**School Improvement Plan- Toolkit 3**-High expectations for students and staff-performance management How we do things better. Strong instructional leadership-coaching using GROWTH model across all levels of the school.

Awareness

Implementation

Refinement

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| **School Goals:** | * The School Improvement Framework under the leadership of school principal, deputy principal and head of curriculum will recognise that ***highly effective teaching practices are the key to improving student learning*** throughout the school. The team will take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. ***‘High quality learning depends on high quality teaching.’ (Hattie, 2002)***
* Implementing a framework for professional learning that allows for the extensive variety of learning needs & specialist knowledge through Developing Performance Plans (DDP)for all staff
* Opportunities for all staff to mentor, learn from others & to access professional information/readings. Focus on performance management of individuals and teams by encouraging collaborative behaviour across the school, enabling the sharing of good practice and professional dialogue within the school. Building a sense of common purpose and direction across the school.
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| **Feb 2012** | **June 2012** | **Dec 2012** | **2013** | **2014** | **2015/2016** |
| Establish team to set parameters of the toolkit Focus on improvement – performance management of individuals and teamsFocus intensively on improving instruction and achievement-based upon the National standards for teachersBuilding a system-wide framework and infrastructure to support instruction Making professional development relevant and useful | Performance Management system focuses on:* Teaching and classroom practice
* Encouraging collaborative behaviour across the school
* Enabling the sharing of good practice and professional dialogue within the school. Building a sense of common purpose and direction across the school

High expectations* Implementing framework for professional learning that allows for the extensive variety of learning needs & specialist knowledge through Developing Performance Plans (DPP) for all staff

Opportunities for all staff to mentor, learn from others & to access professional information/readings-staff to present PD learnings at T&L Walks | * Performance planning &

management agreements (DPP)for all staff to be reviewed yearly using the ‘coaching tree’Improving leadership coaching & feedback by developing knowledge in the skills using the GROWTH coaching methodology-[MDSS Coaching Road Map](http://imackaydistrictspe/Shared%20Documents/MDSS%202012%20Coaching%20Culture%20Road%20Map.doc)10 staff members to workshop GROWTH coaching framework by the end of 2012* Delivering effective feedback in the coaching process

Principal involved in instructional coaching with a focus on literacy & documented on feedback template* Principal in the classroom (every class 2xper year)
* Lunch with the Principal-phase level teams invited to join

principal for informal lunch to celebrate the successes in the class* Principal has a Principal Performance and Development

Plan (PPDP) [External Coach](http://imackaydistrictspe/Shared%20Documents/Leadership%20Portfolio%20Strategic%20Plan.pdf) to coach Principal performance development – to meet each term* Leadership team to analyse student achievement data

Results of this analysis communicated to staff through the coaching and feedback Performance Measurement System once per semester* Monitor the progress of A Performance Management

System for School Improvement with Toolkit leaders presenting progress of performance towards targets once every semester to the staff* PD co-ordinator to write an Annual School Professional

Development Plan identifying targeted PD in line with school improvement priorities* Devise a system of sharing of teaching strategies that are

identified in PD activity with the school community as identified in MDSS PD Policy* Continue with the Teaching &Learning Walks linked to

performance standards to identify examples of good pedagogyStandard 1 Know students & how they learn (1.6 Strategies to support full participation of students National Standards | Continue to monitor and refine the processes and systems establishedIntroduce FocusedIntensive Teaching (FIT)Identify focus with the team including HOC & DP with each team member to support a different level of instructionWatching Others Work (WOW) Teachers spend 15 to 20miniutes in a colleagues classroom observing & then engaging in reflective dialogue Building leadership Peter Davis with Prin.,DP & HOCLesson ObservationEach teacher to have lesson observation with feedback once per term using GROWTH coaching format by Principal, DP & HOCUsing Hattie’s Expert Teachers – Distinguishing Expert teachers from Novice and Experienced Teachers – John Hattie, 2003 | Continue to monitor and refine the systems establishedDevise Professional Learning PlanDevelop Learning and Development Institute to monitor deliver & broker PDAppoint a L&D Officer off line fulltimeCoaching con’t with P, DP & HOC with Peter DavisConduct audit against the targets for 2015 at the beginning of the yearTo embed McRel Power Walk ThroughsDevise induction manual/staff handbookMonitor systems Specialised Health Care, IHPs & IEPsYuMi Communication Matrix (GRG) | All professional learning is aligned to the aims and objective of the school with a clear focus on student learning outcomes informed by data and researchAll systems fully embedded into practice with twice yearly:-100% of staff engaged in a peer reviewed class observation sessions using Looking at Classroom Practice-aitslAll teachers to have an observation packIllustrations of Practice discussions at phase level meetings100% of teachers to present a Teaching & Learning Walk each semester based on key initiatives into the class programPrincipal/DP/HOC delivering literacy/curriculum/ICT coaching sessions with 100% of teaching staff  100% teachers engaged in a feedback coaching conversation with Principal/DP/HOC/phase leaders/peers SO24 - 100% of staff feel they receive helpful feedback about their workCoaching conversations embed into weekly meetings discussion of student data & feedback given to teachers with leadership team visitsLeadership team with phase leaders to use T&L Audit – reflective questioning around MDSS explicit school improvement agenda – monitoring progress towards targets100% of staff to review their DPP by the end of every Term 4 with new goals set SO25 - 100% of staff satisfied with opportunities to improve skills SO76 -100%of staff satisfied with access to quality professional development Building leadership within the school-with phase leaders, DP & HOC ‘Learn:Lead:Succeed’ |



**2016 School Improvement Agenda enacted in the classroom review T&L walks**

**2015 Line of Sight ESS (2014-2018)**

**To MDSS SIA into the classroom**

**Themes for DPPs & T&L Walks**

**Key text** ‘Better schools Better teachers Better results a handbook for improved performance management in your school’ Vic Zba, G Marshell, P Power 2007

**Developing a set of Protocols in our school context**

FEEDBACK- Looking at Classroom Practice (2015-2016) aitsl

* Powerwalk Throughs
* Aitsl self-assessment
* Explicit indicators
* Instructional rounds-learning walks, observations & videos of practice including self-observations & refection

Building Leadership within the School- Learning Community

‘Learn: Lead: Succeed’ working with Phase leaders, Principal, DP & HOC

*Developing Performance Plans linked to the national standards & themes teachers complete DPP yearly. Phase Leaders, SIT members, DP, HOC, BSM and Principal facilitate coaching reviews. Principal engaged in executive coaching supporting DPP with Peter Davis.*

*Teaching and Learning Walks are conducted at every staff meeting. Staff relate their presentation to the current standard and focus on a specific program. Pedagogy with supporting evidence is presented. Feedback is given from colleagues and principal*

*Using GROWTH coaching methodology leaders at all levels effectively support the development of others; provide feedback; enhance levels of motivation & commitment & facilitate improved pedagogical practices & outcomes*

*Hattie’s Expert Teachers – Distinguishing Expert teachers from Novice and Experienced Teachers – John Hattie, 2003*



Evidence& data

Assessment of review impact on career progression

Goals for the next year

Professional development

Career planning

**Professional Development Plan**

Review & discussion

Teacher reflection

Performance goals

Basic professional standards

**Components of an effective performance management system –Boston Consulting Group (2003)**

Phase level teams have an informal lunch with Principal to celebrate the things they have achieved as a team. Celebrate with invited guest

*Using data walls conversations take place discussing trends and setting targets using “B Squared” every semester*

*Moderation around teacher judgements takes place at phase level meetings*