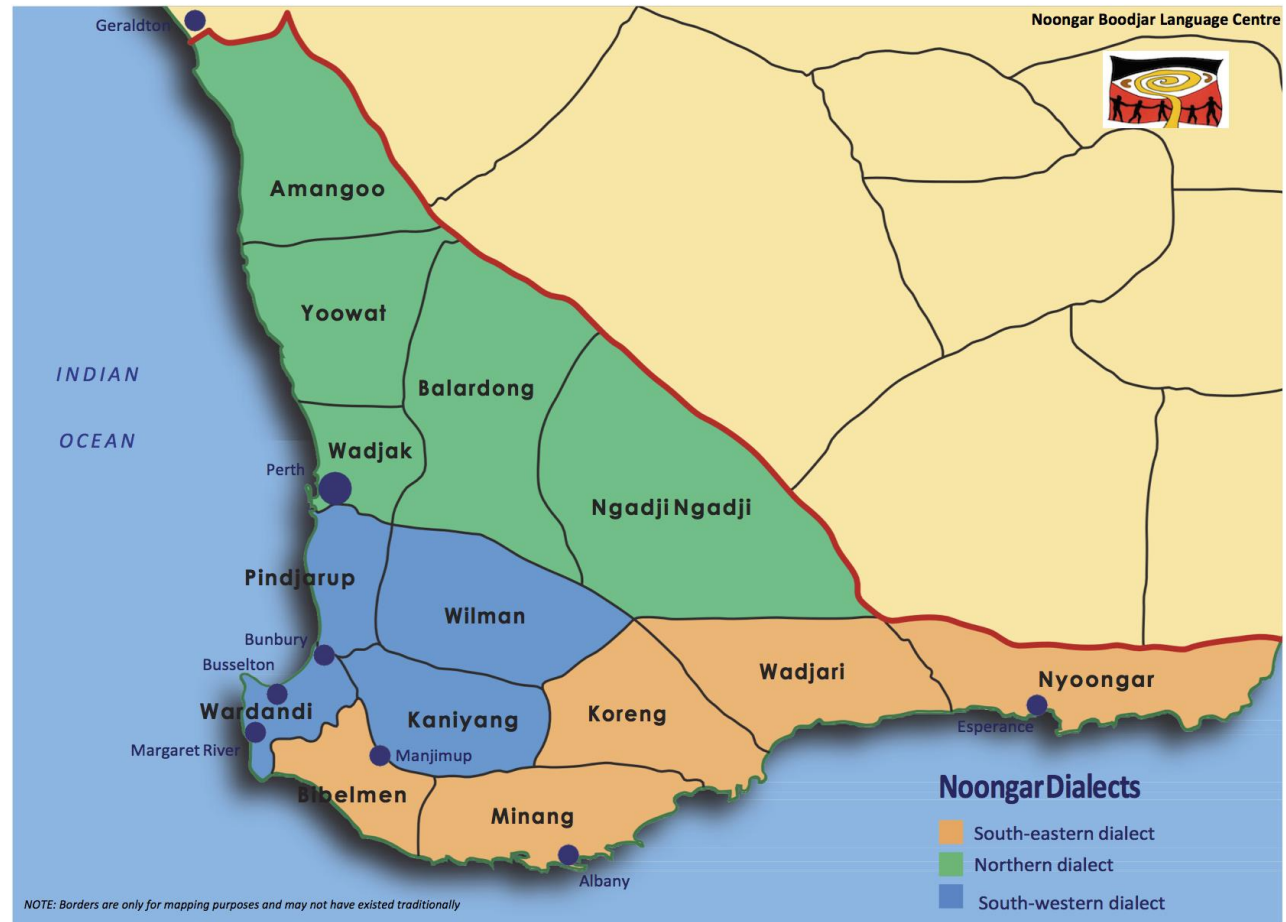
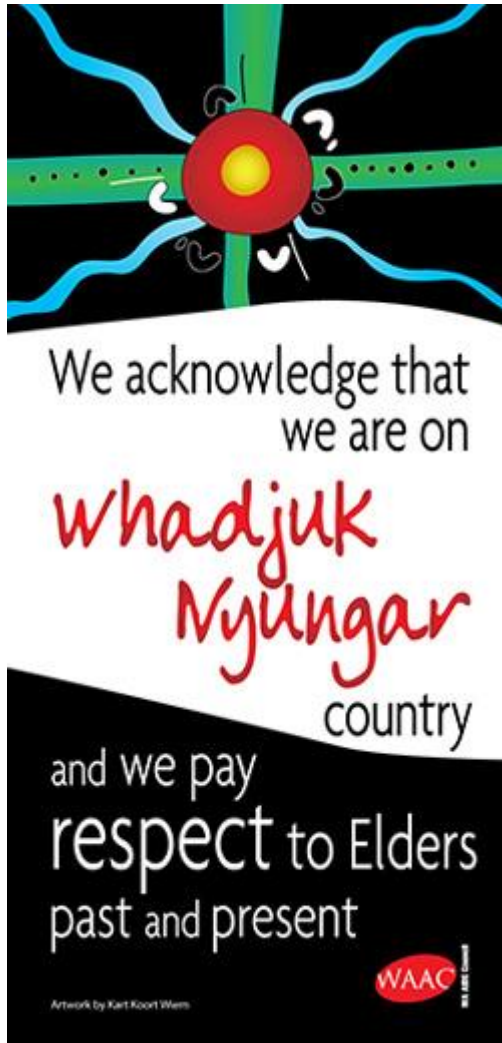
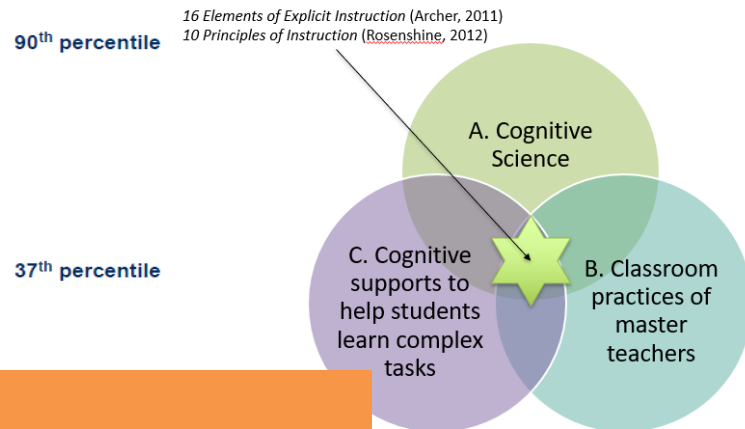
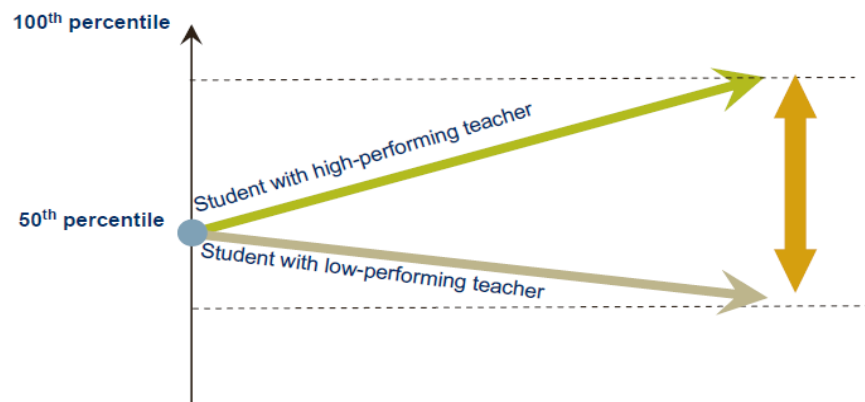




Secondary Teacher Leaders Program

Workshop 3: Thursday 11th August 2022

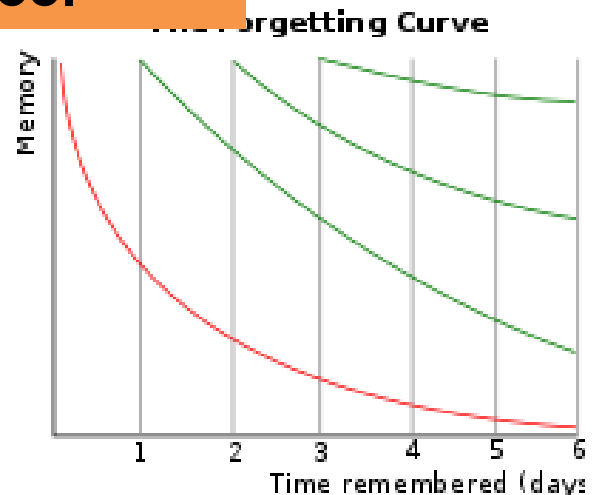
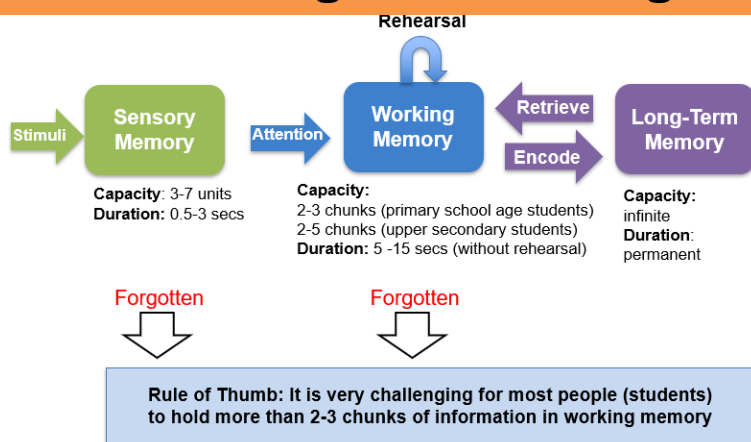




Barak [Rosenshine](#), 2012

Pair-Share:

1. Discuss the implications of cognitive science on teaching and learning at your school



DESIGN



DELIVERY

Lesson structure

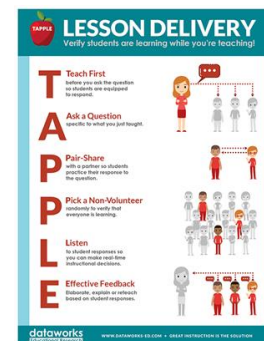
Review mechanisms

Engagement norms

Delivery protocols

5 Step Lesson Plan Template

Anticipatory Set	<ul style="list-style-type: none"> Engage students. Connect with prior learning. Explain what students will learn. Explain what students will do. Connect to future learning.
Introduction of New Material	<ul style="list-style-type: none"> Provide direct instruction of content. Model new skills. Check for understanding.
Guided Practice	<ul style="list-style-type: none"> Facilitate student work.
Independent Practice	<ul style="list-style-type: none"> Assign independent classwork or homework.
Closure	<ul style="list-style-type: none"> Have students briefly summarize their learning.



Pair-Share:

1. Pick one or two of the practices of master teachers and discuss how they compare to classroom practice in your school.
2. Describe some examples of cognitive supports for complex tasks and their importance for student learning at your school.
3. What will you do as middle leaders to support the implementation of these 3 key areas at your school?

By the end of the day, participants will:

- Develop an understanding of the **PLC process** and the ingredients of an effective PLC
- Understand how to use the **5 A's for leading instructional change**
- Understand and apply the characteristics and practices of an **effective team**
- Select one of the **norms of collaboration** for further unpacking through self-reflection (and possible use with their team)
- Have extended their capacity as leaders to effectively manage staff by:
 - building **trust**
 - applying **leader-member exchange theory**, and
 - using the **situational leadership model**
- **Develop an action plan** in their Learning Area

Where do you want to go?

Assess

- A clear & shared moral purpose is contributed to and owned by all staff, students & community with students at the centre who have a vision set for student outcomes based on relevant stage of transformation framework (based on student performance data)
- Ensure pre-conditions for learning in a calm and orderly learning environment are set through establishing Tier 1 Response to Intervention (RTI) strategies (i.e. PBS, CMS)
- Organise staff into meaningful teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time
- Emphasise senior leaders and teachers will receive targeted support to implement Tier 1 RTI strategies
- Senior leadership team develop a shared knowledge & understanding of evidence of highly effective instruction & cognitive science, and work with HOLA's and key teaching staff to develop this understanding.
- Senior leaders develop a compelling case for change (i.e. data, case studies) that inspires teachers by creating the belief that:
 - all students have the potential to learn & perform better
 - teaching differently will impact on student outcomes
- Emphasise teachers will receive targeted support to develop instructional and classroom management practices to better meet student learning needs
- School leaders to observe high impact teaching and school-wide behaviour management in high-performing schools followed by senior leaders including: HOLAs, middle leaders and key teaching staff (possibly in a second set of visits)
- Ensure time is set aside back at school for executive team leaders & other key staff to debrief learnings from school visits, key readings and develop next steps
- Revisit key readings: FED High Impact Instruction list and EDvance Case Studies to hone-in on leading teaching and learning with a strong instructional focus

How ready are you to go there?

Assess

- Assess current school 'Culture' (OHI): what are the behaviours and mindsets that influence change agenda? What behaviours need to change? Use the 'Iceberg Model' to deeply understand current root cause mindsets of leadership team and teaching staff
- Develop a baseline data set to assess current 'performance' to inform planning:
 - student outcomes: reading, writing, numeracy
 - observation of teaching practice across the school
 - student perception of learning
 - student behaviour, attendance and classroom environment data
- Determine, with staff, an agreed and common understanding of effective instruction
- Identify teachers who are ready, willing & able to trial the implementation of high impact instructional practices
- Identify leaders who have a strength in instruction and an ability to form positive working relationships, who will drive the instructional changes
- Identify teachers who are ready, willing & able to trial the implementation of Tier 1 RTI strategies for school-wide behaviour management
- Identify leaders who have a strength in student services and an ability to form positive working relationships, who will drive the implementation of Tier 1 RTI strategies
- Task PLC/committees to monitor, review, and evaluate the pilot of (1) high impact instructional practices (2) Tier 1 RTI school-wide behaviour management strategies
- Determine and provide required resources to support pilots
- Provide HOLAs and Level 3's with role clarity and establish accountability chain from an operational and strategic perspective to build leadership capacity

How do you get from here to there?

Architect

- Use the 'Influence Model' to identify concrete actions required to change mindsets and influence school cultures:
 - What changed behaviours do leaders need to role model?
 - What is the compelling change story?
 - What talents & skills need to be supported and developed?
 - What rewards and recognition can be used to reinforce change?
- Consider provision of resources that will best support teachers to change practice i.e. time allocation for staff collaboration timetabled by senior leaders; appointment of an instructional leader; STL Program; engaging with external experts
- Map current teaching practices against the evidence base & observed best-practice – design and codify an instructional and behaviour management model which supports teachers to implement consistent evidenced-based practice across the school
- Develop a tiered leadership model to support key teaching staff in change agenda, including development for aspiring leaders
- HOLA's design initiatives in their Learning Area plans to support and clarify their role to their teaching staff to execute the change agenda
- Plan a staged implementation of the instructional and behaviour management model
- Build self-efficacy of teachers by having them observe and interact with other teachers who have already changed instructional practices
- Provide a 'next wave' of teachers with opportunities to view high impact practices (with leaders) – this may include school visits or viewing videos
- Set clear expectations for teaching staff and communicate what approach and practices the school is implementing and include in performance development discussions
- The PLC's design the implementation plan to scale the instructional and/or behaviour management models

The 5 A's of Leading Instruction

How should you move to action?

Act

- School leaders continue to develop their own expertise through professional learning, including ongoing meetings, attendance at PLC's, scheduling time in classrooms, coaching and supporting teachers
- To support the implementation of the new instructional and behaviour management model:
 - identify & provide professional development opportunities for staff in an ongoing way aligned to SDD priorities
 - provide coaching and feedback sessions to teachers from an instructional coach
 - regularly reinforce high expectations of leaders and staff and include accountability checks in milestones and performance development process
 - continue to provide collaborative team time regularly through already established PLC's which allow teachers to share practice challenges and successes, and to develop resources reflecting whole school instructional and behaviour management model
- Use the PLC process as a platform to embed the learnings and changes more deeply in teaching practice (e.g. Term One focus on daily reviews, Term Two focus on concept development, etc.)
- Ensure the ongoing data collection shows evidence of changes in practice improve student outcomes over time:
 - fine-grain student outcomes data (individual as well as across cohorts)
 - class observations
 - student feedback
- Continue to periodically collect informal feedback from teachers & students about their experiences
- Review pilot of Tier 1 RTI model and identify the 'next wave' of teachers by having them attend professional learning on Tier 1 RTI strategies
- Invite staff to see high performing practice within school and continue to provide opportunities for staff to see high performing practice within school and/or at other schools or viewing videos
- Share & celebrate successes with staff

How do you keep moving forward?

Advance

- Support high performing teaching staff to become instructional coaches
- Further embed high quality ongoing instructional coaching
- Enable identified coaches to practice and receive feedback on their coaching
- Ensure the ongoing data collection shows evidence of changes in teaching practice improve student outcomes over time:
 - fine-grain student outcomes data (individual as well as across cohorts)
 - class observations
 - student feedback
 - use data to further refine instruction through PLC process
 - use data to further develop resources reflecting instructional model within PLC
 - student behaviour, attendance and environment data
- Develop clear plan for growing whole-school instructional and behaviour management practice to broader range of staff (i.e. through a triad approach)
- Establish effective induction processes to communicate whole school instructional and behaviour management model to new staff
- Establish expectations of new staff through recruitment process that involves including the whole school instructional and behaviour management model in school recruitment advertisements
- Close monitoring of scope and sequence of curriculum (next horizon piece of work) to deliver a guaranteed and viable curriculum:
 - development/refinement of fine-grained scope and sequences for all learning areas
 - ongoing iterations required as teachers adapt their teaching and delivery of key content
- Identify organisational changes (structures, policies, leadership) to sustain practices over time:
 - structured staff meetings focused on developing practice, analysing data etc.
 - clear processes for supporting Tier 2 & 3 students
 - staff PL processes for instructional initiatives including resources such as collaborative time
 - partnering with parents & community to support student learning
 - in PLC's, monitor the effectiveness of implementation of strategies

Acknowledgement: this tool uses McKinsey's 5A Frames as a schema for planning

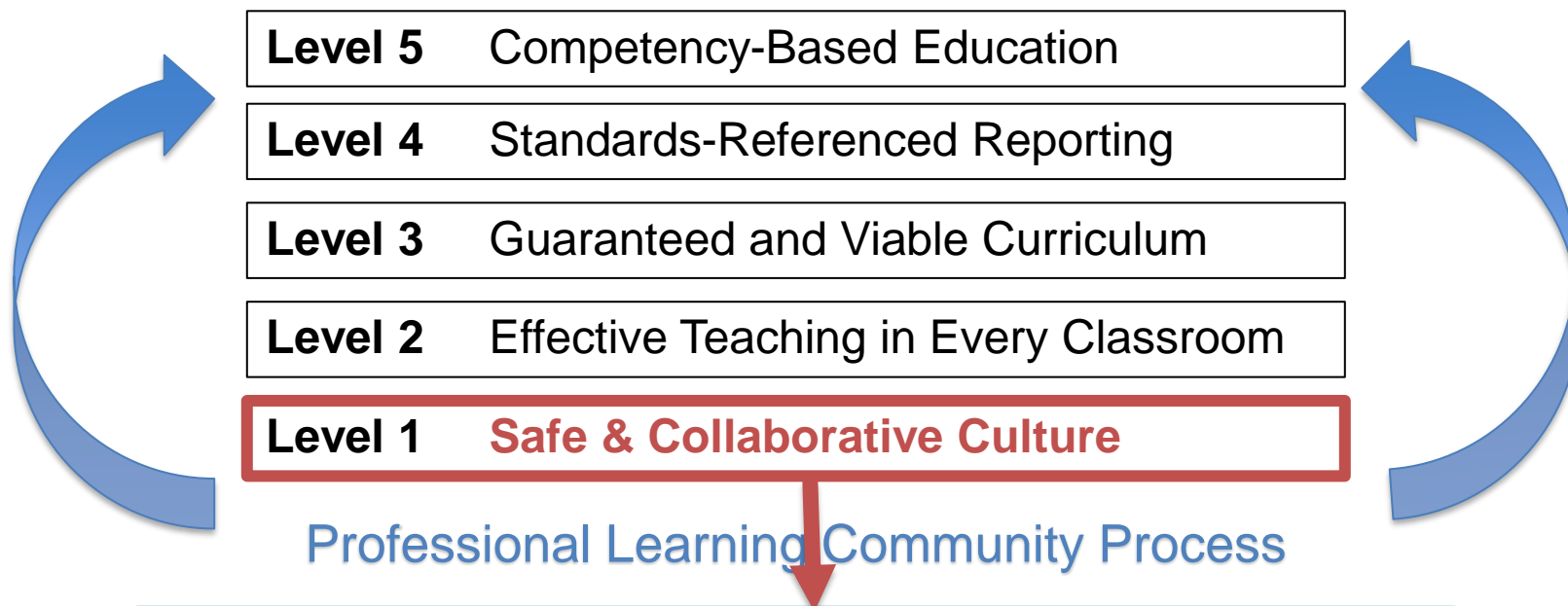
What teachers believe and how they work together matters!

- **Collective teacher efficacy** has the strongest effect size in improving student outcomes

How do you achieve this level of operation?

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29
<small>Note: Effect sizes are based on Cohen's d. The average effect size is d=0.40. This average summarizes the typical effect of all possible influences on education.</small>	

- **Conversations are the basic technology of leadership.**
- **Disciplined dialogue** is the first option for building a shared aspiration/moral purpose and understanding of the situation.
- **Multiple rounds** of disciplined dialogue are often required
- Some academics use models such “Spiral of Inquiry” or PLC formats to describe this **ever-deepening understanding of a topic**. All models involve focused conversations and disciplined dialogue
- Professional learning days do not replace the need for **regular and ongoing professional conversations**



LEAD INDICATOR: (provide direction)

1.4 Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students.

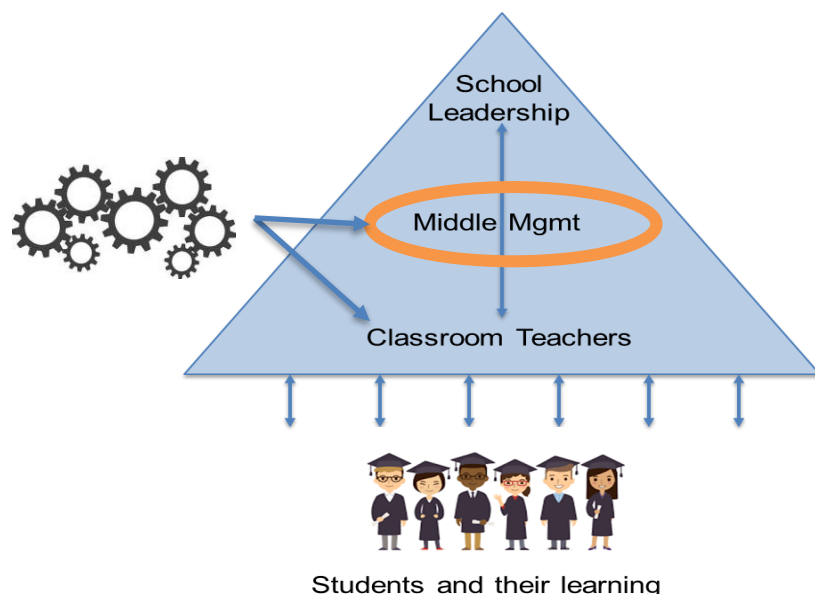
PAIR SHARE:

What do you think are the key components of an effective PLC?

COMMITMENTS: (initiatives to help meet KPI targets)

Level 1: Implement the PLC Process

A PLC School:



*'The PLC process can **change the basic dynamic of leadership** in a school, allowing school leaders to have a more efficient and effective impact on what occurs in classrooms'*

Marzano, Warrick & Simms (2014)

*'The PLC process represents **all those policies and practices** that lead a school to establish & maintain a network of collaborative teams whose work enhances the learning of students'*

Marzano et al (2015)

Conditions for success:

1. Organise staff into **meaningful teams** – these align with the school's strategic plan and key initiatives
2. Provide teams with **time** to collaborate
3. Provide **supportive structures** that help groups become teams
4. **Clarify the work** teams must accomplish
5. **Monitor team-work** and provide direction and support as needed

Which conditions for success have you worked on?



To operate as a high reliability school (using the HRS framework), utilising the PLC process is fundamental

Three big ideas for PLCs:

1. A focus on learning
2. Collaborative culture
3. Results oriented



Six Critical questions for PLCs:

1. What is it we want our students to learn? (**curriculum**)
2. How will we know if students are learning? (**assessment**)
3. How will we respond if students don't learn? (**instruction**)
4. How will we extend learning for students who are highly proficient? (**instruction**)
5. **How will we increase our instructional competence? (teacher development)**
6. **How will we coordinate our efforts? (leadership)**

- **What does a structured approach to collaboration look like at our school?**
 - **Are these the types of conversations you are having?**

An effective PLC has the following ingredients:

1. **Agenda** – initially leadership, then driven by teachers (covered later)
2. **Norms** – how the team will interact with one another (covered later)
3. **Purpose** – what is the focus (might be termly, e.g. daily reviews, attendance) and why (case for change)
 - Develop daily reviews together
 - Review video footage of daily reviews and provide feedback
 - Demo of a daily review
 - Increase attendance by x%
4. **Data informed / driven** – assessments, learning area reports, student surveys, attendance data, suspension data, etc – this should be constantly reviewed and drive the focus of the PLC
5. **Actions / follow-up** – how will you measure that the focus of the PLC is effective (classroom observations, increase in attendance, etc)
6. **Celebrate successes**

Modelled by leadership

ACTIVITY: In your groups, discuss:

a) In your PLCs / Learning Areas, which **ingredients for successful PLCs**:

- Have you implemented?
- How have you implemented them? Provide examples
- What can you work on further?

b) In your PLCs / Learning Areas, which **conditions for success**:

- Have you implemented?
- How have you implemented them? Provide examples
- What can you work on further?



An effective PLC has the following ingredients:

1. **Agenda** – initially leadership, then driven by teachers (covered later)
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Conditions for success:

1. Organise staff into meaningful teams.
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3. Provide supportive structures that help groups become teams.
4. Clarify the work teams must accomplish.
5. Monitor team work and provide direction and support as needed.



The 5 A's of Leading Instruction – Collaboration

Where do you want to go?

Aspire

Organise staff into meaningful teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time

How ready are you to go there?

Assess

Task PLC/committees to monitor, review, and evaluate the pilot of (1) high impact instructional practices (2) Tier 1 RTI school-wide behaviour management strategies

How do you get from here to there?

Architect

The PLC's design the implementation plan to scale the instructional and/or behaviour management models

How should you move to action?

Act

To support the implementation of the new instructional and behaviour management model:

- continue to provide collaborative team time regularly through already established PLC's which allow teachers to share practice challenges and successes, and to develop resources reflecting whole school instructional and behaviour management model

How do you keep moving forward?

Advance

Ensure the ongoing data collection shows evidence of changes in teaching practice improve student outcomes over time:

- use data to further refine instruction through PLC process
 - use data to further develop resources reflecting instructional model within PLC
- Identify organisational changes (structures, policies, leadership) to sustain practices over time:
- in PLC's, monitor the effectiveness of implementation of strategies

Activity: Team Self-assessment – Collaboration
Which stage are you in with regards to collaboration? Do you need to go back and review?

Where do you
want to go?

Set Strategic Aspiration

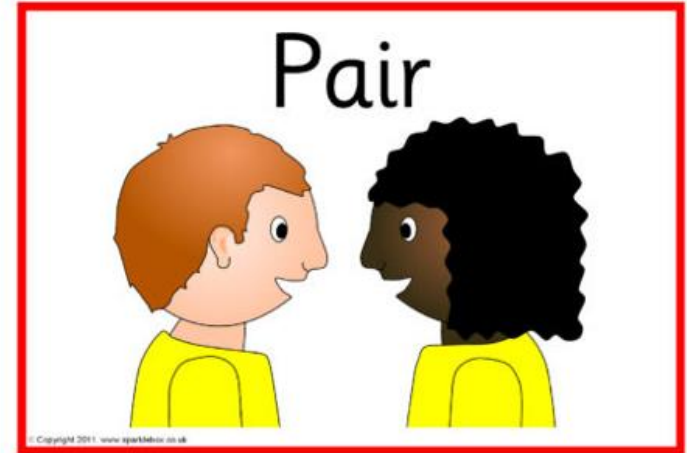
- Ensure pre-conditions for learning in a calm and orderly learning environment are set through establishing school-wide behaviour management strategies (i.e. PBS, CMS, attendance)
- Organise staff into meaningful teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time
- Senior leadership team develop a shared knowledge & understanding of evidence of highly effective instruction & cognitive science, and work with HOLA's and key teaching staff to develop this understanding.
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- Emphasise teachers will receive targeted support to develop instructional and classroom management practices to better meet student learning needs

Activity: Team Self-assessment - Review ASPIRE



Pair-Share

Think of a time you were a member of a highly effective team.
(can be any context!)



Pair-Share

- Identify the ingredients which made the team successful. Use examples to explain what it looked like.
- What did it feel like to part of this team?

Read the extract from Macklin and Zbar (2017):
'Characteristics of Effective Teams'

As you go, rate the team you lead on a scale of 1-4:

- 1 – *Does not characterise our team*
- 2 – *Sometimes characterises our team*
- 3 – *Often characterises our team*
- 4 – *Almost always characterises our team*



Pair-Share

- 2 characteristics ***almost always displayed*** by your team.
- 2 characteristics your team ***most needs to develop***.

Characteristics of Effectives Teams (Macklin and Zbar, 2017)

- Clear purpose and goals
- Defined roles and responsibilities
- Open and clear communication
- Active and balanced participation
- A comfortable, relaxed and trusting atmosphere
- Constructive conflict
- Effective decision making
- Acceptance of decisions
- Highly organised
- Monitoring performance





Garmston & Wellman, 2017
Adaptive Schools

How we work together in our teams to ensure quality conversations matters!

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
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<p>Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.</p>	

Source: Donohoo, Hattie & Eells (2018). The Power of Collective Efficacy, *Educational Leadership ASCD*, pp 40-44

PSYCHOLOGICAL SAFETY!

Google - Project Aristotle

What they found:

- It doesn't matter who is on the team - **GROUP NORMS** were the key to improving teams
- The two norms that were shared in **ALL** successful teams:

1. Conversational turn-taking

+

2. Social sensitivity



= **PSYCHOLOGICAL SAFETY**



Garmston & Wellman, 2017
Adaptive Schools

7 Norms of Collaboration Self-Assessment

As you listen to the descriptions for each norm rate yourself on how well you practice each in most meetings with your team.

PAUSING

PARAPHRASING

POSING QUESTIONS

PUTTING IDEAS ON
THE TABLE

PROVIDING DATA

PAYING ATTENTION
(to self & others)

PRESUMING POSITIVE
INTENTIONS

1. Team Dialogue

(For shared understanding)

Share with your team how you rated yourself on each of the 7 norms

2. Team Discussion

(look at the details / weigh up perspectives to make a decision)

- a. **Decide on 1 of the Norms** for the team to focus on going forward and **unpack your chosen norm** using the ***elaborations handout***.
- b. **Complete the Team Reflection** and **create an action plan** including **2-3 behaviours** the team work on in the future

3. Play-back to the whole group:

What the team commits to, for developing a norm for collaboration.





Mapped against the **characteristics of effective teams identified by Zbar and Macklin**

Collaboration includes:

- Open and clear communication
- Active and balanced participation
- A comfortable, relaxed and trusting atmosphere
- Constructive conflict
- Effective decision making; Acceptance of decisions

Accountability includes:

- Clear purpose and goals
- Defined roles and responsibilities
- Open and clear communication
- Highly organised
- Monitoring performance

Trust includes:

- Open and clear communication
- Active and balanced participation
- A comfortable, relaxed and trusting atmosphere
- Constructive conflict



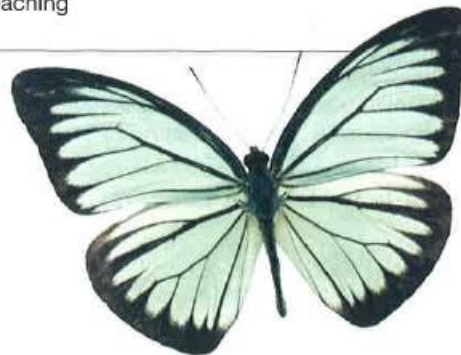


In triads, discuss **three key messages** that you learned from the pre-reading *Creating the conditions for transformational change*?

leadership

Creating the conditions for transformational change

Paul Browning says adaptation should feature in modern teaching



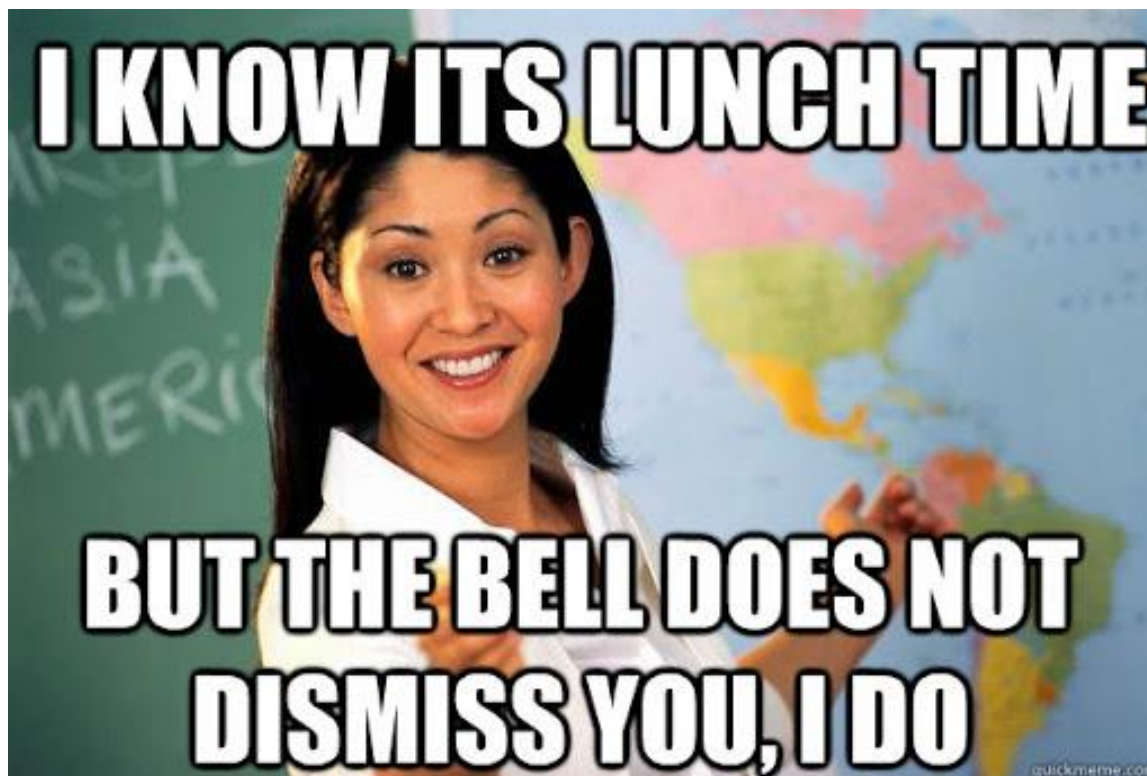
Rubric for assessing trust and transformational leadership practice

Admit mistakes	Never displays vulnerability nor admits his/her mistakes or accepts responsibility for poor decisions; blames others.	Rarely displays any form of vulnerability; acknowledges when a poor decision or mistake has been made but doesn't take any personal responsibility or act to resolve it.	On occasions displays vulnerability; accepts responsibility for his/her own errors and poor decisions but doesn't apologise; admonishes others for their mistakes and poor decisions.	Displays professional and personal vulnerability; admits mistakes or poor decisions; apologises publicly; is willing to accept responsibility for other's mistakes; actively rectifies mistakes.
Offering trust	Micro-manages staff; controls or interferes with staff members' decision-making responsibilities; ordering, directing, or commanding; feedback is primarily corrective, or limited, general.	Allows staff to perform their role to an extent, monitors and sometimes influences decisions and regularly checks on work; feedback is primarily in the form of advice.	Allows staff to perform their role and make decisions that affect their work with minimal interference; provides supportive feedback when asked.	Treats staff as professional colleagues by implicitly trusting them to perform their role; willingly provides mentoring and coaching when asked.
Active listening	Speaks far more than he/she listens; is easily distracted when a person is speaking; shows little interest; does not show empathy; is only keen to share his/her point of view.	Gives time for the other person to speak before he/she shares their point of view; can allow distractions to interrupt the conversation; demonstrates a level of understanding.	Balances listening with speaking; is not easily distracted; demonstrates that he/she has heard and understood what the person has said by summarising their main points.	Listens far more than he/she speaks without distraction; asks clarifying questions; demonstrates empathy; can articulate succinctly what the person is feeling and what they have actually said;
Affirmation	Never or rarely gives staff members affirmation or thanks.	Provides affirmation to staff members on occasions either publicly or privately for significant contributions and successes.	Regularly recognises contributions staff members have made and provides affirmation either publicly or privately.	Actively seeks ways to affirm and thank staff members either publicly or privately; affirms not just the significant contributions but also the little things staff do.
Decision making	Either makes decisions with no consultation or consideration of its impact or rarely is able to make a decision; doesn't communicate a decision nor provide justification or explanation for it.	Makes considered decisions; superficial consultation that works to enact an agenda; enacts the decisions.	Seeks staff input using consultative decision-making process; makes decisions and enacts them; communicates decisions to staff.	Values staff input and views; uses consultative or collaborative decision-making processes; makes timely and informed decisions and enacts them; communicates the justification for decisions.
Visibility	Rarely seen around the school; mainly confined to his/her office or is away from the school; does not regularly attend assemblies, chapel services, events, etc.; not accessible to staff.	On occasions can be seen around the school; attends assemblies, chapel services, etc.; on occasions attends school events; staff can make an appointment to see him/her.	Often seen around the school speaking with students, staff and parents; often attends assemblies, chapel services and other school events; accessible to staff.	Regularly seen on the grounds speaking with parents, staff and students modelling and reinforcing expectations; attends assemblies, chapel services and other events; is very accessible to staff.
Demeanor	Is unpredictable; prone to losing control of his/her emotions in different situations; primarily focused on his/her agenda rather than the staff member.	Responds emotively to different situations, expressing their feelings accordingly; displays concern for both him/herself and the staff member.	Is able to keep his/her emotions in check; shows a level of restraint in difficult or challenging situations; demonstrates respect for the staff member.	Is consistent and predictable, always remaining calm and level-headed no matter the situation; always respectful of the staff member.

Complete the trust rubric, and identify:

- Which two aspects of the rubric are a strength in your leadership?
- What two aspects of the rubric would you like to work on further in relation to your leadership?

Discuss in pairs:
What is the value of the rubric on trust?



Leader-Member Exchange Theory:

- LMX theory explains the effects of leadership on members, teams, and organizations.
- Leaders form strong trust, emotional, and respect-based relationships with some members of a team (*'in group'*), but not with others (*'out group'*).



IN Group

- given greater responsibilities
- more rewards
- more autonomy
- The relationship is less formal with the leader
- reciprocate through time and effort, and increased commitment.

OUT Group

- have less autonomy
- the relationship with the leader is more formal
- The leader will provide support and assistance as it is their duty, but will not go beyond this.

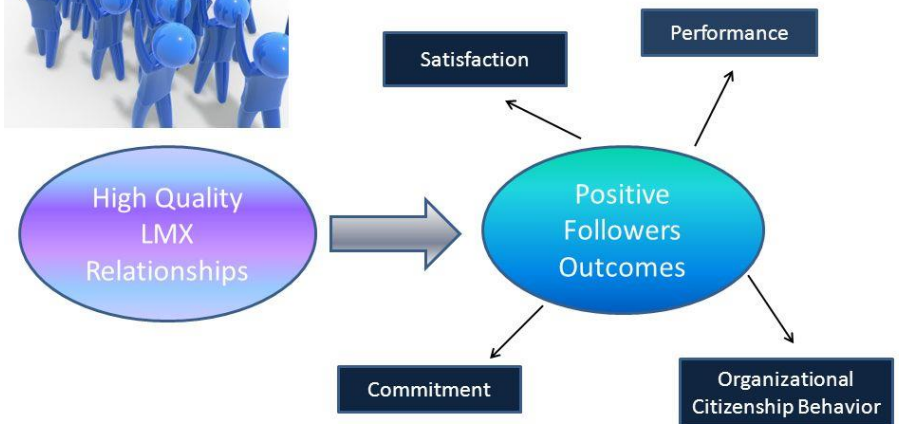
LMX theory says that leaders need to invest in high quality relationships with as many staff as possible as this has important job consequences, such as higher productivity, job satisfaction, and motivation.

Activity:

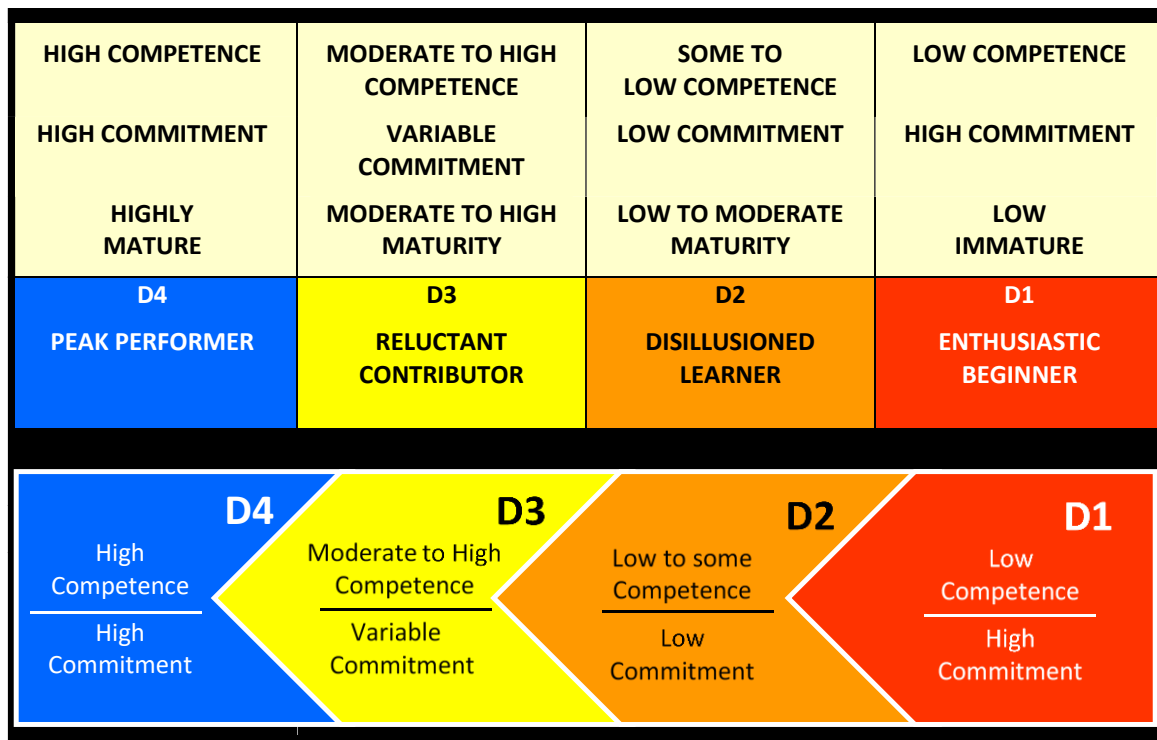
1. Discuss – How could you reduce the “out” group and increase the “in group”
2. Be prepared to share!

Leader-Member Exchange Theory

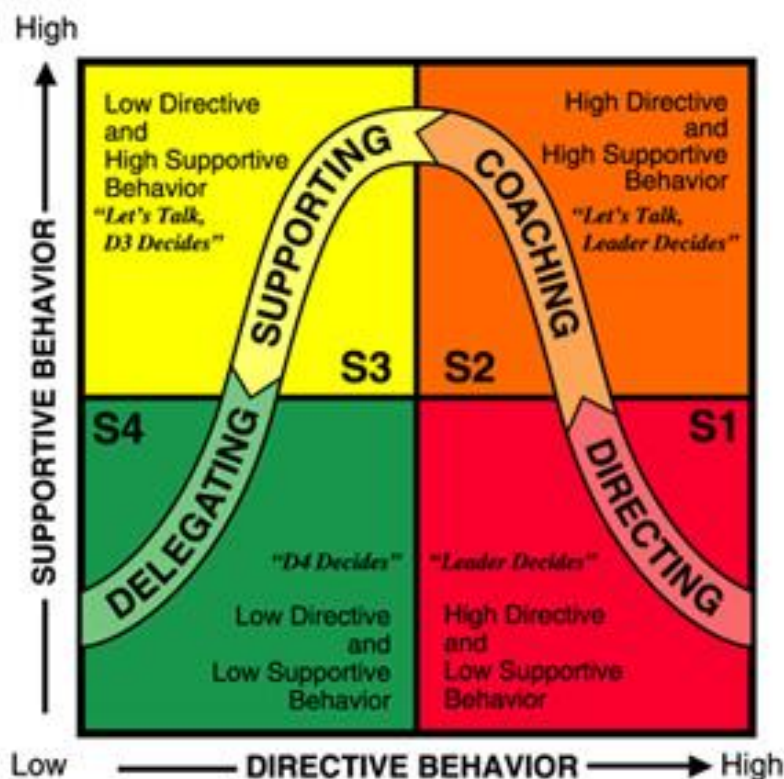
“Deals with how leaders influence member behavior”



Four developmental levels


DEVELOPED

DEVELOPING
Development Level of the Individual
Source: Hersey-Blanchard

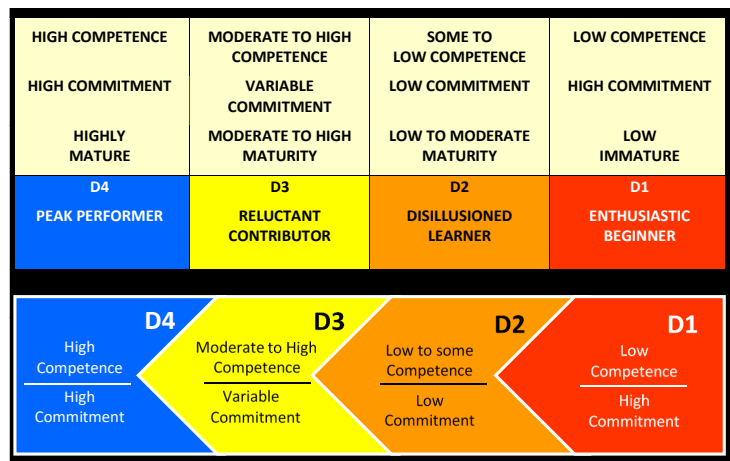


Activity:

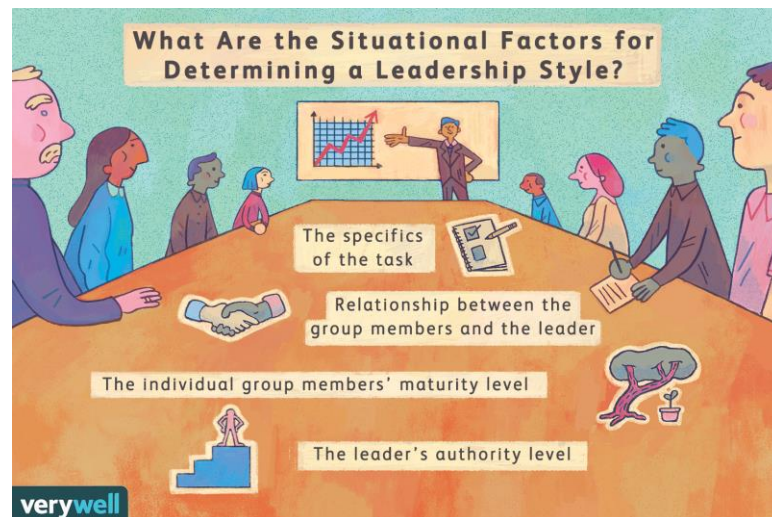
1. Pair-share - discuss the meaning of:
 - competence
 - commitment
 - supportive behaviours
 - directive behaviours

Choose an initiative that has stalled **due to staff capacity/resourcing**.

- Complete (as a team) – **Applying SLII tasks** (exercise 1 & 2) with this task in mind, and the milestone/initiative owners that are working on this milestone
- Discuss the **differing approaches** you might adopt (exercise 2)



DEVELOPED ←————→ DEVELOPING
Development Level of the Individual



- Select one initiative in your plan that has stalled, write down the milestones relating to the initiative under Task/Milestone
- Rate each team member involved in the execution of the initiative on the developmental scale for each of the different milestones/tasks you identified below (i.e. put their initials in the relevant boxes).

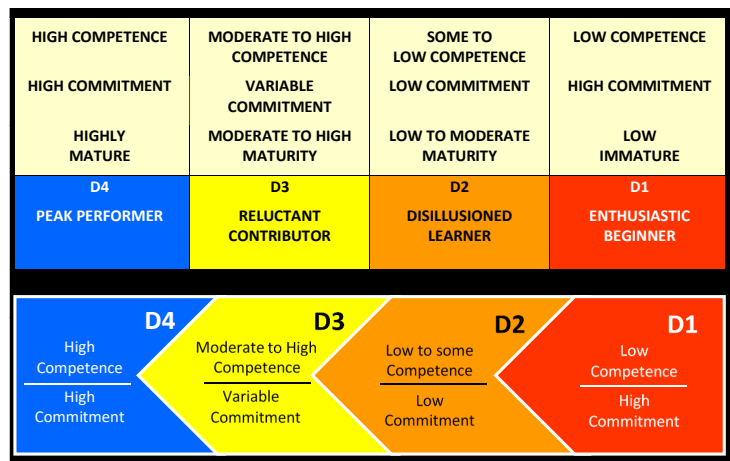
Initiative: Implementation of whole school approach to Explicit Instruction



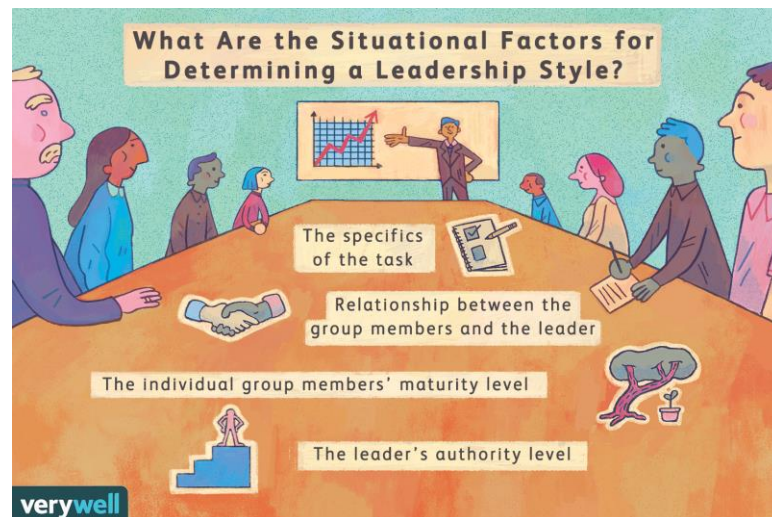
Task/Milestones	D4	D3	D2	D1
(a) Explicit instruction coaches identified, and PL provided	GW and TB		DH	SR
(b) Coaches and key staff implement EI in classes and observe/provide feedback to each other	GW and TB		DH	SR
(c) All staff to receive PL on Explicit Instruction	GW & TB	SR, DH		
(d) Gradual implementation supported with coaching	GW & TB	SR, DH		
(e) Embed engagement norms, TAPPLE and daily review	GW & TB SR, DH			

Choose an initiative that has stalled **due to staff capacity/resourcing**.

- Complete (as a team) – **Applying SLII tasks** (exercise 1 & 2) with this task in mind, and the milestone/initiative owners that are working on this milestone
- Discuss the **differing approaches** you might adopt (exercise 2)



DEVELOPED ←————→ DEVELOPING
Development Level of the Individual



Delegating Style (S4)

Follower is in charge of communication

Rule is that the follower calls early, not late

Supporting Style (S3)

Leader agrees with follower on weekly meetings

These meetings are the best way to recognise and praise follower's progress

Leader's role is to listen and support follower's actions

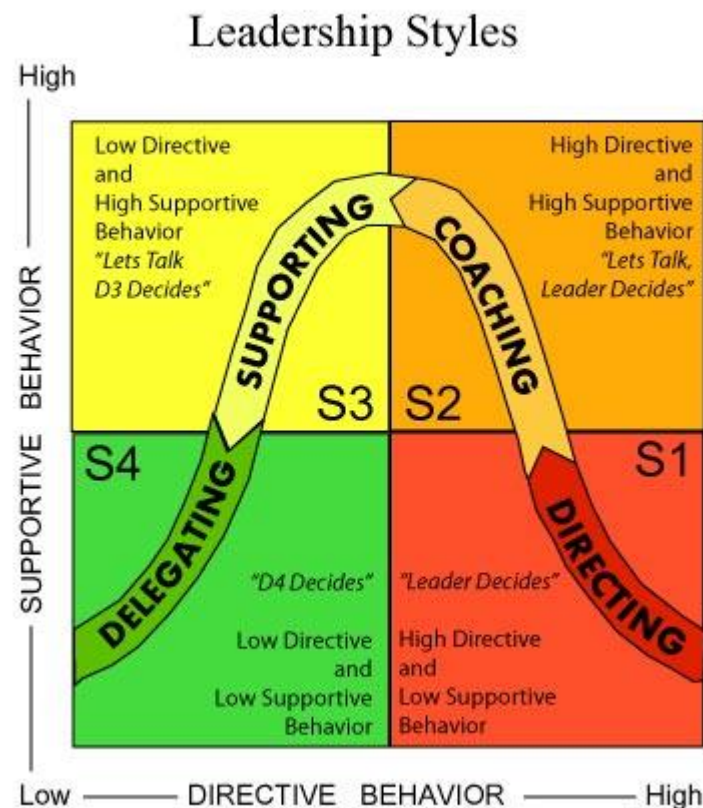
Coaching Style (S2)

Leader is in charge

Regular scheduled meetings (weekly) and work on goal follower needs help with

Directing Style (S1)

More frequent meetings



Key questions to consider:

- How does the **developmental level of each team member** impact on your leadership?
- Do **other leaders** within your team, who have a special responsibility, know how to manage people?
- How do you **build the skill and confidence** of your team members?
- How could this this apply to **supporting graduate teachers**?



Between Days 3 and 4 apply:

Situational Leadership model; **and/or** Leader-member exchange (LMX) theory.

- Describe the background and focus of your actions
- What did you do (differently)?
- What was the impact?





Work individually to **design an action plan for your learning area/department**

What goes in your plan and how are you going to execute it?

**For this session – focus on one goal, such as:
building your team’s knowledge and understanding
of the evidence of highly effective instruction and
cognitive science / creating effective teams /
attendance**

Using the 5A's for Leading Instruction and student data – plan the next critical actions for your Team .

Ideas could include:

- build your team's knowledge and understanding of the evidence of highly effective instruction and cognitive science
- organise staff into meaningful teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time
- further embed instructional model (i.e. daily reviews, concept development, explicit teaching of vocabulary) into classroom practice
- increase percentage of student attendance / PBS and CMS implementation



ACTION PLAN – T4, 2020 to T1, 2021

Action to: (based on 5A's for Leading Instruction and student data)

- build your team's knowledge and understanding of the evidence of highly effective instruction and cognitive science
- organise staff into meaningful teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time
- further embed instructional model (i.e. daily reviews, concept development, explicit teaching of vocabulary) into classroom practice
- increase percentage of student attendance / PBS and CMS implementation



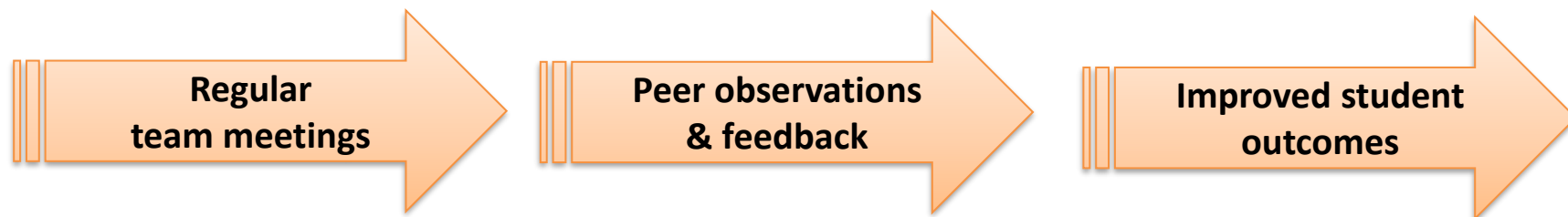
Action	When	Who	Resources
Review, discuss, self-assess and team-assess the 7 norms of collaboration	20 November 2020	Maths LA Team	7 norms information (pre-reading), self-assessment and team assessment tool
Decide on at least 5 team working agreements	27 November 20	Maths LA Team	YouTube video, worksheet
Build team's knowledge of cognitive science	4 December 20	Maths LA Team	Deans for Impact, cognitive load theory
Build team's knowledge of highly effective instruction	11 December 20	Maths LA Team	<u>Rosenshine</u> , Archer & Hughes, activity from EDvance W2 STL Program

10 minutes to share your action plan



Feel free to break up into smaller groups!

Recent research by Dylan Wiliam, validated by the Education Endowment Fund in the UK



- Regular monthly meetings (dosage is important!)
- Minimum of 75 minutes (we recommend minimum of 60 minutes)
- Always have an agenda
- Each team member comes prepared to contribute
- **DO** talk about pedagogy, high-impact instruction, teaching strategies etc.
- **DO NOT** talk about specific subjects (ie Maths, English) or operational matters

“It’s not about a magical intervention to help the kids this year; it’s about helping teachers make decisions based on the level of understanding of all students. That’s how you close the achievement gap.” — Dr. Dylan Wiliam

Embedding Formative Assessment, <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/>

Pre-conditions

ACTION

**What do you
need to meet
about?**

WHEN?

- Decide on a date and time for the first meeting
- Where will it be held?

WHO?

- All team members
- Send calendar invites to your team

RESOURCES REQUIRED?

- Do you need to speak with any senior leaders before your meeting/s?
- Prepare an agenda for the meeting
- See the handout titled 'A Plan for 2021'

Action items to consider

- Schedule meetings with your team
- Send your team the articles: Rosenshine or Archer & Hughes
- Read case studies from Fogarty EDvance booklet
- Revisit your school's instructional model

Pre-conditions: At the first meeting...

- Identify and agree on the **skills needed for collaboration** (i.e. 7 Norms) & **Team 'working agreements'**
- **Arrange a meeting** at the start of term with all your team members
- **What you, as a leader, commit to do going forward** (set up regular meetings, set the pre-readings, facilitate discussions, keep the team accountable)
- **What you expect your team to commit to going forward** (attend and participate at all meetings, do the pre-work (no more than 1 hour per meeting), be open-minded and prepared to think deeply and critically about the end goal: improving student outcomes)



At each subsequent meeting:

1. A quick review of the last meeting (*2-3 mins*)
2. Any reflections from the last meeting (*2-3 mins*)
3. Discuss the **initiative or activity or topic** that is set out in the agenda, linking it to the pre-work (*at least 40 mins*)
4. Note action items, responsibilities and key decisions made
5. Any follow ups or tasks should be allocated to owner/s
6. Close the meeting, with an opportunity for further questions or clarifications (*5 mins*)



Design action plan meeting agendas for the next month, using the proforma provided:

- Action
- When
- Who
- Resources

Focus on one goal, such as: building your team's knowledge and understanding of the evidence of highly effective instruction and cognitive science!

You have 40 minutes to design your action plan, and if time, draft an agenda for your first meeting

ACTIVITY – SET AN AGENDA FOR MEETINGS

Write your Meeting Agenda below:

[Meeting title]

HOLA: [name] Attendees: [name] [role]
 Other senior team member: [name] [name] [role]
 [name] [role]

Pre-work: Pre-readings or activities/initiatives have been completed in time for the meeting
 All attendees prepared for discussion
 Followed up on next steps from previous meeting

Set agenda

-
-
-
-
-
-
-

Next steps from previous meeting

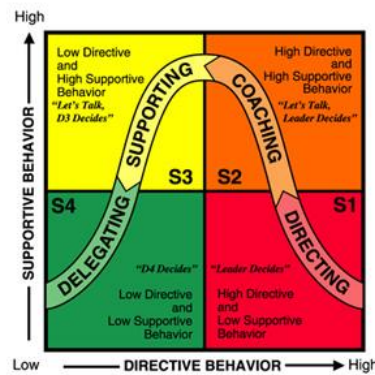
ACTION	OWNER	DUE DATE
•		
•		
•		

Next steps for next meeting

ACTION	OWNER	DUE DATE
•		
•		
•		

Summary of today's workshop

Behaviours 7 Norms of Collaboration



ACTION PLAN



Pre-work for Workshop Day 4:

- Report to your mentor on the progress of your **action plan and meetings**
- Complete **at least two** meeting agendas based on your action plan
- Bring a **printed copy of your school data**: Context; Years 7 & 9 Grade Alignment (last 2 years); Year 9 Grade Overlay-NAPLAN (numeracy, reading and writing); Years 7 & 9 Longitudinal summary-NAPLAN; Dashboard 2019 Year 9 (English and numeracy) compared to like-schools
- apply the **situational leadership strategies** you learned in this workshop for playback at workshop 4



- **Feedback** – please complete the feedback forms!
- **Next workshop:**
 - Date:** Friday 14th October 2022
 - Venue:** TBC

