

Mini Professional Learning Teams Conference for our 2025 Pilot

TIME	LEARNING EXPERIENCE		
3.30pm-3.45pm Amy Murphy	- Final wrap up of the MLC School PLT Pilot Model 2025 - Thank you to facilitators - Introduction to the Mini PLT Conference Please choose 1 Masterclass/Workshop for each Round. There will be 3 x rounds. We'd love 15-20 participants in each learning space. Aim to spread your faculty out.		
3.45pm-4m	<u>Round 1 of PLT Sharing</u>		
	Room	Presenter	PLT Focus & Driving Question
	SC101	Toby Duncan Workshop	Active Learning <i>Does recall at the beginning of a lesson to enable students to be more engaged in the subsequent tasks?</i>
	SC102	Martina Stolzi Workshop	Differentiating with Purpose <i>How might a 3-level walk-in activity with close and open-ended questions increase the participation of every girl in my Y9 class?</i>
	SC103	Claire White & Jane Timor Masterclass	Dare to be More: Risk and Resilience <i>How can the use of writing scaffolds and self-assessment tools encourage students to take intellectual risks and produce more thoughtful, resilient extended responses?</i>
4pm-4.15pm	<u>Round 2 of PLT Sharing</u>		
	Room	Presenter	PLT Focus & Driving Question
	SC104	Hannah Smith Workshop	Active Learning <i>How do I get the girls to take ownership of their learning?</i>
	SC105	Bridget Kovats Masterclass	Looking Beyond the Mark <i>How might ongoing student reflection improve their engagement with collaboration?</i>
	SC106	David O'Donohue Workshop	The Slow Shift <i>What happens when we slow down the pace and focus on depth over coverage?</i>
4.15pm-4.30pm	<u>Round 3 of PLT Sharing</u>		
	Room	Presenter	PLT Focus & Driving Question
	SC101	Christopher Highman Workshop	Dare to Be More: Risk and Resilience <i>How might embedding productive struggle in guided practice tasks improve student analytical depth and confidence in written responses in senior students?</i>
	SC102	Megan De Souza Julian Hannuna	Teach Like a Champion <i>What practical, research-informed techniques can improve my classroom instruction and the student's engagement?</i>
	SC103	Liz Gilberthorpe & Conor O'Reilly Masterclass	Looking Beyond the Mark <i>How can we get students to focus on the positive behaviours demonstrated as part of the PROCESS, rather than the mark at the end?</i>