

ACTION PLAN PRO FORMA

Where do you want to go?

First step – **choose an action item that relates to the 5A's for Leading Instruction, e.g.** Build your team's knowledge and understanding of evidence of highly effective instruction and cognitive science **or** develop group norms for collaboration in your learning areas **or** increase attendance by x% in a specific time period.

How do you do this? As a HOLA or secondary teacher leader, how can you work with your staff to develop:

- a shared understanding of effective instruction and cognitive science
- group norms of collaboration
- a shared understanding of attendance strategies / data

Here is a plan we have designed to assist you to develop this understanding with your team. But remember, you can use this process for anything! It does not have to be restricted to this topic.

Consider setting these 'non-negotiables' at your next meeting with your team:

- Together, as a team, we will engage in disciplined dialogue through focusing on specific group norms
- Together, as a team, we will create a sense of possibility for our students to learn and perform better
- Together, as a team, we will create a sense that teaching differently, by reference to effective instruction and cognitive principles, will impact on student outcomes

Pre-conditions

- a) Embed 7 norms of collaboration and team working agreements (i.e. attending meetings on time, mobile phones on silent)
- b) Arrange a meeting at the start of term with all staff members in Learning Area/Team
- c) What you, as the leader, commit to do this year (set up regular meetings, set the pre-readings, facilitate discussions on effective instruction and what the student data is telling us, model group norms)
- d) What you expect your team to commit to this year (attend and participate at all meetings, do the pre-work (no more than an hour pre-work per meeting), be open-minded and prepared to think deeply and critically about the end goal: improving student outcomes)

At the first meeting, discuss the following (at a minimum):

- a) Ensure each staff member understands the importance of attending and contributing at the meetings (set high expectations from the start of the year to attend and contribute at these meetings)
- b) Set up regular meeting times, for a minimum of 1 hour (monthly, every 6 weeks, twice per term etc. We recommend no less than twice a term, consider having more meetings in Term 3 & 4).
- c) Discuss with your team about WHY you are setting these meetings. Consider including a discussion of your school's commitment to developing a whole-school instructional/behaviour management model (see the school's SDD – are you confident to summarise this to your staff? Consider setting up a pre-meeting with your senior leadership team to discuss before holding the first meeting with your team)

Elements of a meeting

Design a regular meeting (and give it a name!)

Make sure your meeting:

- **Is dedicated to the focus/foci you have chosen in the 5A's for Leading Instruction**, such as building your team's understanding of high impact instruction and cognitive principles, establishing groups norms of collaboration, or addressing attendance data (once you have done this, you can move on to discussing your school's instructional and/or behaviour management model and other key components of teaching and learning / calm and orderly learning environment)
- **Has a regular frequency** (at least every 5 weeks, but preferably more frequently)
- **Has a set duration** (length of meeting, we recommend at least 60 minutes if twice per term)
- **Follows a set agenda** (this will ensure that you have both the simple and the challenging discussions that you need to have to keep this change agenda on track)
- **Has a time and location** (Where and when? The HOLA or senior leader to ensure meeting is in calendars etc)

At each subsequent meeting, cover off on the following:

- A quick review of last meeting
- Any reflections from previous meeting
- A discussion of the pre-work or what the data is showing us (for example)

An example plan

Meetings should be minimum 60 minutes, email an agenda two days before, and email any pre-readings at least one week before. The pre-work should not take longer than one hour.

- Meeting 1, 2, 3 in Term 2, 2022
- Meeting 4, 5, 6, 7 and 8 in Term 3, 2022
- Meeting 9 and 10, Term 4, 2022

An example of core initiatives/activities that can be discussed at meetings

These are in no particular order...(and remember, this cannot be done in one year! You just need to make a start...)

1. Discuss as a team the school's Strategic Directions Document and how it applies to your Learning Area (the pre-work could require each team member to spend 20 minutes reviewing the SDD and come prepared to ask questions and talk about the initiatives the school leaders have chosen).
2. Discuss and aim to come to an agreement on what the whole-school instructional/behaviour management model looks like and how it applies to your Learning Area/Team.
3. Discuss the research / evidence base behind your focus by setting pre-readings and asking staff to come prepared to discuss certain aspects of the articles. Consider including an activity during the meeting that requires staff to critically consider key aspects of the research base (see Workshop Day 1/2/3 of STL program for ideas on activities).
4. Discuss and come to an agreement on what you will do going forward based on the research/evidence base, e.g.

- seeing a high-quality teacher in practice in another school, class or Learning Area. Ensure you make time for a follow-up discussion with your team (or at the next meeting).
 - Share the research from the MET paper (from Workshop Three). Discuss with your team how you can all develop a shared understanding of teacher effectiveness. What evidence do you need? Can you, as a team, come up with a plan in order to get that evidence? What are some of the existing tools (e.g. Pivot) that could be used to collect this evidence? Student data, classroom observations and student voice.
 - Discuss how high-performing schools went about developing a whole-school instructional model and embedding it within the school. This is the critical process that you, as a HOLA, are leading. Consider discussing one of these high-performing schools with your team. Take St Albans, for example (or Fogarty EDvance schools – Ellen Stirling, Warriapendi). WHAT did they do, and HOW did they do it?
 - There will be expectations that classroom observations are to occur within the Learning Area (perhaps once or twice a term per teacher). Consider giving feedback that is aligned to the principles of instruction or some other targeted checklist or rubric that focuses on instruction (and is aligned with the whole-school instructional model)
5. Look at the initiatives or activities in high-performing schools (Case Studies booklet). What are the initiatives that will lead to success in changing classroom practice and school environment? These should be discussed, regularly, at your meetings to ensure that everyone is on the same page and has a collective understanding of the instructional/behaviour management model and the research that underpins it.
6. Discuss the importance of student data to inform conversations about where we are at, and where we want to go, and how do we get there. Consider the six critical questions to form the basis of your discussions:
- What is it we want our students to learn? (**curriculum**)
 - How will we know if students are learning? (**assessment**)
 - How will we respond if students don't learn? (**instruction**)
 - How will we extend learning for students who are highly proficient? (**instruction**)
 - How will we increase our instructional competence? (**teacher development**)
 - How will we coordinate our efforts? (**leadership**)

An example of a run sheet agenda for a meeting can be found at **Attachment 1**

Pro forma agendas can be found at **Attachment 2**

ATTACHMENT 1

RUN SHEET FOR MEETINGS

Agree on a set agenda for each meeting. Here are some suggested elements:

1. Distribute copies of the relevant pre-readings you are setting for the next meeting to the group.
2. Starting at one team member (or chose a few team members at each meeting), to provide an update by:
 - a. Describing progress against milestones including successes and issues/roadblocks
 - b. Making requests for help if necessary
 - c. Asking questions that will inform the future direction of the team
 - d. Describing next steps for their particular activity or initiative
3. All team members can ask challenging or clarifying questions. The HOLA or senior team member makes decisions or requests further information to make decisions for any roadblocks etc.
4. The HOLA or senior team member notes any successes where specific praise would be well received and successes that can be communicated to other audiences (ie senior staff).
5. Next steps are explicitly agreed for the next meeting and any work in between meetings (such as classroom observations, pre-readings etc).
6. The HOLA or senior team member reviews last meetings 'Next Steps' as each initiative is discussed to ensure that these have been covered off. This is shared with all staff to demonstrate progress.
7. The HOLA or senior team member closes meeting and thanks everyone for their commitment and valuable contributions.

ATTACHMENT 2

Meeting Agenda 1

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Next steps from previous meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
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•		
•		

Next steps for next meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
•		
•		
•		

Meeting Agenda 2

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Next steps from previous meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
•		
•		
•		

Next steps for next meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
•		
•		
•		

Meeting Agenda 3

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Next steps from previous meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
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•		
•		

Next steps for next meeting

<u>ACTION</u>	<u>OWNER</u>	<u>DUE DATE</u>
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