academic and in-practice support. When University Educators join with School Educators, professional learning is contextualised, relevant and pertinent to teacher practice. School-university partnerships that function as professional learning communities enhance the potential gains to student learning outcomes.

This webinar is for pre-service teachers, educators, teachers, school and system leaders, principals, adult educators, and professional learning facilitators.

Webinar details:

Date: Tuesday 17 August 2021
Time: 6:00pm – 7:00pm (Australian Eastern Standard Time)
Attendance via Zoom link: https://macquarie.zoom.us/j/8117772648?pwd=cDltbVBaTUJUXVOFA5diJNzdPQT09
Cost: Free
For further information: academy@mq.edu.au

Presenter biography:

Dr Kim Wilson is Lecturer in Secondary Curriculum at Macquarie University. Her research interests include: teaching critical thinking skills, teacher professional development, and the teaching and learning of history. Recent research projects include: The effect of Flipped Learning as a pedagogical intervention strategy to increase the use of critical thinking skills in History; Practitioner Inquiry, the teacher as researcher - a professional learning model; NESA 2018 Professional Learning Survey – an analysis of and report on the data.

Kim has over twenty years’ experience in secondary school education with more than ten years of that experience in leadership positions. She is an expert practitioner with a strong track record of academic and professional publications that support and extend her teaching method and subject knowledge. Kim’s passion and commitment to education was acknowledged in 2005 with a Quality Teacher Award conferred by the NSW Minister for Education and Training and The Australian College of Educators.