

Collaborative Culture to Improve Teaching Practice

Evidence Set 3	Collaborative Culture to Improve Teaching Practice		Pages: 14		
School Excellence Framework: Domains and Elements					
Learning		Teaching		Leading	
Learning Culture	✓	Effective Classroom Practice	✓	Educational Leadership	✓
Wellbeing	✓	Data Skills and use		School Planning, Implementation and Reporting	
Curriculum	✓	Professional Standards	✓	School Resources	
Assessment	✓	Learning and Development	✓	Management Practices and Processes	
Reporting					
Student Performance Measures					
Links to School Plan					
<p><i>Strategic Direction 1 – Learning for the Future</i> <i>Evidence based practices drive literacy and numeracy acquisition across all subject areas</i> - The artefacts in evidence set 3 show how evidence based practises drive our literacy and numeracy implementation across the school</p> <p><i>Quality Learning Environments</i> – Evidence set 3 demonstrates the implementation of agreed practices across the school.</p> <p><i>Strategic Direction 2 – Teaching for Impact</i> <i>Effective Classroom Practice</i> – Evidence set 3 reflects the school wide systems in place to build teacher capacity to deliver evidence based practice.</p> <p><i>High Quality Professional Learning</i> – Professional learning is driven by teaching and learning needs. The evidence set shows teachers collaborating and evaluating their own practice to improve student growth.</p> <p><i>Strategic Direction 3 – Leading for Improvement</i> <i>Engaging Instructional Leadership</i> – Executive, curriculum and leadership teams establish and develop a culture of high expectations and continuous improvement as demonstrated in evidence set 3.</p>					
Overview					
<p>The school has established agreed practice that reflects current research and quality pedagogy as outlined in the Teaching and Learning Handbook. The agreed practice was developed through ongoing professional learning and collaboration with the school team. The artefacts within this evidence set demonstrate teachers implementing the school based expectations as noted in the agreed practice. Teachers have provided evidence of lesson planning, formative assessment, modelling of success criteria and feedback to students.</p>					
Analysis					
<p>Through the analysis of the data sets supporting this evidence set of Teaching we have found:</p> <ul style="list-style-type: none"> Professional learning on rich mathematical tasks has supported teachers to develop tasks with a low entry point and high exit to differentiate tasks for a range of learners. Teachers work to anticipate student responses to support instruction and set learning goals. Evidence based approaches to mathematics instruction support teachers to identify and regularly monitor individual student learning needs (3.1, 3.2, 3.3). School wide expectations for planning number talks and investigations (3.1) are made evident in artefact 3.2 where teachers are planning for instruction based on school wide expectations ensuring that lessons are systematically devised using student performance data and personal reflections to aim for continuous improvement. Mentoring and coaching is provided to teachers to ensure that high expectations for student learning is evident in every classroom (3.3, 3.7, 3.8), these coaching opportunities are directly linked to school wide goals for implementation as outlined in the school plan. Curriculum delivery has been enhanced by learning alliances with other schools, universities through the Early Action for Success reform (3.12). Evidence of the best practices provided by these alliances 					

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<p>can be found in our Teaching and Learning Handbook (3.1) as well as in each teachers teaching and learning programs (1.11, 1.12).</p> <ul style="list-style-type: none"> • Our Teaching and Learning Handbook drives a whole school approach to evidence based teaching methods providing teachers with school wide systems for administration and curriculum provision (3.1, 3.5). The methods outlined in the Teaching and Learning Handbook are implemented after consultation and professional learning (3.1, 3.5). Effective teaching strategies are promoted through Impact Meetings where student progress is monitored, looking for continual growth (3.3, 1.3). WAGOLL (What a Good One Looks Like) walls and student workbooks show evidence of teachers providing explicit, specific and timely formative feedback (3.4, 3.6) that is directly related to clearly defined success criteria (3.4). • Impact Meetings provide the opportunity to develop a professional learning community. Teachers engage in collegial discussions about student learning, achievement and planning for the next learning cycle to ensure continuous improvement (3.3, 1.3). Impact meetings as well as lesson studies facilitate professional dialogue and collaboration where teachers view videos, observe lessons of effective practice and provide specific and timely feedback to each other (3.3, 3.8). The dialogue between teachers is based on school wide agreed practice and drives ongoing school wide improvement related to these evidence based practices (3.1, 3.3, 3.9). Mentoring and coaching support is provided to ensure the ongoing development and improvement of all teachers (3.3, 3.7, 3.8, 3.9). • Systems are in place so that teachers can actively evaluate professional learning activities individually and with other staff to promote effective teaching strategies and improved teaching and learning in order to improve whole school practice (3.9). • Performance and Development Plan (PDP) goal setting systems provide a coordinated whole school approach that supports the development of professional standards for all staff (3.10). We have put in place systems to collate the professional goals of teachers to identify strengths and build capabilities within identified areas (3.11). 		
<p>Future Directions</p>		
<p>To move towards EXCELLING we aim to:</p> <ul style="list-style-type: none"> • Refine processes to support and improve the development of consistent programs and lesson plans that make reference to student achievement, curriculum requirements and student feedback showing evidence of continuous improvement for all students across a full range of abilities, with a particular focus on transition points. • Provide opportunities though weekly Impact Meetings to support teachers in consolidating routines that provide feedback to students. Feedback will be used to inform teaching where student errors and misunderstanding are explicitly addressed so that students can demonstrate mastery learning. 		