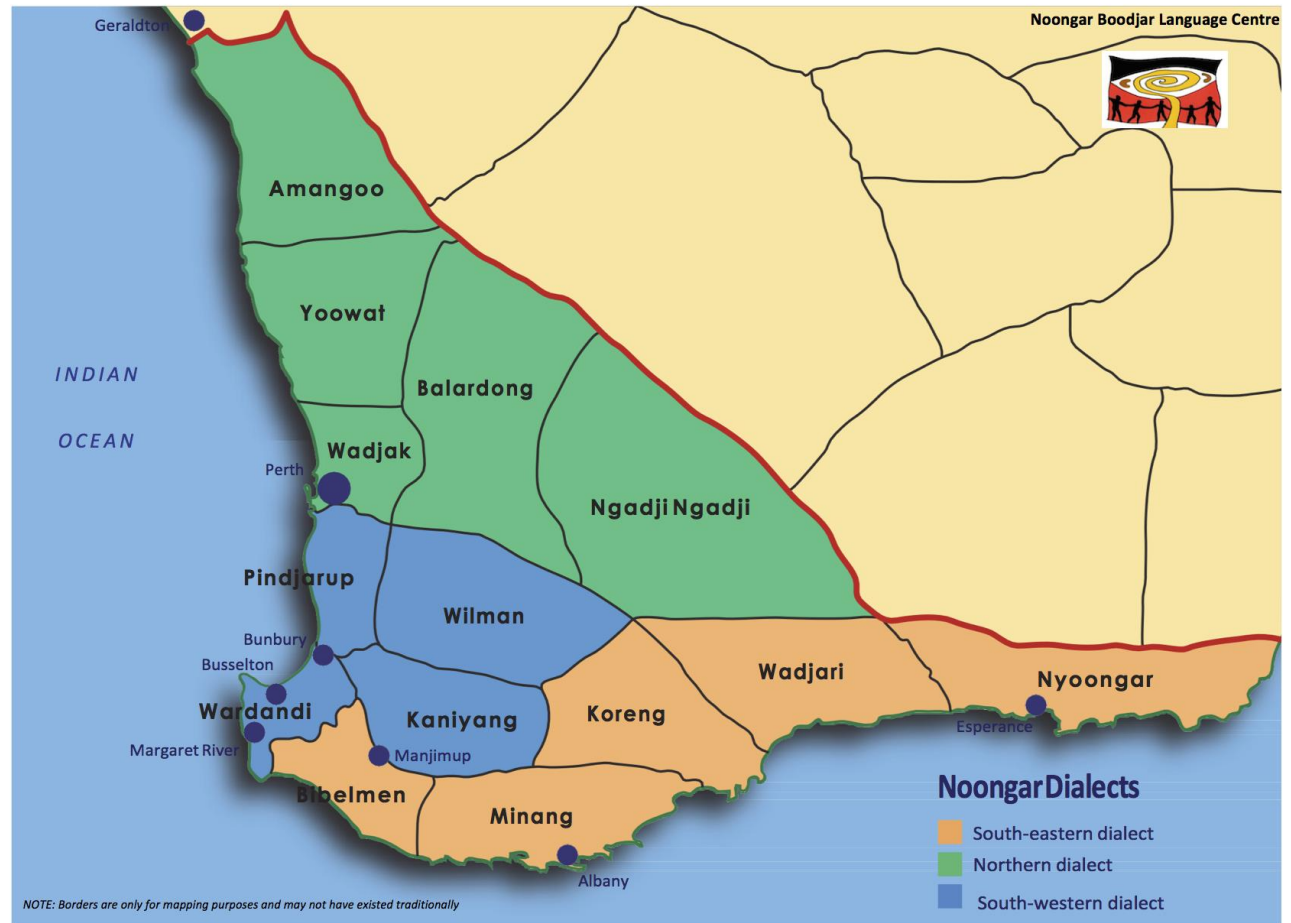
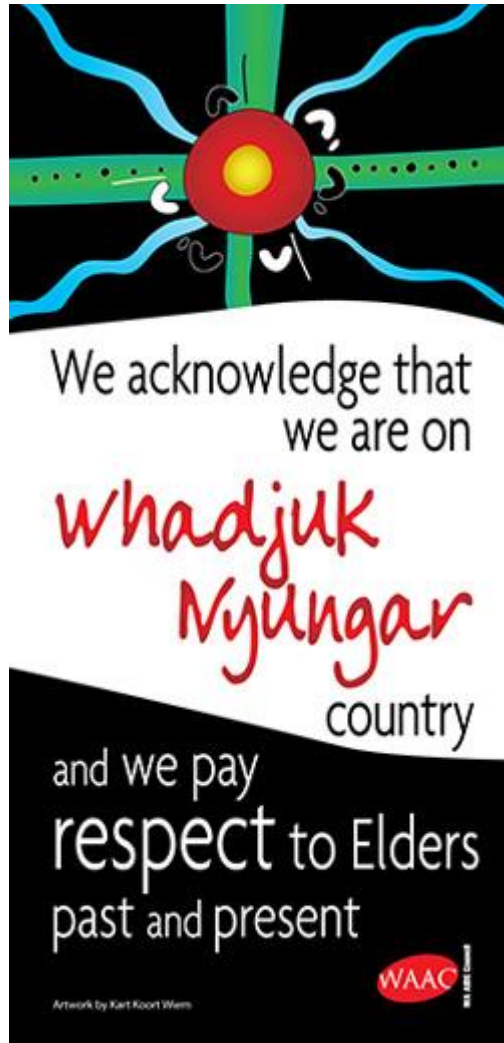




**Fogarty EDvance
Secondary Teacher Leader Program—
Monday 7th February 2022
Workshop One - Karratha**



After 10 years, we are on our way to achieving our bold goal - every cohort has made improvements to student outcomes, now...

Our Bold Goal

We want the best educational outcomes for our students in Western Australia, particularly those from **more challenging contexts**.

Fogarty EDvance supports schools to **improve, and ultimately, sustain outcomes** for students, regardless of their background.



Our Bold Goal will be realised when there has been a system-wide improvement of student outcomes in Western Australia.²

Overall:

100%

of EDvance schools have seen improvements in student outcomes, including behaviour and attendance data

60%

of EDvance schools have seen a significant improvement in student academic outcomes

Secondary Schools

Secondary schools have seen significant improvement in a broad range of educational outcomes, including behaviour, attendance, literacy and numeracy, and WACE achievement.

ATAR

In the first two years of the program, one school achieved its highest ever median ATAR, well above 'like schools', with Year 12 English recognised by SCSA as one of WA's top 12 cohorts.

Literacy & Numeracy

The Year 9 cohort at one school have demonstrated consistently higher progress across all NAPLAN domains compared to their peers in 'like schools'.

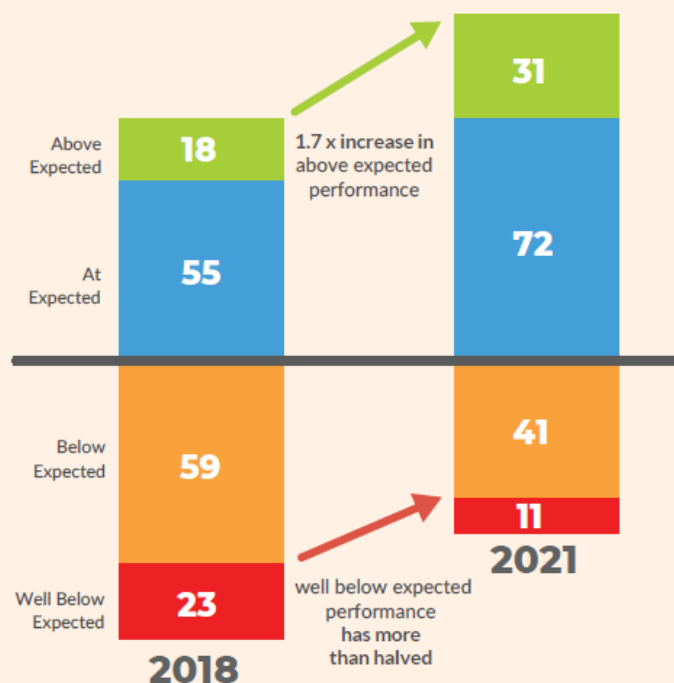
Another secondary school observed a spike in the percentage of Year 12 students achieving the OLNA.

Attendance

Unexplained absences at one school decreased by 69%, and regular attendance increased by 26% within 18 months of starting the program.

Cohort 5 Government Schools

Expected Performance Year 3, 5, 9
NAPLAN (all areas)*



*Year 7 data not included for secondary schools as this is considered "baseline/on-entry student performance"
Source: Department of Education

Overall Program Outcomes:

- **Big picture strategic leadership** – 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?
- **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 Monday 7 February Term 1, 2022 | Workshop 2 Tues 22 February Term 1, 2022 | Workshop 3 Monday 16 May Term 2, 2022 | Workshop 4 Thurs 16 June Term 2, 2022 | Workshop 5 Thurs 28 July Term 3, 2022 |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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; copy of school SDD & Transformation Framework | 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 | <p>Webinar Workshop 1 - ½ day</p> <p>Whole-school Improvement & Transformation</p> <ul style="list-style-type: none"> Dempster 'Leading for Learning' Framework EDvance School Transformation Framework | <p>Workshop 2 - 1 Day</p> <p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> Safe, collaborative and supportive culture High Impact instruction - what works Principles of teaching & learning Developing a shared understanding for evaluating teacher effectiveness | <p>Workshop 3 - 1 Day</p> <p>Building an Effective Team, Design an Action Plan</p> <ul style="list-style-type: none"> 5 A's model and the accountability chain Building an effective team Norms of Collaboration Designing an action plan for 2022 | <p>Workshop 4 - 1 Day</p> <p>Effective Leadership, Accountability and Data Analysis</p> <ul style="list-style-type: none"> The complex role of level 3 leaders in leading change Employee performance and management Understanding and analysing school data | <p>Workshop 5 - 1 Day</p> <p>Curriculum Development</p> <ul style="list-style-type: none"> Guaranteed & Viable Curriculum Curriculum planning and execution Reporting progress, success and challenges |
| Deliverables | | <p>School - Team (Level 3's) commitment</p> <p>Leadership commitment</p> | <p>Learning Area Action Plan – to build team knowledge & understanding of highly effective instruction aligned to cognitive science</p> <p>Conduct first meeting with Learning Area team</p> | <p>Updated Learning Area Action Plan</p> <p>Conduct next Learning Area/team meetings</p> | <p>Extended Learning Area Action Plan for the next school year</p> <p>Post-program: 6 months - Impact/Progress story as a result of work done in STL program</p> |
| Group Mentoring | | | | | |

- 3 sessions of ~3 hours, working with your school STL team
- Your mentor will work 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



STL Mentor



Eirlys Ingram

School Mentor



Janine Milton

The FED Team

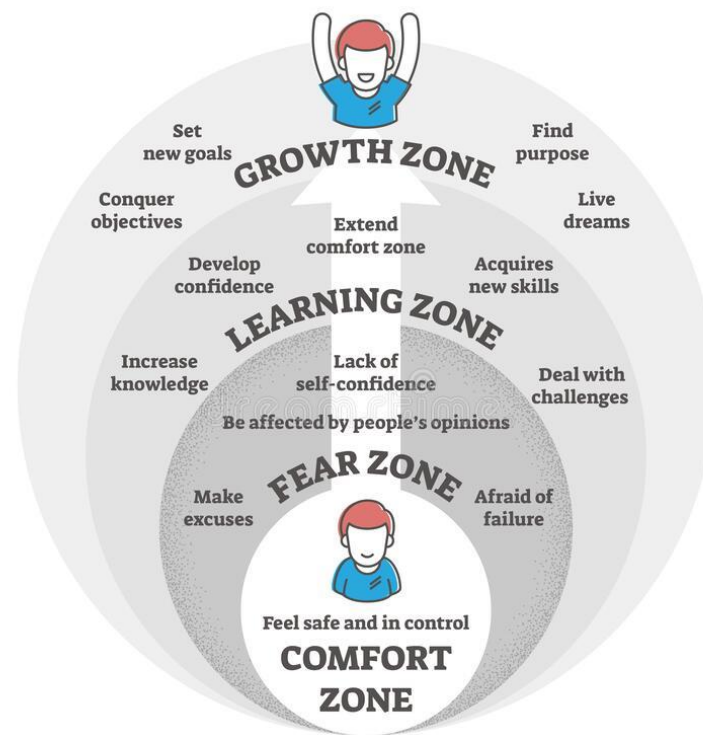


Daniella Hassett Georgie Wynne Stacey Plaut Tamara Boyer

Behavioural - Expectations for getting the best out of the program

Bring an invitational stance to learning (and mean it!)

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



By the end of the workshop today, you will:

- Have a clear 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
- Be able to practice **disciplined dialogue** to deepen reflective thinking
- Understand and be confident to navigate a framework that collates major research and case studies experiences from WA leaders – **EDvance's Transformation Framework**
- Map your school along the **continuum of performance** used in the Framework (acknowledging a jagged edge of performance)
- Relate the continuum to their **school's current interventions and approaches** to improvement in the **Strategic Directions Document**

Organising Schema:

The Leading for Learning Framework

The Leading for Learning Framework (LfL)

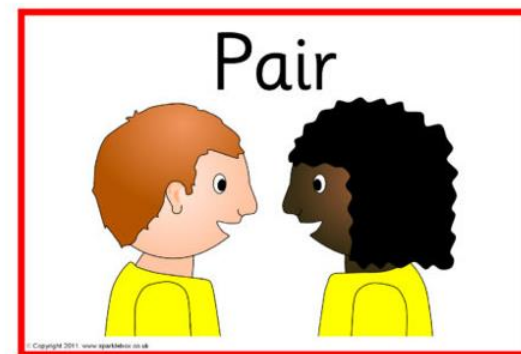


(Dempster: 2009)

It's about collectively being focussed 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?



Pair-Share



About student learning:

- Should be comprised of more than one data set
- May be qualitative and/or quantitative
- Should be systematically collected
- Should be gathered and interrogated at a whole school, class or individual level
- Should be interrogated to find connections, trends, anomalies and discontinuities





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?





Self-monitoring
for Disciplined
Dialogue:
'Look -fors'

Garmston & Wellman, 2017
Adaptive Schools

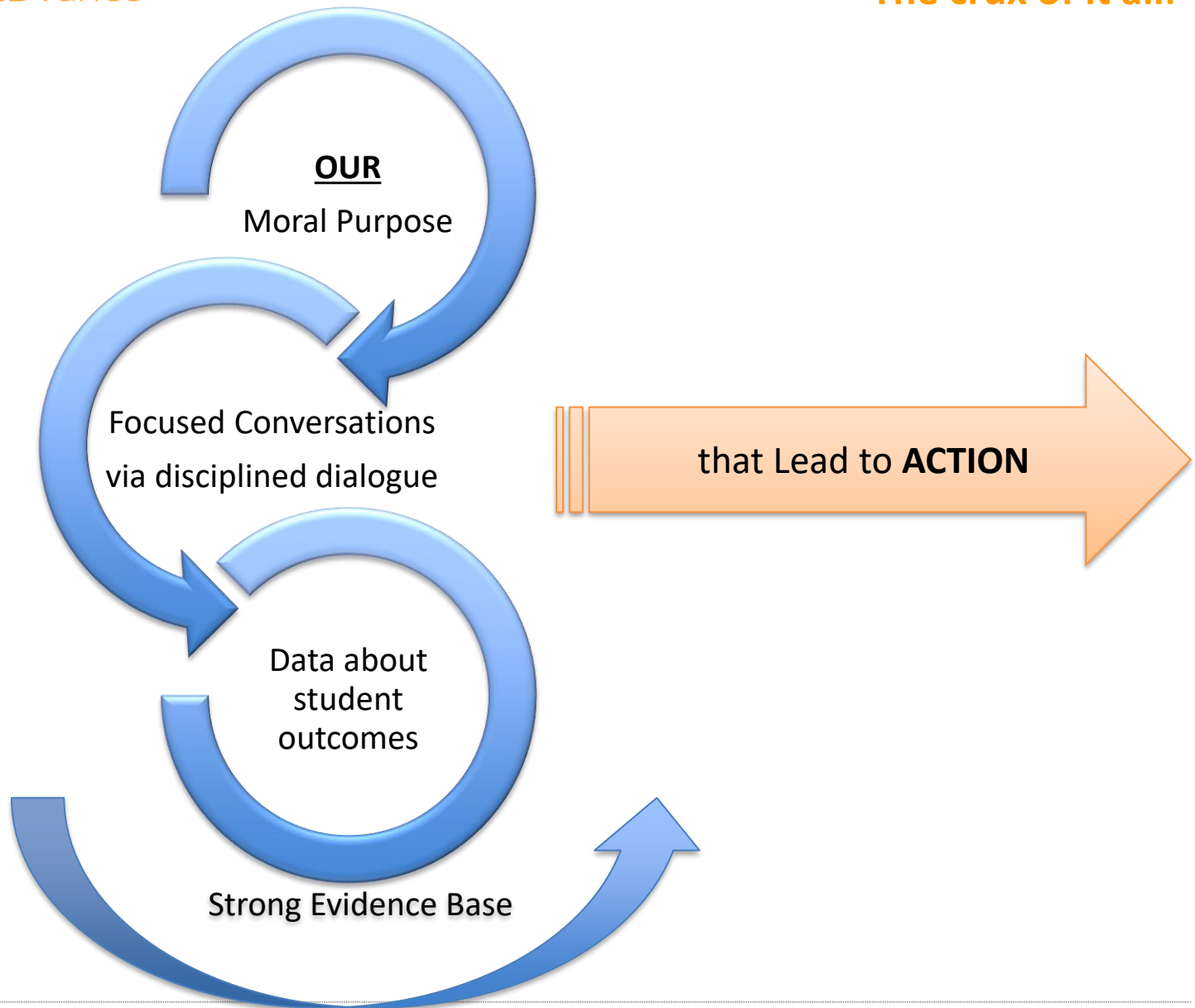
The importance of **Disciplined Dialogue**:

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

*Creates ‘**psychological safety**’ for team members to have honest conversations*

Behaviours most critical for psychological safety:

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



Domains – High Impact Levers for Improving Student Outcomes



Conditions for Learning

- Enhance the quality of the **physical, social & emotional learning environment**

Professional Development

- **All PL associated with improving students' learning & life chances**
- **Leaders modelling active engagement** with staff PL has powerful impact on quality teaching & student outcomes

Leadership

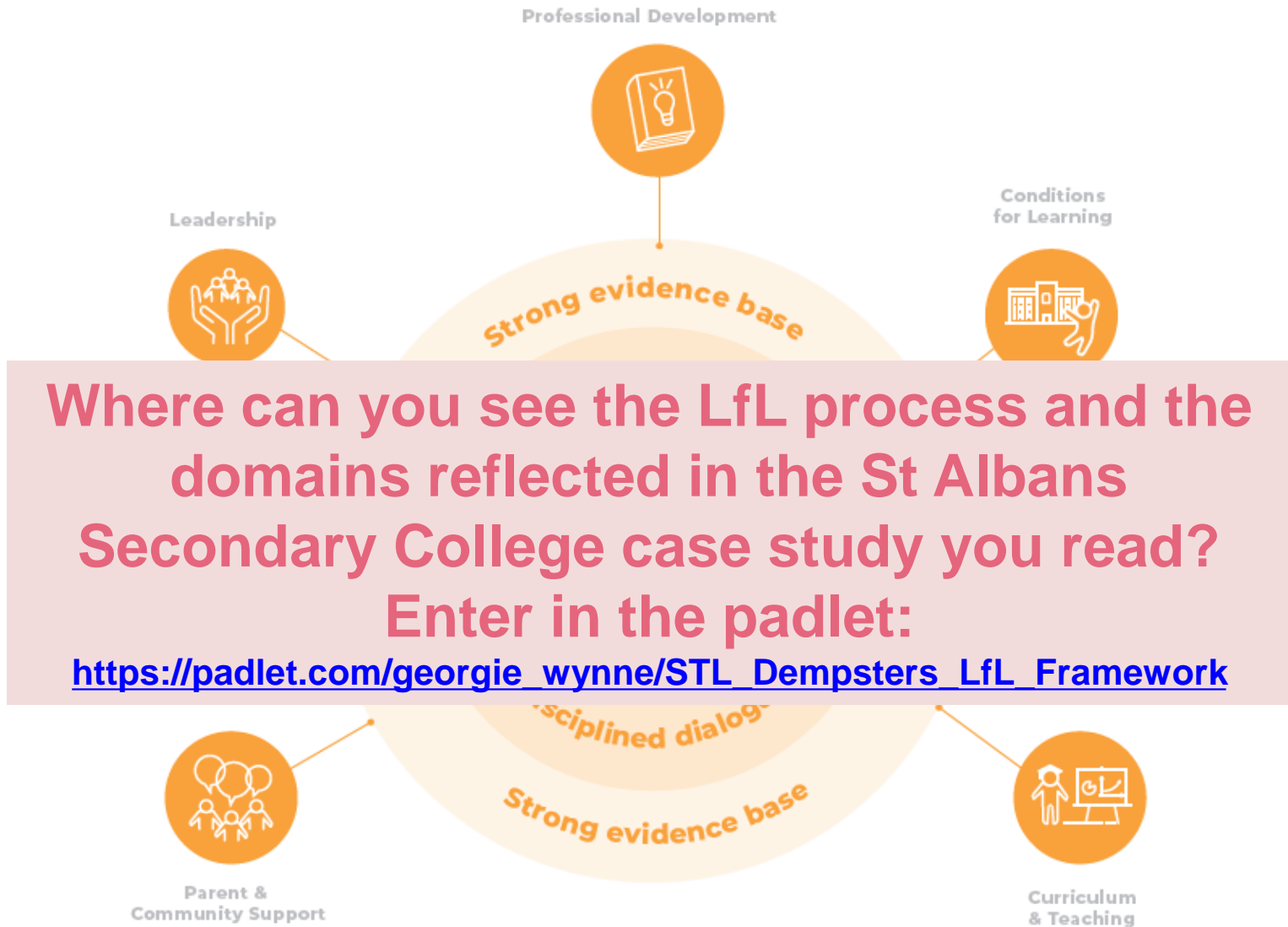
- More than the formal leaders
- **Collective & collaborative** processes for mobilising change to realise the school's moral purpose
- Knowing & growing **capacity of all staff**
- **Leaders participate & structure** data gathering & disciplined dialogue across the domains

Parent & Community Support

- School & community interaction to **enhance student learning & life chances**
- **Partnerships** to harness other knowledge & skills for the best interests of the school

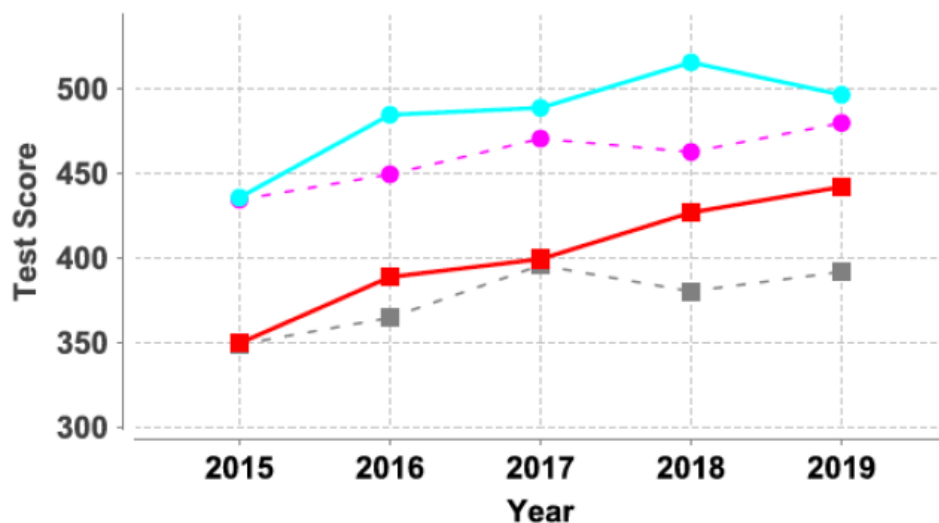
Curriculum & Teaching

- Planning and coordination of the **mandated curriculum**
- Planning & coordination of the **teaching for greatest impact** on student learning



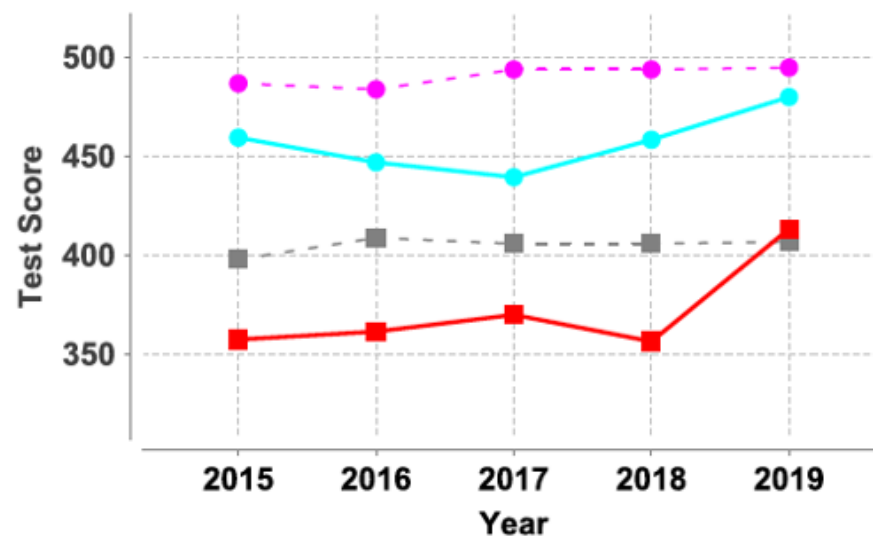
School A – ICSEA 955 (2019)

Average Reading Score



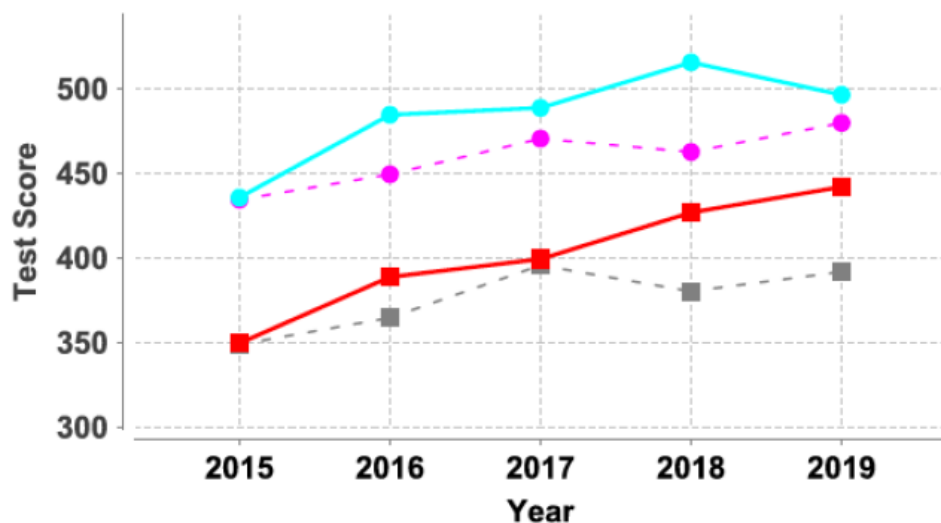
School B – ICSEA 900 (2019)

Average Spelling Score



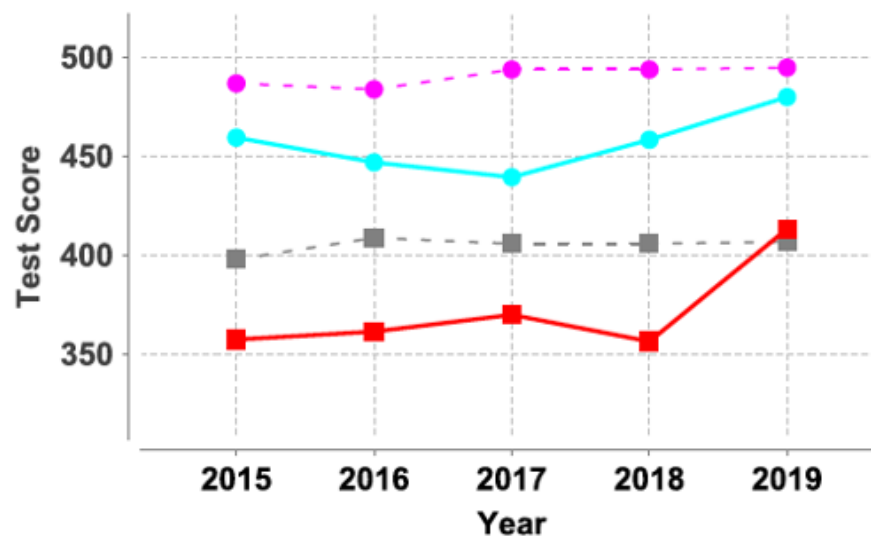
School A – ICSEA 955 (2019)

Average Reading Score



School B – ICSEA 900 (2019)

Average Spelling Score





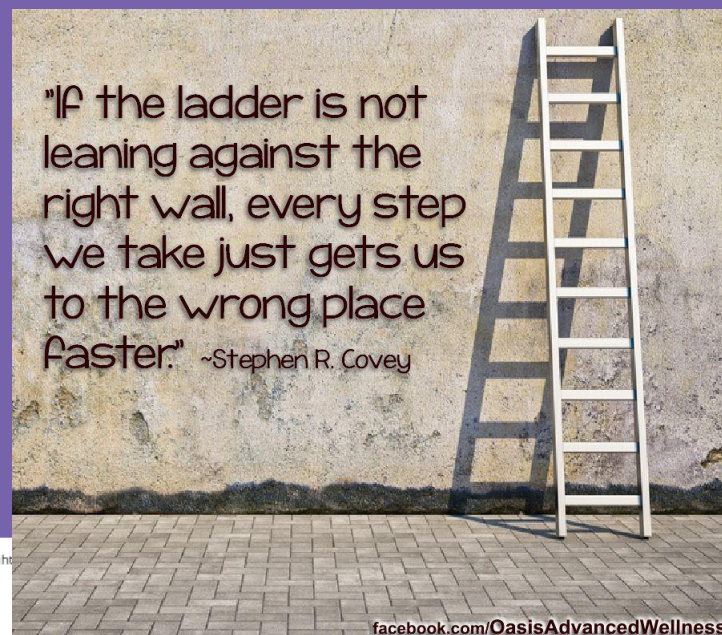
School Transformation Framework

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




An initiative of:



Founding partners:





AN INITIATIVE OF  **Fogarty Foundation**

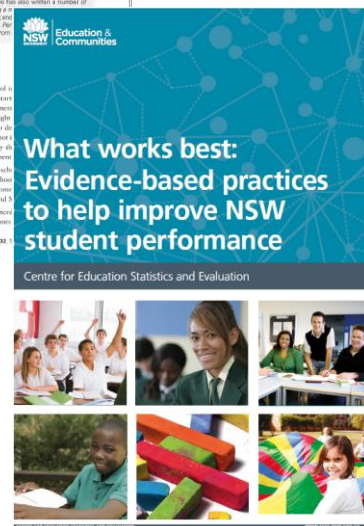
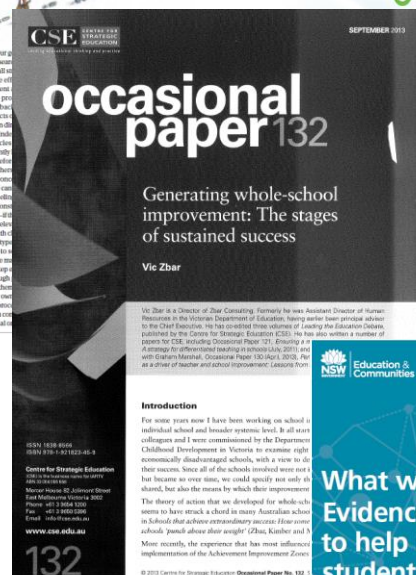
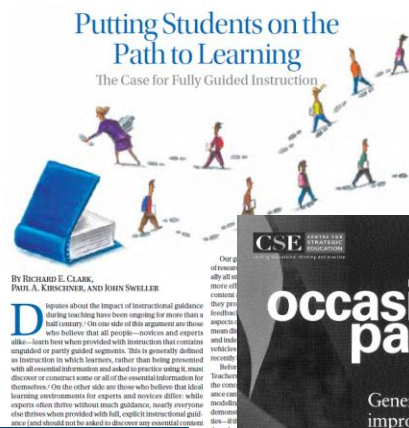
**High performing primary schools:
What do they have in common?**

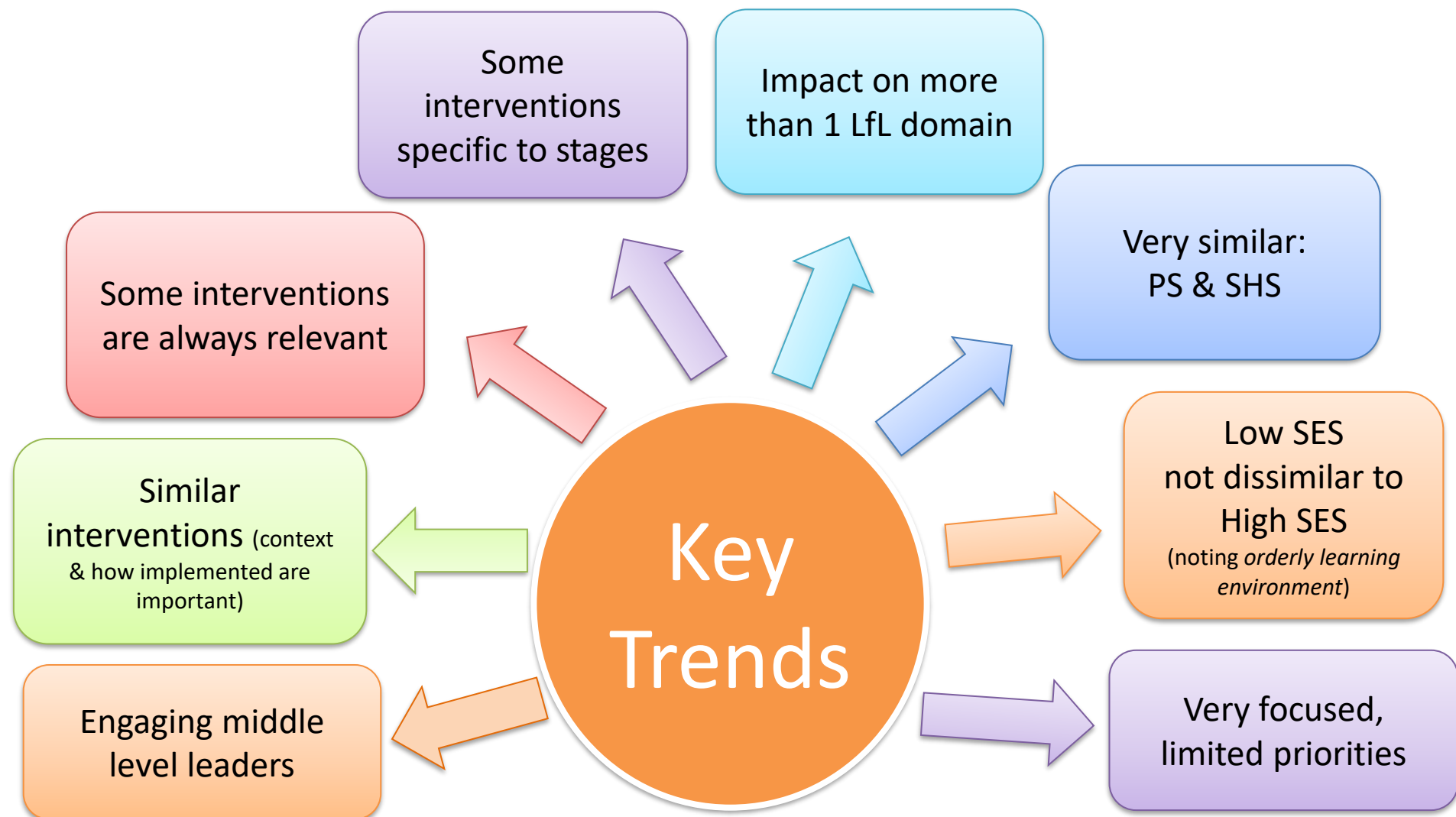
William Loudon

24 June 2015

Effective Reading Instruction in the Early Years of School

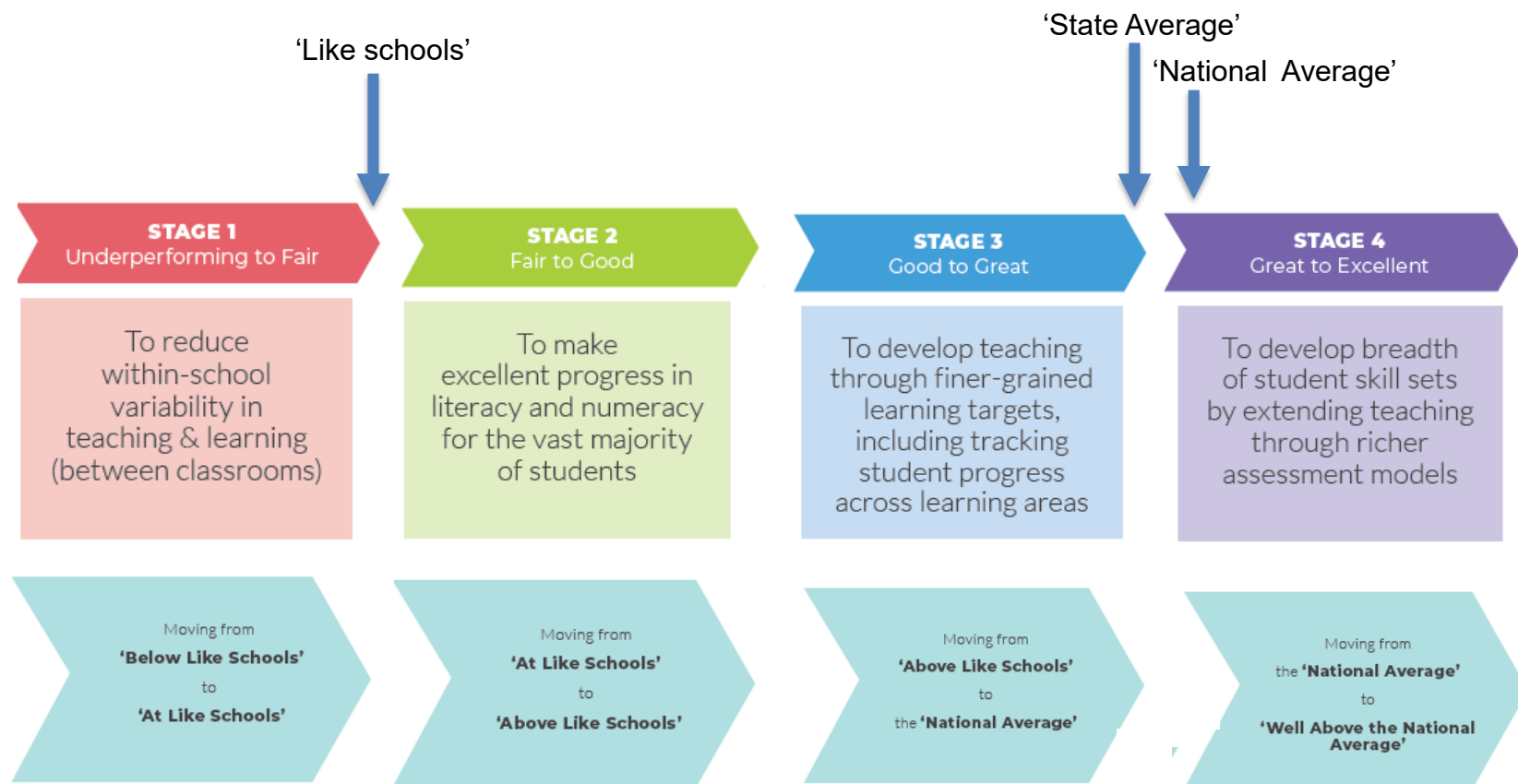
Centre for Education Statistics and Evaluation

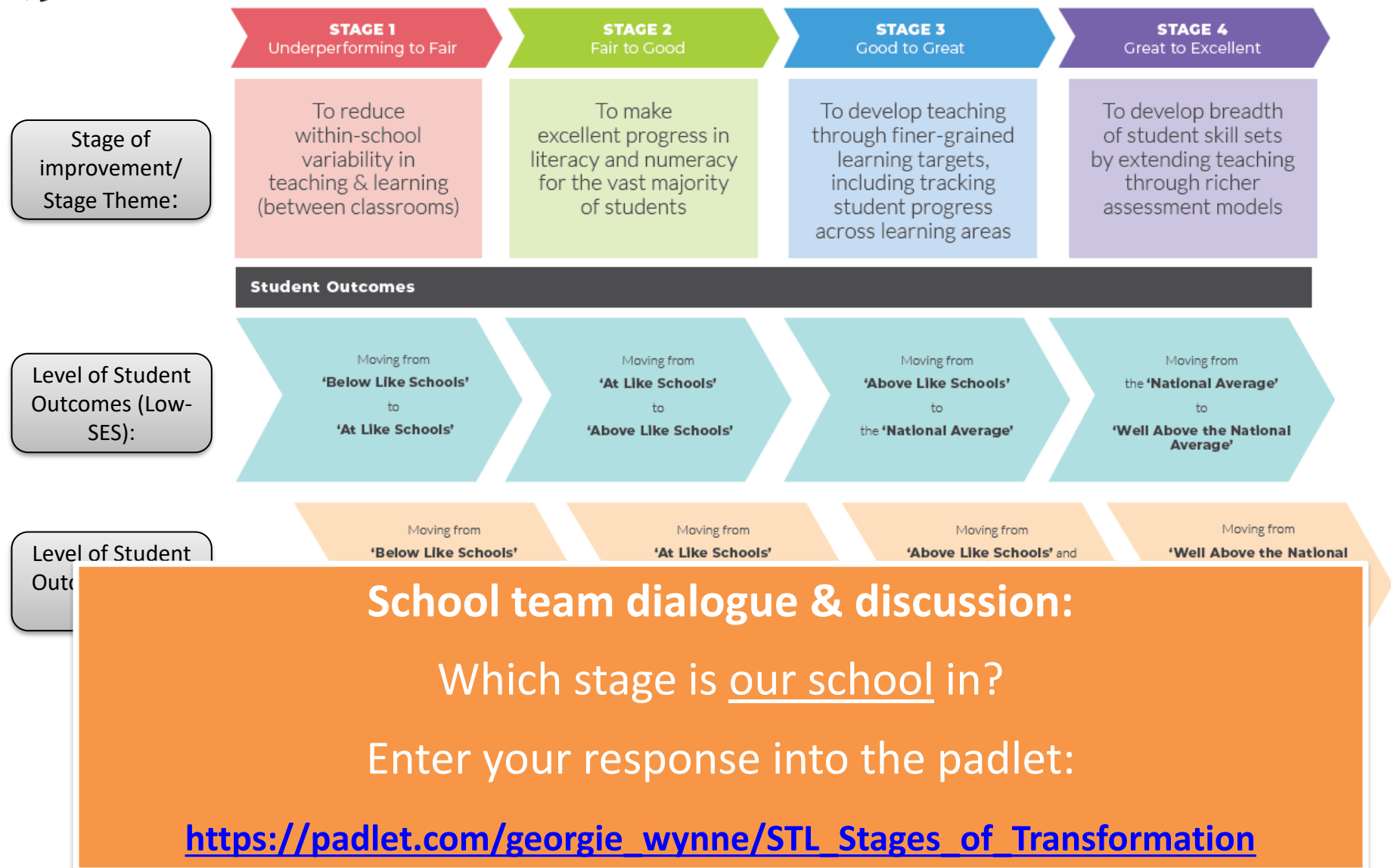


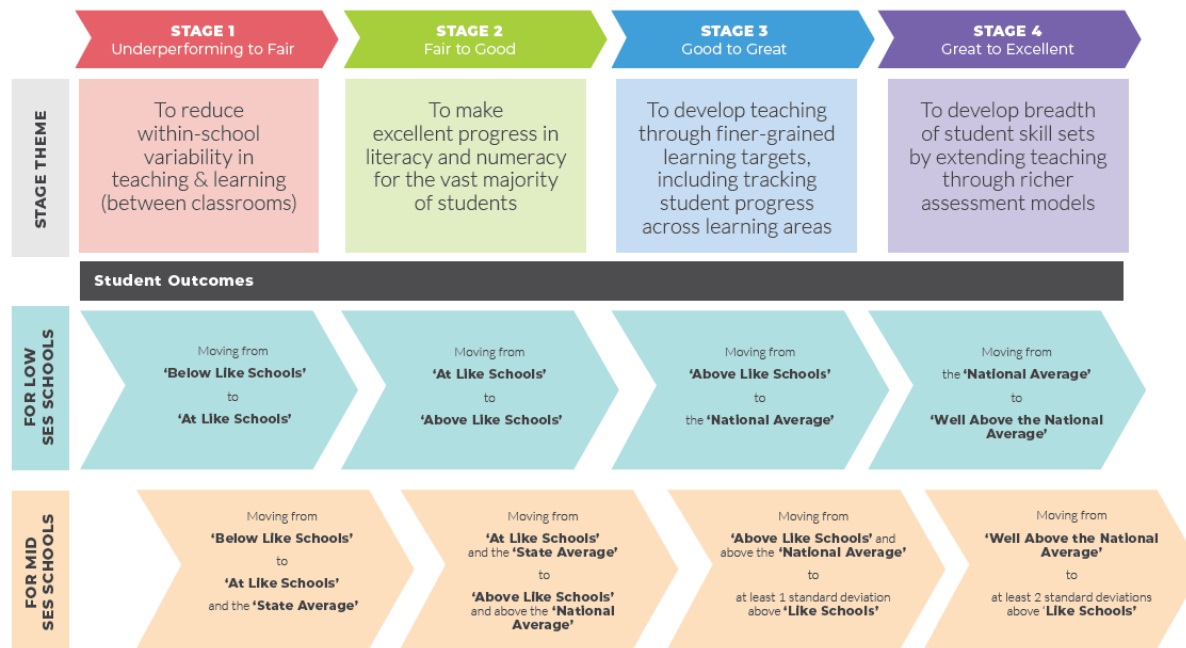


Two reference points:

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







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 performance 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 refine school performance with staff to establish needed 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 | 2.2.1. Consolidate regular data tracking across all year levels, for literacy and numeracy 2.2.2. Set finer-grained targets for literacy and numeracy 2.2.3. Have teachers interpret 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 finer-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 school instructional model 1.3.2. Implement evidence-based practices across the whole school, including literacy and numeracy 1.3.3. Introduce literacy and numeracy program 1.3.4. Implement an 'at-risk' literacy and numeracy program 1.3.5. Define and codify whole-school instructional model 1.3.6. Use the consistent data tracking in literacy and numeracy to inform | 2.3.1. Drill into and enhance literacy and numeracy 2.3.2. Enhance reading program, writing, language conventions 2.3.3. Develop further 'at-risk' literacy and numeracy program 2.3.4. Target weaknesses in literacy and numeracy 2.3.5. 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 numeracy teaching beyond program for deeper problem solving 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 school policy for 'at risk' students | 2.4.1. Consolidate whole-school focus on key areas of attendance and persistence 2.4.2. Systematically teach and reinforce attendance and persistence 2.4.3. Create opportunities for students to contribute to their learning 2.4.4. Set attendance targets for each year group, and implement strategies to improve attendance | 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, and focused on improving practice 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 (literacy, numeracy, and 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 differentials 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!

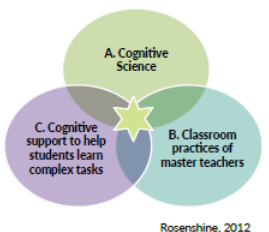
Underperforming to Fair 'Below like schools' to 'At like schools'

STAGE 1

At this stage the goal is to focus teachers on good classroom practice through introducing a whole-school instructional model, implementing evidence based reading programs, establishing (or enhancing) an orderly learning environment and improving attendance. Having any more priorities than this will be counter-productive. In doing this it is important that the school develops its capacity to effectively implement whole-school priorities. If the culture of the school is not conducive to learning, then work to change the culture must begin immediately: the students and their families need to know the school has a positive regard for them.



LEADERSHIP & MANAGEMENT







| | WHY | HOW |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • (Regularly) revisit the shared moral purpose with all staff/community • Build leadership team knowledge & understanding of evidence of highly effective instruction & cognitive science | <p>It is imperative that all stakeholders understand why things can't stay as they are and why you're embarking on a journey of significant change. Revisiting the 'why' is one of the most important first steps. You will need to continually reinforce your agreed moral purpose (Deming).</p> <p>The link between all OECD understanding of effective teaching. There is a science to effective teaching. Graphs</p> <p>When teaching practices reflect these three areas (intersection point) all most all students can efficiently learn and retain new skills/content, transferring to long-term memory where they become the 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. Sharrett & Fullan (2012) asked "What are the top three leadership skills needed to put faces 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"> • 45% said leading with credibility. Leaders must first model knowledge of classroom practice—that is, assessment and instruction, or what they call "know-ability" • 32% said leading that inspires and mobilises through clear communication of commitment what, they called "mobiliz-ability" • 21% said knowing how to establish a lasting culture of shared responsibility and accountability, what they called "sustain-ability" <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"> • Critical – analytical and discerning • Grounded and stable – not 'blowing in the wind' with new educational fads • 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 | <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 & staff can both answer the question: What is the Case Study?</p> <p>Leaders are supports to reading lists</p> <ul style="list-style-type: none"> • School vision on a page, led by the school leader • Focus discussion of evidence on ensuring the school capacity to ensure that they have confidence that change in their teaching practices will improve outcomes for their students. The tone of discussions should focus on inspiring teachers. • See the FED Leading Instruction Planning Tool for further elaboration |
|  | | |
| <ul style="list-style-type: none"> • Develop/restructure leadership team and accountability protocols | <p>Zbar, in Generating Whole-School Improvement (2013), writes "Put simply, the existence of a cohesive leadership team, with a clear sense of what needs doing, why and how, is the difference between whole-school improvement and pockets of improvement in a school". Leithwood et al (2010), in 10 Strong Claims about Successful School Leadership, describe restructuring the senior leadership team and its roles and responsibilities as a critical step in the early stages of school improvement. They also note that restructuring is not a strategy that successful school leaders use in later phases of school improvement.</p> <p>Studies show that principals spend only 2.5-10% of their time in classrooms (Downey et al, Three-minute classroom walkthroughs, 2004). Enabling more consistently effective teaching practice requires a broad leadership team with strong pedagogical practice themselves that can spend time supporting teachers in classrooms – no principal can achieve this alone.</p> | <p>Identify strengths and opportunities in the leadership team. Identify potential leaders beyond core team. Review existing leadership structures, possibly redesigning roles to introduce and build capacity in the team (example structures included in case study schools). Introduce clear reporting relationships and timelines for reporting to ensure accountability and follow up with these.</p> |
| <ul style="list-style-type: none"> • Audit and enhance standard operating procedures | <p>Ensuring the administrative basics, (eg. finance, HR, facilities, student data records and monitoring system) function properly is essential as no further changes can be reasonably expected of staff until these conditions are in place. Ensuring effective two-way communication processes and removing red tape /clutter can rapidly improve staff morale.</p> | <p>Audit (and improve if required) school administration systems to meet a functional standard. (ie. pay roll, HR, leave accrual and tracking, financial auditing. Consult neighbouring schools on effective systems if helpful. Remove unnecessary tasks (clutter) for teachers. Implement effective technology and associated software to better record student attendance and behaviour. Focus on opening and improving communication channels.</p> |
| <ul style="list-style-type: none"> • Address low performing staff | <p>Raising staff & student expectations will require addressing low performing staff as chronically low performing teaching practice erodes the confidence of teachers & students.</p> <p>This is different from the challenge of inducting graduate teachers who may exhibit low performance, but who can rapidly develop with support. Ingersoll (in Great Teaching, Inspired Learning) notes that early career teachers are more likely to be placed in disadvantaged schools and be teaching 'out-of-their-field' of pre-service training, which is all the more reason to pay attention to this phenomenon.</p> | <p>Introduce an agreed performance management process that sets out clear expectations regarding implementing the agreed whole-school approaches for all staff. Good resources exist for leaders in how to support teachers to improve whilst setting reasonable expectations (as well as what to do when practices do not improve). Seek mentoring support to navigate these challenges, if helpful. Develop a workforce plan to identify future staffing needs.</p> <p>Provide support to early career teachers by explicitly aligning them with a strong teacher who can be an expert mentor and coach.</p> |

Stage 1 in Focus

With a partner, work through Stage 1

1. Pick a couple of intervention points and follow these through to the explanation of the interventions in the **why** and **how** columns
2. Discuss in your groups:
 - Why is it important? How can it be implemented?
3. Playback to the group:

Be ready to share a summary of your discussion

| 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. Engage all staff in professional learning 1.5.2. Focus professional learning on evidence-based practices 1.5.3. Organize professional learning to support school improvement |
|  Parent & Community Engagement | 1.6.1. Build relationships with parents and community 1.6.2. Focus parent and community engagement on school improvement 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 of Stage 2: in focus – pick a couple of intervention points and follow these through to the **why** and **how** columns
2. Discuss in your groups:
 - Why is it important? How can it be implemented?

Stage 2 in Focus

STAGE 2 Fair to Good

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Leadership & Management | 2.1.1 Further build the leadership team's capability of evidenced-based practices that embed whole-school change 2.1.2 Broaden leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science 2.1.3 Reduce variability in middle leaders' management practices and processes 2.1.4 Develop strong induction processes for new staff 2.1.5 Ensure professional learning is followed with ongoing, in-class coaching opportunities, available for all staff in key interventions |
|  Disciplined Data Capability with Evidence Base | 2.2.1 Consolidate regular data collection and analysis processes across all year levels, subgroups and subjects 2.2.2 Link student outcomes data to classroom observations and student feedback in a systematic approach that improves teaching 2.2.3 Set fine-grained targets for literacy and numeracy 2.2.4 Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student need 2.2.5 Use common assessment tasks with moderated teacher judgement against external benchmarks, audited internally/externally 2.2.6 Test all students at on-entry and semester for semester for Year 7-9, in literacy and numeracy. Share results with all staff |
|  Curriculum & Teaching | 2.3.1 Drill into and enhance whole school instructional model 2.3.2 Re-design or enhance targeted teaching of literacy and numeracy for students below year level and benchmarks, ensuring timetabling maximises learning time for literacy and numeracy intervention 2.3.3 Enhance pathways to education, training and employment, and engagement programs, and extend more able students 2.3.4 Further develop whole school literacy approaches, particularly reading 2.3.5 Create common assessments throughout Year 7-10 programs in all learning areas for moderation activities |
|  Conditions for Learning & Student Voice | 2.4.1 Consolidate whole school behaviour management framework and classroom management strategies 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 Enhance student-teacher relationships to improve student outcomes 2.4.5 Set attendance targets for sub-groups and review at least twice per term, and implement strategies to improve the regular rate of attendance in each year group |
|  Professional Learning | 2.5.1 Focus professional learning and collaborative team time on key interventions (whole-school instructional model, use of data to inform teaching, CMS, student voice etc.) 2.5.2 Develop professional learning induction program for new staff (linked to overarching induction processes) 2.5.3 Target professional learning 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 |
|  Parent & Community Engagement | 2.6.1 Co-locate interagency youth services 2.6.2 Build community links - RTOs, industry, NFPs, government - to provide educational opportunities 2.6.3 Build practices with feeder schools to support transitions |

Secondary Framework:
pages 18 - 26

Stages 3 & 4

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

See the 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 | 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 |
| 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 | 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) |
| 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) | 4.3.1 Use a pedagogical framework (eg. Learning Theories of Action or TEL) 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 |
| 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 | 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 |
| 3.5.1 Focus professional learning and collaborative team time on key interventions, trialing 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 | 4.5.1 Develop further opportunities for staff to engage in action research learning and inquiry approaches (eg. Spiral of Inquiry) to deepen professional knowledge and generate new approaches to improving student learning |
| 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 | 4.6.1 Deepen integrated service arrangements with other service providers (share 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
- Moving a stage 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 |
| B. | | 2.1 2.2 2.3 2.4 |
| C. | | 3.1 3.2 3.3 |

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**

Owner:

Owner:

Owner:

Owner:

Owner:

Owner:

Owner:

Owner:

C.

Owner:

C1

Owner:

C2

Owner:

C3

Owner:

C4

Owner:

Fogarty EDvance School

Vision Statement or Moral Purpose:

Aspiration (for 2018-2020):

Focus Areas **1.** Description

A.

B.

C.

Initiatives:

- **The major pieces of work** your school undertake 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)

2.

2.4

3.3

Initiatives (major work streams)

A.

Owner:

A1

A2

A3

A4

A5

3.

B.

Owner:

B1

B2

B3

3.

C.

Owner:

C1

C2

C3

C4

3.

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?*
2. *What can you do in your role in leading your team to support this work?*

| | 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 | L1.1 Develop and regularly review the shared moral purpose with all staff L1.2 Establish a vision, mission and strategic plan L1.3 Build effective communication and reporting systems L1.4 Develop effective leadership and management practices L1.5 Audit and enhance standard operating procedures to support change for good L1.6 Allocate sufficient staff L1.7 Allocate sufficient financial resources L1.8 Allocate sufficient professional learning budget | L2.1 Further develop the leadership team's capability of evidence-based practice L2.2 Further develop the school's capability of evidence-based practice L2.3 Further develop the school's capability of evidence-based practice L2.4 Further develop the school's capability of evidence-based practice L2.5 Further develop the school's capability of evidence-based practice L2.6 Further develop the school's capability of evidence-based practice | L3.1 Establish a shared moral purpose with all staff L3.2 Establish a vision, mission and strategic plan L3.3 Build effective communication and reporting systems L3.4 Develop effective leadership and management practices L3.5 Audit and enhance standard operating procedures to support change for good L3.6 Allocate sufficient staff L3.7 Allocate sufficient financial resources L3.8 Allocate sufficient professional learning budget | L4.1 Further develop the leadership team's capability of evidence-based practice L4.2 Further develop the school's capability of evidence-based practice L4.3 Further develop the school's capability of evidence-based practice L4.4 Further develop the school's capability of evidence-based practice L4.5 Further develop the school's capability of evidence-based practice L4.6 Further develop the school's capability of evidence-based practice |
| Disciplined Data Capability with Evidence Base | D1.1 Use data to inform school improvement D1.2 Develop a data management system D1.3 Develop a data management system D1.4 Develop a data management system D1.5 Develop a data management system D1.6 Develop a data management system | D2.1 Use data to inform school improvement D2.2 Develop a data management system D2.3 Develop a data management system D2.4 Develop a data management system D2.5 Develop a data management system D2.6 Develop a data management system | D3.1 Use data to inform school improvement D3.2 Develop a data management system D3.3 Develop a data management system D3.4 Develop a data management system D3.5 Develop a data management system D3.6 Develop a data management system | D4.1 Use data to inform school improvement D4.2 Develop a data management system D4.3 Develop a data management system D4.4 Develop a data management system D4.5 Develop a data management system D4.6 Develop a data management system |
| Curriculum & Teaching | C1.1 Develop a curriculum framework C1.2 Develop a curriculum framework C1.3 Develop a curriculum framework C1.4 Develop a curriculum framework C1.5 Develop a curriculum framework C1.6 Develop a curriculum framework | C2.1 Develop a curriculum framework C2.2 Develop a curriculum framework C2.3 Develop a curriculum framework C2.4 Develop a curriculum framework C2.5 Develop a curriculum framework C2.6 Develop a curriculum framework | C3.1 Develop a curriculum framework C3.2 Develop a curriculum framework C3.3 Develop a curriculum framework C3.4 Develop a curriculum framework C3.5 Develop a curriculum framework C3.6 Develop a curriculum framework | C4.1 Develop a curriculum framework C4.2 Develop a curriculum framework C4.3 Develop a curriculum framework C4.4 Develop a curriculum framework C4.5 Develop a curriculum framework C4.6 Develop a curriculum framework |
| Conditions for Learning & Student Voice | CL1.1 Develop a curriculum framework CL1.2 Develop a curriculum framework CL1.3 Develop a curriculum framework CL1.4 Develop a curriculum framework CL1.5 Develop a curriculum framework CL1.6 Develop a curriculum framework | CL2.1 Develop a curriculum framework CL2.2 Develop a curriculum framework CL2.3 Develop a curriculum framework CL2.4 Develop a curriculum framework CL2.5 Develop a curriculum framework CL2.6 Develop a curriculum framework | CL3.1 Develop a curriculum framework CL3.2 Develop a curriculum framework CL3.3 Develop a curriculum framework CL3.4 Develop a curriculum framework CL3.5 Develop a curriculum framework CL3.6 Develop a curriculum framework | CL4.1 Develop a curriculum framework CL4.2 Develop a curriculum framework CL4.3 Develop a curriculum framework CL4.4 Develop a curriculum framework CL4.5 Develop a curriculum framework CL4.6 Develop a curriculum framework |
| Professional Learning | PL1.1 Develop a curriculum framework PL1.2 Develop a curriculum framework PL1.3 Develop a curriculum framework PL1.4 Develop a curriculum framework PL1.5 Develop a curriculum framework PL1.6 Develop a curriculum framework | PL2.1 Develop a curriculum framework PL2.2 Develop a curriculum framework PL2.3 Develop a curriculum framework PL2.4 Develop a curriculum framework PL2.5 Develop a curriculum framework PL2.6 Develop a curriculum framework | PL3.1 Develop a curriculum framework PL3.2 Develop a curriculum framework PL3.3 Develop a curriculum framework PL3.4 Develop a curriculum framework PL3.5 Develop a curriculum framework PL3.6 Develop a curriculum framework | PL4.1 Develop a curriculum framework PL4.2 Develop a curriculum framework PL4.3 Develop a curriculum framework PL4.4 Develop a curriculum framework PL4.5 Develop a curriculum framework PL4.6 Develop a curriculum framework |
| Parent & Community Engagement | PC1.1 Develop a curriculum framework PC1.2 Develop a curriculum framework PC1.3 Develop a curriculum framework PC1.4 Develop a curriculum framework PC1.5 Develop a curriculum framework PC1.6 Develop a curriculum framework | PC2.1 Develop a curriculum framework PC2.2 Develop a curriculum framework PC2.3 Develop a curriculum framework PC2.4 Develop a curriculum framework PC2.5 Develop a curriculum framework PC2.6 Develop a curriculum framework | PC3.1 Develop a curriculum framework PC3.2 Develop a curriculum framework PC3.3 Develop a curriculum framework PC3.4 Develop a curriculum framework PC3.5 Develop a curriculum framework PC3.6 Develop a curriculum framework | PC4.1 Develop a curriculum framework PC4.2 Develop a curriculum framework PC4.3 Develop a curriculum framework PC4.4 Develop a curriculum framework PC4.5 Develop a curriculum framework PC4.6 Develop a curriculum framework |

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 Area | 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: |



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Department of Education



CATHOLIC EDUCATION
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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?



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?

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

Fogarty EDvance – Advancing educational opportunities

Founding partners



CATHOLIC EDUCATION
WESTERN AUSTRALIA

1. **Feedback forms** – please complete the **feedback forms** (sent via email post-webinar)

2. **Workshop 2**

Date: Tuesday 22nd February 2022

Venue: Karratha Senior High School

Focus: *Leading Teaching and Learning*

3. **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.

