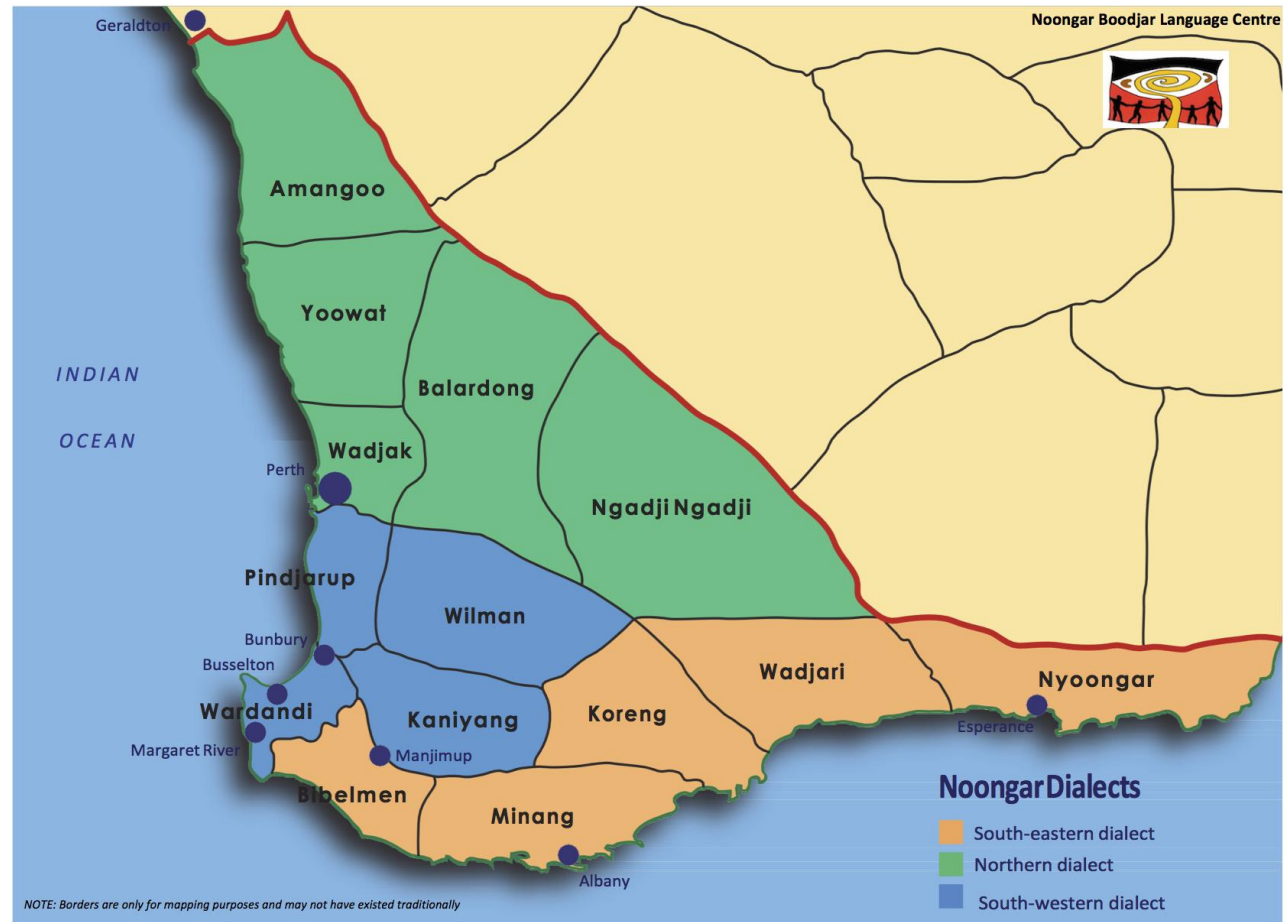
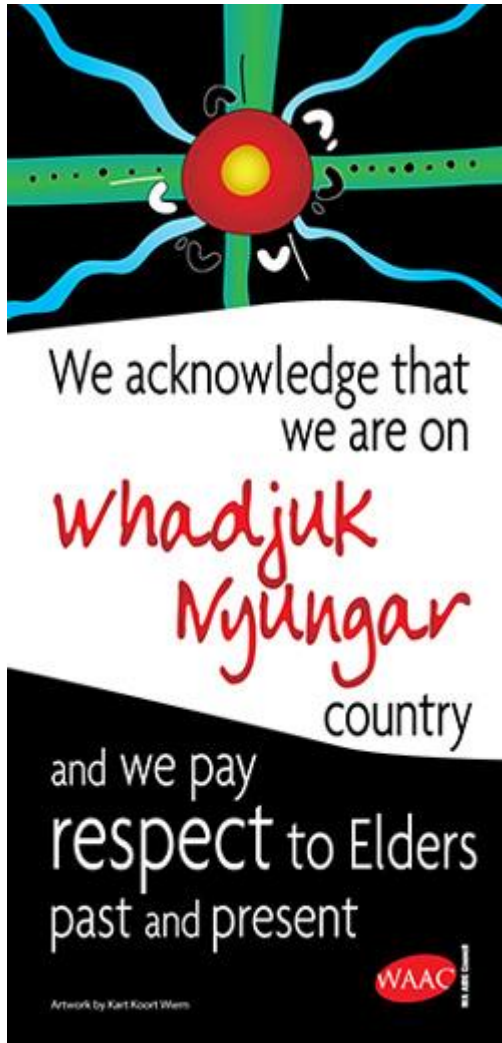




# Secondary Teacher Leaders Program

## Workshop 4: Friday 14 October 2022



### Dempster's domains



Connections between your school's **Placemat**, the **Dempster domains** and the **FOCUS areas**

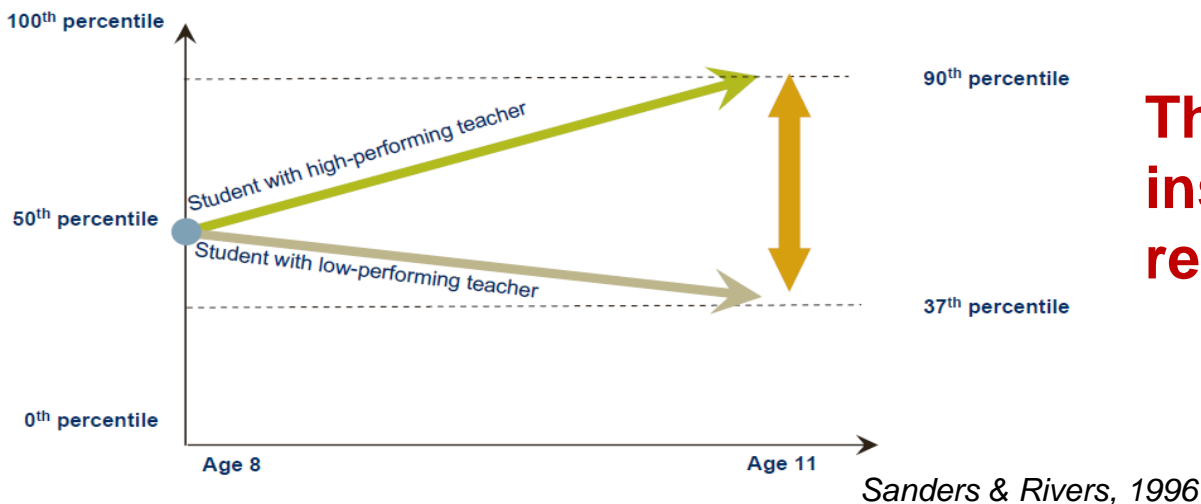
STAGE 1 Underperforming to Fair	STAGE 2 Fair to Good	STAGE 3 Good to Great	STAGE 4 Great to Excellent
Key evidence – based interventions that schools pursue to progress to the next level of student outcomes (at each stage of improvement journey)			
<b>Leadership &amp; Management</b> 1.1.1. Develop and implement a vision statement of purpose with all staff and stakeholders 1.1.2. Build leadership capacity and understanding of roles of all staff and stakeholders 1.1.3. Develop a shared vision statement and implement it across the school 1.1.4. Develop a shared vision statement and implement it across the school 1.1.5. Develop a shared vision statement and implement it across the school 1.1.6. Develop a shared vision statement and implement it across the school 1.1.7. Develop a shared vision statement and implement it across the school 1.1.8. Develop a shared vision statement and implement it across the school 1.1.9. Develop a shared vision statement and implement it across the school 1.1.10. Develop a shared vision statement and implement it across the school	<b>Leadership &amp; Management</b> 2.1.1. Develop and implement a vision statement of purpose with all staff and stakeholders 2.1.2. Build leadership capacity and understanding of roles of all staff and stakeholders 2.1.3. Develop a shared vision statement and implement it across the school 2.1.4. Develop a shared vision statement and implement it across the school 2.1.5. Develop a shared vision statement and implement it across the school 2.1.6. Develop a shared vision statement and implement it across the school 2.1.7. Develop a shared vision statement and implement it across the school 2.1.8. Develop a shared vision statement and implement it across the school 2.1.9. Develop a shared vision statement and implement it across the school 2.1.10. Develop a shared vision statement and implement it across the school	<b>Leadership &amp; Management</b> 3.1.1. Develop and implement a vision statement of purpose with all staff and stakeholders 3.1.2. Build leadership capacity and understanding of roles of all staff and stakeholders 3.1.3. Develop a shared vision statement and implement it across the school 3.1.4. Develop a shared vision statement and implement it across the school 3.1.5. Develop a shared vision statement and implement it across the school 3.1.6. Develop a shared vision statement and implement it across the school 3.1.7. Develop a shared vision statement and implement it across the school 3.1.8. Develop a shared vision statement and implement it across the school 3.1.9. Develop a shared vision statement and implement it across the school 3.1.10. Develop a shared vision statement and implement it across the school	<b>Leadership &amp; Management</b> 4.1.1. Develop and implement a vision statement of purpose with all staff and stakeholders 4.1.2. Build leadership capacity and understanding of roles of all staff and stakeholders 4.1.3. Develop a shared vision statement and implement it across the school 4.1.4. Develop a shared vision statement and implement it across the school 4.1.5. Develop a shared vision statement and implement it across the school 4.1.6. Develop a shared vision statement and implement it across the school 4.1.7. Develop a shared vision statement and implement it across the school 4.1.8. Develop a shared vision statement and implement it across the school 4.1.9. Develop a shared vision statement and implement it across the school 4.1.10. Develop a shared vision statement and implement it across the school

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

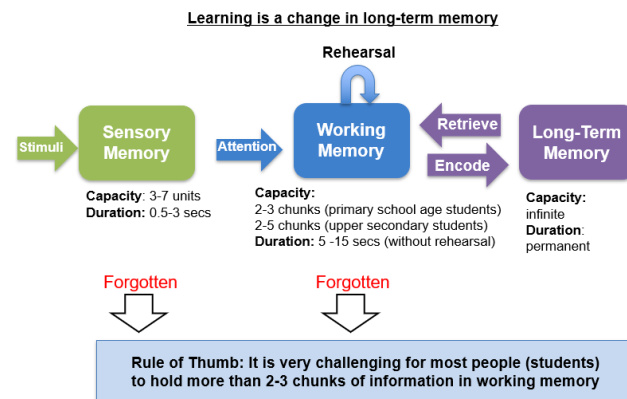
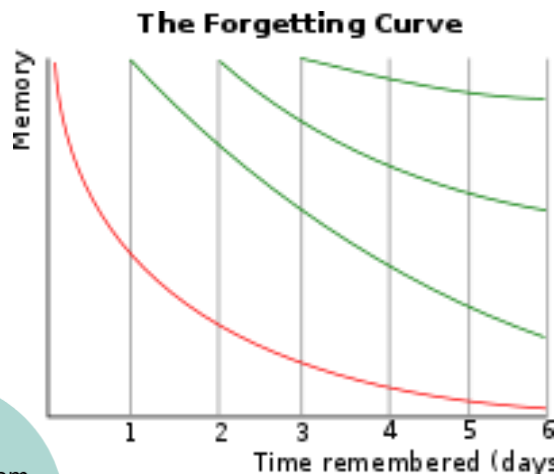
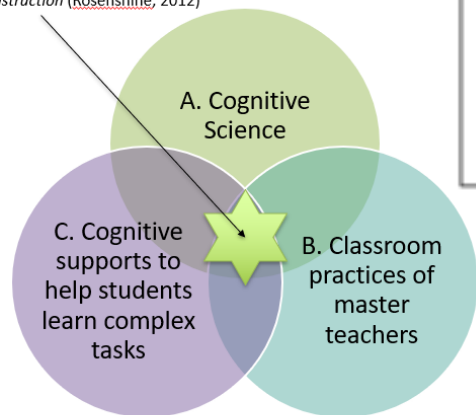
3. The initiatives in your school plan connectedness with the Transformation Framework

Fogarty EDvance School					
Vision Statement or Moral Purpose:					
Initiation (for 2018-2020):					
	Description	Objectives	1.1	1.2	1.3
A.					
B.					
C.					
Initiatives (major work streams)					
Owner:					
A1.					
A2.					
A3.					
A4.					
A5.					
Owner:					
B1.					
B2.					
B3.					
Owner:					
C1.					
C2.					
C3.					
C4.					

# The principles of instruction and how these relate to cognitive science

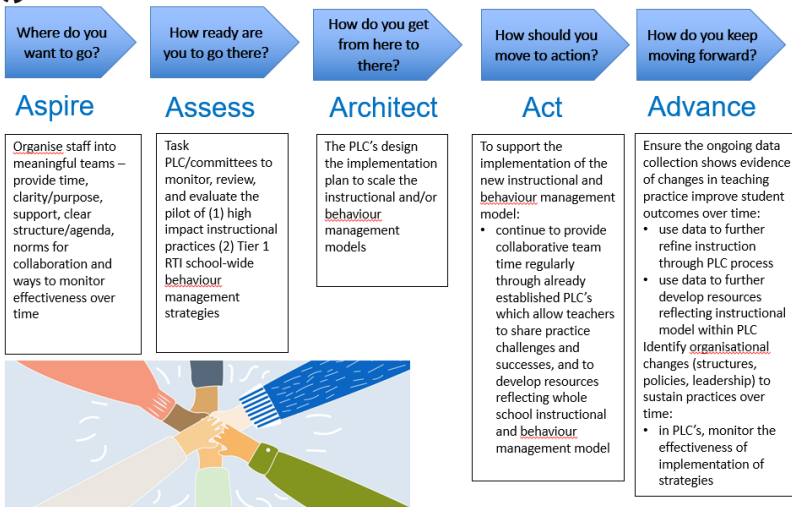


- 16 Elements of Explicit Instruction (Archer, 2011)
- 10 Principles of Instruction (Rosenshine, 2012)

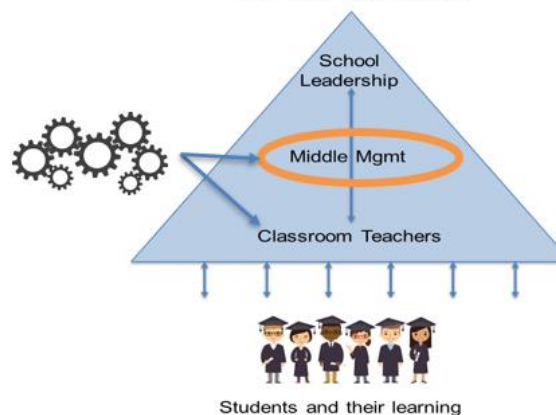




**The 5 A's of Leading Instruction – Collaboration**



**A PLC School:**



**Reflect** on Situational Leadership/Leader-Member Exchange theory:

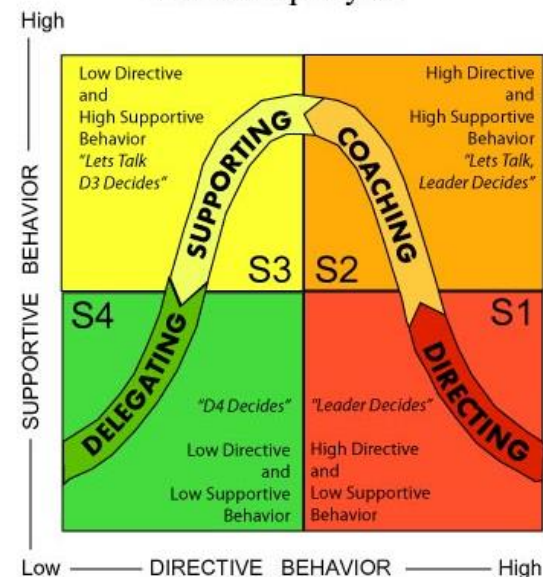
- What did you decide to implement going forward?
- Describe the background and focus of your actions
- What did you do (differently)?
- What was the impact?

### Leader-Member Exchange Theory



### Situational Leadership

#### Leadership Styles

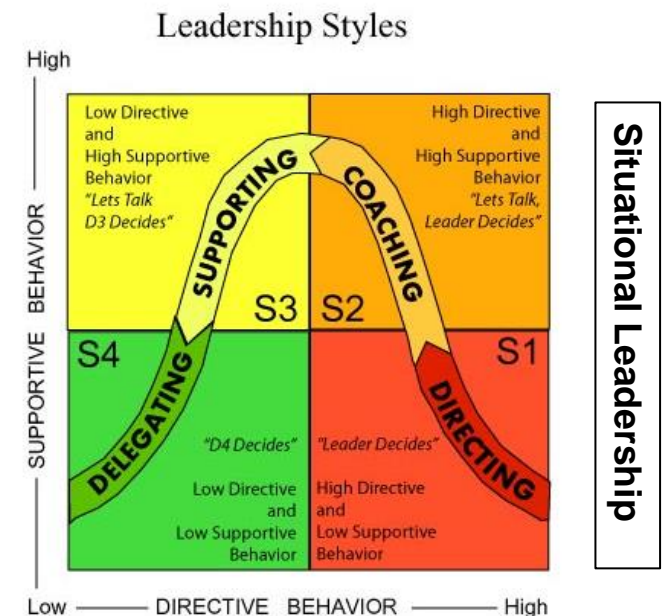


## Now that you have reflected on your practice....

- *Pair-share* to gain and give responses to the three questions
- Write down their name and their answers to the three questions
- Five minutes is allocated to the first person to share their answers (1-2 mins per question)
- Swap roles
- Be prepared to share



## Leader-Member Exchange Theory

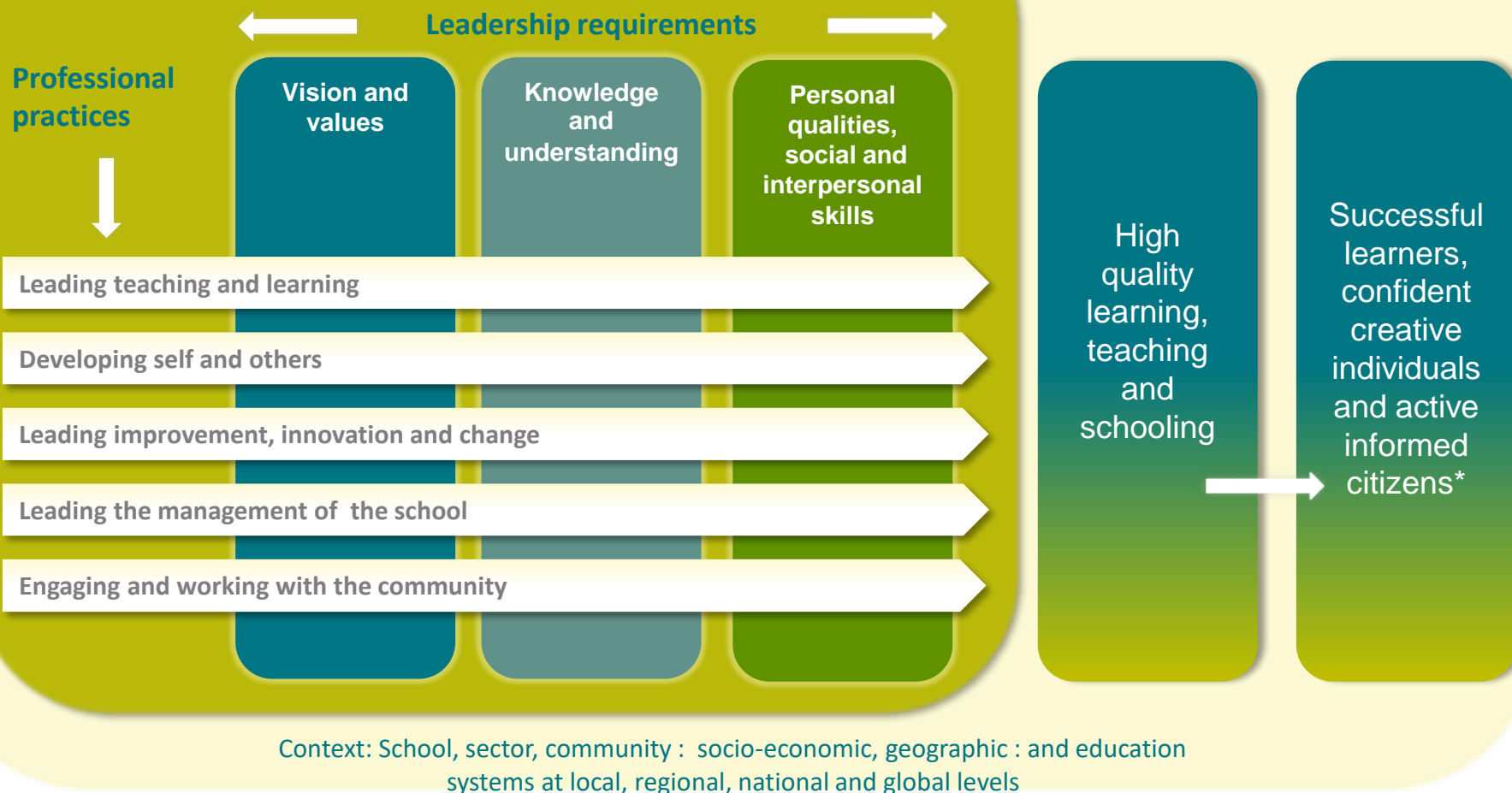


## By the end of the day, participants will:

- Understand and develop the characteristics and practices of an **effective leader**
- Develop an understanding and skills to lead **effective performance management and development**
- Use a scaffold to structure **clear conversations** with staff members
- Analyse and **understand data** to determine a focus for improvement
- **Further develop 'Team' action plan**, incorporating elements of today's workshop
- Consider the impact of executing the 'Team' action plan, leading to submission of an **'impact report' early in 2023**.

# What makes an effective leader?

## The standard for principals : The role in action



- Working in groups of 2, read your assigned professional practice
- Consider the list generated earlier regarding the characteristics of effective leadership
- After reading your assigned professional practice, is there any other characteristics you would like to add to the list?
- Be prepared to share!

## Effective **team** leaders

- “walk the talk” and have good “street cred”

## Effective **whole school** leaders

- have well regarded input and contribute meaningfully to discussion about school improvement

## HOW?

Strong in the leadership requirements and competent in the professional practices (especially 1-4).

- know what is required to lead teaching and learning
- understand the need to develop yourself and your staff
- are competent in leading change
- are strategic and develop effective monitoring systems.

- ensure all students are achieving year-on year progress **through evidence-based approaches**
- **embed whole-school approaches to teaching**, including for online and remote delivery
- help principals develop **cultures of teaching and learning excellence** through the Quality Teaching Framework
- build the capability of our leaders and teachers to **deliver effective**, evidence-based teaching practices in every classroom
- sharpen the focus of school networks on student achievement and **staff development**
- use **student performance data** to plan for improvement across schools



The effectiveness of teaching improves if there is a **school culture** that expects and supports improved teaching practices:

- **clear expectations** of the teachers' quality of their practice
- teachers receive **feedback** about their classroom performance based on evidence
- there is professional **support** available in those areas of teacher need
- teachers work **collaboratively**, provided they focus on understanding and using student achievement data and examining the impact of different teaching strategies on student progress.



## An Introduction to the Framework

Consider:

What are the implications for your team?

What are the implications for your school?





Read the Statements on the Anticipation Guide and record **T or F** against each question.

- Work with a partner to compare your answers.
- Read the documents, then review and confirm or change your earlier responses.

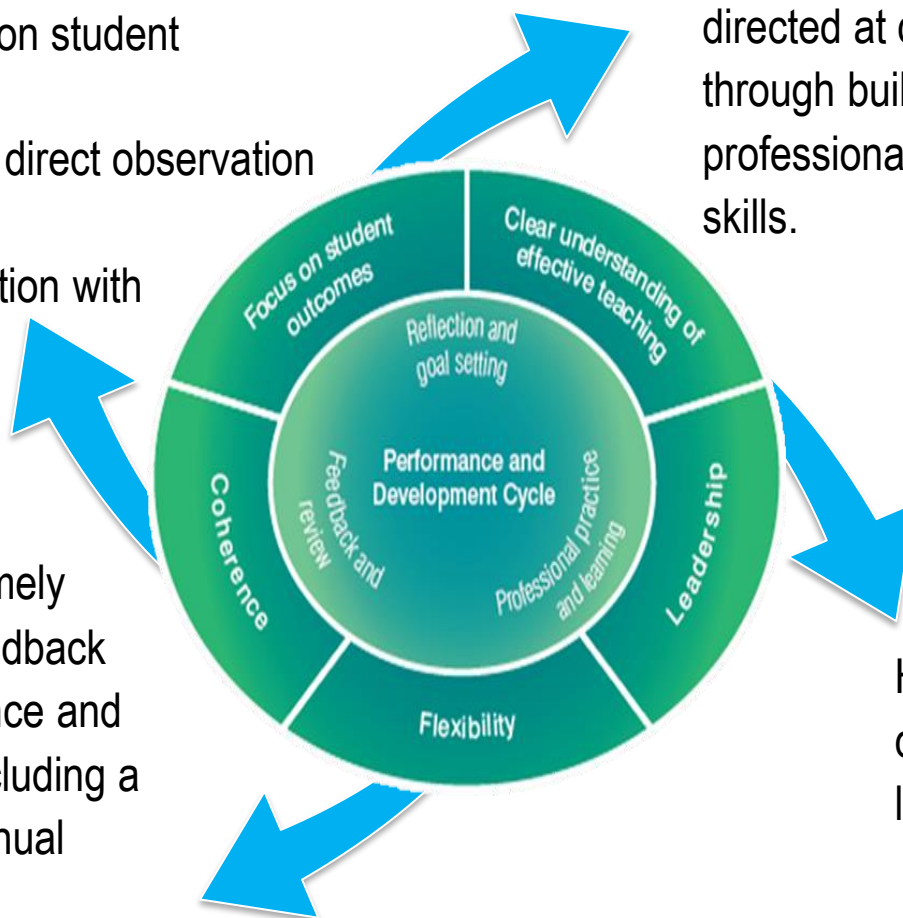
## Employee Performance Policy

### All teachers:

Receive performance feedback that includes, as a minimum:

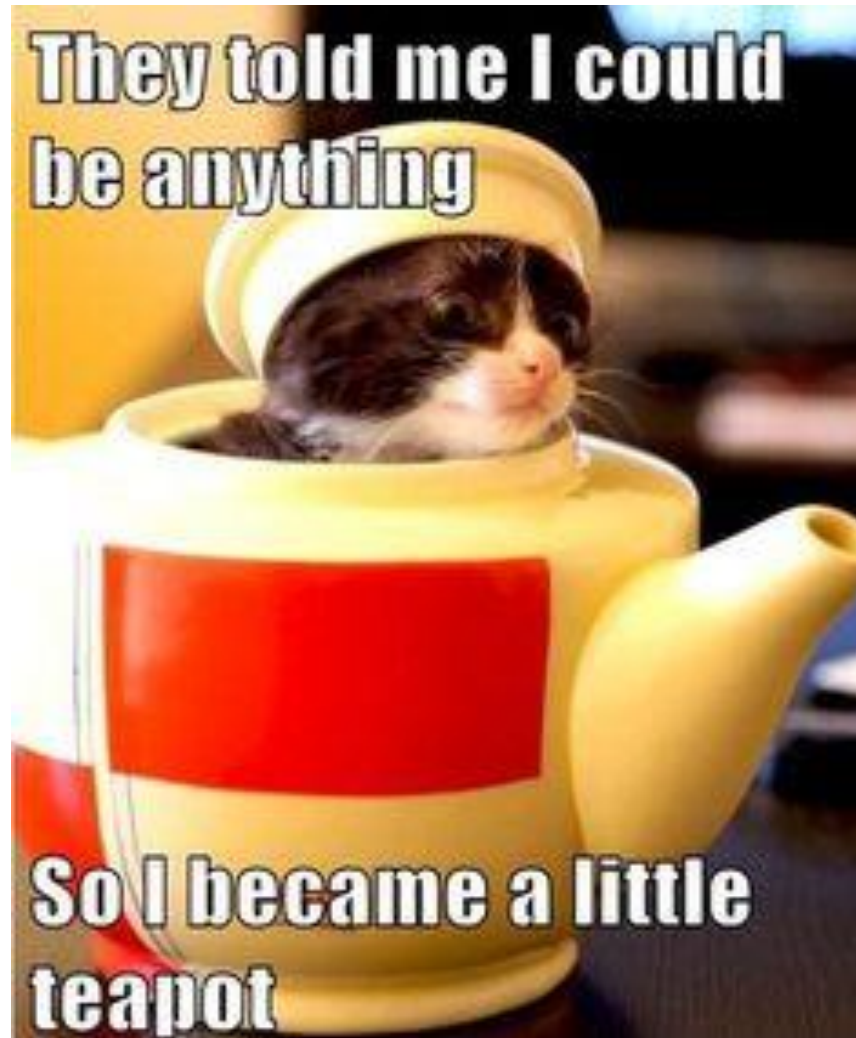
- data showing impact on student outcomes;
- information based on direct observation of teaching; and
- evidence of collaboration with colleagues.

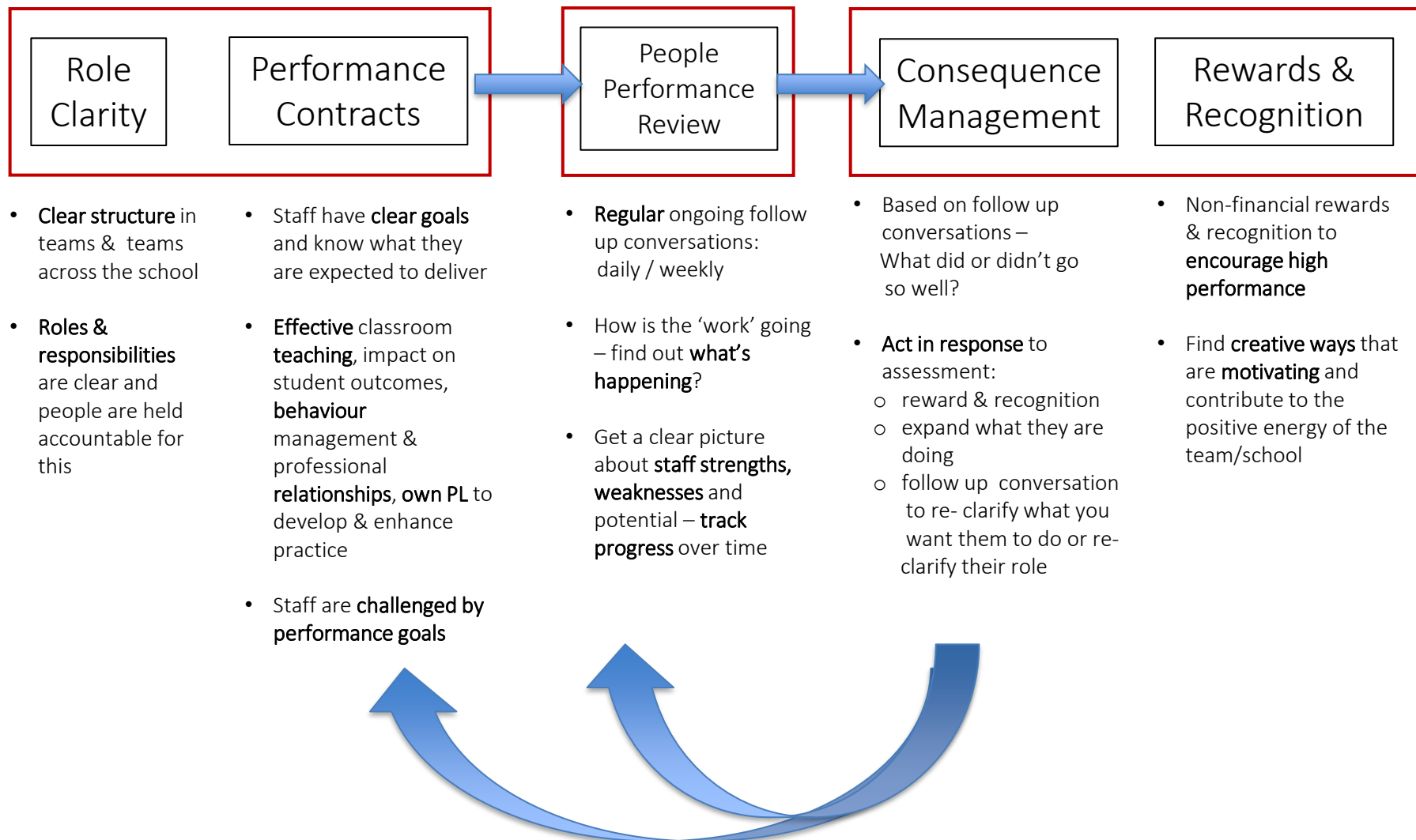
Have documented, performance and development goals linked to the Standards directed at developing their performance through building capacity, growing professional knowledge and developing skills.



Receive regular and timely formal and informal feedback against their performance and development goals, including a formal documented annual review

Have access to high quality professional learning





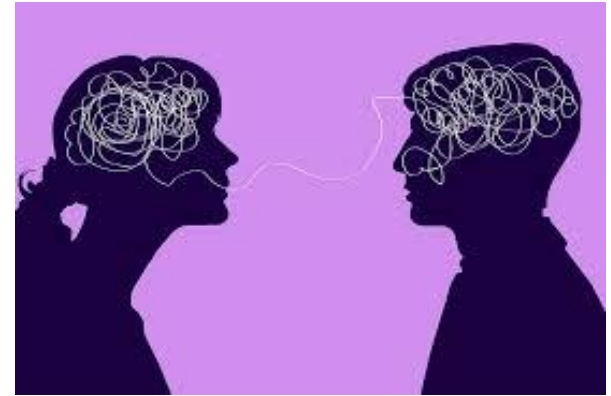
Clear conversations are often avoided as a conversation you have had with a person previously either didn't go as you had hoped, and you would like to re-do it.

Clear conversations can be challenging as they present:

- Uncertainty
- Risk
- A severing of relationships
- Conflict
- Offending the person

Our purpose tends to be more like delivering a message to...

- Persuade I am right; Prove a point
- Let them know what they did wrong
- Assign blame
- Give them a piece of our mind
- Get them to do what we want; what we think is right

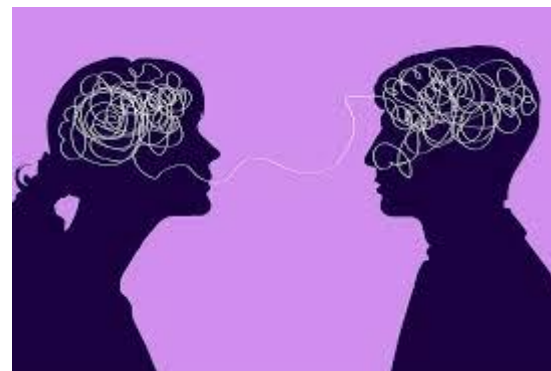


This can invite resistance, reaction, disconnection, and get things “stuck”.

- Creates Win-Lose Right-Wrong Bad-Good

Some conversations you might have been putting off could include....

- Discussing concerns about someone's performance or attitude
- Addressing micro-aggressions or stereotyping behavior
- Confronting someone "in the moment"
- Holding someone accountable if they do not follow through
- Discussing a pattern of problematic behavior
- Feeling discounted, disrespected
- Excessive absences
- Misses deadlines
- Improper time reporting
- Introducing a change
- Does not work well with others/follow instructions



If you are going to achieve your action plan and your role as a **strategic and operational leader**, you will no doubt be confronted with having to have a clear conversation, specifically when organizational change is occurring.

### Clear conversations need to be:

- Timely
- Confidential
- Calm – no emotion
- Focus on the problem, not the person
- Listen to their perspective, you do not know what might be happening behind closed doors
- Clarify the road ahead
- Present solutions/provide support

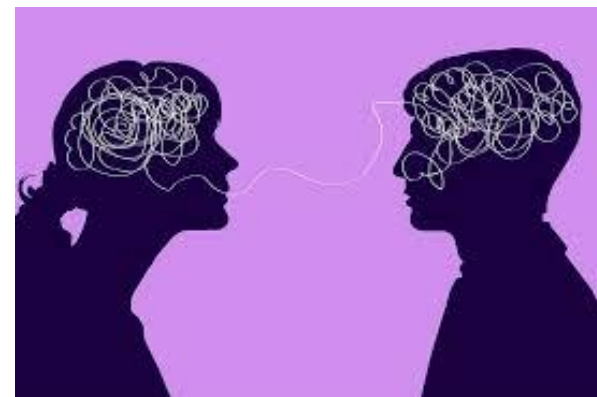


**Step One: Prepare for the conversation**

- Use the graphic organiser provided to prepare for the conversation
- Check facts and gather documents

**Step Two: Schedule a meeting**

- Timing is important – needs to be timely but when everyone is calm
- Ensure this is scheduled face to face
- Choose a private location to maintain confidentiality
- Make sure you will not be interrupted by other people or phone calls
- Allow sufficient time – do not set-up a back-to-back meeting



Some ways you can schedule a meeting are by asking:

- “Do you have some time this afternoon? I have some feedback I would like to discuss with you”
- “I’d like to talk about \_\_\_\_\_ and get your point of view. Can you come see me tomorrow?”
- “I think we have different perceptions about \_\_\_\_\_. I’d like to hear your thinking on this. Are you free this afternoon?”
- “I’d like to see if we might reach a better understanding about \_\_\_\_\_. I really want to hear your feelings about this and share my perspective as well. Would it be ok to sit down and discuss it on Wednesday?”

**Step Three: The Clear Conversation**

1. State the problem
  - Clearly state the purpose of the meeting
  - Give examples of the problem (referring to dates, documents, specific interactions)
  - Focus on the issue not the person using words like “behaviour” and “situation” rather than “you”
  - Begin sentences with “I” rather than “you”. . For example, “I was disappointed that you were not at the meeting...” instead of “You missed the meeting again”.
  - Be solutions oriented: For example, “I want to let you know how I see it and hear from you too, then let’s see where we can go from there”.
2. Listen and question
  - Invite the person to share their side of the story and to respond to what you have said
  - Ask questions, such as: “how do you see it?” and “what was your intention there?”
  - Express empathy, for example: “I can see that this has been frustrating for you”
3. Acknowledge and Reassess your position (if necessary)
  - Paraphrase what the person has said to ensure you understand their position
4. Look for solutions
  - Make suggestions about ways to move forward and resolve the situation. Phrase your suggestions by saying: “I think...”, “I’d prefer...” or “I wonder whether...”, instead of demands like: “I want...” or “I have decided”.
  - Invite the staff member to make suggestions for an outcome as well.



**Step Three: The Clear Conversation****5. Close the conversation**

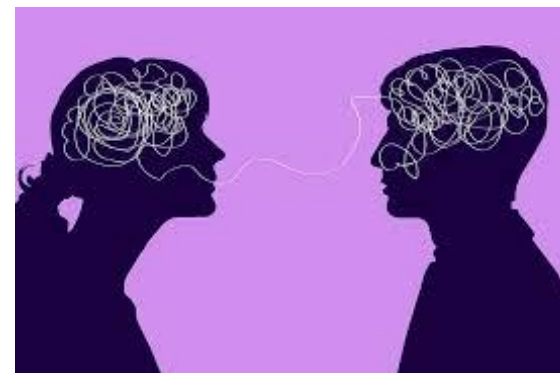
- Agree on your action points and next steps
- Gain the staff members agreement and commitment. For example, “How do you feel about that?”, “How does that sound to you?”, “What do you think about that way forward?”
- Make a time to discuss the issue again. This will allow you both time to take your agreed actions, and check if the issue has been resolved.
- Close the conversation by thanking the employee for being open and listening to you. For example, “I want to thank you for being open to this and for taking this on board”.

**Step Four: Document the conversation**

- Follow up with an email to summarise the discussion and actions for each person

**Step Five: Follow-up Meeting**

- Meet again as promised to get an update of how things are going





**ACTIVITY: Part One**

1. Get into pairs and assign a “Partner A” and “Partner B”
2. Think of an issue that you need to speak with a staff member about
3. Use your conversation template to plan “before your conversation”

[7-10 minutes]

**ACTIVITY: Part Two**

1. Partner A role-plays their conversation with Partner B
2. Partner B gives feedback to Partner A
3. It is now Partner B’s turn to role-play

[10 minutes]

5 minutes per role-play



## Dual role of team leaders:

- **use data** to determine and lead the focus areas of your team
- support and implement the whole school focus areas

**Gavin Morris**

*Manager, School Performance*

**Tom Gigg**

*Principal Education Consultant  
School Performance Branch*

## Provocation 1

You can't improve by  
staying the same

So...

School improvement planning  
is about the intention to do  
something different

## Provocation 2

The fundamental purpose of  
schooling is to improve  
student outcomes

So...

The main focus of school  
planning should be on  
improving student outcomes

## Provocation 3

Teachers have the greatest effect on student outcomes

So...

The most effective way of improving student outcomes is for teachers to do something different

## Provocation 4

Doing something different involves change

So...

School improvement is about leading that change

## Provocation 5

The hardest thing to do in education is to get teachers to change what they do

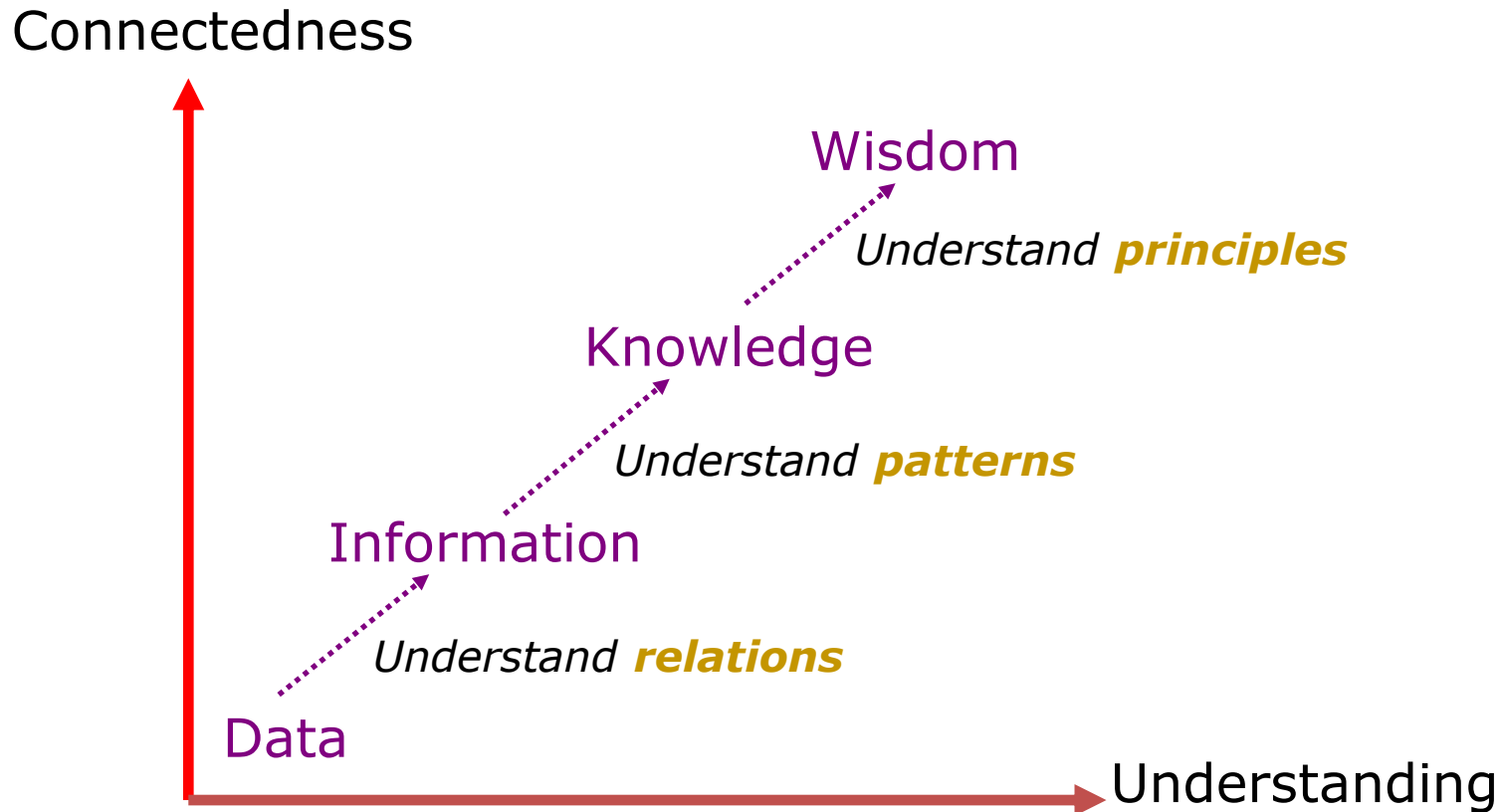
So...

The hardest thing for a school leader to do is to improve student outcomes.

So...

Don't underestimate the complexity and difficulty of what you are trying to achieve.

1. I have a box
2. The box is 1m wide x 1m deep x 2m high
3. The box is very heavy
4. The box has a door on the front
5. It is colder inside the box than outside
6. You usually find the box in the kitchen
7. When you open the door the light comes on
8. A small compartment inside the box contains ice
9. When you move the box you find dirt underneath
10. Junk has a habit of collecting in this box



**Data** is factual

*A school had a 92% attendance rate*

**Information** understands relations

*The same school has 75% of students attending regularly (90% or more attendance)*

**Knowledge** understands patterns

*While the attendance rate is above the WA public school average it is important to note that 25% are absent more than 1 day /fortnight*

**Wisdom** understands principles

*A quarter of students not attending regularly requires some action*

## **A CASE STUDY SCHOOL** ***for Secondary Teacher Leaders***

Case study data:

- *Schools Online*: Performance Overview
- *Schools Online*: NAPLAN
- *SAIS K-10*: Educational Assessment and Reporting Software (EARS)
- *SAIS Dashboard*: NAPLAN *performance history profile*

**Choose a partner from another school to work with for the case study!**

## Case study process:

‘Disciplined Dialogue’ which asks three key questions:

- **What do we see in this data?**
- Why are we seeing it?
- What should we do about it?

## **Fogarty EDvance for Secondary Teacher Leaders**

### **CASE STUDY SCHOOL**

#### **Participant notes**

#### **SCHOOL CONTEXT**

7-12 Senior High School

ICSEA: 925 (Decile 9)

960 students

94 (9.8%) students with a disability

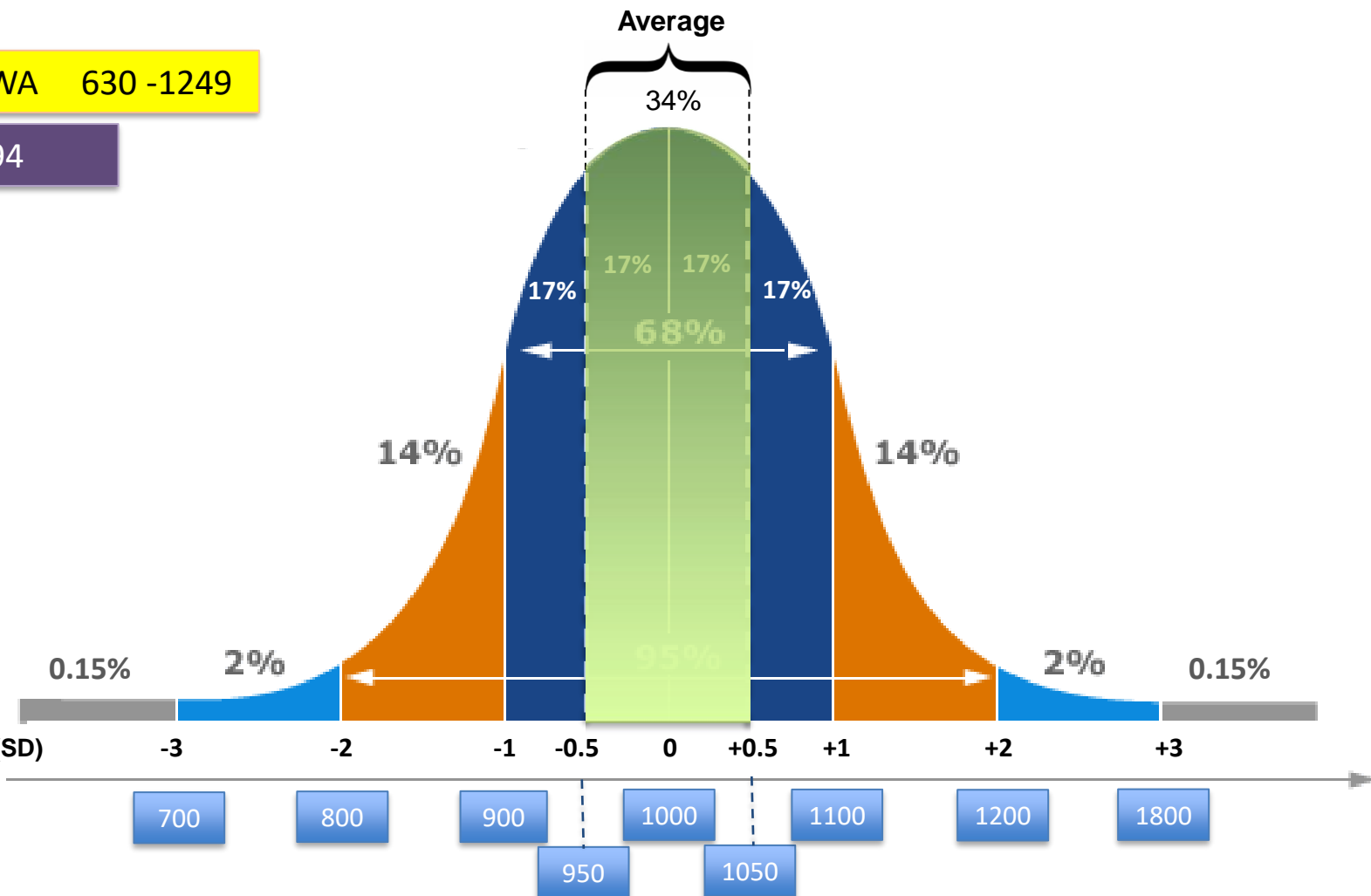
287 (29.2%) Aboriginal students

35.1% student transiency (Decile 9)

Range WA 630 -1249

Aust. 294

Average



2015 (2)					2016 (1)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

**Year 7**

Mathematics / Numeracy	187 (72%)	58% (10%)	51% (7% Below)	17%	32%	184 (78%)	61% (10%)	65% (4% Above)	18%	17%
English / Reading	187 (75%)	59% (8%)	53% (6% Below)	30%	17%	184 (77%)	58% (8%)	53% (5% Below)	41%	6%
English / Writing	187 (78%)	57% (9%)	54% (3% Below)	26%	20%	184 (77%)	57% (9%)	56% (1% Below)	31%	13%

**Year 9**

Mathematics / Numeracy	187 (67%)	56% (11%)	47% (9% Below)	20%	33%	211 (76%)	56% (11%)	61% (5% Above)	17%	21%
English / Reading	187 (73%)	61% (7%)	59% (2% Below)	23%	18%	211 (76%)	60% (8%)	40% (20% Below)	52%	7%
English / Writing	187 (68%)	55% (9%)	54% (1% Below)	25%	21%	211 (76%)	52% (8%)	38% (14% Below)	50%	12%

2016 (2)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

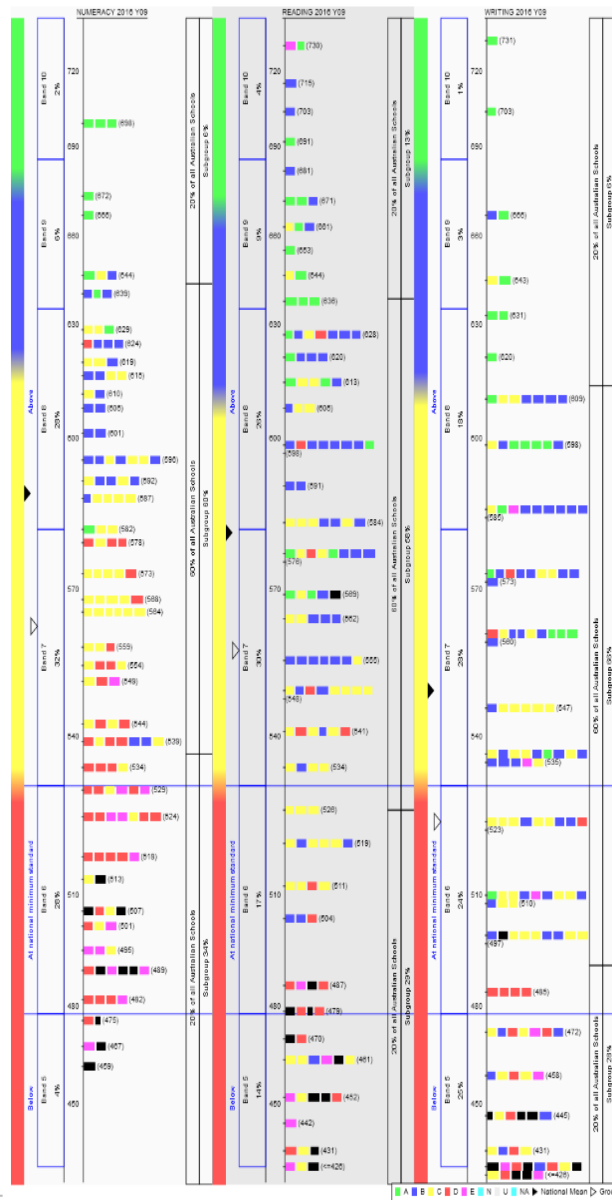
**Year 7**

Mathematics / Numeracy	193 (70%)	60% (11%)	61% (1% Above)	22%	17%
English / Reading	193 (71%)	58% (9%)	47% (11% Below)	43%	9%
English / Writing	193 (70%)	55% (9%)	44% (11% Below)	40%	16%

**Year 9**

Mathematics / Numeracy	208 (70%)	55% (10%)	45% (10% Below)	34%	20%
English / Reading	208 (71%)	58% (9%)	50% (8% Below)	36%	14%
English / Writing	208 (71%)	50% (8%)	39% (11% Below)	49%	12%

Overlay: Learning Area Grade Filter: 8 of 8 se. De-Identify: ON



**Year 9 NAPLAN Performance Summary Profile Grade Overlay - Line of Inquiry**
*How well do the Year 9 grades and NAPLAN results align?*

Importance of supervisors recording observations during teting time for each class, because NOONE remembers

**What do we see in these data? Reading**
**Why are we seeing it?**

Grades align to achievement categories (A=Excellent, B=Good, C=Satisfactory) down as far as the national minimum standard. From this point Ds and Es align to limited achievement

**Reading**

A grades (19 students) are spread from bands 7 to 10 GREEN

- 4/19 students given A grades achieved in the A range (green); 10/19 students given A achieved in the B range (blue), 5/19 students given A achieved in the C range (yellow)

B grades (47 students) are spread from bands 5 to 9 BLUE

C grades (44 students) YELLOW

D grades (15 students)RED

E grades (6 students) PINK

**Reading summary**

No. of students given grades higher than NAPLAN achievement= ??/131

No. of students given grades lower than NAPLAN achievement = ??/131

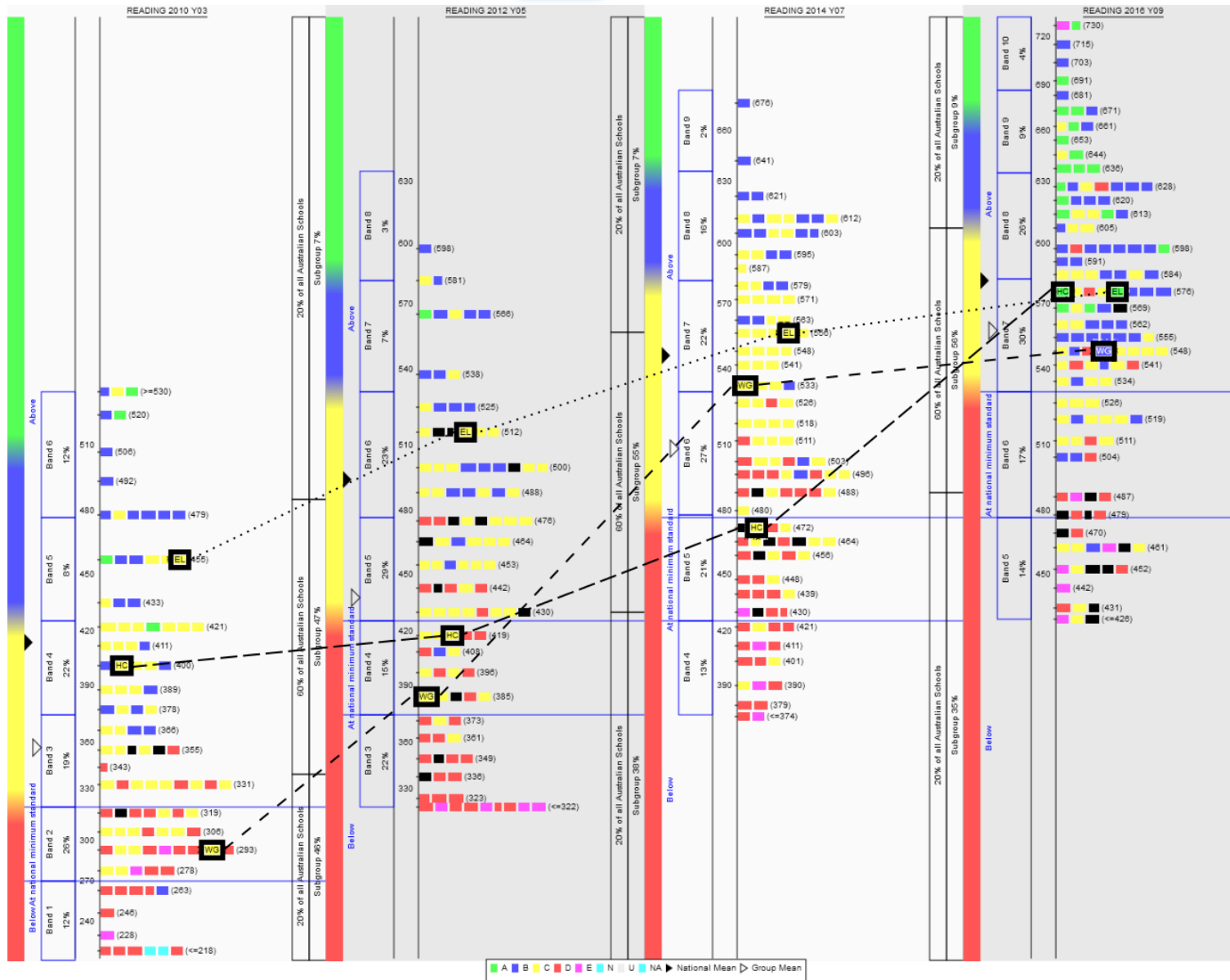
No.students given grades matching NAPLAN achievement=??/131

Grades / NAPLAN	Excellent	Good	Satisfactory	Below NMS	Below NMS
-----------------	-----------	------	--------------	-----------	-----------

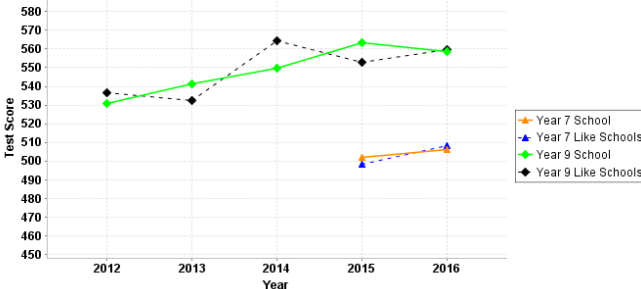
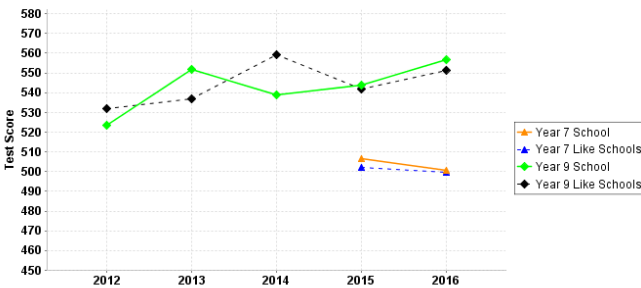
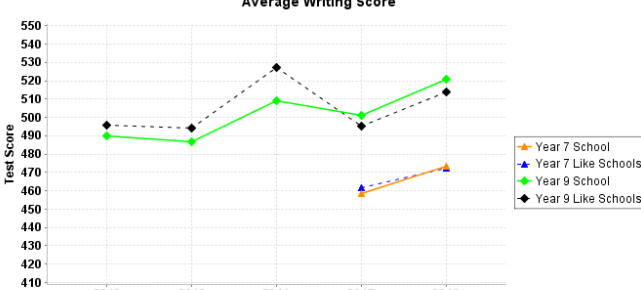
<b>Grades / NAPLAN</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Below NMS</b>	<b>Below NMS</b>
<b>A Total = 19</b>	<b>4/19</b> 21%	<b>10/19</b> 53%	<b>5/19</b> 26%		
<b>B Total = 47</b>	<b>4/47</b> 8.5%	<b>9/47</b> 19%	<b>29/47</b> 63%	<b>4/47</b> 8.5%	<b>1/47</b> 2%
<b>C Total = 44</b>		<b>5/44</b> 11%	<b>23/44</b> 52%	<b>10/44</b> 23%	<b>6/44</b> 14%
<b>D Total = 15</b>		<b>1/15</b> 6%	<b>5/15</b> 33%	<b>6/15</b> 40%	<b>3/15</b> 20%
<b>E Total = 6</b>	<b>1/16</b> 16%			<b>1/6</b> 16%	<b>4/6</b> 67%
<b>Totals based on NAPLAN</b>	<b>9</b>	<b>25</b>	<b>62</b>	<b>21</b>	<b>14</b>



History: Progress Overlay: Learning Area Grade Filter: 8 of 8 se De-Identify: ON



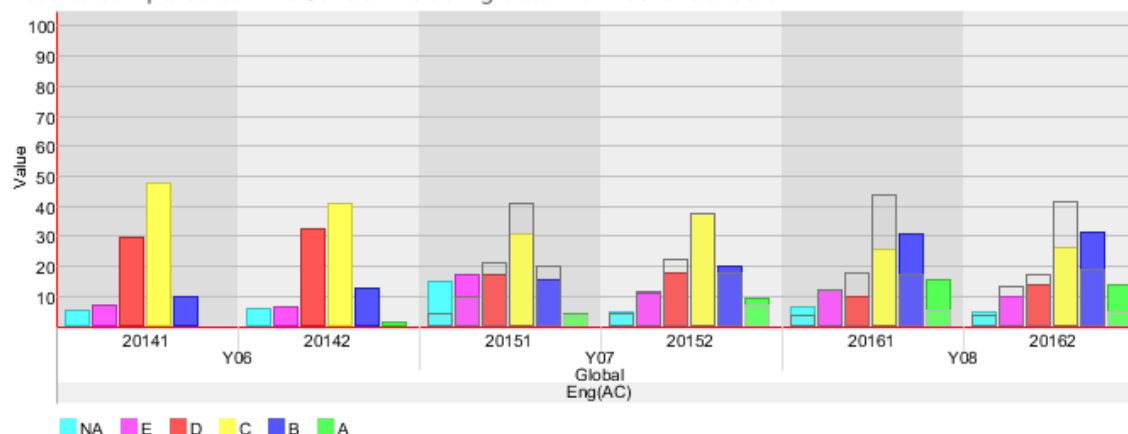
<b>NAPLAN Performance History Profile (Learning Area Grade Overlay) – Line of Inquiry</b>	
<i>How do the grades align with the historical NAPLAN performances of students?</i>	
<b>What do we see in these data?</b>	
Yr 3 student 1 (approx 450)	
Yr 3 student 2 (approx 390)	
Yr 3 student 3 (approx 300)	

Line of Inquiry	Data Source: Schools Online NAPLAN Longitudinal Summary		What do we see in these data?																																																																	
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Data Source: SAIS Dashboard - Student Performance Dashboard - MESH Learning Area – English (AC) selected

### Cohort: Year 9 (2017) Reporting Period: Semester 1, 2014 to Semester 2, 2016

Results compared to Like School including data from other schools



How can the grade distributions be described over the last 6 semesters when compare to the like-school distributions?

Why are we seeing this?

What plan of action should we take to better align grades?

## Case study process:

‘Disciplined Dialogue’ which asks three key questions:

- **What do we see in this data?**
- **Why are we seeing it?**
- **What should we do about it?**



# Analysis of your OWN school data

## What do we see in this data?

- (i) NAPLAN grade alignment charts
- (ii) NAPLAN grade overlay

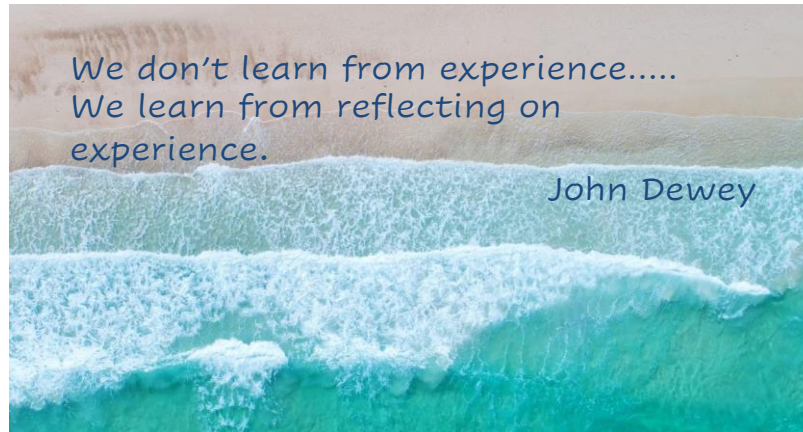
# **Analysis of your OWN school data**

## **What do we see in this data?**

- (i) Longitudinal summary
- (ii) MESH grades compared to like schools
- (iii) Plan of action

## **Why are we seeing it?**

## **What should we do about it?**



**Before you get started, **individually reflect** on how you went implementing your action plan to date, and conducting team meetings....**

Questions to consider:

- How **effective** were your team meetings prior to the STL Program? Since the STL?
- What is **working well**? i.e Did you prepare agendas? If so, did these help?
- Meetings would be **even better if**.....what will you do differently to further improve team meetings this year? (i.e. Norms of collaboration)
- Has your plan **address the 'right' things** with your team (i.e. did the work you did support the broader school strategic plan??)

# Ideas to consider:

## Research papers: (for example)

- Dempster's LfL Framework (+jigsaw activity)
- Rosenshine's 10 Principles of Instruction
- Archer & Hughes' 16 Elements of Explicit Instruction
- EDvance Case Studies
- Student engagement and Response to Intervention

## Tools from EDvance:

- 5 A's for Leading Instruction
- Leadership Commitment & Action Plan
- Meeting Agenda templates
- Clear conversations template
- **The 7 Norms of Collaboration:** Complete the team assessment activity & agree on concrete behavioural actions – i.e. focus on 1 new 'norm' per term.



## **The task:**

**Work individually to further develop your team action plan for the next 6 months, or to the end of year.**

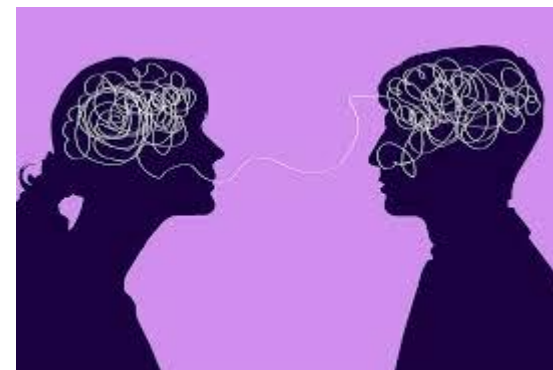
### **To be considered:**

- What have you been working on since commencing the STL program to lead your team?
- What do you need to build on to further extend your plan?
- What considerations do you need to execute your plan?
- How will you know that the plan is having an impact in your team? On the students?
- Can you construct some team agendas you will need to use in the coming term? (i.e. use meeting scaffolds resource)

**Pair-Share**

**+**

**Play-back to whole group**



*Fogarty EDvance for Secondary Teacher Leaders*

**CASE STUDY SCHOOL**

**Participant notes**

## ACTION PLAN

### SCHOOL CONTEXT

7-12 Senior High School

ICSEA: 925 (Decile 9)

960 students

94 (9.8%) students with a disability

287 (29.2%) Aboriginal students

35.1% student transiency (Decile 9)

## Workshop 5

- Next workshop date: Thursday 17<sup>th</sup> November 2022, James Nestor Hall

### Pre-work for Workshop 5:

- *Bring along your term plan/documents for your Learning Area for Year 7*

#### **Pre-readings:**

- *'Interleaved Mathematics practice: giving students a chance to learn what they need to know.'* Rohrer et al (2017).
- *Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum'*

### Ongoing:

- Group Mentoring meetings
- Further develop and implement your action plan
  - consider **the impact your plan is having** for **impact reports** later this year.
- Please complete your feedback forms 😊

