

# Professional learning planning guide

## Illustration of Practice: Primary school



### About this guide

This illustration of practice demonstrates how Curriculum Reform microlearning and Universal Resources can be embedded into a HIPL cycle.

**School setting:** Primary school, 400 students.



### Step 1: Why?

Year 1 phonics screening check shows 27% of students met the expected achievement result, but this was an identified target in the school's Strategic Improvement Plan.

School diagnostic assessments of phonic knowledge and phonemic awareness indicate that less than 50% of Kindergarten students can accurately match phonemes to corresponding graphemes and vice versa.

School reading assessments indicate students are not reading at an appropriate independent level by the end of Kindergarten.

**HIPL Element:** Professional learning is driven by identified student needs.



### Step 2: What?

#### Relevant professional learning:

- Curriculum Reform – Decodable texts and the syllabus
- Strategic Delivery Curriculum Implementation Professional Learning
- Effective reading: phonological awareness
- Effective reading: phonics

#### Related resources from Universal Resources Hub:

Phonics lessons and related resources (E, U, R example)

#### Strategic Improvement Plan Strategic Direction 1 improvement measure:

- The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases by 15%

#### Strategic Improvement Plan Strategic Direction 1 Success criteria:

- Teachers use evidence-based strategies to teach

**HIPL Element:** Professional learning is continuous and coherent.



### Step 3: How?

#### Assistant Principal Curriculum and Instruction (APC&I) to lead professional learning for K-2 teachers (and AP/Stage leaders) using the microlearning module 'Decodable texts and the syllabus' and the Universal Resources over 5 sessions:

- Session 1 – analysing student data and identifying clear purpose and goal for the professional learning based on student need.
- Session 2 & 3 – completing microlearning together incorporating time for reflection and discussion.
- Session 4 – auditing existing resources and identifying gaps – for example decodable texts, explicit phonics teaching materials and assessment.
- Session 5 – exploring the Universal Resources Hub phonics resources, identifying target resources and connecting to the curriculum scope and sequence.

#### Stage meeting time to be allocated to support collaborative planning of a series of lessons, including assessment and differentiation

- Using Quality Teaching, Successful Students funds and APC&I time, teachers to be released to team-teach a lesson each week with a partner, alternatively team-teaching in each others classes. Reflection on each lesson to be used to inform planning and delivery of future lessons across one Term.

**HIPL Elements:** School leadership teams enable professional learning; Collaborative and applied professional learning strengthens teaching practice.



### Step 4: What was the impact?

At the end of Term Stage AP and APC&I led reflection with teachers using student data to inform discussions and identified next steps.

APC&I shared process as appropriate with other members of staff to inform future professional learning.

Executive team analysed data to identify evidence of impact. They incorporated findings into Implementation and progress monitoring samples (IPMs) evaluation and school planning processes.

Next steps: Year 1 Phonics screening check data and other relevant data sources to be gathered and analysed next Year to identify long Term impact.

**HIPL Element:** Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.



### Evaluation Plan

#### Develop inquiry question and identify data sources

**Question:** To what extent has the implementation of explicit teaching of phonics and use of decodable readers improved students' reading achievement?

#### Data:

- Year 1 Phonics screening check
- Kindergarten phonics diagnostic assessments (termly)
- class-based reading assessments (termly)
- teaching artefacts
- teacher reflections and evaluation



### Evaluation Plan

#### Gather evidence of existing teacher practice and student achievement

Existing processes and sources:

- NAPLAN data analysis
- Year 1 phonics screener analysis
- class-based reading and phonic assessments

#### Additional processes and sources:

- Teaching programs (analysis of explicit teaching, differentiation and annotations)



### Evaluation Plan

#### Monitor impact of process on teacher practice

- APC&I/Stage AP seek teacher reflection and feedback on professional learning (via survey)
- Analysis of teaching and learning programs/ documents to identify if learnings from the professional learning had been incorporated into practice
- Team teaching lesson reflections and adjustments
- Peer observations



### Evaluation Plan

#### Analysing data and identifying evidence of impact and next steps

**Analysis:** Data collected throughout the PL cycle showed:

- evidence of increased growth in phonic knowledge, reading fluency and comprehension in Kindergarten. Increased growth in Year 1 and 2, less significant than Kindergarten
- increased explicit teaching of phonics and use of decodable readers in programs
- increased confidence in teacher annotations

**Implications:** Further professional learning for Stage 1 teachers in explicit teaching of more complex grapheme-phoneme correspondences.