

Professional Learning Principles

The Bastow Professional Learning Principles provide the benchmark by which Bastow professional learning is developed and evaluated. They underpin the design of professional learning, informed by evidence, that challenges adult learners to develop a deeper understanding of themselves as leaders and how they can most effectively lead improvement. Individuals and organisations involved in the curriculum development process must ensure courses are developed using the Bastow Professional Learning Principles.

Evidence Informed Learning Design

Research evidence and data informs co-designed learning that aims to extend and challenge adult learners.

Enacting evidence informed learning design means:

- *drawing upon current research on effective leadership, teaching and learning;*
- *actively co-designing with learners in order to be responsive to their needs and interests;*
- *continuously reviewing and analysing internal data and evidence gathered to better understand learners and their needs;*
- *identifying new and emerging professional learning practices from external research sources;*
- *fostering futures thinking and evidence informed innovation in school leadership and teacher practice*

Transformative Learning Approach

Transformative learning approaches lead to deep shifts in learner understanding, identity and practice.

Enacting a transformative learning approach means:

- *anchoring professional learning in student needs and higher order learning aspirations;*
- *enabling learners to reimagine their identity as a leader by surfacing deeper beliefs, values assumptions and attitudes held;*
- *creatively applying learning and leadership in context - connecting to the real world and challenges of day to day roles;*
- *actively learning together by engaging in dialogue to question, critically reflect and challenge*

Dynamic Learning Environments

Dynamic learning environments support the formation of collaborative learning communities where adults take initiative and make significant decisions about their learning.

Creating dynamic learning environments means:

- *fostering cultures of mutual respect, trust, commitment and contribution;*
- *establishing norms of sharing expertise and engaging in productive research and inquiry;*
- *promoting intellectual rigor and challenge coupled with emotional and social supports;*
- *valuing diversity and difference;*
- *committing to self-directed and self-managed learning;*
- *expanding learning environments to include a range of physical, virtual and workplace contexts*