IPM sample Quality Teaching Rounds (QTR)

What it is

This resource supports schools when developing their Implementation and Progress Monitoring (IPM). It is an example only. Each school will create their own unique IPM's, to address their specific context and their individual needs.

Target audience

The primary audience for this resource is school principals, executive teams and school staff, as well as Directors, Educational Leadership (DELs) and Principals School Leadership (PSLs). It may also be used by corporate directorates when supporting principals and leaders.

When and how to use

This will be used by schools when developing their IPM's as part of the School Excellence cycle. Principals should review this resource with key school staff to discuss how its contents may be useful in their school's context, and consider how it might inform the development of the school's Implementation and progress monitoring.

Research base

This resource was developed by PSLs, Strategic School Improvement (SSI) and Capability, Implementation and School Excellence (CISE) business units. The research base used was the School Excellence Framework and What works best in practice (nsw.gov.au).

Contact

Email questions or comments about this resource to sparo@det.nsw.edu.au using subject line 'Re: School Excellence resource> < insert name of resource >.

Alignment to system priorities and/or needs: School Excellence Policy (nsw.gov.au), School Excellence Procedure

Alignment to School Excellence Framework: Educational Leadership & School Planning, Implementation and Reporting elements in the Leadership domain

Consulted with: Capability, Implementation and School Excellence (CISE) Team, Principals, School Leadership (PSLs) and Strategic School Improvement (SSI) Team.

Reviewed by: CISE Director, PSL-EV Director, SSI Director

Created/last updated: January 2022

To be reviewed: January 2023

2021-2024 Strategic Improvement Plan:
Implementation and Progress Monitoring
Quality Teaching Rounds

Large Primary School

Large Primary School (2021-2024)

School vision and context

School vision statement

The Primary School 3 community believes that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is for our school community to be partners in learning. This will support self-directed and expert learners through high level collaboration and effective teaching.

School context

Primary School 3 is located in a semi-rural setting on the Central Coast of NSW and has a student enrolment of 160. Students come from a wide range of socio-economic backgrounds with 7% of students identifying as Aboriginal and 3% of students coming from backgrounds where English is an Additional Language or Dialect (EAL/D).

Primary School 3 has a combination of experienced and early career teachers. The school values its community, and is focused on maintaining and building strong partnerships with staff, parents and students.

There is a continuing focus to deliver quality teaching programs with a strong emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, Science, Technology, Engineering and Mathematics (STEM) and creative and critical thinking opportunities into teaching and learning.

The school is a part of successful learning alliances with schools in our community and external partners including the University of Newcastle.

The whole school community, including students, staff, parents and the local AECG, was consulted in the development of a thorough situational analysis and the strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur to enhance the successful planning and delivery of quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy.

Collaborative practice has been identified as a model for teacher professional learning that can build teacher capacity to improve student learning outcomes.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 2: Collaboration

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all teaching staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will create a purposeful, flexible and dynamic school community underpinned by high expectations, cohesion and aspiration to meet the diverse needs of our students, staff and community.

Improvement measures

Target year: 2024

- Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning from 2019 baseline data: 'Collaboration' (7.2 to 8.2); 'Learning Culture' (7.1 to 8.0).
- TTFM student survey data shows improvement in the following drivers of student outcomes: 'Explicit teaching practices and feedback' (from 6.2 to 7.0); 'Expectations for Success (High Expectations)' (6.9 to 8.1).

Target year: 2024

- At least 90% of all staff including beginning teachers have participated in Quality Teaching Rounds (QTR) at least twice over the four-year cycle.
- 100% of staff have embedded Quality Teaching elements within teaching and learning programs and classroom practice.
- All aspects of the QTR fidelity checklist are embedded in practice across the school.

Target year: 2024

- By 2024, the school's self-assessment against the School Excellence Framework will improve from Delivering to Excelling in the elements; Learning and Development; Effective Classroom Practice and Learning Culture.

Initiatives

Quality systems and practices to support collaboration

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

- Explicit systems and processes for collaboration through embedded timetables, allocation of resources to support a PLC model
- High Impact Professional Learning (HIPL) focused on developing whole school high quality instructional leadership and collaborative practice.
- Embedded whole school Professional Learning Community (PLC) model to drive continual improvement to teaching and learning (guidelines, role statements, A WAYS OF WORKING document)

Quality teaching rounds

Quality Teaching Rounds is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning.

- Teachers engage in collaborative professional learning focusing on pedagogy.
- Beginning teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC) as part of Quality Teaching Rounds.
- Teachers analyse their own and others' teaching within PLCs through QTR and are provided with specific feedback about their lessons.
- Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- Formal mentoring and coaching opportunities are facilitated through Quality Teaching Rounds to improve teaching and develop aspiring leaders.

Success criteria for this strategic direction

- Measurable impact on student growth and attainment directly related to QTR focus areas.
- The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Strong collaboration within the school is enhanced by structuring Professional Learning Communities (PLCs) within and across stages with a focus on HIPL processes.
- Teachers ensure the most effective evidence-based teaching methods optimise learning progress for all students.
- The school is a high functioning PLC focused on continuous improvement of teaching and learning.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- Whole-school provide mentoring and coaching support to ensure the ongoing development of all teachers. (SEF Learning and Development)

Evaluation plan for this strategic direction

Question:

- To what extent has the quality of teaching practice improved as a result of teachers having engaged with QTR?
- To what extent has the collaborative culture across the school improved?
- To what extent are explicit teaching practices and feedback evident across the school?
- To what extent has QTR improved student growth and attainment?
- To what extent has QTR been implemented with fidelity?

Hufflepuff School of the Forgotten (0)

- What **systems** are in place to support teachers to embed QT into their classroom practice' or '…to ensure that features of the fidelity checklist are evident in teaching and learning programs'?

Data:

- QTR WAYS OF WORKING document
- Pre and post teacher surveys focusing on strength and impact of PLCs and QTR on collaboration, explicit teaching and high expectations.
- TTFM teacher and student SCOUT data
- QTR Fidelity Check analysis
- Teacher professional development plans
- Evidence of inclusion of QT and WWB in teaching programs.
- SCOUT school dashboard student performance data
- PLAN2 data

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually reflect and reset implementation and progress monitoring towards the improvement measures through annual reflection.

Implications:

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on initiatives and annual progress measures
- Ongoing implementation and progress monitoring

SIP Progress measures 2: Collaboration

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
• Improved Tell them From Me (TTFM) survey data in the 'Collaboration' and 'Learning Culture' drivers of student learning, from respective 2019 baselines of 7.2 and 7.1. • Improved annual TTFM student survey data in the 'Explicit teaching practices and feedback' and 'Expectations for success (High expectations)' drivers of student outcomes from respective baselines of 6.2 and 6.9.	• Improved three-year average Tell them From Me (TTFM) survey data in the 'Collaboration' and 'Learning Culture' drivers of student learning, to 7.6 and 7.4 respectively. • Improved annual TTFM student survey data in the 'Explicit teaching practices and feedback' and 'Expectations for success (High expectations)' drivers of student outcomes, to 6.5 and 7.5 respectively.	• Improved three-year average Tell them From Me (TTFM) survey data in the 'Collaboration' and 'Learning Culture' drivers of student learning, to 7.9 and 7.7 respectively. • Improved annual TTFM student survey data in the 'Explicit teaching practices and feedback' and 'Expectations for success (High expectations)' drivers of student outcomes, to 6.7 and 7.8 respectively.	• Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning from 2019 baseline data: 'Collaboration' (7.2 to 8.2); 'Learning Culture' (7.1 to 8.0). • TTFM student survey data shows improvement in the following drivers of student outcomes: 'Explicit teaching practices and feedback' (from 6.2 to 7.0); 'Expectations for Success (High Expectations)' (6.9 to 8.1).

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
• All staff have participated in an initial Quality Teaching coding of lesson extracts. • all executive/lead staff participate in Quality Teaching Rounds (QTR) and develop PLCs across stages. • Whole school systems, resources and processes developed to support QTR from 2022. • all executive/lead staff participate in formal coaching training as part of HIPL.	• All staff have participated in subsequent Quality Teaching coding of lesson extracts. • 50-70% of staff, including beginning/new teachers, have participated in Quality Teaching Rounds (QTR) in PLCs, across stages. • Teachers who participated in QTR collaboratively develop teaching and learning programs incorporating QT. • QTR fidelity checklist is utilised to provide baseline data. • Reviewed systems, allocated resources and processes supporting QTR with measurable impact through staff feedback	• All staff have participated in ongoing Quality Teaching coding of lesson extracts. • More than 70% of staff, including beginning/new teachers, have participated in QTR in PLCs with different compositions. • Teachers who participated in QTR collaboratively develop teaching and learning programs incorporating QT. • Most aspects of the QTR fidelity checklist are embedded in practice across the school.	• At least 90% of all staff including beginning teachers have participated in Quality Teaching Rounds (QTR) at least twice over the four-year cycle. • 100% of staff have embedded Quality Teaching elements within teaching and learning programs and classroom practice. • All aspects of the QTR fidelity checklist are embedded in practice across the school.

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
• 2021 in the elements of Effective Classroom Practice, Learning and Development and Learning Culture the SEFSAS is trending towards Sustaining and Growing in 2021.	• 2022 in the elements of Effective Classroom Practice, Learning and Development and Learning Culture the SEFSAS is at Sustaining and Growing in 2021.	• 2023 in the elements of Effective Classroom Practice, Learning and Development and Learning Culture the SEFSAS is trending towards Excelling. in 2021. In 2022, is at Sustaining and Growing, in 2023 in trending towards Excelling.	• By 2024, the school's self-assessment against the School Excellence Framework will improve from Delivering to Excelling in the elements; Learning and Development; Effective Classroom Practice and Learning Culture.

SIP Activities - Strategic direction 2

Quality systems and practices to support collaboration

SEF elements

Effective Classroom Practice

Data Skills and Use

Learning and Development

Team

Leadership team

When

Yr: 2021 **T:** 1 **W:** 3

Activity

High Impact Professional Learning (HIPL) for Instructional Leadership & Collaborative Practice: Semester 1

The focus for this activity will be to build the capacity of the leadership team to lead QTR as well as to set up the systems to drive collaboration and high expectations from all staff. The 2021 focus will set up our school to embed QTR as a tool for ongoing collaboration from 2022.

HIPL for Exec Team about Quality Teaching Rounds

Session Includes:

- Overview of QTM
- 2-day workshop
- Explanation of how QTR works within the school day
- Essential features of QTR and PLC norms
- Findings from QTR research conducted by the University of Newcastle
- Literature on QTR
- Analysis of TTFM Collaboration and High Expectations trend data. from 2020.
- Development of purposeful exit slips and staff surveys that reflect the Q in our QDAI's for 2021.

HIPL focus for all staff on Professional Learning Communities (PLCs)- Collective Efficacy and What Works Best

Sessions include:

- What Works Best Toolkit + What works best in practice
- WWB- High Expectations and Collaboration

Review:

Week 10, Term 1 Executive Meeting will focus on aligning the HIPL schedule and WWB best PL to focus activities for staff during Term 2 RFF PL time. Term 2 focus area will be 'High Expectations'.

Week 10 Executive Meeting Term 2 will focus on reflecting on the link between whole school HIPL focus areas, the leading conversations from executives as they train n QTR and the effectiveness of the RFF PL model.

Resources

QTR implementation resources such as training materials and the fidelity checklist.

6 Days casual relief for Executive to attend QTR 2 day training (2 x AP's + APC&I)

Professional learning   2704.86

Evaluation

Question:

- To what extent did the QTR training change leadership perceptions on QTR and build their confidence and capacity to lead it in 2022? What was the level of engagement from staff with the WWB toolkit and what are areas will need to be prioritised to embed QTR?

Data:

- Pre/ post exec survey data understanding of QTR and co-designing and developing a PLC model.
- Teacher feedback from WWB meeting and Toolkit session
- Exec meeting minutes,

Analysis:

Term 1

- Exec and teacher feedback reinforced the research from WWB and model of implementation of QTR as a high impact collaboration PL for the school with the need to prioritise time during staff meetings twice a term.
- WWT Toolkit feedback correlated with the leadership team desire to focus on High Expectations first.

Term 2

- 100% of staff completed the online models for WWB High Expectations during Term 4 allocated PL time. Follow up Stage meetings indicated positive anecdotal feedback and plans for working collaboratively during RFF Pl to identify areas they could improve in programs.
- Teachers indicated the importance of the principal being a leading learner within the HIPL schedule and leadership team QTR training.

Implications:

- All staff to participate in Collective Efficacy and WWB PL modules in 2021
- Principal to be involved in first PLC in 2022
- Enable all staff to engage in at least one set of Rounds by end of 2023
- All staff complete at least two sets of Rounds by end of 2024

Quality systems and practices to support collaboration

SEF elements	Activity	Resources	Evaluation
Educational leadership School Resources Management Practices and Processes **Team** Leadership team **When** **Yr:** 2021 **T:** 1 **W:** 3	**Explicit systems and processes for collaboration: Term 1** The focus for this term will be to review current PL schedules and time allocated for staff to collaborate and work together. HIPL schedule and possible timetable and funding/resource allocation to identify time available for collaboration and building a PLC model. **Timetables and Schedules** - Executive Meetings to review timetables and develop a new model - Survey for teaching staff on effectiveness and use of current non-teaching time and staff meeting structures **Review:** Week 10 Executive Meeting time allocated to structuring professional learning and PLC time for Term 2 and 3 to be reviewed in Term 4.	Executive Meeting Week 5 & 6 Staff Survey (Google forms)	**Question:** - What are the key findings identified in teacher survey data that can be used to structure the PLC and HIPL model for the rest of the year and what measures will be put in place to measure the impact of this model? **Data:** - Staff survey data, - New timetable and PL schedule **Analysis:** No consistent PL schedule existed so one needed to be developed that allocated time specifically for HIPL and working on cross-stage/KLA PLC's. It was also noted that 84% of staff indicated they would like to work within a PLC model both across stages and within their stages. After a review of the funding for 2021, it was decided that an additional 1 hour per week could be funded to staff to work with their stages to plan and program. HIPL staff Meetings: Week 4,5,7 every term 1 additional hour RFF PL time for all staff (schedule with Stage or PLC members) **Implications:** PL Schedules and PL RFF time added into existing timetables to support the focus for building a deeper understanding of High Expectations and Collaboration in preparation for teachers working within QTR structures for 2022. Staffing, timetabling and the PL schedule have been developed for the year to align with IPM scaffold, Executive QTR training and WWB reflection and online modules.
	Explicit systems and processes for collaboration: Term 2 & 3 Focus for Terms 2 and 3 will be on monitoring the PLC process at allocated meetings and during RFF to establish the effectiveness of this model and whether more time and resourcing is required for 2022. **Timetable allocation:**	**Resources** Allocated PL time as additional RFF See the previous allocation for Term 2 for Initiatve 2. Staff Survey (Google forms)	**Evaluation** **Question:** How and in what ways have staff demonstrated increased participation and growth in understanding collaboration and working in a PLC model? **Data:** - Program reviews (comparison 2020 and 2021), - Interval Survey results from Terms 2 & 3, **Analysis:**

Quality systems and practices to support collaboration

SEF elements			
SEF elements Educational leadership School Resources Management Practices and Processes **Team** Leadership team **When** **Yr:** 2021 **T:** 2 **W:** 1	• Stages are timetabled together to collaborate on HIgh Expectations within programs, as allocated during staff meetings. This is an additional hour above the required allocation. • Short interval survey from the staff at the end of each term to rate the effectiveness of new time allocation and impact on programming and planning. **HIPL schedule:** • three staff meetings a term allocated to work collaboratively in PLC groups (cross stages) on the WWB High Expectations module. **Review:** • Executive Meeting Week 10, Term 2- Program reviews with a focus on collaborative planning and reflection on interval surveys to identify strengths and any adjustments that may need to take place for Term 3. • Executive Meeting Week 10 Term 3- Program reviews with a focus on collaborative planning and reflection on interval surveys to identify strengths, any developing patterns or trends plus any adjustments that may need to take place for Term 4.		*Term 2*- 80% of the planned meetings went ahead as there was no baseline for previous years (PL Schedule etc) this will become the base for measuring future effectiveness. *Term 3*- Due to COVID only 1 out of the 3 meetings were able to take place in school. Staff were still able to collaborate on line around the WWB high expectation model. The planned week 10 Term 3 executive meeting was moved to Week 1 Term 4 and strengths, patterns and trends were identified. Survey results showed due to high demands of online learning the impact of new time allocations was not as substantial as expected. **Implications**: While collaborative meetings were held virtually there is a need to follow up the results and allocate time to further discussion in Term 4. Internal survey from WWB research showed a need to further develop consistent common language and dialogue to students. Need to create a culture of high expectations through the implementation of differentiation strategies. Time allocation for Term 4 will need to be reviewed to ensure staff have had quality time to prepare and research.
SEF elements Curriculum Effective Classroom Practice Data Skills and Use **Team** Whole staff **When** **Yr:** 2021 **T:** 3 **W:** 3	**Activity** **HIPL for Instructional Leadership & Collaborative Practice: Semester 2** TPL sessions for all staff to start the evaluative process and build skills in collaboratively reviewing evidence and data to plan for focus areas. This work will be the basis for the QTR process in Term 1, 2022. **2 x 1-hour HIPL sessions for all staff** Executive staff who have participated in QTR in 2021 lead staff teams using the QTM to collaboratively analyse programs with a focus on strategies that address: • Literacy (Read, view and comprehend texts) • Numeracy (place value and additive strategies, fractions and decimals) Exit slips are to be collected to obtain feedback on priority areas of strength and needs in 2022. **One-hour HIPL for all staff** - The Quality Teaching Model (QTM)	**Resources** QTR implementation resources such as training materials and the fidelity checklist. 1 planning day for Exec and Lead staff member to organise HIPL. (4) Staff Survey (Google forms) **Socio-economic background - flexible**　　　1803.24	**Evaluation** **Question:** • To what extent has the PLC structure and Professional Learning from 2021 prepared staff for QTR in 2022 and had a positive impact on teaching and learning programs? **Data:** • Teaching and learning program reviews • Teacher exit slips- strengths and areas for further development • TTFM student trend data about High Expectations **Analysis**:

Quality systems and practices to support collaboration

	Staff consulted prior to the TPL to identify their levels of prior engagement with the QTM and organised into groups based on knowledge and experience using the Model. TPL to be delivered by the Executives Team who attended the QTR workshop in 2021.. Exit slips are to be collected to obtain feedback on priority areas of strength and needs in 2022. **Review**: Week 8-9 Executive meetings focused on reviewing g all feedback from staff for 2021 and prioritising the QTR teams for 2022 based on readiness to participate in the model.		• Teachers valued the opportunity to collaboratively review and evaluate teaching and learning programs based on the QTM and have indicated in surveys and feedback that it has shifted their practice in planning and programming for High Expectations which is also evidenced in program reviews and feedback to all staff. • TTFM student and teacher data analysis around High Expectations saw a considerable uplift of 10% and 7% respectively • 80% completed required all HIPL sessions. • 60% of staff identified some prior knowledge of QTM, 40% had limited prior engagement – differentiated sessions required for this TPL and readiness to participate in 2022. • TTFM Teacher Collaboration data from 2021 indicated 68% of teachers felt they had had helpful feedback from other teachers about their own teaching Implications: • 20% of staff who did not complete all HIPL sessions will need to be prioritised for training in Term 4. • Staff knowledge QTM and QTR will be further developed at the next SDD, with PLC groupings focused on cross-stage collaboration • Staff are at different levels of understanding indicating a need for a more individualised approach to further professional learning.

SEF elements	Activity	Resources	Evaluation
Educational leadership School Resources Management Practices and Processes **Team** Leadership team **When** **Yr:** 2021 **T:** 4 **W:** 1	**Explicit systems and processes for collaboration: Term 4** The focus for Term 4 will be to take all analysis and reviews from 2021 and develop PLC timetables for collaboration on planning and programming, QTR teams and a schedule for HIPL for 2022. **Timetables and Schedules** • Funding evaluation and survey from staff to check for impact and effectiveness of the timetabled PL time during RFF during Week 5 HIPL staff meeting. **PLC model**	Staff and Executive Meetings Staff Survey (Google forms) Executive Review and Planning day for PLC and QTR' model 2022 (4 staff) **Professional learning** 1803.24	**Question:** What have been the key findings from 2021 regarding staff confidence and readiness for QTR and participating in PLC's? What improvement has there been in collaborative planning and programming in preparation for implementing QTR and participating in the PLC model? **Data:** • Program reviews (with comparison to 2020), the inclusion of strategies to develop HIgh Expectations for students • staff survey data **Analysis:**

Quality systems and practices to support collaboration

	• WWB Toolkit activity with all staff to review the years of learning and identify any improvement or needs moving forward regarding High Expectations and Collaboration during the Week 7 HIPL staff meeting. **Review:** Executive Meeting Week 8-9, Term 4 will focus on finalising all the resourcing, schedules and timetable for 2022 as well as any staffing adjustments to support QTR and a PLC model becoming embedded by end of the year.		The 20% of staff still to complete the HIPL sessions completed them in weeks 1-3. Of the eight initial staff selected for PLC's two staff have taken promotion positions and will be replaced. Staff have been allocated into two PLCs of 4 with each group starting separate terms. **Implications:** Restructuring of the timetable of lesson observations for 2022. Employment of casual teacher to allow relief face to face and follow up sessions. Two additional staff are to be selected.

Quality teaching rounds

SEF elements	Activity	Resources	Evaluation
 Team When Yr: 2021 **T:** 2 **W:** 1	**Professional Learning Communities(PLC's): Term 2** The focus for Term 2 will be to support staff to use the additional allocation of 1 hour per week to work on planning and programming collaboratively during their stage time. Focus for every 5 weeks will align with work from Staff Meeting PL Focus. **Term 2 Focus**: WWB High Expectations- consistently challenging students to learn new things Guiding questions for staff: What can be adjusted in your program to add more challenges and choices for students? How will you measure the effectiveness of your changes? **Review:** Exec focus and feedback interview during Week 8 Stage meeting(3 questions) Week 10 Executive program review with comparison to 2020 programs. Add an element into the program review and feedback sheet so the Executive can identify the new focus areas for each staff member.	New timetable allocation for an additional hour per week RFF for all staff 0.4 per week staffing $952 p/w for Terms 2-4 What Works Best e-Learning Module: High Expectations Staff Meeting time allocated in Week 5 every term to develop focus group questions and protocols. **Socio-economic background - flexible** 38080.00	**Question:** How has the addition of collaborative planning and programming time impacted teachers' understanding of embedding QT into their teaching and learning programs? **Data:** • Programs • Focus group interview feedback **Analysis:** Week 10 review of programs showed 80% of staff had identified new focus areas for each student and were willing to have a colleague observe them in the delivery of this area. **Implications**: Need to allocate additional time to staff to observe colleagues using key planning strategies in practice and to give and receive feedback. Leading teachers to model effective practice
	Activity **Professional Learning Communities (PLC's): Terms 2-3** The focus for Term 3 will be to support staff to guide staff to continue planning and programming collaboratively during their stage time and identify strengths and challenges to collaboration aligned to this term WWB focus area.	**Resources** What Works Best e-Learning Module: Collaboration Exec focus interview Questions Casual cost to provide new staff member and AP with planning and induction day **Professional learning** 860.00	**Evaluation** **Question:** What shift are we seeing in staff ability to *collaborate* on planning and programming for *High Expectations* and reflect on their own practice and areas for improvement? **Data**:

Quality teaching rounds

| SEF elements

Team

When
Yr: 2021 T: 3 W: 1 | **Term 2 Focus**: WWB Collaboration- consistently challenging students to learn new things

Guiding questions for staff: What can be adjusted or added to your collaboration sessions to support your planning and programming? How will you measure the effectiveness of these changes and the use of your collaboration time?

Review:

Exec focus and feedback interview during Week 8, Term 2 & 3 Stage meeting(3 questions)

Week 10, Terms 2 & 3 Executive program review with comparison to 2020 programs. Add an element into the program review and feedback sheet so the Executive can identify the new focus areas for each staff member. | | • Programs feedback notes
• Focus and feedback survey notes
• Anecdotal feedback in Executive meeting notes

Analysis:

Term 2 Initial observations from program feedback and survey notes indicate staff are utilising the additional PL time to plan with a colleague. There has not been a significant change in programs at this point but anecdotal feedback is that changes are planned for Term 3 for 90% of staff.

Term 3 There have been significant changes in the program outlines and the collaboration on planning, and content for all staff. We have had one staff member take leave due to personal circumstances so the new staff member will need additional support to keep the focus going.

Term 4 Reflect and reset identified 20% more staff wanting to be involved in further PL

Implications:

Term 2 Continue the planned activities and use of the HIPL cycle and collaborative planning session focus areas.

Term 3 Continue with focus for Term 3 but add an additional session with Stage 2 AP to support new staff member.

Reassess the level of funding so more staff can be involved in PL |
| SEF elements

Team

When
Yr: 2021 T: 4 W: 1 | **Activity**

Professional Learning Communities(PLC's): Term 4

The focus for Term 4 will be to reflect upon their HIPL journey in 2021 and redo the WWB Toolkit for this year focus areas of High Expectations and Collaboration to identify their growth and any further areas for development. Staff will collaborate to identify focus areas and goals for PDPs 2022.

Term 4 Focus: Planning for QTR in 2022: what will QTR look like and who will be involved?

Guiding questions for staff: What do you anticipate will be the greatest benefit from starting QTR in 2022 and how do you feel it will impact your classroom practice?

Review:

Exec focus and feedback interview during Week 6 Stage meeting | **Resources**

Executive Planning Day- see Term 4, Initiative 1 for funding allocation

Professional learning   1803.24 | **Evaluation**

Question: How effective has the focus on developing a Professional Learning Community model in our school been to support improvement in effective classroom practice through collaboration? What proportion of teachers is ready to begin working within a QTR model in 2022?

Data:

• Staff feedback surveys, Programs and planning schedules,
• Program comparisons between 2010-2021,
• TTFM data

Analysis: |

Quality teaching rounds

	Week 8-10, Terms 2 & 3 Executive program review of planning and programming activities, reflect and reset 2021 and plan for the addition of QTR in 2022 to the PLC and Collaboration structure.		The process of allocating time to do the background professional learning, training the leadership team and focusing on WWB High Expectations and Collaboration has had a major impact on staff at our school. All staff 90% of staff have indicated they want to be involved in QTR in 2022 with all staff indicating the additional collaboration time has assisted them to improve in their planning and programming. This is validated by 100% of teacher programs demonstrating clear expectations for each lesson and a differentiated approach to provide a challenge for all students at the point of need. **Implications**: Initial plans to start with smaller QTR teams in 2202 have been adjusted to include all staff in the model. This does mean additional PL funds will need to be allocated to ensure staff participate in the necessary activities and training. We have also identified that the 3 AP's will be allocated an additional 2 hours per week to coach and mentor their staff and work alongside the APC&I in developing Explicit Teaching and Feedback goals for all staff to be the basis of the QTR model for 2022.

Hufflepuff School of the Forgotten (0)