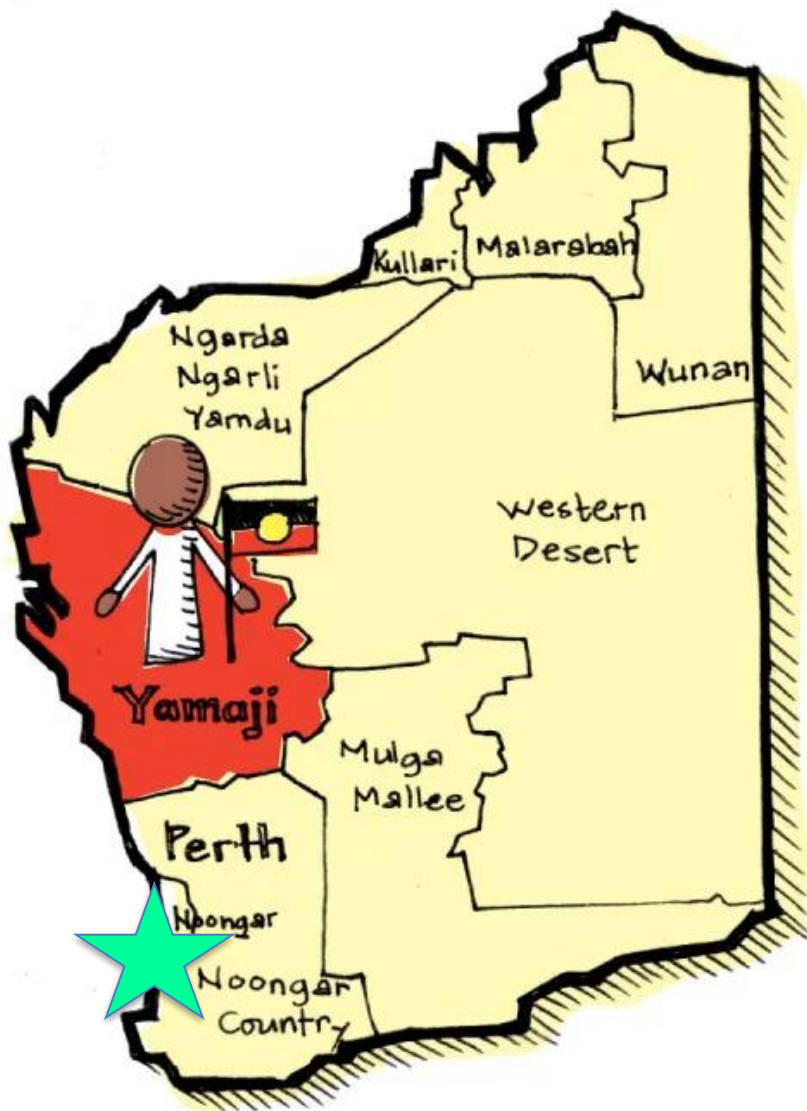




## Secondary Teacher Leader Program Workshop 1 - Geraldton

**Tuesday 26 April 2022**



I would like to respectfully acknowledge the Yamatji Peoples who are the Traditional Owners and First People of the land on which we stand. The Nhanhagardi, Wilunyu, Naaguja.

I would like to pay my respect to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of the Yamatji Peoples.

# Who will you be working with?

## School Mentor



Rob Nairn

## STL Mentor



Pauline Coghlan

## The FED Team



*Daniella Hassett Georgie Wynne Stacey Plaut Tamara Boyer*

## Overall Program Outcomes:

- **See the bigger picture of strategic leadership in your school** – you play a critical role in developing it and informing it, as well as realising it. What does the research say? How is your school enacting its strategy and change agenda? What's your role in leading your team as part of this broader strategic plan?
- **Effective teaching and learning – revisiting the evidence base** (particularly the teaching of new concepts) with an emphasis on **recent developments** in the evidence base
- **Setting high expectations and holding yourselves and team to account** – Enhance your ability to lead discussions within your learning area to bring about change and develop a performance and development team culture
- **Clarity and ease in your role** – further clarity of your role in your school's change agenda and greater ease in enacting your day-to-day work with your teaching team



	Workshop 1 Term 2, 2022 (Tuesday 26 <sup>th</sup> April)	Workshop 2 Term 2, 2022 (Tuesday 21 <sup>st</sup> June)	Workshop 3 Term 2, 2022 (Wednesday 22 <sup>nd</sup> June)	Workshop 4 Term 3, 2022 (Tuesday 13 <sup>th</sup> Sept)	Workshop 5 Term 3, 2022 (Wednesday 14 <sup>th</sup> Sept)
Pre-work	Pre-readings set of research base for school improvement prior to first workshop; collection of core data sets & copy of school SDD	Pre-readings set of the evidence-base for effective instruction; pre-work activity of teaching and learning practices in the classroom	Team and personal commitments; School SDD	School student outcomes data collection; Pre-reading of Fair & Reliable measures of teaching; School SDD	Pre-reading for the evidence base for a Guaranteed & Viable curriculum; bring a copy of yr 7 scope & sequence doc for learning area; updated action plan
Workshop Content	Workshop 1- 1/2 Day (webinar) <b>Whole-school Improvement &amp; Transformation</b> <ul style="list-style-type: none"> <li>Dempster 'Leading for Learning' Framework</li> <li>EDvance School Transformation Framework</li> <li>Links from the evidence-base to the School Strategic Plan</li> </ul>	Workshop 2 - 1 Day <b>Leading Teaching and Learning</b> <ul style="list-style-type: none"> <li>Safe, collaborative and supportive culture</li> <li>High Impact instruction - what works</li> <li>Principles of teaching &amp; learning</li> <li>Developing a shared understanding for evaluating teacher effectiveness</li> </ul>	Workshop 3 - 1 Day <b>Building an Effective Team, Design an Action Plan</b> <ul style="list-style-type: none"> <li>5 A's model and the accountability chain</li> <li>Building an effective team</li> <li>Norms of Collaboration</li> <li>Designing an action plan for 2022</li> </ul>	Workshop 4 - 1 Day <b>Effective Leadership, Accountability and Data Analysis</b> <ul style="list-style-type: none"> <li>The complex role of level 3 leaders in leading change</li> <li>Employee performance and management</li> <li>Understanding and analysing school data</li> </ul>	Workshop 5 - 1 Day <b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Guaranteed &amp; Viable Curriculum</li> <li>Curriculum planning and execution</li> <li>Reporting progress, success and challenges</li> </ul>
Deliverables		Pre-program survey completion by all school team members	Learning Area Action Plan – to build team knowledge & understanding of highly effective instruction aligned to cognitive science  Conduct first meeting with Learning Area team	Updated Learning Area Action Plan  Conduct next Learning Area/team meetings	Extended Learning Area Action Plan for the next school year  Post-program: 6 months - Impact/Progress story as a result of work done in STL program
Group Mentoring					

- 3 sessions of ~3 hours, working with your school STL team
- Your mentor will work with you to:
  - Understand your school's context
  - Guide you to identify the root cause of problems/issues
  - Push your thinking and challenge your perspectives
  - Act as a 'thought-partner' to help you generate ideas/solutions
  - Help you navigate the materials/content and deliverables
  - Boost your moral
  - Drive you to action



# We have unashamedly high expectations of all our schools

## Behavioural expectations:

for getting the best out of the program

*Bring an invitational stance to learning*

- Think critically, reflect deeply
- Work at your 'edge' - ask challenging questions of yourselves and others
- Invite feedback
- Work hard to give 'constructive' feedback to your peers
- Demand data in your discussions!  
Don't settle for less.



Give you time for you to step away from operational matters for the day...

... to work in the space of strategic school leadership (without having to wear your operational hat)...

... to see what your senior leaders have been working through...

... so that you have a shared language and a clear voice to bring to future strategy discussions.

The focus **isn't** on writing lists of to dos, or a set of '*tips & tricks*' for leaders.

**It is** the invitation to move between being a **participant .....** and an **observer** – to be better able to identify problems, focus and adapt as a leader – to get on the balcony...





By the end of the workshop, participants will:

- Have a clear understanding of the organisational schema for leading school improvement (Dempster's **Leading for Learning framework**)
- Have linked the **pre-work and case studies** to the Leading for Learning framework, including insights into the implications for leaders
- Be able to practice **disciplined dialogue** for enhanced shared understanding
- Understand and be confident to navigate the **EDvance Transformation Framework** which synthesises major research and case study experiences of WA school leaders
- Unpack the key interventions from the Framework related to the stages within the **continuum of performance** used in the Framework
- Relate the high impact levers from the Framework to your **school's current interventions and approaches** to improvement in the **Strategic Directions Document**

# Organising Schema for School Improvement Dempster's Leading for Learning (LfL) Framework



# Developing a Shared Moral Purpose

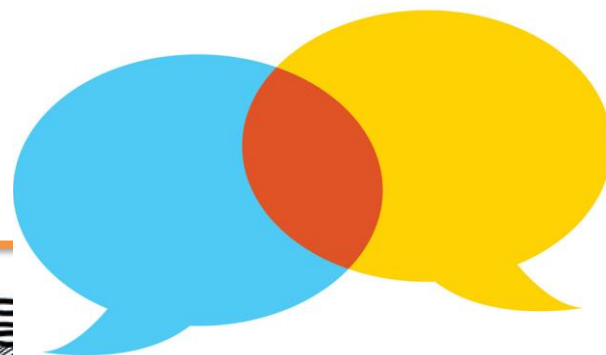
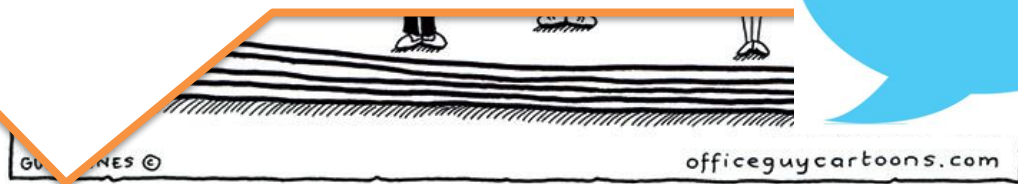


(Dempster: 2009)

A **collective focus** on improving student learning and ensuring that achievement (and life) gaps, wherever they exist, are narrowed.

***Moral purpose conversation:***

1. What is your school's moral purpose?
2. How focused is your school's moral purpose on students?
3. Is it shared?
4. Is it alive?





*(Dempster: 2009)*





## OLNA

Prepare for the Online Literacy and Numeracy Assessment

## NAPLAN

NATIONAL ASSESSMENT PROGRAM  
Literacy and Numeracy



## Data about student learning should be:

- Comprised of more than one data set
- Qualitative and quantitative
- Systematically collected
- Gathered and interrogated at a whole school, departmental, class and individual level
- Interrogated to find connections, trends, anomalies and discontinuities

A. The ball has kinetic energy at point two and four because it's when it has stored energy.

B. In position two and four the ball has potential energy because it isn't as high or low as it could be.

C. The transformation from point one to point two is it loses potential energy and gains kinetic energy. In points four to five, it loses kinetic and gains potential energy.

D. The height that the ball has about the same amount of potential and kinetic energy is about 50 cm.





*(Dempster: 2009)*

# REFLECTIVE ACTIVITY

Do you use Monologue or Dialogue with your staff?

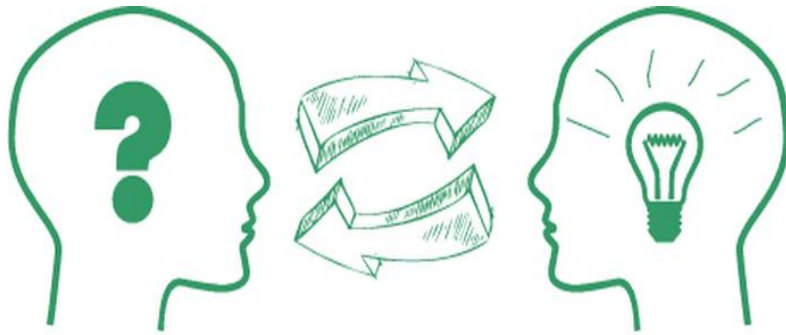
What is one thing you do well in your communication with staff?

What is one thing you can improve in your communication to staff?





*Garmston & Wellman, 2017*  
*Adaptive Schools*



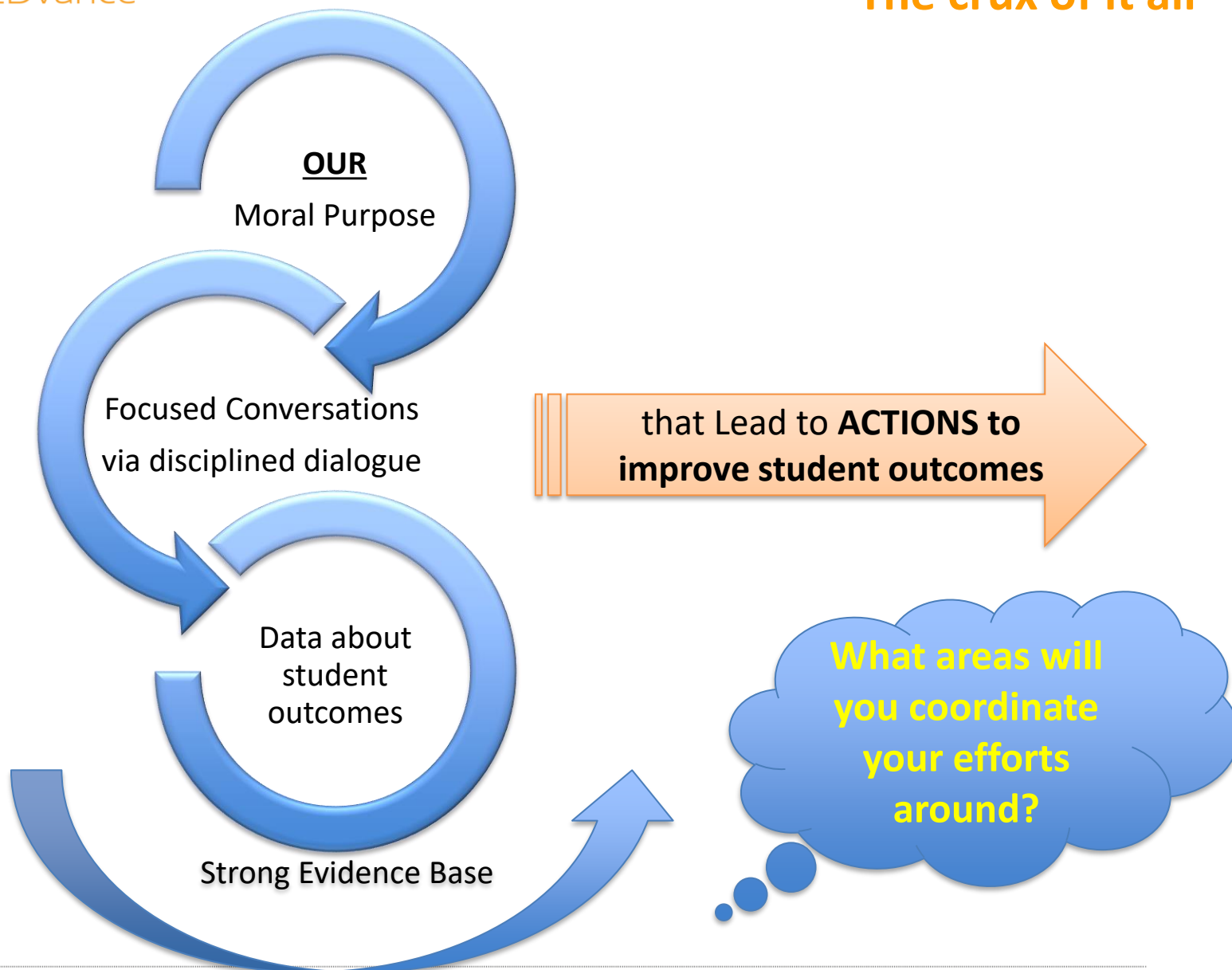
Purposeful & deliberate professional conversations positively focused on the **moral purpose** of the school.

*Group norms are key to creating ‘psychological safety’ for team members to have honest conversations about what matters most*

### Most critical behaviours:

- **Conversational turn-taking** (roughly equal proportions)
- **Average social sensitivity within the group** – pick up on non-verbals/body language, how others feel





# Dempster's LfL Domains

## High Impact Levers for School Improvement



(Dempster: 2009)

## Pre-work Summary: Dempster's LfL Domains

### Conditions for Learning

All factors that enhance the quality of student learning

### Leadership

Mobilisation of the group to raise the bar and get results

### Parent & Community Support

Working in partnership with parents & community to support their children's learning

### Professional Development

Ongoing building of pedagogical & content knowledge to improve student learning

### playback

What are the implications for your leadership regarding each of the domains?

*Put your questions and insights into the TEAMS chat*

### Curriculum & Teaching

High quality low variability teaching of a guaranteed and viable curriculum

Professional Development



Leadership

Conditions  
for Learning

What did the St Albans leaders do in **each of the areas of the LfL framework** (first domains, then inner circles) to lead school improvement?

**Input your response into the Google doc table:**

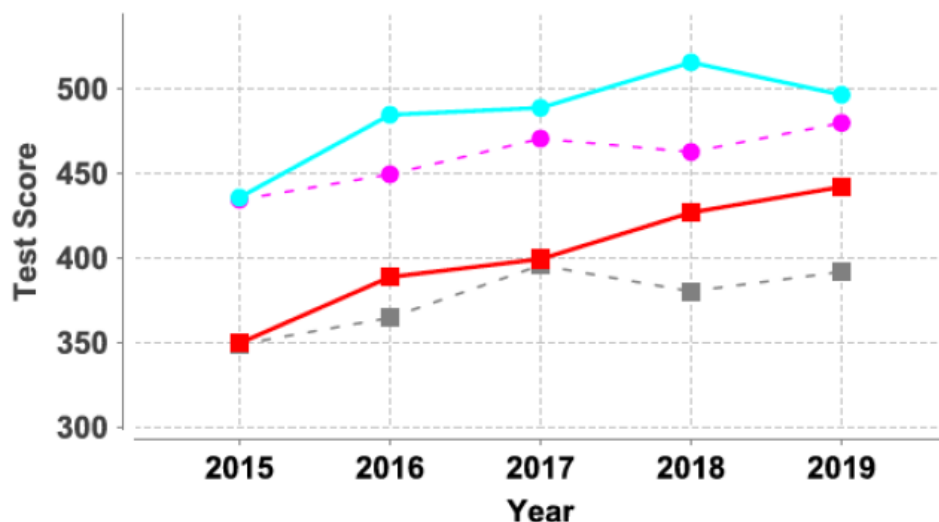
[https://docs.google.com/presentation/d/1seMFaUZ3w2XEk\\_WRyG8KmuqvpNiSdxJmdtxd4rquvaU/edit#slide=id.g87a1cde3a4\\_0\\_64](https://docs.google.com/presentation/d/1seMFaUZ3w2XEk_WRyG8KmuqvpNiSdxJmdtxd4rquvaU/edit#slide=id.g87a1cde3a4_0_64)



# Part 1: Dialogue for shared understanding: What do you SEE?

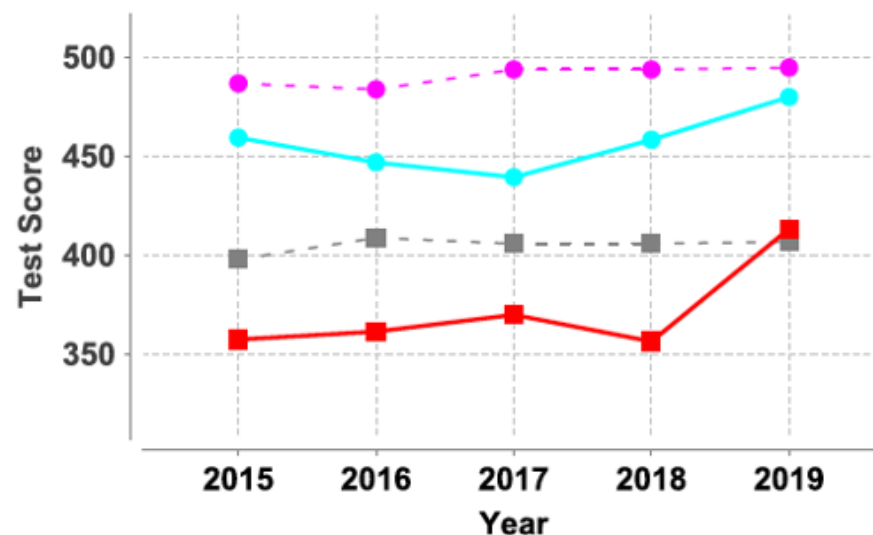
School A – ICSEA 955 (2019)

**Average Reading Score**



School B – ICSEA 900 (2019)

**Average Spelling Score**

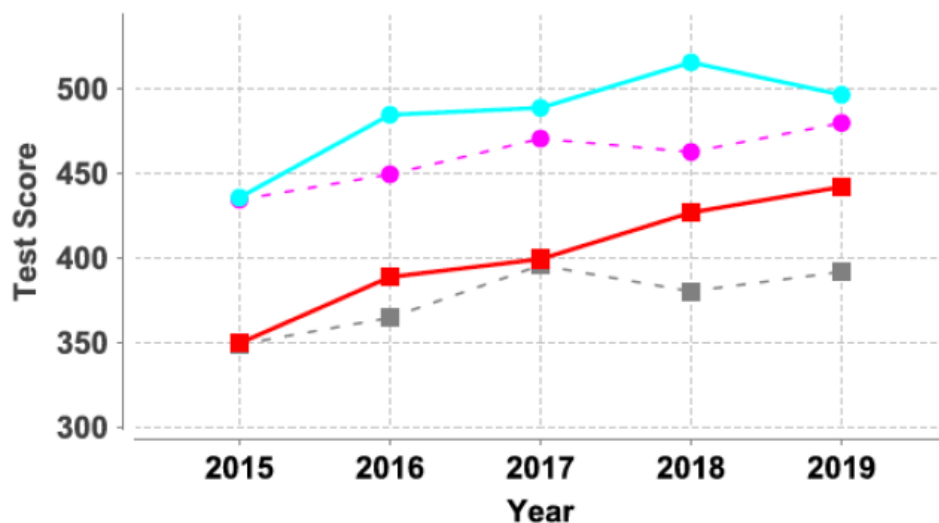




## Part 2: What questions does this data raise for you?

School A – ICSEA 955 (2019)

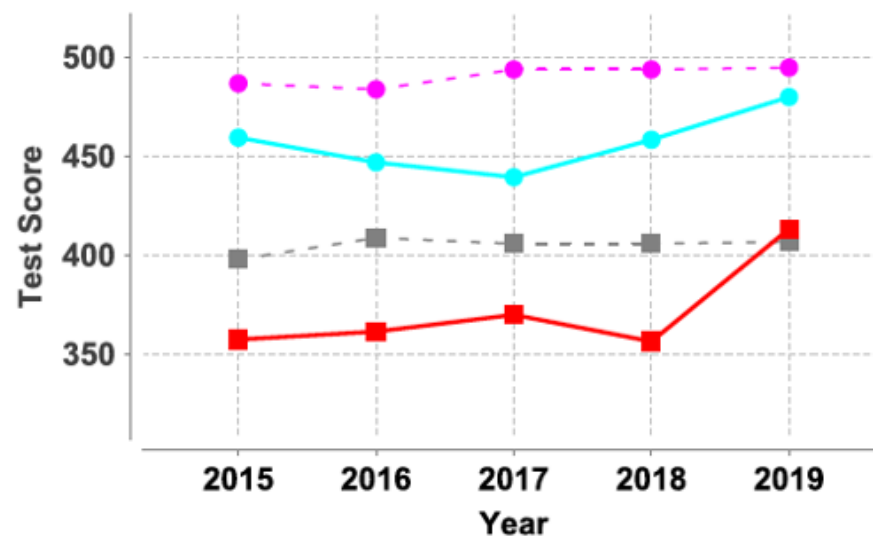
**Average Reading Score**



■ Year 3 School  
 ■ Year 3 Like Schools  
 ● Year 5 School  
 ● Year 5 Like Schools

School B – ICSEA 900 (2019)

**Average Spelling Score**



■ Year 3 School  
 ■ Year 3 WA Public Schools  
 ● Year 5 School  
 ● Year 5 WA Public Schools



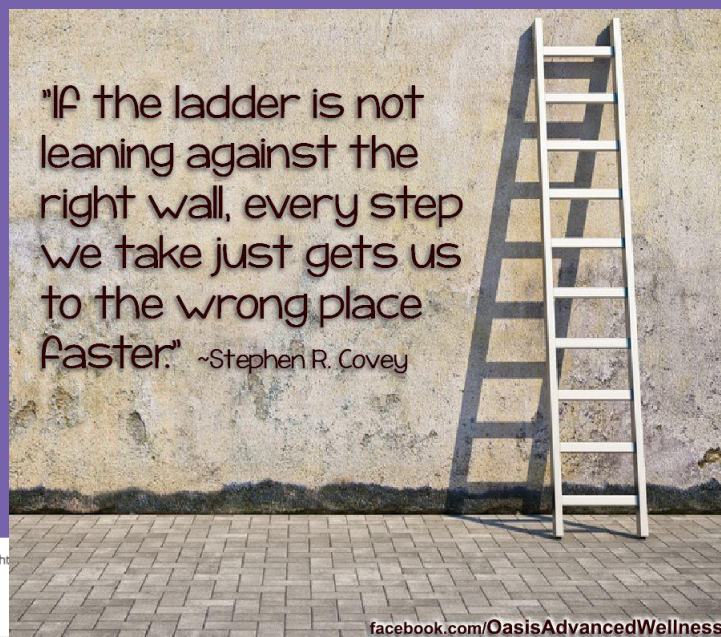
# School Transformation Framework

Secondary Schools in  
Low – Mid SES Communities

Version 7

This School Transformation Framework has been developed by the Fogarty Foundation for use as part of the Fogarty EDvance School Improvement Program. All rights reserved. Please contact Fogarty EDvance to obtain permission before redistributing. Use of this work for commercial purposes without prior written consent is prohibited.

**JANUARY 2021/ [Info@fogartyedvance.org.au](mailto:Info@fogartyedvance.org.au)**

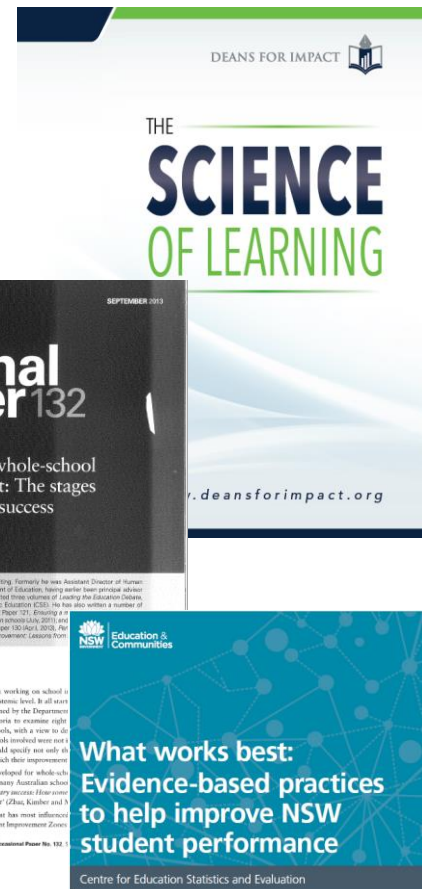
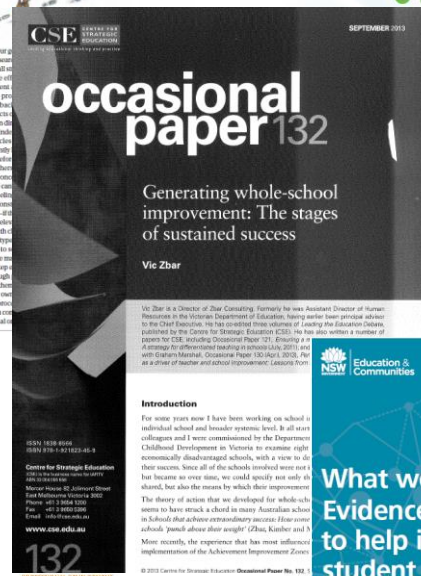
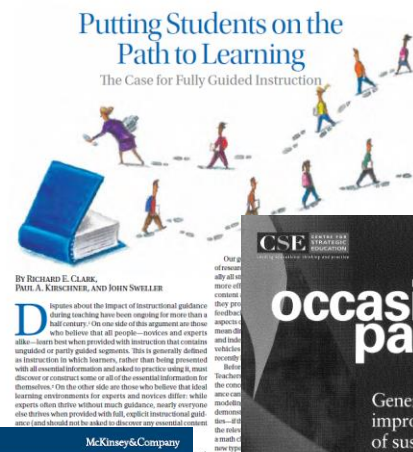
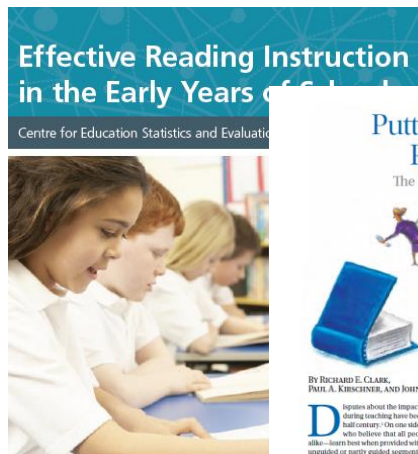
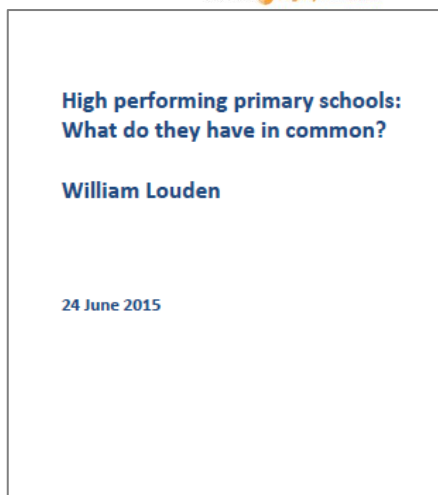


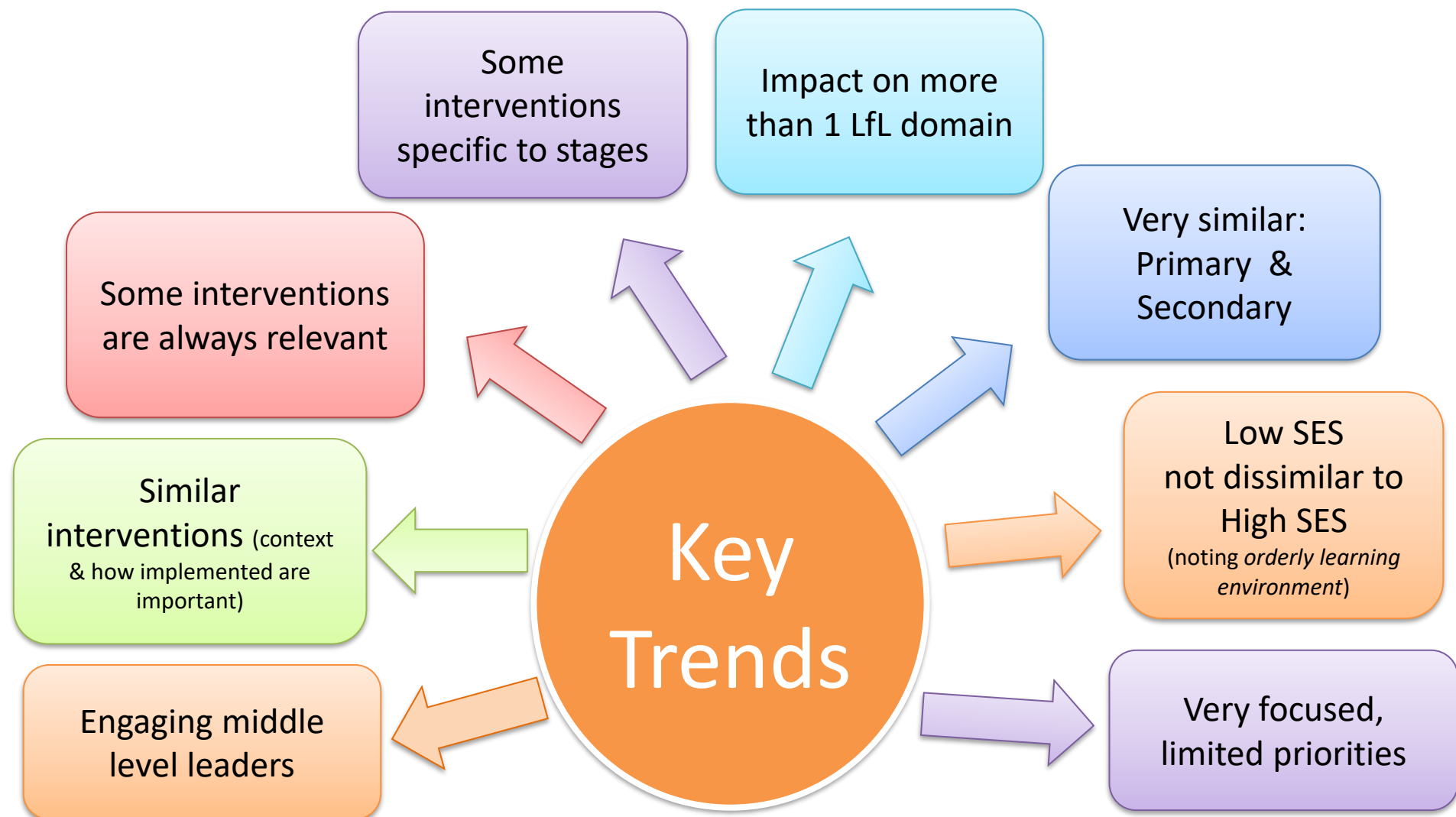
An initiative of:



Founding partners:

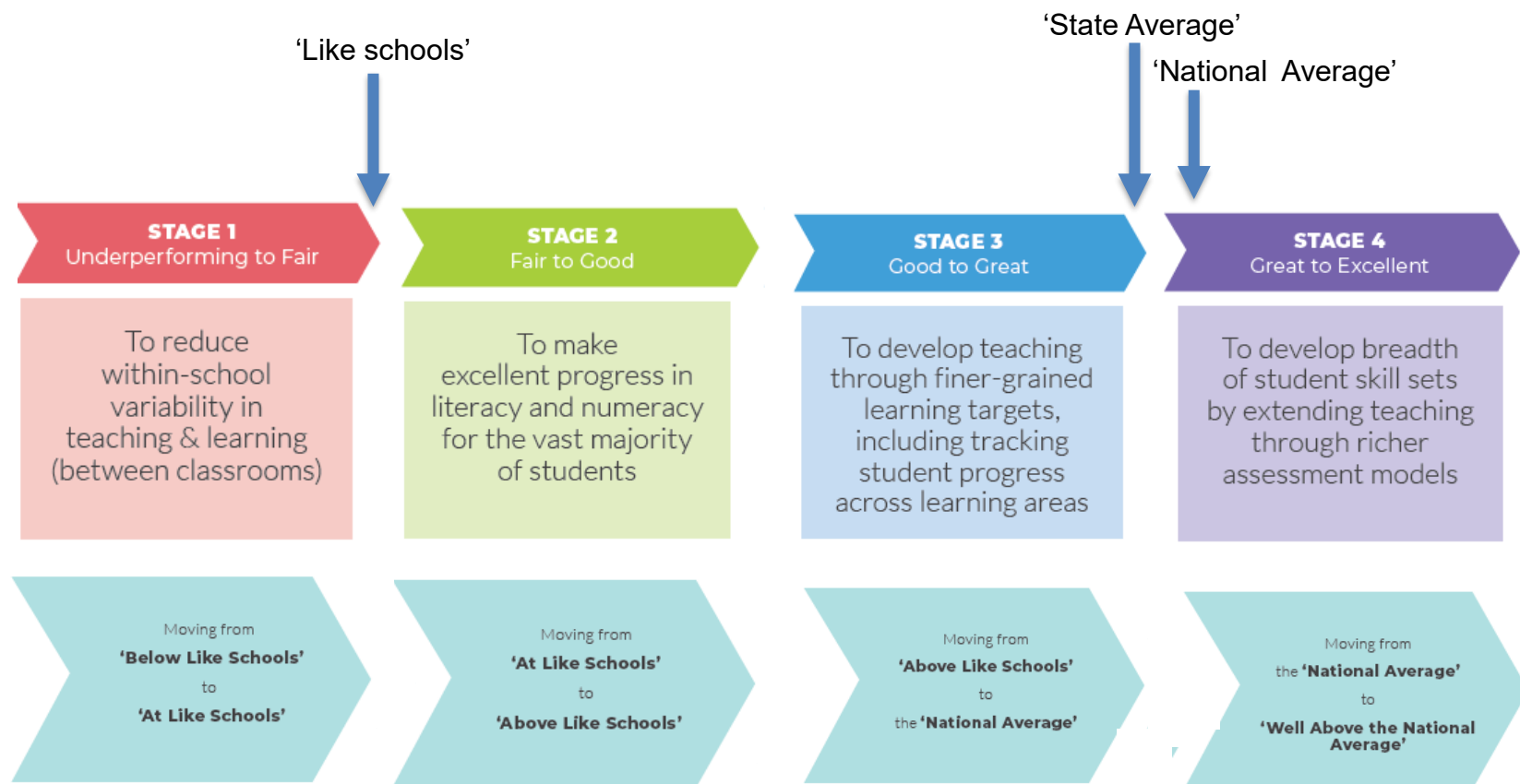




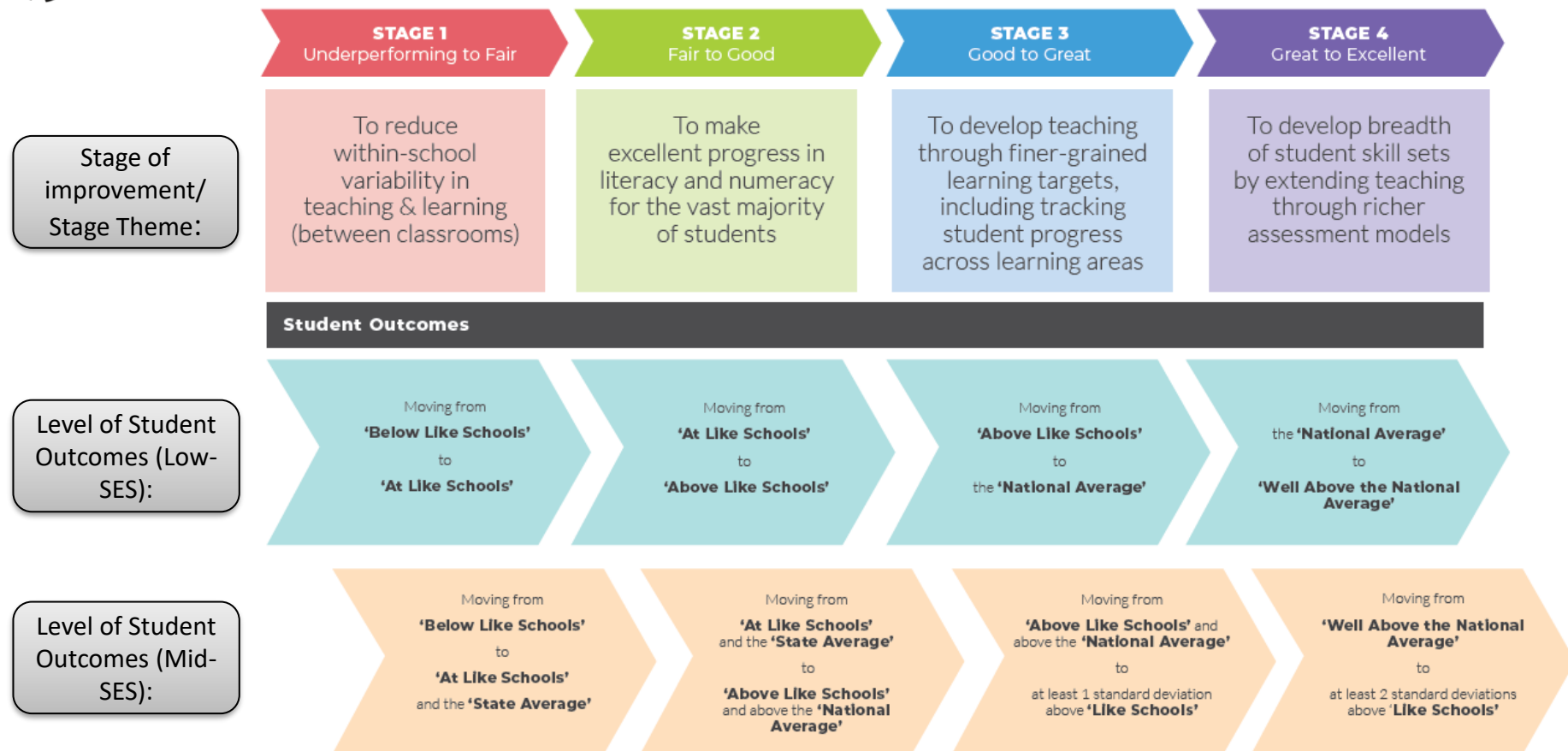


Two reference points:

- Against 'like schools'
- Against 'national average'

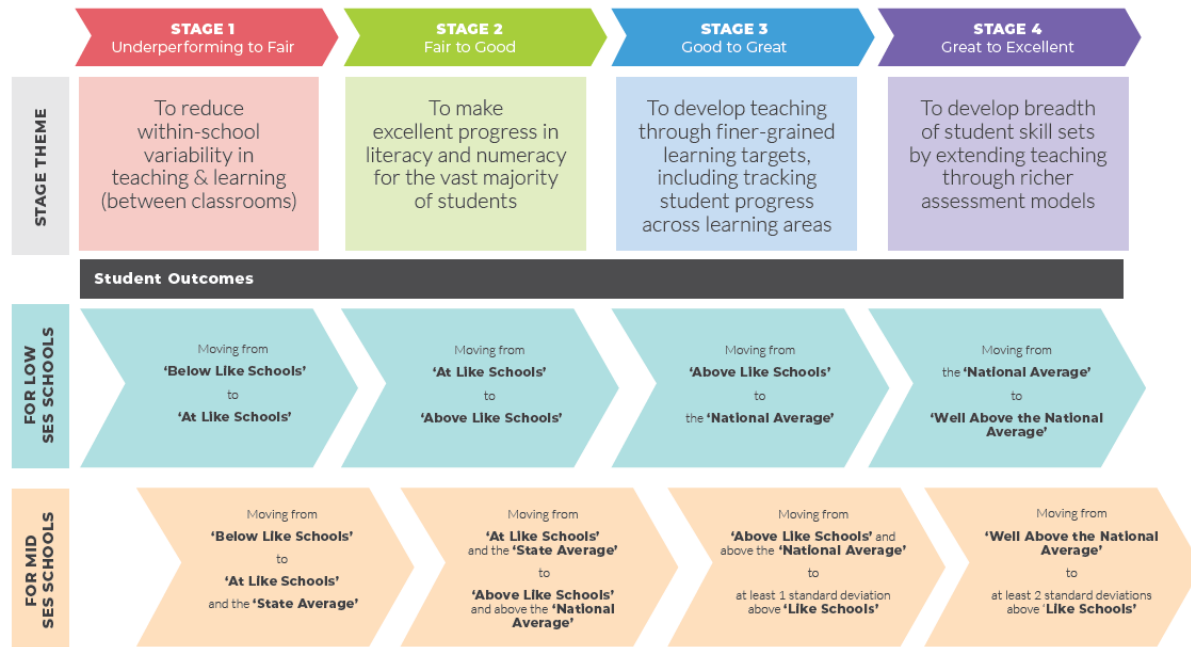






## School teams consider:

- Which **'stage'** your school is in
- The **'theme'** of **school improvement** you are working within, that guides the clusters of interventions you put in place



## DEMPSTER'S LEADING FOR LEARNING FRAMEWORK (2009)



## STAGE 1

Underperforming to Fair

## STAGE 2

Fair to Good

## STAGE 3

Good to Great

## STAGE 4

Great to Excellent

**Key evidence – based Interventions that schools pursue to progress to the next level of student outcomes (at each stage of improvement journey)**



### Leadership & Management

- 1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community
- 1.1.2. Build leadership team knowledge and understanding of evidence of highly effective instruction and cognitive science
- 1.1.3. Build leadership team knowledge, understanding and capability of evidence-based practices that lead to whole-school change
- 1.1.4. Develop/restructure accountability protocols and procedures to support changes in focus
- 1.1.5. Audit and enhance school processes to support changes in focus
- 1.1.6. Address low performing areas
- 1.1.7. Align the timetable to support team time
- 1.1.8. Allocate sufficient professional learning time

- 2.1.1. Further build the leadership team's capability of evidence-based practices that embed whole-school change
- 2.1.2. Broaden leadership team and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science
- 2.1.3. Identify/review opportunities for leadership roles across the school
- 2.1.4. Develop strong induction processes for new staff
- 2.1.5. Review performance management ensuring strong alignment with whole-school priorities
- 2.1.6. Target resources to support interventions

- 3.1.1. Distribute and share leadership responsibilities
- 3.1.2. Analyse student experience data deeply
- 3.1.3. Enhance school self-review processes with clear responsibilities articulated
- 3.1.4. Audit and develop facility improvement plan to support curriculum and learning programs
- 3.1.5. Embed a culture of performance and development

- 4.1.1. Facilitate leadership opportunities inside and outside of school (including partnerships with outside organisations, role rotations, sub school structures)
- 4.1.2. Support other schools and share effective practice widely
- 4.1.3. Actively drive / lead improvement at district and regional level, including supporting other schools
- 4.1.4. Develop more thorough selection processes, including potential staff members teaching a lesson under observation



### Disciplined Data Capability with Evidence Base

- 1.2.1. Use data to build and enhance school performance with staff to establish new baseline
- 1.2.2. Develop a consistent and reliable data tracking in literacy and numeracy
- 1.2.3. Track student reading and learning progress
- 1.2.4. Set targets for literacy and numeracy
- 1.2.5. Establish ways to monitor impact on learning (e.g. through practice and its instructional model)

- 2.2.1. Consolidate regular data collection processes across all year levels, for literacy and numeracy
- 2.2.2. Set fine-grained targets for literacy and numeracy
- 2.2.3. Have teachers infer and provide evidence of differentiated classroom practice
- 2.2.4. Link student outcome feedback in a systematic way to teaching and learning
- 2.2.5. Use common assessment against benchmarks, and teacher judgement

- 3.2.1. Interrogate data further and set fine-grained student learning targets including tracking individual progress and achievement, in areas outside of literacy and numeracy (e.g. Science) by year level and term (to close gap to the national average)
- 3.2.2. Create a common approach to a student/class 'hand-over' between year levels with teachers capturing each individual student's progress, absolute achievement and next steps for learning (include qualitative data)

- 4.2.1. Develop richer assessment models to capture student skills and engagement beyond core academic areas
- 4.2.2. Refine targets in areas beyond literacy and numeracy (where valuable)



### Curriculum & Teaching

- 1.3.1. Research and implement evidence-based instructional model
- 1.3.2. Implement evidence-based instructional model across the whole school, including system
- 1.3.3. Introduce literacy and numeracy program
- 1.3.4. Implement an effective literacy and numeracy program
- 1.3.5. Define and codify the instructional model
- 1.3.6. Use the consistent data tracking in literacy and numeracy to inform

- 2.3.1. Drill into and enhance the instructional model for literacy areas (e.g. writing, language conventions)
- 2.3.2. Develop further Tier 2 at-risk (e.g. direct instruction)
- 2.3.3. Target weaknesses in literacy and numeracy
- 2.3.4. Create common assessment programs for moderation

- 3.3.1. Identify and align 'critical' curriculum content across the school in each learning area, incorporating the WA curriculum and key principles
- 3.3.2. Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the 'critical' content and whole-school instructional model
- 3.3.3. Extend literacy and introduce new learning areas, including science
- 3.3.4. Extend numeracy teaching beyond program for deeper problem solving

- 4.3.1. Develop community based curriculum & learning opportunities beyond the classroom
- 4.3.2. Develop further opportunities to 'stretch' high achieving students (challenge classes etc.)
- 4.3.3. Introduce cross-curricula approaches (e.g. project-based learning) and integrated, high-engagement approaches for special groups
- 4.3.4. Develop and use students in teaching roles alongside teachers as co-researchers into curriculum and teaching approaches



### Conditions for Learning & Student Voice

- 1.4.1. Implement whole-school classroom management program (including and CMS)
- 1.4.2. Create opportunities for students to contribute to their learning
- 1.4.3. Disaggregate attendance data every 5 weeks
- 1.4.4. Review attendance requirement. Communicate attendance expectations to families
- 1.4.5. Identify and target students with low attendance that can improve
- 1.4.6. Intervene with students with low attendance
- 1.4.7. Implement or review attendance program for 'at risk' students

- 2.4.1. Consolidate whole-school focus on key areas of student learning and persistence
- 2.4.2. Systematically teach and reinforce key areas of student learning and persistence
- 2.4.3. Create opportunities for students to contribute to their learning
- 2.4.4. Set attendance targets for each year group

- 3.4.1. Refine the positive behaviour program, ensuring students have an ongoing role in its further development
- 3.4.2. Enhance student decision making and voice, having students work with teachers to address issues, including in curriculum and pedagogy
- 3.4.3. Develop peer tutoring and support structures where appropriate
- 3.4.4. Continue to monitor and review attendance, targeting sub-groups

- 4.4.1. Broaden, deepen and embed student involvement in all aspects of school decision making, including roles and as researchers and co-researchers with teachers



### Professional Learning

- 1.5.1. Ensure professional learning is ongoing, in-classroom coaching opportunities available for all staff in key interventions
- 1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms
- 1.5.3. Organise staff into meaningful collaborative teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time

- 2.5.1. Focus professional learning on key interventions (e.g. literacy, numeracy, classroom management)
- 2.5.2. Develop professional learning induction program for new staff (linked to overarching induction processes)
- 2.5.3. Target PL to individual and whole staff needs to support accountability
- 2.5.4. Establish a coaching and observation process based on the key teaching and learning initiatives

- 3.5.1. Focus professional learning and collaborative team time on key interventions: trialing and implementing new pedagogical approaches, new curriculum areas and focus on formative assessment
- 3.5.2. Further targeting of professional learning for individual staff to align with school priorities and practices, by including further opportunities for teachers to access modelling of high impact instruction, classroom observations of best practice, 'walk-throughs' and differentiated coaching support (instructional or peer) to effect changes in teachers' classroom practice

- 4.5.1. Develop further opportunities for staff to engage in action research learning and inquiry approaches (e.g. Spiral of Inquiry) to deepen professional knowledge and generate new approaches to improving student learning



### Parent & Community Engagement

- 1.6.1. Build communication channels and relationships with parents
- 1.6.2. Focus parents on supporting learning at home (e.g. home reading)
- 1.6.3. Develop family support workers/staff or partner with agencies to support high needs children and their families
- 1.6.4. Partner with community and social service agencies to support high need families, including for attendance

- 2.6.1. Co-locate inter-agency youth services
- 2.6.2. Enhance opportunities for parent engagement
- 2.6.3. Focus on early learning strategies (0-4 years)

- 3.6.1. Strengthen partnerships to support priorities (e.g. libraries, clubs, NFPs)
- 3.6.2. Deepen integrated service arrangements with other service providers (share data, joint case management)

- 4.6.1. Enhance community involvement in school (e.g. business, community sector, local Government)
- 4.6.2. Develop whole-family learning options
- 4.6.3. Build consistent literacy and numeracy approaches with secondary schools

The numbering of Interventions is to provide a reference list only, and does not denote any particular order or hierarchy of Interventions.

## STAGE 1 Underperforming to Fair



### Leadership & Management

- 1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community
- 1.1.2. Build leadership team knowledge and understanding of evidence of highly effective instruction and cognitive science
- 1.1.3. Build leadership team knowledge, understanding and capability of evidenced-based practices that lead to whole-school change
- 1.1.4. Develop/restructure leadership team and accountability protocols
- 1.1.5. Audit and enhance standard operating procedures to support changes in focus
- 1.1.6. Address low performing staff
- 1.1.7. Align the timetable to provide collaborative team time
- 1.1.8. Allocate sufficient professional learning budget



### Disciplined Data Capability with Evidence Base

- 1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change
- 1.2.2. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly
- 1.2.3. Track student reading progress each term
- 1.2.4. Set targets for literacy and numeracy
- 1.2.5. Establish ways to monitor and measure teaching practice and its impact on learning (around reading and instructional model)



### Curriculum & Teaching

- 1.3.1. Research and implement an agreed whole-school instructional model
- 1.3.2. Implement evidence-based reading programs across the whole school, including synthetic phonics in the early years
- 1.3.3. Introduce literacy and numeracy blocks
- 1.3.4. Implement an 'off the shelf' whole-school numeracy program
- 1.3.5. Define and codify what good teaching is (around reading and the instructional model)
- 1.3.6. Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice



### Conditions for Learning & Student Voice

- 1.4.1. Implement whole-school positive behaviour program including classroom management strategies (e.g. PBS and CMS)
- 1.4.2. Create opportunities for teachers to understand that students can (and should) work to high expectations
- 1.4.3. Disaggregate attendance data and review every 5 weeks
- 1.4.4. Review attendance procedures and acceptable attendance requirement. Communicate to students & families
- 1.4.5. Identify and target students with unacceptable attendance that can improve quickly
- 1.4.6. Intervene with students and families at risk
- 1.4.7. Implement or re-evaluate engagement programs for 'at risk' students



### Professional Learning

- 1.5.1. Ensure professional learning is followed with ongoing, in-class coaching opportunities available for all staff in key interventions
- 1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms
- 1.5.3. Organise staff into meaningful collaborative teams - provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time



### Parent & Community Engagement

- 1.6.1. Build communication channels and relationships with parents
- 1.6.2. Focus parents on supporting learning at home (e.g. home reading)
- 1.6.3. Develop family support workers/staff or partner with agencies to support high needs children and their families
- 1.6.4. Partner with community and social service agencies to support high need families, including for attendance

## Activities requiring constant attention:

- Enhance & stabilise leadership
- Review all activities against moral purpose and for impact on student outcomes
- Attract, retain, upskill quality teaching staff
- Develop and implement strategic and operational planning and monitoring
- Model and embed high expectations for all students and staff
- Ensure accountability requirements are met
- Insist on whole-school approaches based on research
- Understand the experience of stakeholders (e.g. parents, teachers, students)
- Focus relentlessly on creating a calm and orderly learning environment
- Celebrate success!

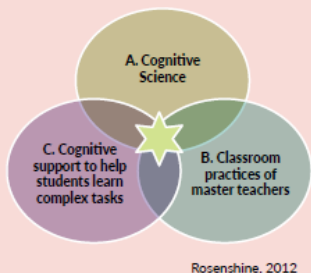
## STAGE 1 Underperforming to Fair

At this stage schools should have a smaller number of priorities (around three focus areas). These are generally to establish (or enhance) an orderly learning environment, including improved attendance, developing leadership capacity and researching and adopting a whole-school instructional model and literacy approach. Having any more foci than this may be counter-productive to achieving solid foundations for later improvement initiatives; and in schools working in challenging communities, achieving targets in these priority areas can take significant time and effort. It is important that schools develop their capacity to effectively implement whole-school strategies to reduce within-school variability. This is a critical time to mobilise staff around a shared moral purpose and the need for change, whilst building a culture of high expectations and self-efficacy – of staff, students, and the community. If the culture of the school is not conducive to learning, then work to change the culture must begin immediately. It is imperative teachers believe they can make a difference. School leaders should focus on using key interventions to raise expectations and ensure that students and their families know the school has a positive regard for them. Generally, decision-making by school leaders is more centralised during this stage.



### Leadership & Management

	WHY	HOW
1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community	<p>Barber and Fullan (2005) describe moral purpose as: 'the link between systems thinking and sustainability. You cannot move substantially toward sustainability in the absence of widely shared moral purpose. The central moral purpose consists of constantly improving student achievement and ensuring that achievement gaps, wherever they exist, are narrowed. In short, it is about raising the bar and narrowing the gap.' (Bezzina, 2007).</p> <p>It is imperative change. Revisiting (Dempster, 2007)</p> <p>A shared moral purpose of change and purpose to be in detail in the way the purpose is understood.</p> <p>The challenge is to find a way to surface the moral purpose and then make it part of the discourse of the school, so it can be embedded in practice (Bezzina, 2007). Fullan (2001) states, 'The moral purpose cannot just be stated, it must be accompanied by strategies for realising it and those strategies are the leadership actions that energise people to pursue a desired goal.'</p>	<p>Place the student at the centre of all work and discussions. Re-open the discussion of expectations and mobilise staff around the need to change. Use data analysis of school performance (under Data Capability) to build the case for change. Ensure leadership and staff can both answer the question 'why are we investing so much energy in doing this?' (see positive mantras from Case Studies for School Improvement, 2019 - St Alban's)</p>
1.1.2. Build leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science	<p>The largest barrier to student learning is within school variability in teaching practices. 'To date, too much discussion is focused on between-school differences when the greatest issue is the difference within schools' (Kutrie, 2015). 2018 PISA results for reading for Australia shows that 99% of the variability in reading scores against the OECD average is due to variation within our schools (OECD, 2018). As such, understanding what effective teaching is and supporting teachers to adopt these practices is an imperative for all school leaders.</p> <p>There are three bodies of research and evidence about effective teaching of new content and skills, that all teachers should know: cognitive science; classroom practices of master teachers and cognitive supports that help students to learn complex tasks (Rosenshine, 2012) see graphic on left. When teaching practice reflects these three areas (intersection point) almost all students can efficiently and effectively learn and retain new skills/content, transferring to long term memory where they become building blocks for future learning.</p> <p>Creating a shared understanding and vision for effective teaching needs to happen across the entire school teaching staff. In this stage, school leaders have a critical role to play. Sharratt &amp; Fullan (2012) asked 'What are the top three leadership skills needed to put focus on the data?' Responses from educators clearly indicated that they want someone who: will know what to do; is visible and gets people moving in the same direction and leads for the long term.</p> <p>To be precise, educators found the following characteristics essential:</p> <ul style="list-style-type: none"> <li>• 45% said leading with credibility. Leaders must first model knowledge of classroom practice—that is, assessment and instruction, or what they call 'know-ability'</li> <li>• 33% said leading that inspires and mobilises through clear communication of commitment what, they called 'mobiliz-ability'</li> <li>• 21% said knowing how to establish a lasting culture of shared responsibility and accountability, what they called 'sustain-ability'</li> </ul> <p>In order to lead discussions about teaching practices and programs and create alignment across the whole staff, leaders must invest in their own understanding of effective instruction. When leaders are strong in their instructional understanding, they can facilitate a strategic approach that is:</p> <ul style="list-style-type: none"> <li>• Critical – analytical and discerning</li> <li>• Grounded and stable – not 'blowing in the wind' with new educational fads</li> <li>• Adaptive – not stuck at one point in time; flexible to the changing context and evidence base (as it grows); not just implementing 'programs' but a dynamic view of instruction to meet the needs of the students</li> </ul>	<p>Leaders and teachers should revisit research in all three areas – cognitive science; classroom practices of master teachers and cognitive supports that help students to learn complex tasks – and familiar with a suite of seminal readings (e.g. FED's High Impact Instruction reading list)</p> <ul style="list-style-type: none"> <li>• School visits should be planned to see high quality teaching that aligns to the research in practice (you can't get that from reading it on a page). Ideally seeing the practices in multiple settings, not just in one school.</li> <li>• Focus discussions &amp; activities on building the self-efficacy of teachers so they feel confident that a change in their teaching practice will improve outcomes for their students. The tone of discussions should focus on inspiring teachers.</li> <li>• Leaders invest in, attend, and actively participate in professional learning relating to evidence-based instruction to increase knowledge of effective teaching strategies. This role-modelling is critical to ensure that school leaders can provide appropriate and relevant feedback and coaching to teachers as part of developing a whole school instructional model.</li> <li>• See the FED SAs for Leading Instruction Tool for further elaboration</li> </ul>





# Stage 1 in Focus

## 1. With a partner:

**Pick two interventions from Stage 1** (p. 5). Follow each intervention through to the **why** and **how** columns (pp. 6-17).







## 2. Discuss in your pairs/groups:

The interventions which are relevant for your school and why. Note any ideas for implementation and **summarise on the graphic organiser provided.**

## 3. Playback to the group:

Be ready to share a summary of your discussion

### STAGE 1 Underperforming to Fair

 <b>Leadership &amp; Management</b>	1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community 1.1.2. Build leadership team knowledge and understanding of evidence of highly effective instruction and cognitive science 1.1.3. Build leadership team knowledge, understanding and capability of evidenced-based practices that lead to whole-school change 1.1.4. Develop/restructure leadership team and accountability protocols 1.1.5. Audit and enhance standard operating procedures to support changes in focus 1.1.6. Address low performing staff 1.1.7. Align the timetable to provide collaborative team time 1.1.8. Allocate sufficient professional learning budget
 <b>Disciplined Data Capability with Evidence Base</b>	1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change 1.2.2. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly 1.2.3. Track student reading progress each term 1.2.4. Set targets for literacy and numeracy 1.2.5. Establish ways to monitor and measure teaching practice and its impact on learning (around reading and instructional model)
 <b>Curriculum &amp; Teaching</b>	1.3.1. Research and implement an agreed whole-school instructional model 1.3.2. Implement evidence-based reading programs across the whole school, including synthetic phonics in the early years 1.3.3. Introduce literacy and numeracy blocks 1.3.4. Implement an 'off the shelf' whole-school numeracy program 1.3.5. Define and codify what good teaching is (around reading and the instructional model) 1.3.6. Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice
 <b>Conditions for Learning &amp; Student Voice</b>	1.4.1. Implement whole-school positive behaviour program including classroom management strategies (e.g. PBS and CMS) 1.4.2. Create opportunities for teachers to understand that students can (and should) work to high expectations 1.4.3. Disaggregate attendance data and review every 5 weeks 1.4.4. Review attendance procedures and acceptable attendance requirement. Communicate to students & families 1.4.5. Identify and target students with unacceptable attendance that can improve quickly 1.4.6. Intervene with students and families at risk 1.4.7. Implement or re-evaluate engagement programs for 'at risk' students
 <b>Professional Learning</b>	1.5.1. Engage all staff in professional learning 1.5.2. Focus professional learning on evidence-based practices 1.5.3. Organise professional learning to support school improvement
 <b>Parent &amp; Community Engagement</b>	1.6.1. Build relationships with parents and community 1.6.2. Focus parent and community engagement on evidence-based practices 1.6.3. Develop parent and community engagement strategies 1.6.4. Partner with community and social service agencies to support high risk families, including for attendance

**Secondary Framework:**  
pages 5 -17

## With a partner, work through Stage 2:

### 1. Read through the interventions for Stage 2 – and consider the overall theme for this Stage...

#### Stage 2 Theme:

*“To make excellent progress in literacy & numeracy for the vast majority of students”*

### 2. Discuss in your groups:

- What are the big differences you see from Stage 1 to Stage 2?
- Summarise your findings in the graphic organiser

**Secondary Framework:**  
Page 4

STAGE 1 Underperforming to Fair	STAGE 2 Fair to Good
Key evidence – based interventions that schools pursue to progress to the	
 <b>Leadership &amp; Management</b>	1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community 1.1.2. Build leadership team knowledge and understanding of evidence of highly effective instruction and cognitive science 1.1.3. Build leadership team knowledge, understanding and capability of evidence-based practices that lead to whole-school change 1.1.4. Develop/restructure leadership team and accountability protocols 1.1.5. Audit and enhance standard operating procedures to support changes in focus 1.1.6. Address low performing staff 1.1.7. Align the timetable to provide collaborative team time 1.1.8. Allocate sufficient professional learning budget
 <b>Disciplined Data Capability with Evidence Base</b>	1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change 1.2.2. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly 1.2.3. Track student reading progress each term 1.2.4. Set targets for literacy and numeracy 1.2.5. Establish ways to monitor and measure teaching practice and its impact on learning (around reading and instructional model)
 <b>Curriculum &amp; Teaching</b>	1.3.1. Research and implement an agreed whole-school instructional model 1.3.2. Implement evidence-based reading programs across the whole school, including synthetic phonics in the early years 1.3.3. Introduce literacy and numeracy blocks 1.3.4. Implement an 'off the shelf' whole-school numeracy program 1.3.5. Define and codify what good teaching is (around reading and the instructional model) 1.3.6. Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice
 <b>Conditions for Learning &amp; Student Voice</b>	1.4.1. Implement whole-school positive behaviour program including classroom management strategies (e.g. PBS and CMS) 1.4.2. Create opportunities for teachers to understand that students can (and should) work to high expectations 1.4.3. Disaggregate attendance data and review every 5 weeks 1.4.4. Review attendance procedures and acceptable attendance requirement. Communicate to students and families 1.4.5. Identify and target students with unacceptable attendance that can improve quickly 1.4.6. Intervene with students and families at risk 1.4.7. Implement or re-evaluate engagement programs for 'at risk' students
 <b>Professional Learning</b>	1.5.1. Ensure professional learning is followed with ongoing, in-class coaching opportunities available for all staff in key interventions 1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms 1.5.3. Organise staff into meaningful collaborative teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time
 <b>Parent &amp; Community Engagement</b>	1.6.1. Build communication channels and relationships with parents 1.6.2. Focus parents on supporting learning at home (e.g. home reading) 1.6.3. Develop family support workers/staff or partner with agencies to support high needs children and their families 1.6.4. Partner with community and social service agencies to support high need families, including for attendance
	2.1.1. Further build the leadership team's capability of evidence-based practices that embed whole-school change 2.1.2. Broaden leadership team and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science 2.1.3. Identify/review opportunities for leadership roles across the school 2.1.4. Develop strong induction processes for new staff 2.1.5. Review performance management and development ensuring strong alignment with whole-school improvement plans 2.1.6. Target resources to students with higher support needs (Tier 2 and 3 interventions)  2.2.1. Consolidate regular data collection and analysis processes across all year levels, for literacy and numeracy 2.2.2. Set finer-grained targets for reading, numeracy and new literacy focus areas 2.2.3. Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student need 2.2.4. Link student outcomes data to classroom observations and student feedback in a systematic approach that improves teaching 2.2.5. Use common assessment tasks with moderated teacher judgement against benchmarks, audited internally/externally  2.3.1. Drill into and enhance whole-school instructional model 2.3.2. Enhance reading program and introduce other literacy areas (e.g. writing, language conventions) 2.3.3. Develop further Tier 2 and 3 interventions in literacy for students at-risk (e.g. direct instruction) 2.3.4. Target weaknesses in specific numeracy areas 2.3.5. Create common assessments throughout literacy and numeracy programs for moderation activities  2.4.1. Consolidate whole-school positive behaviour program and CMS and focus on key areas of concern 2.4.2. Systematically teach students that hard work and persistence contribute to their learning 2.4.3. Create opportunities for greater student voice 2.4.4. Set attendance targets for sub-groups, review at least twice per term, and implement strategies to improve regular rate of attendance in each year group  2.5.1. Focus professional learning and collaborative team time on key interventions (literacy, numeracy and instructional model) 2.5.2. Develop professional learning induction program for new staff (linked to overarching induction process) 2.5.3. Target PL to individual and whole staff needs to support accountability 2.5.4. Establish a coaching and observation process based on the key teaching and learning initiatives  2.6.1. Co-locate inter-agency youth services 2.6.2. Enhance opportunities for parent engagement 2.6.3. Focus on early learning strategies (0-4 years)



## Stages 3 & 4

- **Page 4** of Transformation Framework
- There are only a few accompanying notes

See reference list on page 30



### STAGE 3 Good to Great

### STAGE 4 Great to Excellent

next level of student outcomes (at each stage of improvement journey)

3.1.1 Analyse student experience data deeply  
3.1.2 Create and support meaningful student involvement partnerships  
3.1.3 Enhance school self-review processes with clear responsibilities articulated  
3.1.4 Audit and develop facility improvement plan to support curriculum and learning programs  
3.1.5 Embed a culture of performance and development where classroom observation and feedback encompass a coaching model  
3.1.6 Review Workforce Plan to ensure staff selection aligns with whole-school areas of focus

3.2.1 Interrogate data further and set finer-grained student learning targets including tracking individual progress, achievement and pathways, including from Year 9 to Year 12 (to close gap to National average)  
3.2.2 Identify students with strong academic performance in Year 7 and track progress through to Year 12  
3.2.3 Develop richer data on vocational pathways and tracking for students during and post-school  
3.2.4 Create a common approach to a student/class 'hand-over' between year levels with teachers capturing each individual student's progress, absolute achievement and next steps for learning (include qualitative data)  
3.2.5 Refine common assessments to align with the fine-grained scope and sequence, and regularly moderate both internally and externally

3.3.1 Identify and align critical curriculum content across the school in each learning area, incorporating the WA curriculum and key principles  
3.3.2 Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the critical content and whole-school instructional model  
3.3.3 Extend high performing students by providing them with opportunities to tackle more challenging tasks  
3.3.4 Build curriculum links to community (business, NFPs, training providers, universities)

3.4.1 Refine the positive behaviour program, ensuring students have an ongoing role in its further development  
3.4.2 Enhance student decision making and voice, having students work with teachers to address issues, including in curriculum and pedagogy  
3.4.3 Have students develop processes to support peer and own attendance  
3.4.4 Develop peer tutoring and support structures where appropriate  
3.4.5 Provide alternative standalone learning programs to enhance engagement for certain students

3.5.1 Focus professional learning and collaborative team time on key interventions, trialling and implementing new pedagogical approaches, developing pedagogical content knowledge, new curriculum areas and focus on formative assessment  
3.5.2 Further targeting of professional learning for individual staff to align with school priorities and practices, by including further opportunities for teachers to access modelling of high impact instruction, classroom observations of best practice, 'walk-throughs' and differentiate coaching support (instructional or peer) to effect changes in teachers' classroom practice

3.6.1 Strengthen partnerships to support priorities (e.g. libraries, clubs, NFPs)  
3.6.2 Build consistent literacy and numeracy teaching across upper primary/ lower secondary with feeder schools

4.1.1 Facilitate leadership opportunities inside and outside of school (including partnerships with outside organisations, role rotations, sub school structures)  
4.1.2 Support other schools and share effective practice widely  
4.1.3 Actively drive/ lead improvement at district and regional level, including supporting other schools  
4.1.4 Develop more thorough selection processes, including potential staff members teaching a lesson under observation

4.2.1 Develop richer assessment models to capture student skills and engagement beyond academic and vocational skills  
4.2.2 Refine targets in areas beyond literacy and numeracy (where valuable)

4.3.1 Use a pedagogical framework (e.g. Learning Theories of Action or TREL) to drill into effective teaching within and beyond the whole school instructional model  
4.3.2 Develop community based curriculum and learning opportunities beyond the classroom  
4.3.3 Develop further opportunities to stretch high achieving students (challenge classes etc.)  
4.3.4 Adopt high-engagement, integrated teaching approaches for special groups  
4.3.5 Introduce cross-curricula approaches (e.g. project-based learning) for special groups  
4.3.6 Develop and use students in teaching roles alongside teachers and as co-researchers into curriculum and teaching approaches  
4.3.7 Continue to use technology to drive pedagogical innovations

4.4.1 Broaden, deepen and embed student involvement in all aspects of school decision making, including student roles as researchers and co-researchers with teachers

4.5.1 Develop further opportunities for staff to engage in action research learning and inquiry approaches (e.g. Spiral of Inquiry) to deepen professional knowledge and generate new approaches to improving student learning

4.6.1 Deepen integrated service arrangements with other service providers (e.g. data, joint case management)  
4.6.2 Enhance community involvement in school (e.g. business, community sector, local Government)  
4.6.3 Develop whole-family learning options

## Vision Statement or Moral Purpose:

Student focused, shared by all

Vision Statement or Moral Purpose:

Aspiration (for 2018-2020):

Focus Areas      Description

Objectives

## Aspiration for the 3 Years in the EDvance Program:

- Where do you need to be in 3 years? What do you aspire to?
- Written as a From → To statement
- Usually moving stages from the *Transformation Framework*

A.

B.

C.

3.1

3.2

3.3

Initiatives (major work streams)

A.

Owner:

A1

Owner:

A2

Owner:

A3

Owner:

A4

Owner:

A5

Owner:

B.

Owner:

B1

Owner:

B2

Owner:

B3

Owner:

C.

Owner:

C1

Owner:

C2

Owner:

C3

Owner:

C4

Owner:

## Objectives:

- Specifically what the school wants to achieve within each of the 3 focus areas
- Related to achieving the **Moral Purpose** of the school
- Written as **'To....'** statements...
- Can relate to all the major stakeholders – lots about different & improved outcomes for students!

Vision Statement or Moral Purpose:

Aspiration (for 2018-2020):

Focus Areas	Description	Objectives					
A.		1.1	1.2	1.3	1.4	1.5	

B.							
C.							

## Focus Areas:

- Limited to 3 only!
- These describe the focus areas that will enable the school to meet their aspiration – **what themes drive the improvement?**
- Easily communicable, logical drivers of performance come from the **Dempster LfL domains**

Initiatives (major work streams)

A.							
Owner:							
A1							Owner:
A2							Owner:
A3							Owner:
A4							
A5							
B.							
Owner:							
B1							
B2							
B3							
C.							
Owner:							
C1							
C2							
C3							
C4							

## Initiatives:

- The major pieces of work or 'Projects' your school undertakes to accomplish the **objectives** under each **Focus Area**
- Not outputs, work streams to be worked on
- High impact levers will be evident in the work being done
- Clearly assigned **owners** - End point accountability (track progress & clear pathway for escalating issues & asking for help)

## Activity 1:

*Reflect on Dempster's Leading for Learning domains and the key interventions from Stage One in the Transformation framework – where can you identify these in your school's strategic plan?*

Vision Statement or Moral Purpose

Aspiration (for 2018-2020):

Focus Areas	Description	Objectives					
A.		1.1	1.2	1.3	1.4	1.5	
B.		2.1	2.2	2.3	2.4		
C.		3.1	3.2	3.3			

Initiatives (major work streams)

A.	Owner:	
A1		Owner:
A2		
A3		
A4		
A5		
B.	Owner:	
B1		
B2		
B3		
C.	Owner:	
C1		
C2		
C3		
C4		

## Activity 2:

*What is your role in leading your team to execute your school's strategic plan?*

**Post onto the Padlet**

**Please note: your role & school name in your post**

**[https://padlet.com/georgie\\_wynne/ STL 2022 Strategic Leadership](https://padlet.com/georgie_wynne/STL_2022_Strategic_Leadership)**



STAGE 1 Underperforming to Fair	STAGE 2 Fair to Good	STAGE 3 Good to Great	STAGE 4 Great to Excellent
<b>Key evidence – based interventions that schools pursue to progress to the next level of student outcomes (at each stage of improvement journey)</b>			
<b>Leadership &amp; Management</b> 1.1.1 Develop and regularly update the school improvement plan with all staff 1.1.2 Build staff capacity in knowledge and understanding of high effective instruction and cognitive science 1.1.3 Build staff capacity in knowledge and understanding of high effective instruction and cognitive science 1.1.4 Develop effective leadership and management skills and practices 1.1.5 Build effective leadership and management skills and practices 1.1.6 Build effective leadership and management skills and practices 1.1.7 Build effective leadership and management skills and practices 1.1.8 Build effective leadership and management skills and practices 1.1.9 Build effective leadership and management skills and practices 1.1.10 Build effective leadership and management skills and practices	<b>Disciplined Data Capability with Evidence Base</b> 1.2.1 Use data to build an accurate picture of school performance with all stakeholders 1.2.2 Develop a common data set for whole school teaching in literacy and numeracy 1.2.3 Develop a common data set for whole school teaching in literacy and numeracy 1.2.4 Develop a common data set for whole school teaching in literacy and numeracy 1.2.5 Develop a common data set for whole school teaching in literacy and numeracy 1.2.6 Develop a common data set for whole school teaching in literacy and numeracy 1.2.7 Develop a common data set for whole school teaching in literacy and numeracy 1.2.8 Develop a common data set for whole school teaching in literacy and numeracy 1.2.9 Develop a common data set for whole school teaching in literacy and numeracy 1.2.10 Develop a common data set for whole school teaching in literacy and numeracy	<b>Conditions for Learning &amp; Student Voice</b> 1.3.1 Develop and implement an agreed whole school instructional model 1.3.2 Implement evidence-based teaching practices across the whole school 1.3.3 Implement evidence-based teaching practices across the whole school 1.3.4 Implement evidence-based teaching practices across the whole school 1.3.5 Implement evidence-based teaching practices across the whole school 1.3.6 Implement evidence-based teaching practices across the whole school 1.3.7 Implement evidence-based teaching practices across the whole school 1.3.8 Implement evidence-based teaching practices across the whole school 1.3.9 Implement evidence-based teaching practices across the whole school 1.3.10 Implement evidence-based teaching practices across the whole school	<b>Professional Learning</b> 1.4.1 Develop and implement an agreed whole school instructional model 1.4.2 Implement evidence-based teaching practices across the whole school 1.4.3 Implement evidence-based teaching practices across the whole school 1.4.4 Implement evidence-based teaching practices across the whole school 1.4.5 Implement evidence-based teaching practices across the whole school 1.4.6 Implement evidence-based teaching practices across the whole school 1.4.7 Implement evidence-based teaching practices across the whole school 1.4.8 Implement evidence-based teaching practices across the whole school 1.4.9 Implement evidence-based teaching practices across the whole school 1.4.10 Implement evidence-based teaching practices across the whole school

The numbering of interventions is to provide a reference list only, and does not denote any particular order or hierarchy of interventions.

Fogarty EDvance School							
Vision Statement or Moral Purpose:							
Aspiration (for 2018-2020):							
Focus Areas	Description	Objectives					
A.		1.1	1.2	1.3	1.4	1.5	
B.		2.1	2.2	2.3	2.4		
C.		3.1	3.2	3.3			
Initiatives (major work streams)							
A.							
Owner:							
A1							Owner:
A2							Owner:
A3							Owner:
A4							Owner:
A5							Owner:
B.							
Owner:							
B1							Owner:
B2							Owner:
B3							Owner:
C.							
Owner:							
C1							Owner:
C2							Owner:
C3							Owner:
C4							Owner:

## 1. Pre-readings:

- Rosenshine (2012). *The Principles of Instruction: Research-based Strategies That All Teachers Should Know*
- Deans of Impact (2015). *The Science of Learning*
- Archer & Hughes (2011). *16 Elements of Explicit Instruction*
- NSW CESE (2017). *Cognitive Load Theory: Research that teachers really need to understand.*
- Grattan Institute (2017). *Engaging students: Creating classrooms that improve learning.*



## 2. Pre-work Graphic Organiser:

Consider what good teaching looks like in your school/learning area in terms of:

- Teaching strategies (lesson delivery)
- Lesson design (structure of lesson)

Does this align with the pre-readings for workshop 2? What are the areas of strength or areas for improvement you have identified?

## 3. Program Survey:

A **pre-program survey** will be sent to you after this webinar.

Please have **all** your staff members complete this before Workshop 2 – this will provide baseline data to measure the impact of the STL Program.

 **Fogarty EDvance**

**Pre-work Activity – What does good teaching look like in your school/learning area?**  
Prior to Workshop two, consider what good teaching looks like in your school/learning area and whether this aligns with the research and pre-readings allocated for the workshop (e.g. Archer and Hughes, Rosenshine, Science of Learning, etc)

Categories to consider	Practice at your school (what does it look like in classrooms)	Alignment to Readings (what does the research say?)
Teaching strategies (delivery of lessons)		
Lesson design (structure of lesson)		

What strengths in teaching practice can you see in alignment with the readings?

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What are the areas of improvement in teaching strategies have you identified?

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Fogarty EDvance – Advancing educational opportunities

Founding partners:





1. **Feedback forms** – please complete the **feedback forms** (sent via email post-webinar)
2. **Workshops 2 & 3**  
**Date:** Tuesday 21 & Wednesday 22 June 2022  
**Venue:** **Champion Bay Senior High School**  
**Themes:** *Leading Teaching and Learning*  
*Building an Effective Team*  
*Design an Action Plan*

