

SUCCESSFUL SCHOOLING:

Techniques & Tools for Running a School to Help Students
from Disadvantaged & Low Socio-Economic Backgrounds Succeed

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We hope that you find this toolkit useful. If you have any feedback on the toolkit please contact reginahill@effectivephilanthropy.com.au.



DEDICATION

This toolkit is dedicated to my parents, both of whom are educators. If only all children could have parents like them.

Regina Hill

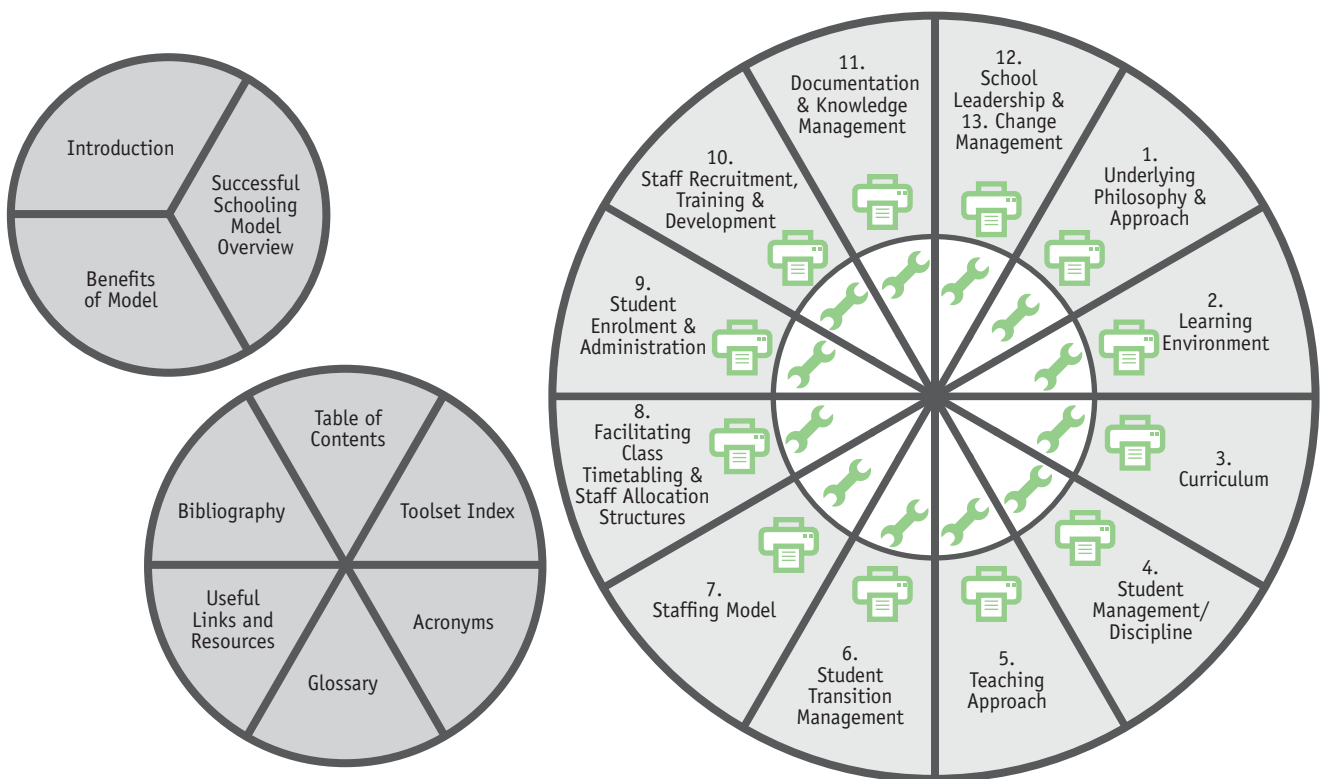
HOW TO USE THIS TOOLKIT


Students who are living in poverty or who have experienced periods of trauma, social and/or economic disadvantage often face particular challenges when they come to school. The schools that work with those students need to tailor how they operate to help them to meet those challenges.


This toolkit looks at how schools structure what they do and how they do it to meet the needs of students from disadvantaged and non-English speaking backgrounds. Having said that, the holistic schooling model described in this toolkit is one that will support the learning and development of all students. As such, the toolkit is relevant to all school administrators, principals, leadership team members and teaching and student welfare staff who are interested in improving the operation of their school and helping students to engage and learn.

You can navigate through the toolkit by clicking through to the sections that are of interest to you on the schematic below.

Click on the section title to move to that section of the toolkit or the tool symbol to access tools relating to that section.



 Print entire toolkit

 Print tools only

Schools are invited to download, use, copy and amend this toolkit in whatever way they find useful.

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INTRODUCTION

Why write this toolkit?

Research indicates that on average the education outcomes that students from socio-economically disadvantaged (low SES) and non-English speaking (NESB) backgrounds achieve are significantly lower than students from more advantaged backgrounds. Students from disadvantaged backgrounds tend to have:¹

- Lower literacy, numeracy and comprehension levels
- Lower attendance and retention rates
- Higher levels of challenging and problematic behaviour
- Lower academic achievement and
- Lower involvement in higher education.

It is clear, however, that although socio-economic background affects student achievement, it does not determine academic performance. Given the right time and support low SES and NESB students can achieve both personally and academically.

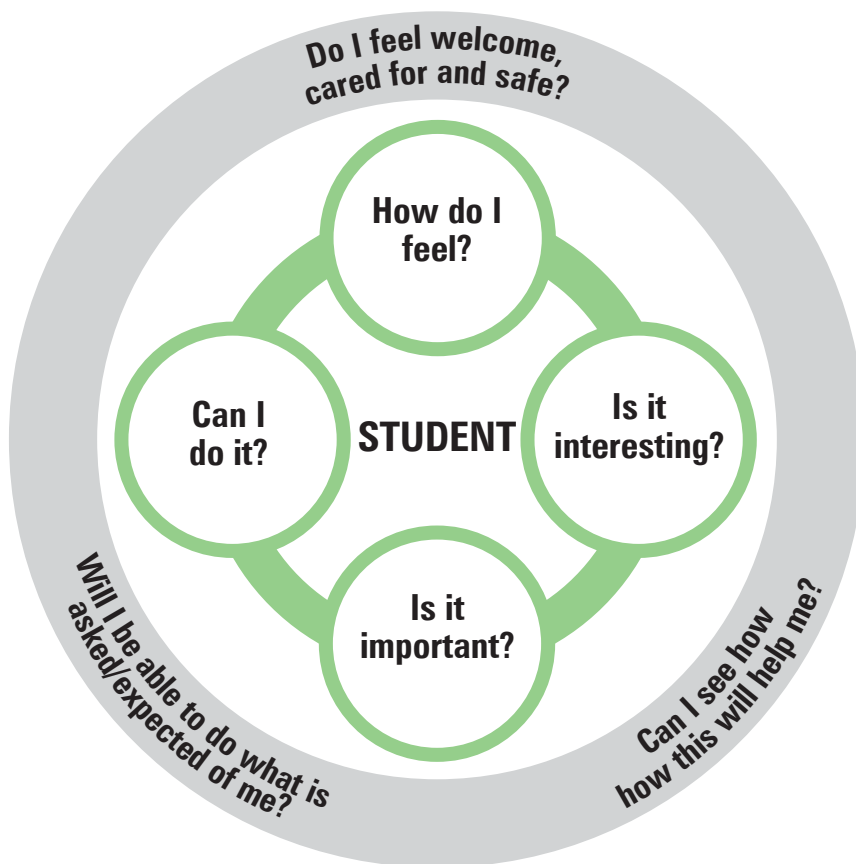
There are a number of schools that work with children from low SES and NESB backgrounds whose students consistently out-perform what research tells us is the norm. Although there is not a “one size fits all” model for helping low SES and NESB students to achieve, there are a number of common aspects to the way that successful schools operate. Those factors provide a framework that schools can use to guide how they work with low SES and NESB students and other students who struggle to engage at school to help them to perform. This toolkit identifies those factors and sets them out in a framework that schools can use to help students succeed. Although the processes, systems and practices set out in this toolkit are particularly relevant to low SES and NESB students, they apply equally to all students and can be used in any school to help students to engage and learn.

*For simplicity, in this toolkit we have used the term “**low SES students**” to refer to students who have grown up in poverty or disadvantage or whose life events have led them to experience periods of poverty, trauma or social and/or economic disadvantage and/or who have experienced significant gaps in their schooling that put them at a disadvantage when it comes to learning.*

¹ Considine and Zappala 2002., p.130.

How students engage at school and learn is affected by a number of factors including students' readiness to learn, how they feel, whether they connect with the material that is being taught and whether they have confidence in their ability to master it.²

Figure - Factors affecting how students engage at school³

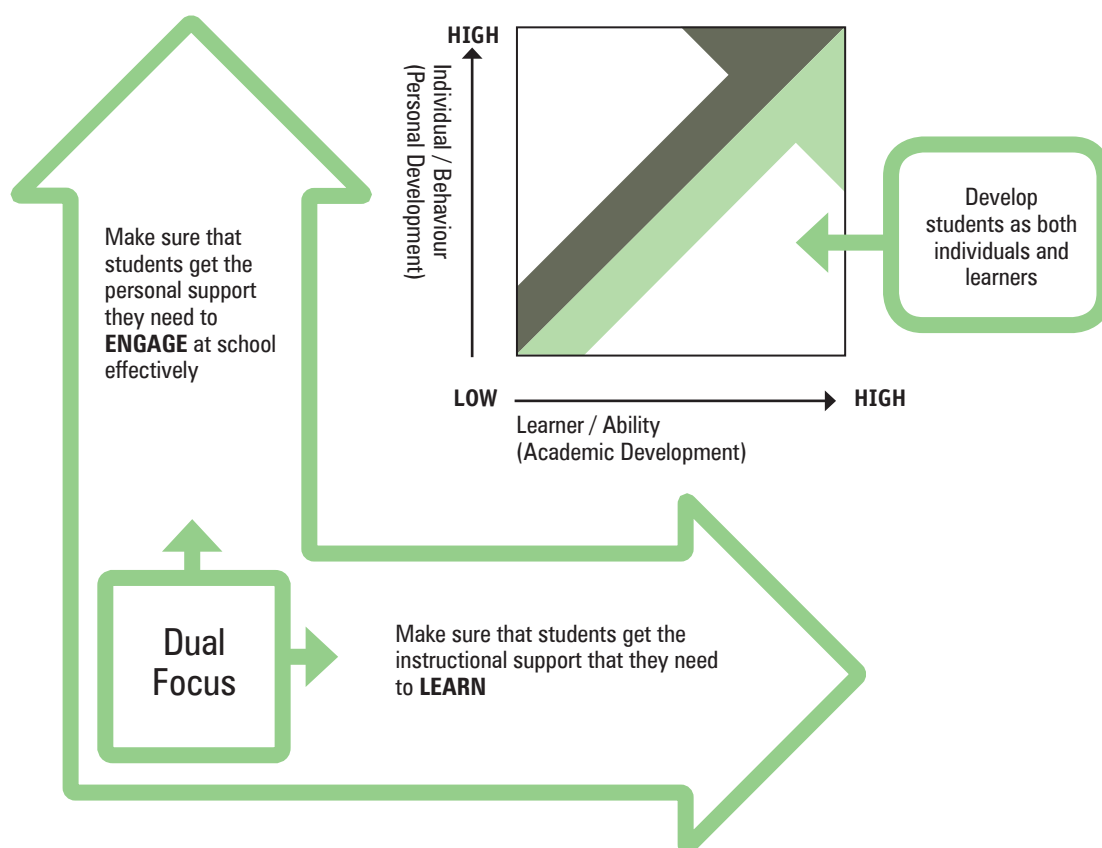


² Marzano and Pickering 2011., p.19.

³ Draws on Marzano and Pickering 2011., p.19.

Schools that work well with low SES and NESB students make sure that they address all of those factors. They work with students as both individuals and as learners and provide both the personal and instructional support that they need to engage at school effectively and to learn.

Figure - Dual individual + learner || support + instruction focus



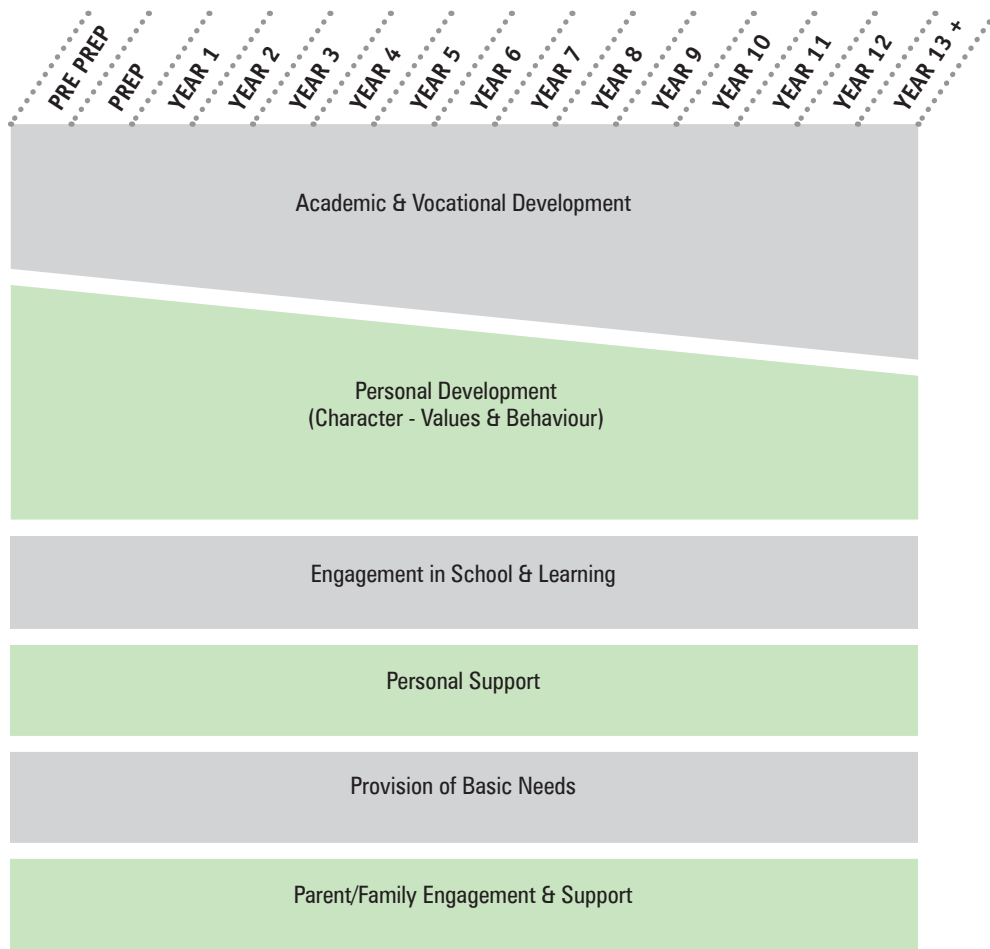
These schools tend to adopt what we have referred to in this toolkit as a holistic education model and do “whatever it takes” to help every student to achieve their full potential. In addition to providing students with a strong instructional curriculum they also address students’ underlying material, personal support and social and behavioural development needs on the basis that, until those underlying needs are met, students are unlikely to be able to effectively apply themselves to learning.

Schools that work well with low SES and NESB students build a highly supportive learning environment and tailor their curriculum and teaching approach to meet the specific personal and instructional support needs of their students.

Holistic education model: schooling approach that provides students with both personal and instructional support. In addition to providing students with a strong instruction curriculum, schools adopting this approach also work with students and their parents/families to address students’ underlying material, personal support and social and behavioural development needs on the basis that, until those underlying needs are met, students are unlikely to be able to effectively apply themselves to learning.

In order to do that, they usually provide a broader range of education and support services than schools adopting a more traditional schooling model.

Figure - Layered support + instruction model⁴



They “meet students where they are at” on the learning and development spectrum and help each student to meet their full potential.

The broader range of services that these schools provide and the way that they work means that the underlying operating model that they use tends to be different from more traditional mainstream schools when it comes to how they:

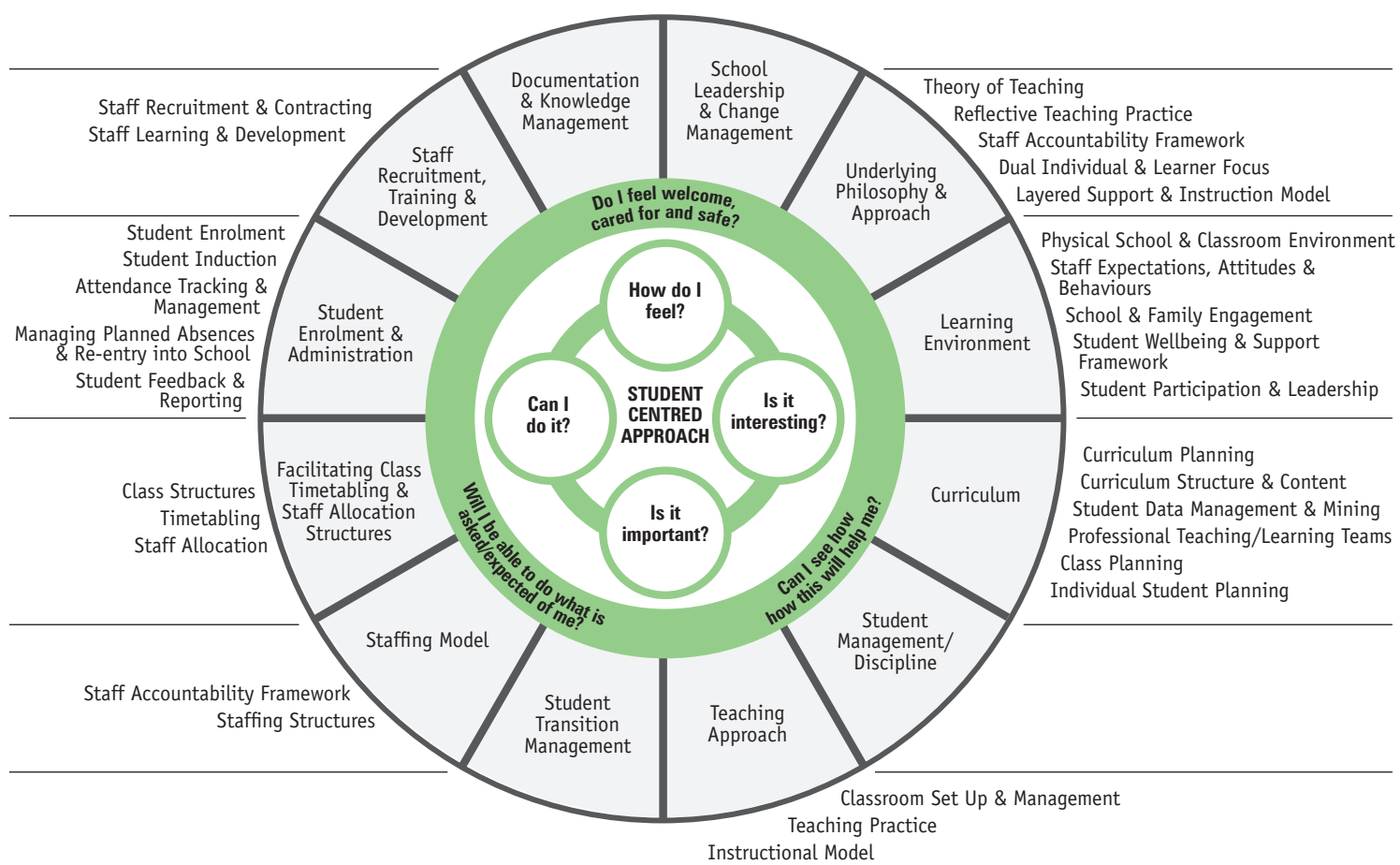
- Recruit and train staff
- Design and deliver curriculum
- Structure, timetable and staff classes
- Induct, discipline and support students and
- Engage parents and families in the life of the school.

⁴ Doyle and Hill 2008., p.57.

What is this toolkit for?

This toolkit seeks to articulate the underlying operating model that schools adopting a holistic education model use. It does not seek to cover every aspect of running a school. Instead, it focuses on the things that schools that work well with low SES and NESB students pay particular attention to or do differently so that they can better support their students to engage at school and learn.

Figure - Holistic education model components



This toolkit is not intended to prescribe a one size fits all approach to how schools can work with low SES and NESB students; rather, it is intended to provide a constructive overview of the sorts of things that schools adopting a holistic education model do and how and why they do it.

The toolkit aims to provide school administrators, leaders and senior staff with a set of tools that they can use to help them to implement holistic schooling practices at their school. It is designed so that it can be used as a:

DIAGNOSTIC TOOL	to review what structures schools do and do not already have in place to support low SES and NESB students and identify areas for additional focus
COMMUNICATION TOOL	to help explain what schools do and why they do it to administrators, teachers, parents and community partners
TEACHING TOOL	to support professional reflection, learning and development and help school staff to work as effectively as possible with students who come from low SES and NESB backgrounds
CHANGE MANAGEMENT TOOL	to help schools to develop and implement holistic education practices.

Having said that, the holistic schooling model described in this toolkit is one that will support the learning and development of all students; not just low SES and NESB students, and so can be used by any school wanting to improve how it works with its students to help them to engage at school and learn.

The toolkit is intended to complement the range of specialist practice tools and resources that are already available to school administrators, leaders, teachers and student welfare support staff.

It has been written so that it can be used by schools across Australia and overseas and as such has not been tied to any particular national, state or territory based syllabus or teaching requirements. Instead it talks in general terms about how schools work within and around those requirements to best support their students.

There are some sections of this toolkit where (particularly government) schools in some Australian states or territories may find it more difficult to apply aspects of the education model that is described because of the regulatory environment or departmental system that they need to work within. For example, in some states principals in government schools are limited in the level of control and influence that they have over staff recruitment processes that are run at a government department level. As a result, references to recruitment based activities will not be as useful at a school level in those cases. In general, however, the holistic education model described in this toolkit is transferrable and can be, and is currently being, used across different schooling systems in Australia and overseas.

Who in your school is this toolkit for?

This toolkit is relevant to all school administrators, principals, leadership team members, teaching and student welfare support staff who are interested in improving the operation of their school and helping students to engage and learn.

It contains information that can be used by school leaders, teaching and student welfare support staff to improve the way that they perform their day to day activities and help “build in” systems, processes and practices that will help them engage more effectively with school staff, students, parents and families and help students to develop and learn.

How is this toolkit structured?


We realise that school administrators, leaders, teachers and student welfare support staff are very busy people. Because of that we have tried to make this toolkit as easy and time efficient to use as possible.

The toolkit has been written so that each section can be read independently without needing to refer to other parts of the toolkit. (In some cases this has meant that we have repeated small sections of the toolkit in more than one location so that there is no need for people who want to look at one area to have to move between different sections.)

Related sections have been grouped together in chapters and a summary explaining how they fit together has been provided at the start of each chapter.

The substantive sections of the toolkit describing the holistic education model have been structured in a consistent way.

Table - Section structure

WHAT	Identifies the area that is being covered in the section
HOW	Describes how schools handle that area
CHARACTERISTICS	Summarises the most important things that schools do in that area
BENEFITS	Identifies the benefits that flow from doing things in that way
POTENTIAL CHALLENGES AND POSSIBLE RESPONSES	Identifies some of the issues that can be raised as reasons why things can't be done/done in that way and identifies strategies that schools can use to deal with those issues
 TOOLS	Provides tools that schools can use to help in that area
OTHER SECTIONS THAT MIGHT BE USEFUL	Identifies other sections in the toolkit that might be useful
USEFUL RESOURCES	Identifies other resources that schools might find useful

Depending on what you want to use the toolkit for you can read the full toolkit, a particular chapter or following the contents section or just go to the tools that interest you. An index of the tools included in the toolkit is provided following the contents section for easy reference.

How has this toolkit been developed?

This toolkit draws on:

- A detailed international literature review
- Interviews with subject matter experts involved in the design, delivery and assessment of holistic education models and
- Collaborative work with a series of schools employing a holistic education model to understand how they apply that model and the systems, policies, procedures and tools that they use to support it.



Before being finalised the draft toolkit has been subject to peer review by the Leadership and Accountability Team at the Catholic Education Office, Melbourne.


How can you use this toolkit?

Schools are invited to download, use, copy and amend this toolkit in whatever way they find useful.

The toolkit has been produced as a navigable PDF file. Users can move around the electronic file either by clicking on the sections in the Content Index to the toolkit starting on page 8 or using the schematic on page 3. Users can return to the index or schematic from different parts of the toolkit by clicking on the [Back to the index](#) button provided on the upper right hand corner of the first and last page of each section of the toolkit.

Schools are able to copy and paste or extract text from the PDF toolkit to use in their own documentation by using standard copy and paste functions. (Where that is done appropriate recognition should be given to the toolkit as a source for that material in line with the copyright guidelines at the start of the toolkit.)

The individual tools that have been included in the toolkit have been provided in both PDF and Microsoft Word format. The latter have been provided so that schools can download and amend them to suit their needs (eg. by including their school logo and name where appropriate or amending the text). Users can access the PDF version of individual tools in the Toolkit by clicking on the  symbol adjacent to the relevant tool in the Toolset Index starting on page 8 or in the list of tools provided at the end of each section. The Microsoft Word versions of the tools can be accessed by clicking on the  in the Toolset Index.

Chapters can be printed by clicking on the  schematic on page 3.

1.

UNDERLYING PHILOSOPHY & APPROACH

What Low SES and NESB students often start school at a disadvantage. Because of that they often need more support than other children both to engage at school and to learn.

Research indicates that children growing up in socio-economically disadvantaged families often have poorer health and lower cognitive and social skill development during early childhood than children from higher SES backgrounds.⁵ These factors can significantly affect students' ability to engage at school and learn. If not addressed, they can lead to gaps in understanding that can widen year by year as curriculum becomes more demanding, causing low SES students to fall further and further behind. Over time those gaps can translate into lower school attendance, more challenging student behaviour, poorer participation and performance and early disengagement and exit from school.⁶

Children from non-English speaking backgrounds, recently arrived immigrants and refugees also often have difficulty engaging effectively at school because of gaps in schooling, language and/or cross-cultural understanding.

⁵ McLoyd 1998.

⁶ Considine and Zappala 2002., p.130.

Table - Factors that may adversely affect low SES and NESB students' development and learning⁷

COMMUNITY/HOME ENVIRONMENT	PHYSICAL DEVELOPMENT/ WELLBEING	COGNITIVE DEVELOPMENT/ FUNCTIONING	SOCIAL DEVELOPMENT	CULTURAL UNDERSTANDING
<ul style="list-style-type: none"> • Low household income/ poverty • Financial stress • Limited access to mainstream services • Poor housing/physical home environment • High family mobility • Reduced family stability/ function • Poor parental/family health • Low parental education/ employment 	<ul style="list-style-type: none"> • Lower birth weight • Increased peri-natal complications • Poorer infant health • Delayed physical development • Delayed development of gross and fine motor skills • Poorer nutrition • Increased incidence of eye and ear infections • Delayed identification and treatment of health and/or development issues • Poorer physical health • Poorer mental health • Increased anxiety, sadness/ depression and dependency • Trauma 	<ul style="list-style-type: none"> • Delayed cognitive development • Delayed language development including both receptive vocabulary and verbal ability • Lower early childhood IQ scores • Reduced concentration/ attention span • Reduced ability to organise and retain information • Lower (entry level) reading, writing, language and numeracy skills • Gaps in education/ schooling 	<ul style="list-style-type: none"> • Lack of significant other • Insecure, avoidant or disorganised attachment • Delayed development of social/interpersonal skills • Reduced ability to establish and maintain relationships • Lower self-confidence/self-worth • Reduced capacity to self-regulate behaviour • Increased behaviour problems (impulsivity/ challenging/disobedient/ aggressive behaviour) 	<ul style="list-style-type: none"> • Poor English skills (language, reading, writing and comprehension) • Reduced ability to understand cultural context/language/material • Reduced ability to engage effectively in the broader community • Social isolation

It is not that low SES or NESB families love their children any less or have lower aspirations for them; it is that their life experiences sometimes mean they are not able to provide their children with the same start in life, or the same support to prepare them for and help them negotiate school, as other families. In many cases, parents/families simply are not able to provide their children with the home-based support that most of us take for granted.

Schools adopting a holistic education model recognise that low SES and NESB students need additional support to get to a point where they are ready to learn and to develop the skills that they need to be able to engage effectively at school.

Because of that, schools adopting a holistic education model use a dual support + instruction approach when working with students to help them both to engage at school and learn.

How They work with students as both individuals and as learners and structure their learning environment, curriculum, teaching approach and supporting operational systems and processes to provide both the personal and the instructional support that students need to help them to engage at school and learn.

⁷ McLoyd 1998.

Theory of teaching

Most schools adopting a holistic education model have a clearly articulated theory of teaching that underlies everything that they do. Although they describe the principles that inform what and how they work in different ways, schools adopting a holistic education model usually ground what they do on a common basis.

VALUE BASED	They start by recognising the inherent value and potential of every student
STUDENT-CENTRED	They take a student-centred approach and base what they do on the specific needs of each student as both an individual and a learner in the context of their family, peers and community
COLLABORATIVE	They work collaboratively as a staff team with students, their parents and families
ACCOUNTABLE	They assume both shared and individual responsibility for every student's learning and development and
"WHATEVER IT TAKES" APPROACH	They do "whatever it takes" to make sure that each student gets the right support, at the right time, in the right way to be able to engage effectively at school and to learn.

The above principles inform how the school operates on a day to day basis and guide all of the decisions that staff make.

School administrators, teachers and staff take a student-centred approach and base everything that they do on an underlying belief in the inherent value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support.

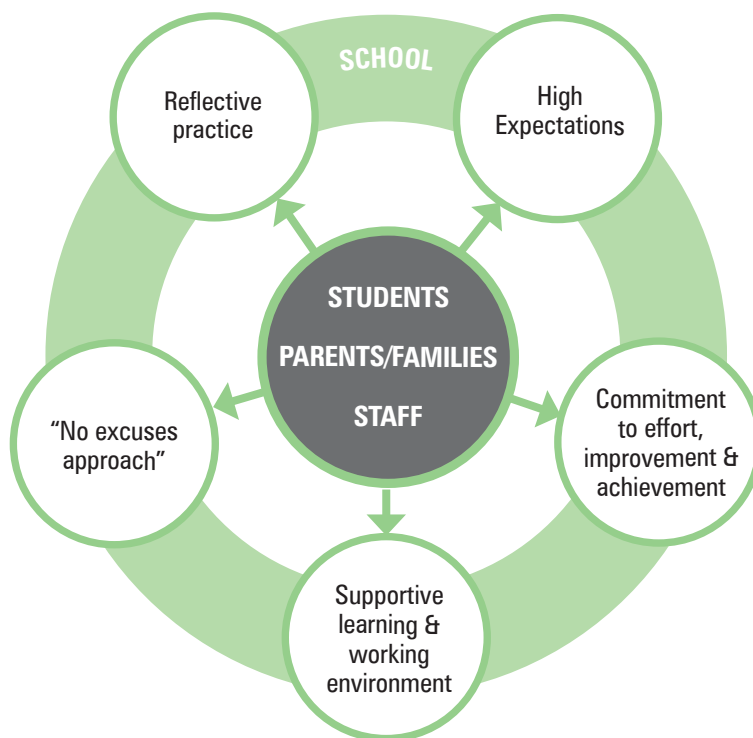
They:

- Maintain a high expectation for student behaviour, potential and performance
- Work to instil in their students a commitment to effort, improvement and achievement
- Provide a supportive learning environment where students feel welcome, cared for and safe
- Take a "no excuses" approach that does not allow students to use their background as a justification for poor behaviour or school outcomes and
- Use a reflective teaching practice that consistently asks what can we do/do differently as administrators, teachers and staff to help students to engage at school effectively and to learn.

And they do that for all students, even the most challenging ones.

Significantly, the most effective schools apply the same principles and approach that they use when working with their students to how they work with parents/families and staff.

Figure - Principles underlying day to day practice



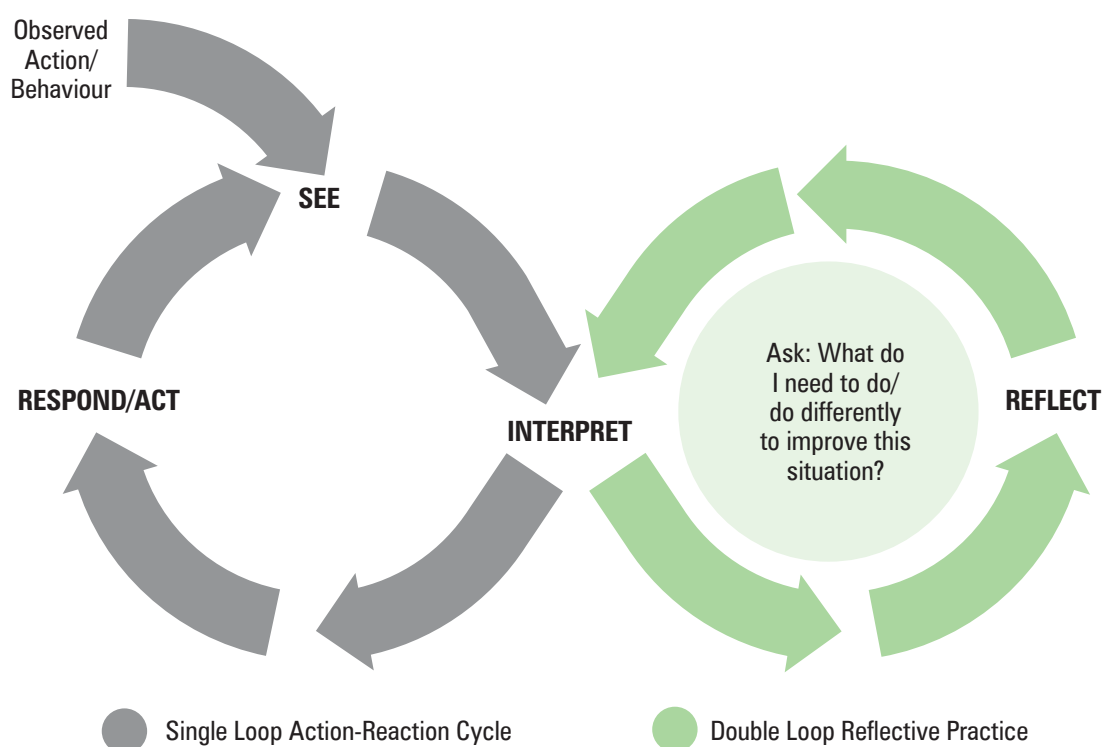
School leaders actively work with staff so that the above principles become second nature to them and form part of the DNA of the school. They often consciously develop a common language to describe those principles and drive consistency in staff practice.

Reflective teaching practice

Working in the above way requires empathy, patience, commitment and effort. It requires staff to not take things personally and to repeatedly differentiate between the individual and their behaviour.

Teachers need to adopt a reflective teaching practice. They constantly need to put themselves in the shoes of the student, think about the factors that are influencing the student's behaviour and ask what they can do/do differently as adults to help the student to better manage their behaviour so that they can engage at school effectively and learn.

Figure - Reflective teaching practice⁸



Adopting a reflective teaching practice does not mean that staff do not also reflect on what students and their parents/families can or should do/do differently. What it does mean, is that staff never focus only on what the student and/or their parents/families can or should do. They always take responsibility for their students' learning and, as the adult in the teacher-student relationship, ask what they can do/do differently to help the student to engage at school more effectively and learn.

Teaching in this way is not something that just happens. It requires teaching staff to bring a specific attitude to their work that sees every student as having the potential to learn and positions the teacher as an expert companion or guide who has responsibility for doing whatever it takes to help the student do that, no matter how challenging that task may be.

⁸ Draws on Argyris 1991.

Schools and school staff usually work in a highly collaborative, responsive, supportive and reflective way. They:

COLLABORATIVE	<ul style="list-style-type: none">• Work collaboratively with other staff, students' parents/families and other community members and organisations to support student learning
RESPONSIVE	<ul style="list-style-type: none">• Are highly responsive and flexible in terms of how they operate and are prepared to try new things and change how things are done if that is likely to help improve students' learning and development outcomes
SUPPORTIVE	<ul style="list-style-type: none">• Provide students with both the personal and the instructional support that they need to engage effectively at school and learn• Work with parents/families to help them support their child to learn
REFLECTIVE	<ul style="list-style-type: none">• Use a reflective process when making decisions and think about what they can do/do differently to achieve a better outcome.

Staff accountability framework

Schools adopting a holistic education model operate on the basis that teaching/learning is a collaborative exercise involving the student and more capable others, including the student's teacher, parents/family and peers.

School-based learning relies on both the teacher and the student; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress. Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and to help them to learn.

Assuming this responsibility does not mean that the student and their parents/family do not have a role to play in the child's learning; they obviously do. Rather, it means that staff cannot abdicate their responsibility as the experts in the teaching/learning relationship to support the student to learn and to help their parents/family support that learning as best they can.

Table - Accountability framework⁹

TEACHING/ LEARNING MODEL	<ul style="list-style-type: none"> • Teaching/learning is a collaborative exercise involving the student and more capable others including the student’s teacher, parents/ family and peers
TEACHER’S ROLE	<ul style="list-style-type: none"> • The teacher’s role is to: <ul style="list-style-type: none"> - Create a learning environment that sets a high expectation for student behaviour, potential and performance in which the student is engaged and supported to learn - Observe the student, identify what they know and what they need to learn - Develop teaching/learning activities to help the student to learn within their zone of proximal development and - Provide support so that the student can master that material
STUDENT’S ROLE	<ul style="list-style-type: none"> • The student’s role is to be a collaborative participant in the learning activity, to listen and to participate constructively in the activity
WHO IS RESPONSIBLE AND ACCOUNTABLE IF THE STUDENT DOES NOT PROGRESS	<ul style="list-style-type: none"> • Learning relies on both the teacher and the student meeting their responsibilities; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress • Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and help them to learn.

School leaders and staff who are adopting a holistic education model consistently take responsibility for the learning and development outcomes of their students and do “whatever it takes” to provide the right support, in the right way at the right time to help their students to learn.

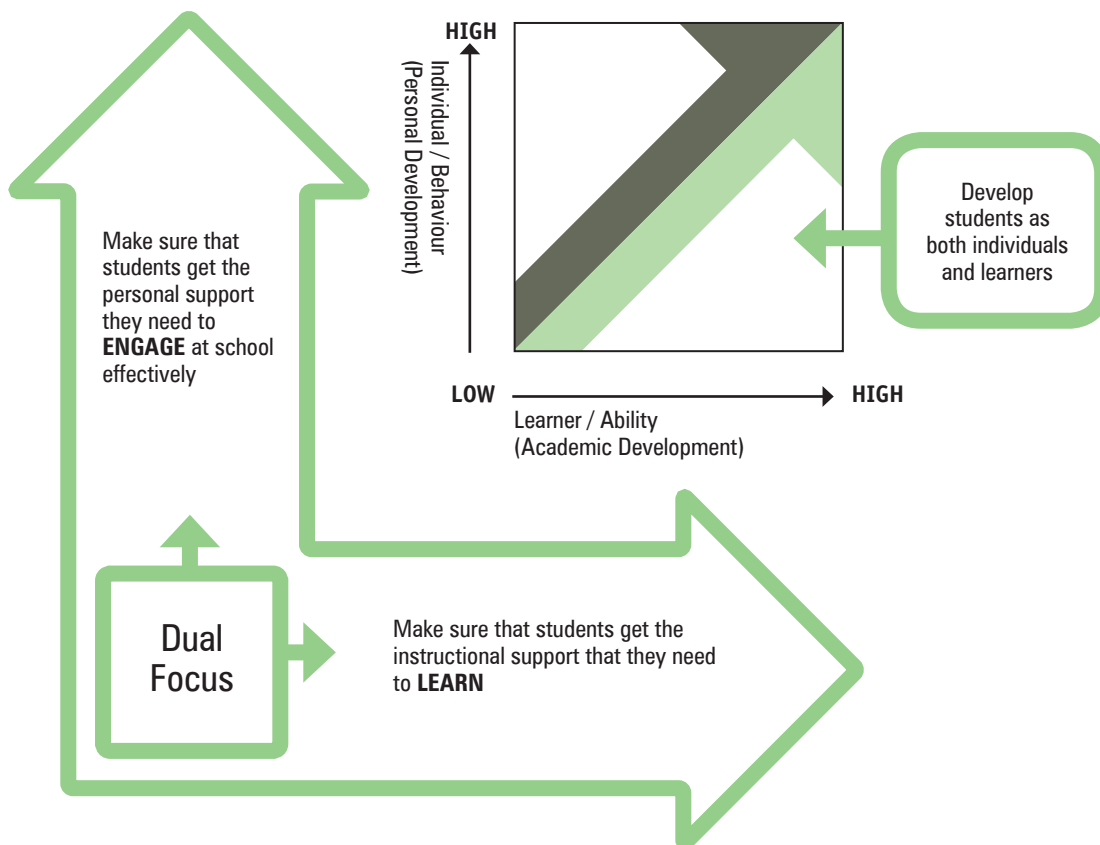
In doing that, schools make sure that they “meet students where they are at” on the learning and development spectrum and work with each student to help them to reach their full potential. They do not target their teaching just to the low, middle or top end of the learning and development spectrum but make sure that they help students across each part of the spectrum to develop and learn. Their focus is on both equity and excellence and giving every student the best opportunity to reach their full potential.

⁹ Wilhelm and Dube 2001., p.2.

Dual individual + learner focus

Schools adopting a holistic education model work with students as both individuals and as learners and provide the personal and instructional support that students need to engage at school and learn.

Figure - Dual individual + learner || support + instruction focus



In doing that, schools are careful to get the balance between support and instruction right. If too much focus is placed on providing personal support at the expense of academic learning, then students are not appropriately challenged to learn and are not extended to achieve their full potential. If too much focus is placed on academic learning without providing sufficient personal or instructional support, then students will not be able to engage and learn effectively and, similarly, will not achieve their full potential.

Schools working with low SES and NESB students will often fail when they do not get the balance right and either put too much focus on support

and do not challenge and extend their students' learning sufficiently or push academic instruction without providing enough personal or instructional support to help students to engage effectively and learn.

Although the balance between support and instruction may shift one way or the other at particular points in time as a student's individual circumstances and needs change, the most effective schools work hard to maintain a balanced approach over time, so that students are provided with both the support and challenge that they need to achieve their full potential.

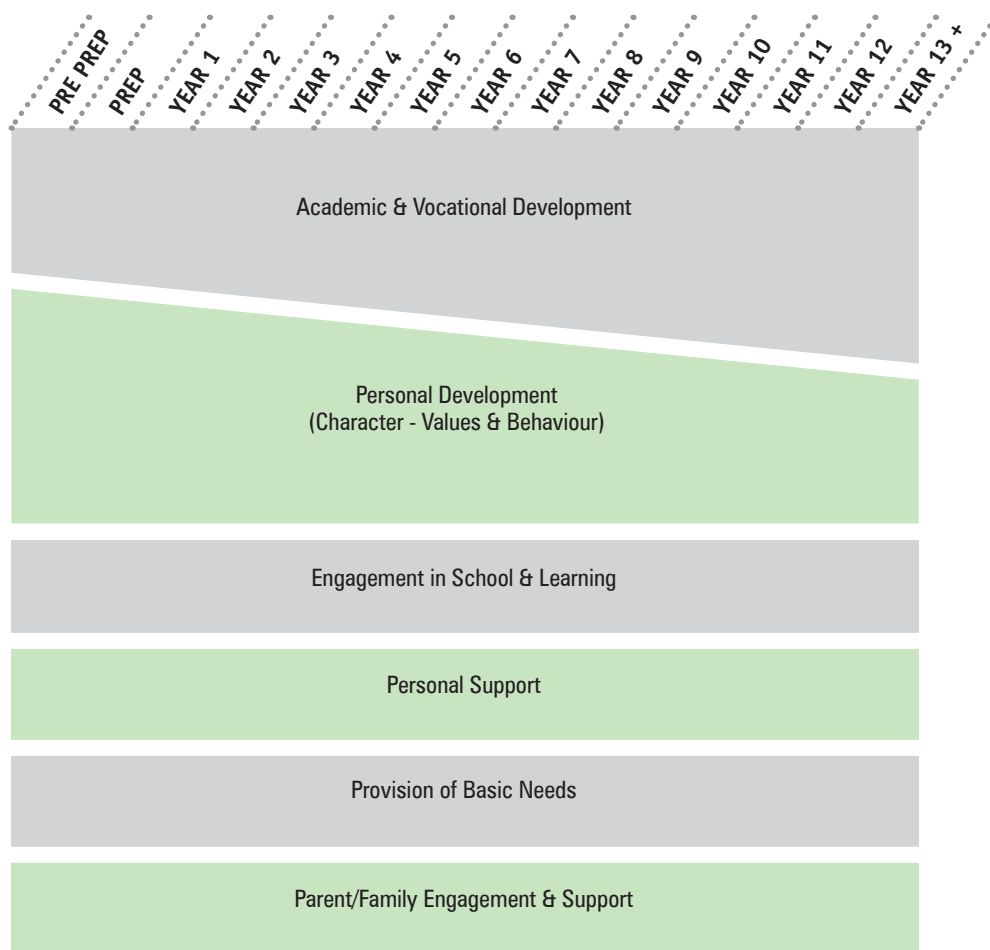
Layered support + instruction model

In order to do that, schools adopting a holistic education model usually provide a broader range of personal and instructional support than more traditional mainstream schools. They:

<p>HELP PARENTS/ FAMILIES TO SUPPORT THEIR CHILDREN TO ENGAGE AT SCHOOL AND TO LEARN</p>	<ul style="list-style-type: none"> • Work with parents/families to help them to understand and negotiate the education system • Help parents/families to understand how best to support their child and provide them with tools and support to do that • Help link parents/families into third party support services to help them address issues that affect their child's ability to learn or their ability to help them to do that
<p>IMPROVE STUDENTS' BASIC READINESS TO LEARN</p>	<ul style="list-style-type: none"> • Work with students and their parents/families to help make sure that students' basic material needs are met so that they can get to and from school and are ready to engage at school and learn when they get there (eg. help students to get access to transport to/from school, provide breakfast/meal programs, uniforms and equipment) • Provide students with support to help them to address any personal barriers to learning (eg. physical/mental health/counselling services, special needs assessments and support)
<p>HELP STUDENTS TO FEEL CONNECTED TO AND INTERESTED IN ENGAGING AT SCHOOL</p>	<ul style="list-style-type: none"> • Run programs and activities to actively encourage students to attend school and be motivated to put in an effort and achieve (eg. activity based programs to "hook" students into school)
<p>HELP STUDENTS TO ENGAGE AT SCHOOL</p>	<ul style="list-style-type: none"> • Run curricular and extra-curricular programs to help students to develop the social and emotional skills and behaviours that they need to be able to engage effectively at school and learn
<p>HELP STUDENTS TO LEARN</p>	<ul style="list-style-type: none"> • Run academic and vocational programs to help students develop the knowledge and skills that they need to meet prescribed learning standards, including curricular and extra-curricular activities and intensive learning support and extension programs
<p>HELP STUDENTS TO TRANSITION FROM SCHOOL INTO FURTHER STUDY/WORK</p>	<ul style="list-style-type: none"> • Run vocational development, post-school transition and alumni support programs to help students to make a positive transition out of school and into further study and/or work.

Schools often extend their curriculum offering up and down the learning and development spectrum to include early childhood education, so that they can help prepare children for school, and post-school training and support, so that they can help students to make the transition from school into further study or work.

Figure - Layered support + instruction model¹⁰



¹⁰ Doyle and Hill 2008., p.57.

Leadership approach

School leaders consistently model the values and behaviours that they seek to instil in their students and expect in parents and staff. They work hard to establish a safe, welcoming and supportive learning environment that helps students to engage and learn and to provide staff with the resources and support that they need to help students achieve their full potential.

They set clear expectations and seek to empower both students and staff to take an active leadership role in the life of the school. They encourage students to take responsibility for their own learning and staff to take responsibility for building a learning environment that supports students to do that.

The most effective leaders succeed in building a depth of leadership across the school and use that to help make what they do more effective and sustainable.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school has a clearly articulated and documented student-centred theory of teaching
- School leaders consistently model desired attitudes, language and behaviour and set clear expectations for how staff are required to interact with students, their parents/families and other staff
- School leaders and staff use a common language to describe their way of working
- Staff consistently work in a student-centred way that reflects a belief in the value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support
- Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)
- Staff actively encourage a commitment to effort, improvement and achievement in all of their students
- Staff provide a supportive classroom/learning environment where students feel welcome, cared for and safe
- Staff take a “no excuses” approach and do not accept or use students’ backgrounds as a justification for poor student or school outcomes
- Staff work with students as both individuals and as learners to provide the personal and instructional support that they need to engage at school and to learn
- Staff adopt a reflective practice and consistently think about what they can do/do differently to achieve a better outcome when working with students, their parents/families and other staff
- Staff consistently take responsibility for students’ learning and development outcomes
- Staff work collaboratively with each other, students and their parents/family
- Staff do whatever it takes to make sure that every student gets the right support, at the right time, in the right way to be able to engage at school effectively and to learn
- School leaders proactively manage staff behaviour that is not consistent with the school’s way of working

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Helps articulate the school's "way of working"
- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school and school staff to take responsibility for students' learning and development outcomes

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Supports students' personal and academic development

STAFF ENGAGEMENT AND PERFORMANCE

- Increases staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort

POTENTIAL CHALLENGES:**HELPING STAFF TO UNDERSTAND AND BUY INTO THE SCHOOL'S THEORY OF TEACHING****POSSIBLE RESPONSES:**

- Establish a staff working group or work with the full staff group to document your “way of working”
- Use live case study examples of situations that staff have dealt with to explore and build a shared understanding of what it means to work in a student-centred way
- Document the principles that underlie how the school wants to work and how those principles are reflected in what staff do on a day to day basis (to help staff translate the school’s theory of teaching into practice)
- Use the above process to develop a common language to describe the school’s theory of teaching and how staff are expected to work. Include how staff are expected to relate to students, what they expect of them and how they reflect on their interactions with them
- On a day to day basis make sure that school leaders consistently model desired attitudes, language and behaviours. Get them to articulate how they take student-centred principles into account as they work through issues and make decisions to help staff to understand how those principles guide their decision making and behaviour
- Use staff and professional development meetings and informal “brown bag” staff lunches or discussions to periodically reflect on instances where staff have worked or have struggled to work in a student-centred way. Use those discussions to acknowledge that it can sometimes be difficult to work in that way, reinforce the importance of doing so and share strategies that staff use to maintain a student-centred practice








GETTING STAFF TO CONSISTENTLY WORK IN A STUDENT-CENTRED WAY

- Acknowledge that it may sometimes be difficult to work consistently in a student-centred way, particularly when working with a very challenging student/student group
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and help staff to deal with challenging students/situations
- Explore varied pedagogy to support student-centred practice
- Use professional supervision to coach staff to work in a student-centred way
- Partner more and less experienced staff together and get them to work as peer coaches/mentors
- Encourage staff to use self-reflection tools to “check” their behaviour/practice (to encourage take up use tools in professional supervision and group sessions to demonstrate how they can be used)

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO IDENTIFY AND WORK ON “BLIND SPOTS” IN THEIR LANGUAGE AND BEHAVIOUR</p>	<ul style="list-style-type: none"> • Recognise that working in a student-centred way can require some staff to step outside of their comfort zone and that it can take considerable time and effort to change established patterns of behaviour and language • Use professional supervision to provide regular and frequent feedback to staff • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff • Make sure that school leaders proactively identify and work with staff to change behaviour that is inconsistent with the school’s way of working
<p>MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff behaviour or language is consistently out of line with the school’s way of working then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that and, where appropriate, manage staff out of the organisation



TOOLS:

-  Staff Induction/Training Factsheet - Underlying theory of teaching
-  Staff Induction/Training Factsheet - Staff accountability framework
-  Tool - Statement of individual & shared responsibilities (school staff, student, parents/family)
-  Tool - Getting the balance between support & learning right - general reflection tool
-  Tool - Getting the balance between support & learning right - structured reflection tool
-  Tool - Getting the balance between support & learning right - student planning tool
-  School Diagnostic – Underlying principles & approach

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staff Expectations, Attitudes & Behaviours
- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential & Performance
- Using a Reflective Teaching Practice
- Student Behaviour Management/Discipline
- Staff Accountability Framework

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com

STAFF INDUCTION/TRAINING FACTSHEET - UNDERLYING THEORY OF TEACHING

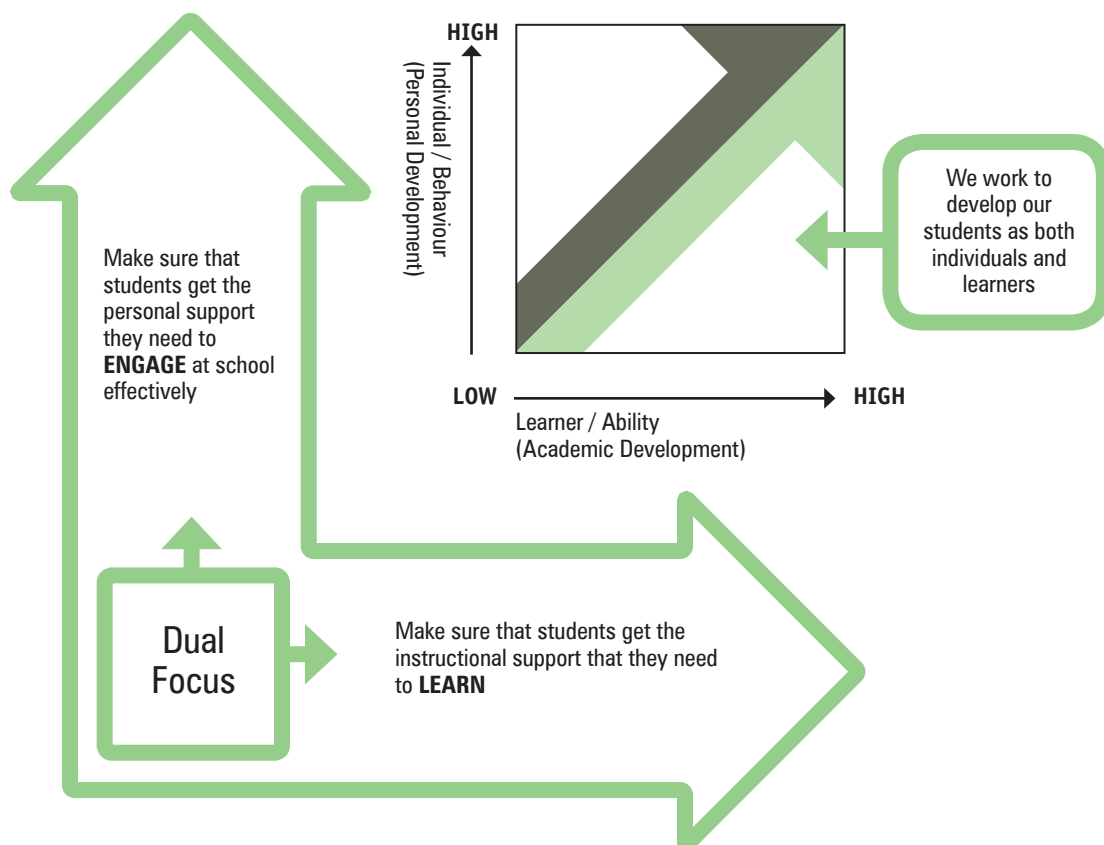
[This school] is committed to helping every student to do their best at school and achieve their full potential. We work in a way that is:

VALUE BASED	We start by recognising the inherent value and potential of every student
STUDENT-CENTRED	We take a student-centred approach and base what we do on the specific needs of each student as both an individual and a learner in the context of their family, peers and community
COLLABORATIVE	We work collaboratively as a staff team with the student, their parents and family
ACCOUNTABLE	We assume both shared and individual responsibility for every student's learning and development and
"WHATEVER IT TAKES" APPROACH	We do "whatever it takes" to make sure that each student gets the right support, at the right time, in the right way to be able to engage effectively at school and to learn.

These principles underpin how we work on a day to day basis and guide all of the decisions that we make.

We work with students as both individuals and learners and provide them with the personal and instructional support that they need to engage at school and to learn.

Dual individual + learner || support + instruction focus

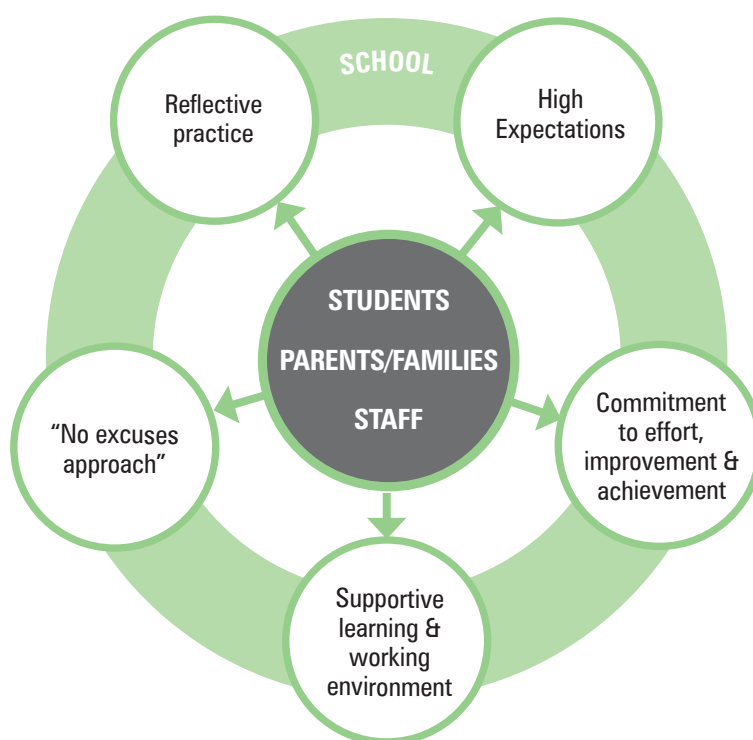


We base everything that we do on an underlying belief in the inherent value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support. We:

- Maintain a high expectation for student behaviour, potential and performance
- Work to instil in our students a commitment to effort, improvement and achievement
- Provide a supportive learning environment where our students feel welcome, cared for and safe
- Take a “no excuses” approach that does not allow our students to use their background as a justification for poor behaviour or school outcomes and
- Use a reflective teaching practice and consistently ask what we can do/do differently to help our students to engage at school effectively and to learn.

We apply those principles not only when we work with students but when we work with parents/families and other staff as well.

Principles underlying day to day practice



STAFF INDUCTION/TRAINING FACTSHEET - STAFF ACCOUNTABILITY FRAMEWORK¹¹

[This school] operates on the basis that:

TEACHING/ LEARNING MODEL	<ul style="list-style-type: none"> • Teaching/learning is a collaborative exercise involving the student and more capable others including the student's teacher, parents/family and peers
TEACHER'S ROLE	<ul style="list-style-type: none"> • The teacher's role is to: <ul style="list-style-type: none"> - Create a learning environment that sets a high expectation for student behaviour, potential and performance in which the student is engaged and supported to learn - Observe the student, identify what they know and what they need to learn - Develop teaching/learning activities to help the student to learn within their <i>zone of proximal development</i> and - Provide support so that the student can master that material
STUDENT'S ROLE	<ul style="list-style-type: none"> • The student's role is to be a collaborative participant in the learning activity, to listen and to participate constructively in the activity
WHO IS RESPONSIBLE AND ACCOUNTABLE IF THE STUDENT DOES NOT PROGRESS	<ul style="list-style-type: none"> • Learning relies on both the teacher and the student meeting their responsibilities; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress • Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and help them to learn.

¹¹ Wilhelm and Dube 2001., p.2.

TOOL - STATEMENT OF INDIVIDUAL & SHARED RESPONSIBILITIES (SCHOOL STAFF, STUDENT, PARENTS/FAMILY)

This tool is designed to be used with students and their parents/families during the enrolment process to reinforce the shared responsibility that the school, students and their parents/families have for helping students to achieve their full potential.

[This school] is committed to partnering with you and your child to help them to do their best at school and achieve their full potential. We all have a role to play in helping your child to do that.

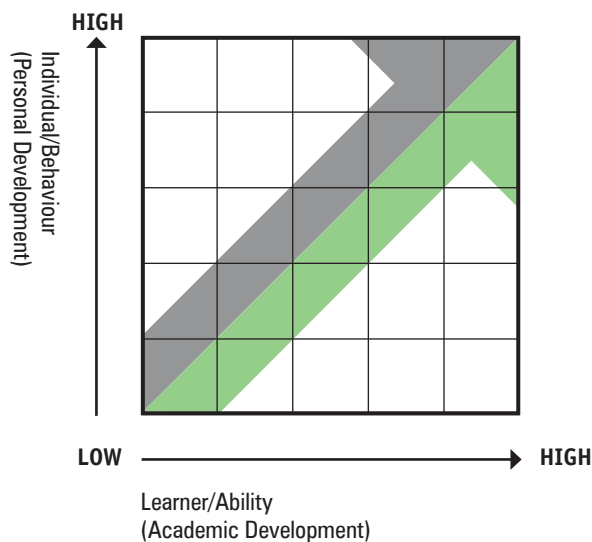
SCHOOL STAFF	STUDENT	PARENTS/FAMILY MEMBERS
<ul style="list-style-type: none"> Come to school ready to support our students in every way that we can to help them to learn 	<ul style="list-style-type: none"> Attend school regularly Come to school ready to learn with school materials and homework done 	<ul style="list-style-type: none"> Make sure that our child attends school regularly Make sure that our child comes to school ready to learn Reinforce the importance of attending school and doing homework
<ul style="list-style-type: none"> Work together with our students and their parents/family to do whatever we can to help our students achieve their full potential 	<ul style="list-style-type: none"> Work hard and always try to do my best 	<ul style="list-style-type: none"> Encourage and support our child to work hard and always try to do their best Help our child take responsibility for their own learning and behaviour Work together with the school to help our child to achieve their full potential
<ul style="list-style-type: none"> Make sure that our students and their parents/families know how they are going and what they need to do to progress Ask for help from parents/families when we need it to help our students to learn 	<ul style="list-style-type: none"> Ask for help when I need it 	<ul style="list-style-type: none"> Keep in contact with the school and let them know about any factors that might affect how our child is going Ask for help from the school when we need it to help our child to engage effectively at school and learn
<ul style="list-style-type: none"> Recognise the efforts that our students make and celebrate their progress and achievements to motivate them to continue to work hard and do their best 	<ul style="list-style-type: none"> Recognise and celebrate my efforts and achievements and those of my peers and use that to motivate me to continue to work hard and do my best 	<ul style="list-style-type: none"> Recognise the efforts that our child makes and celebrate their progress and achievements to motivate them to continue to work hard and do their best
<ul style="list-style-type: none"> Make sure that all of our staff and students act in a way that makes the school a safe, welcoming place to be and to learn Act in a way that makes our students, their parents/families and staff feel valued, cared for, supported and safe 	<ul style="list-style-type: none"> Take responsibility for my actions Act in a way that makes other people at the school feel welcome, cared for and safe 	<ul style="list-style-type: none"> Encourage and support our child to take responsibility for their behaviour and act in a way that makes other people at the school feel welcome, cared for and safe Act in a way that makes staff at the school feel valued, cared for, supported and safe

TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - GENERAL REFLECTION TOOL

This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

We need to work with students as both individuals and as learners and provide the personal and instructional support that they need to engage at school and to learn. In doing that, we need to be careful to get the balance between support and instruction right.

Individual/Learner Development Grid:



If we place too much focus on providing personal support at the expense of academic learning, then students are not appropriately challenged to learn and are not extended to achieve their full potential. If we place too much focus on academic learning without providing sufficient personal or instructional support, then students will not be able to engage and learn effectively and, similarly, will not achieve their full potential. We need to try to get the balance right!

Are we getting the balance between support and instruction right?

Generally?

With this particular student?

Do we need to re-adjust our focus?

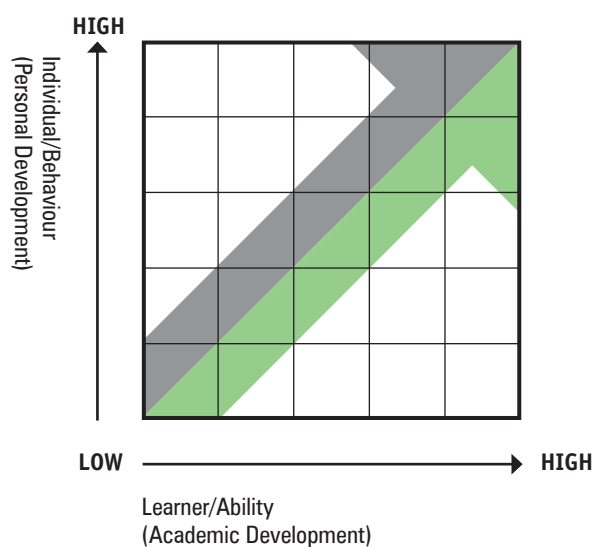
TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - STRUCTURED REFLECTION TOOL

This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

To help students to engage and learn it is important to get that balance right between support and instruction. If too much focus is placed on providing personal support at the expense of academic learning then students are not appropriately challenged to learn and are not extended to achieve their full potential. If too much focus is placed on academic learning without providing sufficient personal and instructional support then students will not be able to engage and learn effectively and similarly will not achieve to their full potential. Although the bias between support and instruction may shift one way or the other as a student's needs vary, it is important that we work to maintain a balanced approach over time that provides our students with the support that they need both to engage at school and to learn.

This tool can be used by individual staff as a self-reflection tool to think about how they can best support their student(s) to engage and learn and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

Individual/Learner Development Grid:



- STEP 1** Use the above grid to think about where the student is up to on the development continuum as an individual and a learner compared to an average child of his/her age. Plot where you think the student is on the grid.
- STEP 2** Think about what you are doing to help the student to develop on each dimension.
- Are you working equally on both dimensions?
 - If not, is there a reason for that?
 - Do you need to re-adjust/expand your focus?
 - What, if anything do you need to do/do differently to help the student to progress across both dimensions, as both an individual and a learner?
- STEP 3** Use the space provided below to record your observations. Identify what you will do/do differently to help the student develop as an individual and a learner based on your reflection.

Student name:

OBSERVATIONS:

How will I work to help the student develop:

	AS AN INDIVIDUAL (CHARACTER)	AS A LEARNER (ACADEMIC)
GOAL		
PROPOSED ACTIONS		



TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - STUDENT PLANNING TOOL

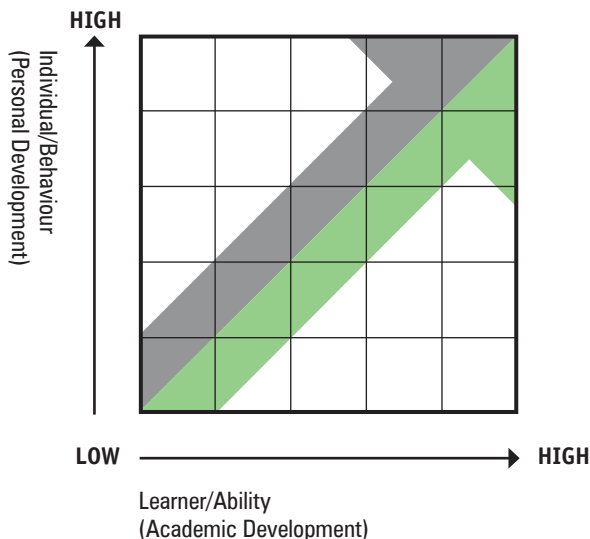
This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

To help students to engage and learn it is important to get that balance right between support and instruction. If too much focus is placed on providing personal support at the expense of academic learning then students are not appropriately challenged to learn and are not extended to achieve their full potential. If too much focus is placed on academic learning without providing sufficient personal and instructional support then students will not be able to engage and learn effectively and similarly will not achieve to their full potential. Although the bias between support and instruction may shift one way or the other as a student's needs vary, it is important that we work to maintain a balanced approach over time that provides our students with the support that they need both to engage at school and to learn.

This tool can be used to support the development of individual Student Learning and Development, Support and/or Behaviour Management Plans.

It is recommended that relevant teaching and student welfare/wellbeing and support staff work through the tool once to develop a common understanding of where the student is up to and what is needed to best support the student to develop as an individual and a learner and then work through the tool again with the student and their parents/family before developing the relevant student plan.

Individual/Learner Development Grid:



- STEP 1** Use the above grid to think about where the student is up to on the development continuum as an individual and a learner compared to an average child of his/her age. Plot where you think the student is on the grid.
- STEP 2** Think about what factors could be affecting/acting as barriers to the child's development as an individual and as a learner. Write down what you think are the most significant factors in the space provided in the following table.
- STEP 3** Think about ways that the school could work with the student and/or his parents and family to help address those factors. Write down possible responses in the table.
- STEP 4** Use the appropriate student planning template to develop a plan to action those responses.

Student name:

	AS AN INDIVIDUAL (CHARACTER)	AS A LEARNER (ACADEMIC)
INFLUENCING FACTORS		
PROPOSED RESPONSES		

2.

LEARNING ENVIRONMENT

What For most people school is a familiar place. Although the process of starting school or transferring from one school to another can sometimes be a little bit daunting, students and their parents/families are usually comfortable negotiating the education system and engaging with school staff. For some students and their parents/families, however, this is not the case.

This can be particularly true for low SES and NESB students and their parents/families, whose past experiences at school, language barriers or other factors can stop them from feeling comfortable coming into the school or engaging with school staff.

Schools adopting a holistic education model recognise that. Because of that, they put particular focus on creating a welcoming and supportive learning environment so that students and their parents/families feel comfortable coming into the school, engaging with school staff and getting involved in school activities.

How They work hard to establish a school and classroom environment where students, their parents/families and staff feel welcome, cared for and safe and where students feel supported. They do that in a number of ways:

SCHOOL GROUNDS /ENVIRONMENT	<ul style="list-style-type: none">• Structure and maintain the physical/built environment at the school so that it is a clean, cared for, vibrant and appealing space that reflects the value that is placed on the students, parents/families and staff that make up the school community
ENROLMENT PROCESS INDUCTION PROCESS	<ul style="list-style-type: none">• Design enrolment and induction processes to be as simple and welcoming as possible so that students and their parents/families find them easy to negotiate and are comfortable working through them• Provide parents/families with support to work through those processes (eg. by explaining the process and documentation, translating materials, providing access to interpreters and helping families to complete paperwork)• Use those processes to make sure that students and their parents/families understand how things work, what they can expect from the school and what the school will expect of them
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Make sure that school staff consistently behave in a welcoming, respectful and caring way towards students and their parents/families so that they feel valued, cared for and safe• Communicate regularly with parents/families to keep them up to date on what is happening at the school and how their child is going• Make sure that parents/families know who to get in contact with at the school if they have any concerns or questions and how to do that• Establish parent/family/community based consultative groups to get input into school policies and decisions affecting students and their families and provide a forum for feeding information about what is happening at the school into the community• Actively encourage parents/families to participate in the life of the school and get involved in their child's learning

<p>WELLBEING AND SUPPORT FRAMEWORK</p>	<ul style="list-style-type: none"> • Employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team to work with students and their parents/families to help them address issues that potentially act as barriers to attendance, participation and learning and assist with behavioural management and/or establish student welfare teams made up of core teaching staff to do that • Provide one on one support to parents/families to access support services to help their child engage at school effectively and learn and to help them to support their child
<p>CROSS-CULTURAL AWARENESS</p>	<ul style="list-style-type: none"> • Provide training to make sure that staff are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
<p>UNIFORMS</p>	<ul style="list-style-type: none"> • Have set school uniforms so that students and staff can easily identify other members of the school community • In some cases where schools operate across primary, middle and senior school levels, they will vary the uniforms across the different parts of the school to make it easier to identify students and recognise student seniority • Some schools also use staff uniforms (eg. shirt or blouse) or name tag to make it easy for students and parents/ family members to identify and engage with staff
<p>CURRICULUM</p>	<ul style="list-style-type: none"> • Tailor subject offerings, course curriculum and instructional plans to match students' learning needs, preferences/styles and interests so that it is easy for them to engage with the material that they are learning • Make sure that curriculum is contextually and culturally appropriate and also helps students to understand and access mainstream language and culture
<p>CLASSROOM ENVIRONMENT</p>	<ul style="list-style-type: none"> • Set up classrooms so that they are bright, vibrant, welcoming learning spaces • Invest time to allow teachers and students to get to know one another and build strong, supportive teacher–student relationships • Make sure that staff consistently maintain a high expectation of students' behaviour, potential and performance



TEACHING APPROACH	<ul style="list-style-type: none"> • Structure teaching/learning activities to be engaging and extend but not over-stretch students and provide students with the support that they need to understand and master material • Encourage and support staff to adopt a reflective teaching practice to focus on how best they can support students to engage and learn • Recognise and celebrate student effort, improvement and achievement
LEARNING/EXTENSION SUPPORT	<ul style="list-style-type: none"> • Provide additional learning/extension support when appropriate to help students to understand and master material
STUDENT PARTICIPATION AND LEADERSHIP	<ul style="list-style-type: none"> • Proactively identify and encourage students to take up leadership roles in the school • Use formal student advisory/leadership groups/structures to provide students with an opportunity to take responsibility and play a leadership role in the school • Design and allocate class-based roles/responsibilities to give students a chance to take responsibility and play a leadership role in their class • Provide opportunities for students to participate in, initiate and lead school activities and events • Provide opportunities for students to represent the school and act as ambassadors and advocates for the school • Use peer mentoring, teaching and/or mediation to support student learning and development
BEHAVIOUR MANAGEMENT/DISCIPLINE	<ul style="list-style-type: none"> • Set clear boundaries and expectations for student behaviour • Acknowledge positive behaviour • Manage inappropriate behaviour in a timely, consistent and constructive way



This section focuses on how schools establish a supportive learning environment where students, their parents/families and staff feel welcome, cared for and safe and where students feel supported to learn. It looks at how schools set up and manage their physical and classroom environment, as well as how they establish constructive relationships with students and their parents/families to support student engagement and learning and support student participation and leadership.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides a supportive school, classroom and working environment where students, parents/families and staff feel welcome, cared for and safe
- School grounds and facilities are clean, well maintained and cared for and reflect the value that is placed on students, parents/families and staff
- Staff consistently interact with students and their parents/families in a welcoming, caring and supportive way
- Staff and students are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
- Parents/families are encouraged and supported to be involved in the life of the school and their children’s learning (ie. they are kept aware of what their children are learning and are encouraged and supported to engage with the school in a constructive way)
- Staff work with students as both individuals and learners and provide the personal and instructional support that they need both to engage at school and learn
- Students participate actively in the life of the school and have a sense of ownership/pride in the school

BENEFITS OF WORKING IN THIS WAY:

<p>WAY OF WORKING</p>	<ul style="list-style-type: none"> • Reinforces the value placed on students, their parents/families and staff • Provides a framework to guide school/staff activity, decision making and behaviour • Establishes/reinforces a student-centred “no excuses”/ “whatever it takes” approach • Encourages staff effort
<p>LEARNING ENVIRONMENT</p>	<ul style="list-style-type: none"> • Helps establish a welcoming, safe and supportive school/classroom /working environment • Helps students and their parents/families feel comfortable dealing with the school/school staff • Encourages staff, students and their parents/families to develop a sense of pride/shared ownership in the school
<p>CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT</p>	<ul style="list-style-type: none"> • Helps identify students’ individual learning and development needs

BENEFITS OF WORKING IN THIS WAY:

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students' leadership skills

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff performance/teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction
- Helps engage and motivate staff













OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities

TOPICS COVERED IN THIS SECTION:

- Physical School & Classroom Environment
- Staff Expectations, Attitudes & Behaviours
- School, Family & Community Engagement
- Student Wellbeing & Support Framework
- Student Participation & Leadership

TOOLS:

-  Staff Induction/Training Factsheet - Understanding student behaviour
-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  Tool - General reflection tool
-  Tool - Improving communication and building positive relationships – structured reflection tool
-  Tool - School network/relationship mapping tool
-  Tool - Case note template
-  Tool - Learning support/extension plan template
-  Tool - Welfare support plan template
-  Tool - Behaviour management plan template
-  Tool - School nurse/medical centre referral slip/pass
-  Staff Role/Function Summary - Student welfare/wellbeing and support staff
-  School Diagnostic - Learning environment

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Building a Strong Teacher-Student Relationship
- Setting a High Expectation for Student Behaviour, Potential & Performance
- Using a Reflective Teaching Practice
- Student Management/Discipline
- Staff Accountability Framework

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teachers
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatised Children., State Government of Victoria., Victoria 2001.

2.1

PHYSICAL SCHOOL & CLASSROOM ENVIRONMENT

What The physical/built environment at a school can have a significant impact on how students, parents/families and staff feel about coming into the school.

Schools adopting a holistic education model make sure that the physical/built environment at the school is maintained so that it is a clean, cared for, vibrant and appealing space that reflects the value that is placed on students, their parents/families and staff.

How Schools' physical infrastructure and grounds vary. Irrespective of the built environment that they are working with, schools adopting a holistic education model work to establish warm, welcoming, safe and workable learning spaces.

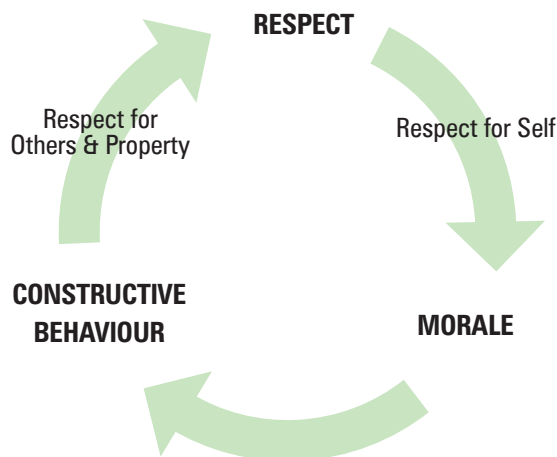
School grounds/environment

Look & feel

Schools put priority on making sure that their buildings and grounds are well maintained and cared for. Students are actively encouraged to take pride in themselves and their school and to look after school grounds and facilities.

Schools usually apply a strict no litter and no graffiti policy. Students breaching those policies are usually required to remedy their action by undertaking some form of clean up or maintenance duty.

Figure – Connection between respect for/pride in self and school



Often schools will use the level of litter and vandalism as an indicator of student attitudes towards school, morale and behaviour.

Some schools actively involve students in higher year levels in landscaping, small construction, painting, street furniture and public art installation work as part of their coursework activities. The active involvement of students in the ongoing improvement of the school grounds and buildings provides students with practical learning opportunities and helps them to build a sense of connection to, and ownership of, the school.

School spaces are painted and lit to be bright and vibrant spaces. School grounds, facilities and public art work are used to incorporate cultural themes relevant to the student population, their families and community.

Public spaces throughout the school are used to display student work. The display of that work combined with motivational signage and artwork is consciously used to reinforce the underlying values and ethos of the school and to encourage students to set high expectations for themselves in terms of both their personal and academic achievement.

Layout & space allocation

Wherever possible, classrooms and learning spaces are allocated so that year level groupings are aggregated in common areas, both to make it easier to coordinate teaching/learning activities with those groups and to allow students of different ages to have separate learning spaces in the school.

Physical spaces are painted and landscaping is set out in a way that helps to identify the different areas as a way of helping students to have a sense of ownership of their part of the school.

Wherever possible, schools try to make sure that there is a “clean line of sight” between the classrooms in common areas so that students are less likely to “get lost” as they move between them.

If possible, teaching, teaching support and wellbeing and support staff workspaces are co-located in the year level areas that they predominantly work in. Allocating staff workspaces in that way means that staff are readily available to students. It makes it easier for staff and students to get to recognise and know one

another. This helps staff to build relationships with students in their learning area. It also means that professional teaching/learning team members are usually located in the same area and so makes it easier for staff to coordinate teaching and moderation activity.

Dedicated “time out” spaces (used by student welfare/wellbeing and support staff to work with students and support behaviour management) and intensive learning support/extension spaces may either be located in a central location or be distributed across different learning areas.

Specialist facilities, such as libraries, art centres and computer laboratories, are provided and are appropriately resourced to support teaching/learning activities. These are usually shared across year level groupings.

Office & administration spaces

Office and administration spaces are one of the main points of contact that parents/families have with the school.

Because of that, schools pay particular attention to make sure that they are as accessible and welcoming as possible. They are well signed and wherever possible they are located near the main entry point to the school to make them easy for students, parents and families to access.

Office spaces are set up to be as welcoming as possible.

Student work is displayed and artwork and signage is used to reiterate the underlying ethos and values of the school. Information boards are used to make it easy for parents/families to access information.

Office staff are recruited and trained to be warm, friendly and unflappable. Where schools are working with a large proportion of non-English speaking students or families, schools will often try to make sure that at least one office staff member speaks each of the main languages spoken by families at home. Alternatively, they will work with parents/families and local community members to try to make sure that volunteer language speakers are available at the school at set times (particularly during peak enrolment and

reporting periods) to help make families feel more comfortable coming into the office and to provide translation support.

Family & community service hubs

Schools often set up a dedicated space on the school grounds where parents/family members can meet, access information about school or third party programs and activities, link into volunteering activities at the school, attend parent briefings and/or meet with staff.

Those spaces are usually located so that they are easy for parents to access when they come into the school grounds. They are set up to be a welcoming space. There is usually a comfortable area where parents can sit and talk, tea/coffee facilities, a table/work space that can be used for meetings and group activities and a slightly separate space where parents and/or staff can have a more private conversation when required. They usually have a large bulletin or noticeboard space that is used by the school to communicate with parents as well as being used as a space for parents to communicate with one another. Often the space will be manned by volunteer parents/family members.

Classroom environment

Look & feel

As with school buildings and grounds more generally, schools put priority on making sure that their classrooms are well maintained and cared for. Students are actively encouraged to take pride in their classroom(s) and assume responsibility for keeping it neat and tidy.

Classroom environments are set up as bright, vibrant, welcoming learning spaces.

Student work is displayed on classroom walls to celebrate student effort, improvement and achievement and to demonstrate what proficient and high quality work looks like.

Motivating signage and artwork is consciously used to reinforce the underlying values and ethos of the school and to encourage students to set high expectations for themselves in terms of both their personal and academic achievement.

Layout & space allocation

Wherever possible, classroom spaces are designed so that they can be changed around to support a range of different learning formats including whole of class, small group, paired or individual learning.

They usually include a “quiet learning corner” or space that can be used for individual learning or as a “time out” space for students who are not ready or able to engage constructively in class. They also usually include a “challenge centre” or “lab” that is set up to provide additional learning/extension activities for students who finish class work early.

Where classroom spaces have large window areas that open onto public walkways, blinds that allow in light but block out passing traffic will often be used to help avoid external distractions and manage student attention.

In secondary school, specialist classrooms are provided to support the delivery of a range of elective subjects.

Resourcing

Classrooms are well resourced. Teaching/learning resources are readily available to both students and staff in the classroom. Learning materials are usually provided as class sets so that students do not have to buy them. Basic equipment including writing materials and workbooks are also usually provided in the classroom to make sure that they are always on hand. Computing and IT equipment is also available.

Organisation

Common organisational systems are used in every classroom to help students feel comfortable and make it easy for them to engage in class.

These are discussed in more detail in *Setting Up a Positive Classroom Environment*.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School grounds and facilities are clean, well maintained and cared for and reflect the value that is placed on students, parents/families and staff
- Students take pride in the school and show respect for school grounds/facilities
- School grounds/facilities/public art work are used to incorporate cultural themes relevant to the student population
- School office and administration spaces are set up to be as accessible and welcoming as possible to help parents/families feel comfortable coming into the school and speaking with staff
- Dedicated space is provided on the school grounds for parents/families to meet, link into school activities, access third party programs and meet with school staff
- School and classroom environments are set up as bright, vibrant, welcoming learning spaces
- Classrooms are well resourced and are large enough and /or can be changed around to support a range of different learning formats (eg. whole of class, small group, collaborative/team teaching)
- Student work is prominently displayed in classrooms and public spaces to celebrate student effort, improvement and achievement, demonstrate what proficient and high quality work looks like and encourage students to set high expectations for themselves
- Classrooms are allocated so that year level groupings are aggregated in common areas that allow students of different ages to have their own space in the school
- Staff workspaces are co-located in the year level areas that they predominantly work in to make it easier for staff get to know and engage with students and one another
- Appropriately designed specialist classrooms (eg. science laboratories, technical, art, music rooms etc.) are provided in secondary school and appropriately resourced to support specialist subject delivery
- Shared learning facilities (eg. library, IT and sport facilities) are provided and appropriately resourced to support student learning
- Dedicated “learning lab” spaces are provided and appropriately resourced to support intensive learning support and extension activities
- Dedicated “time out” spaces are provided and appropriately resourced to support student behaviour management

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff
- Encourages staff, students and their parents/families to develop a sense of pride/shared ownership in the school

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Improves students' ability to connect with/engage at school
- Helps increase student attendance
- Helps engage and motivate staff

POTENTIAL CHALLENGES:


HELPING STUDENTS TO TAKE OWNERSHIP OF AND CARE FOR THE SCHOOL GROUNDS

POSSIBLE RESPONSES:

- Maintain school grounds and facilities in good condition
- Explicitly draw the link between the quality of the school grounds and facilities and the value placed on students and their education
- Clearly identify students as having a responsibility to maintain the grounds as members of the school community. Link that responsibility to students' obligation to make others feel welcome and safe at the school
- Involve students in the maintenance and improvement of the school grounds (eg. involve students in landscaping and gardening activities, use student artwork/street furniture)
- Acknowledge and celebrate students' contribution to the maintenance/improvement of the school grounds and environment (eg. through regular award/reward/incentive programs, "tidiest class/community" competitions, plaques acknowledging student contribution)

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
MANAGING SPACE CONSTRAINTS	<ul style="list-style-type: none"> • Be creative when working with older spaces • Adjust classroom fit out to improve flexibility/useability of existing spaces • Be prepared to use demountable or temporary building structures to provide additional space where required
MAINTAINING/IMPROVING SCHOOL GROUNDS	<ul style="list-style-type: none"> • Run regular working bees involving students and their parents /families to help improve and maintain the school grounds • Encourage staff to use teaching/learning activities to help improve the school grounds and/or support general maintenance activities
FUNDING SMALL PROJECT WORK, LANDSCAPING MAINTENANCE AND REPAIR WORK TO IMPROVE PHYSICAL/ BUILT ENVIRONMENT	<ul style="list-style-type: none"> • Use student projects and partnerships with local TAFE and training organisations to help fund and complete basic repair and maintenance work at the school

TOOLS:

 School Diagnostic - Physical school & classroom environment

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Setting Up a Positive Classroom Environment

2.2

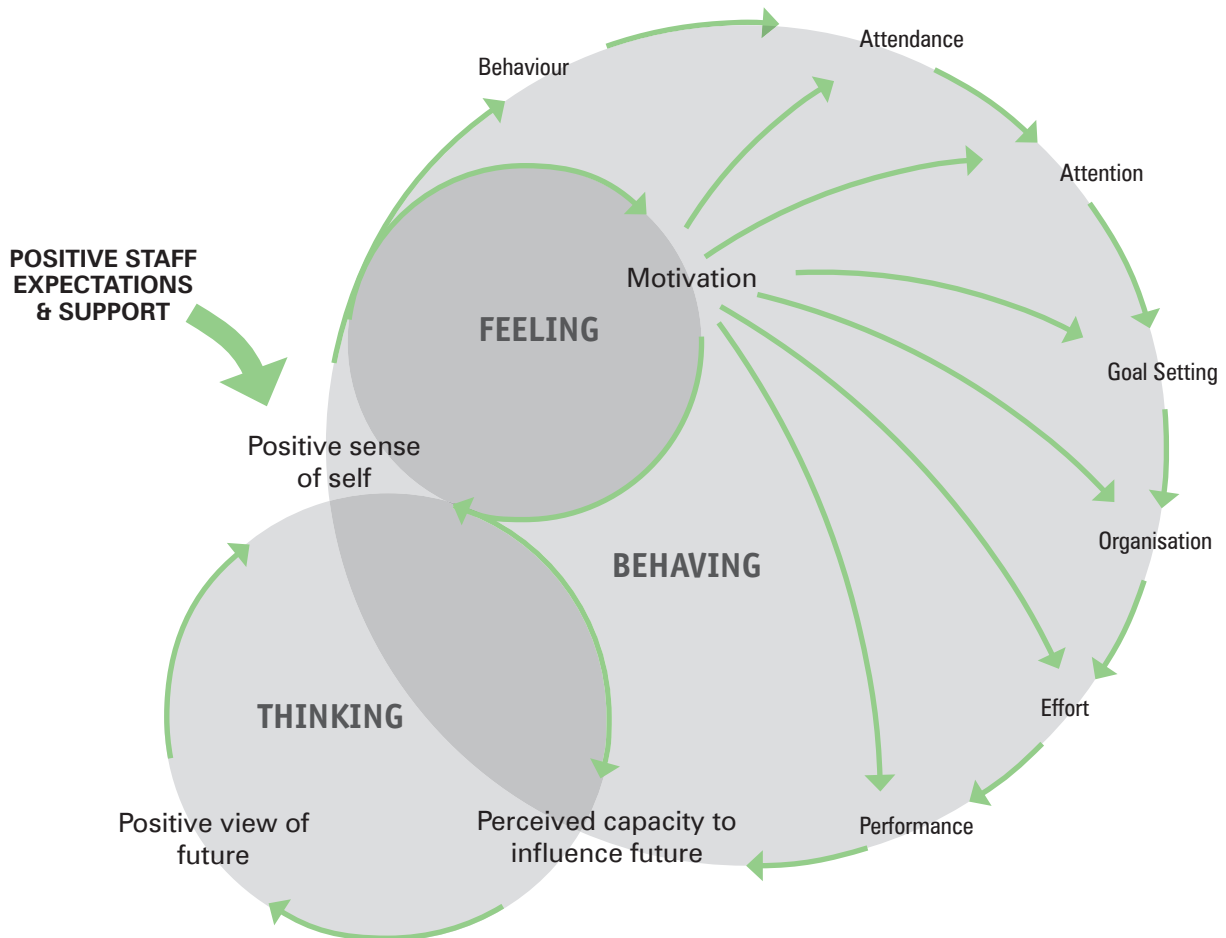
STAFF EXPECTATIONS, ATTITUDES & BEHAVIOURS

What Research indicates that students learn best when they have a positive relationship with their teachers and they see their teachers as¹²:

- Acting in a clear and consistent manner
- Being warm and supportive
- Having a high expectation of their behaviour, potential and performance
- Positively encouraging attendance, effort and performance
- Making realistic demands of them and providing support to help them understand what is required of them and come to terms with material.

Schools adopting a holistic education model understand how important it is for students to have a positive relationship with their teachers and the role that those relationships play in influencing how students **think** and **feel** about themselves and school and how they **behave**.

Figure - The critical role that positive teacher-student expectations and relationships play



¹² Doyle & Hill 2008., p.46.

How teachers interact with students and what they expect of them play a critical role in how students think and feel about themselves and how they behave. If students feel welcome, cared for, safe and supported and know that their teachers believe that they can, and expect them to, succeed they are likely to think and feel more positively about themselves and what they can achieve. They are likely to try harder and achieve more.

Because of that, schools adopting a holistic education model put particular focus on the attitudes and behaviours that staff bring to their work. They focus on how staff **relate** to students, what they **expect** of them and how they **reflect** on their interactions with them.

How School leaders focus on:

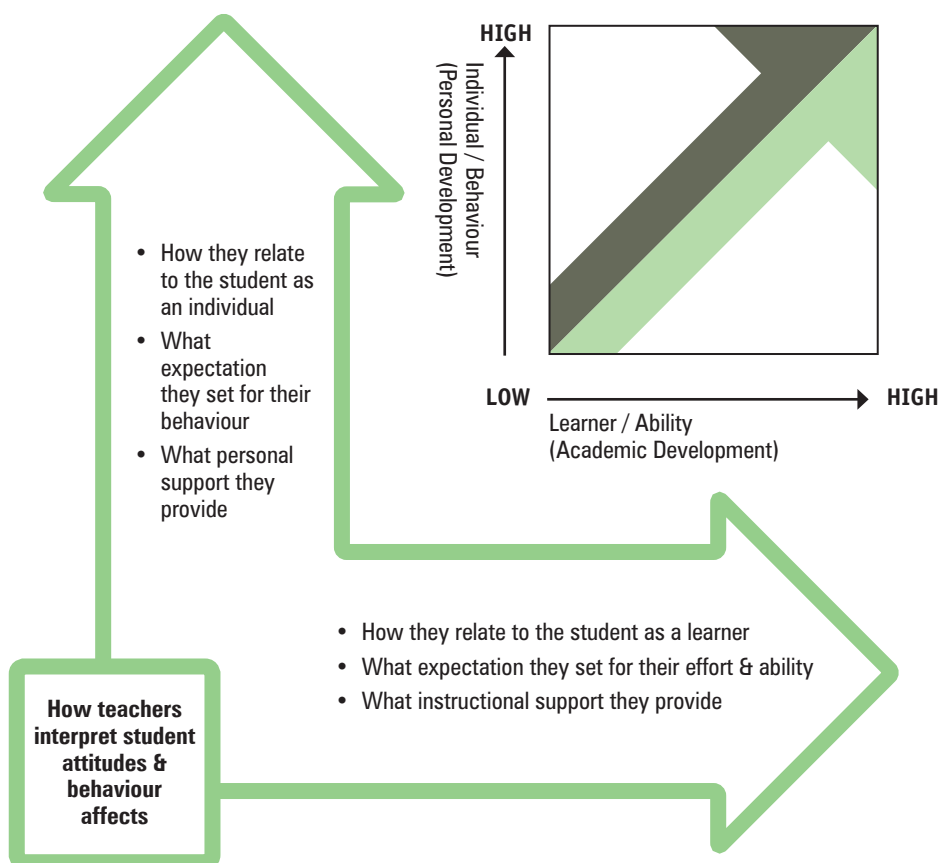
HOW STAFF RELATE TO STUDENTS	<ul style="list-style-type: none">• They encourage staff to engage with students in an open, caring and supportive way to establish strong, positive relationships with them as both individuals and learners
WHAT THEY EXPECT OF STUDENTS	<ul style="list-style-type: none">• They require staff to consistently set high expectations for student behaviour, potential and performance
HOW THEY REFLECT ON/INTERPRET STUDENT BEHAVIOUR	<ul style="list-style-type: none">• They encourage staff to reflect on the factors that affect student behaviour and learning and consistently ask what they can do/do differently as adults to better support students to manage their behaviour, engage at school and learn.

Doing that requires school leaders to work with staff on how they interpret and respond to students' attitudes, language and behaviour.

Interpreting & responding to student attitudes, language & behaviour

The most effective schools/school leaders implicitly understand that the way that staff interpret students' attitudes, language and behaviour has a direct effect on how they relate to students, what they expect of them and the way that they reflect on their interactions with students and respond to them.

Figure - The impact of interpretation



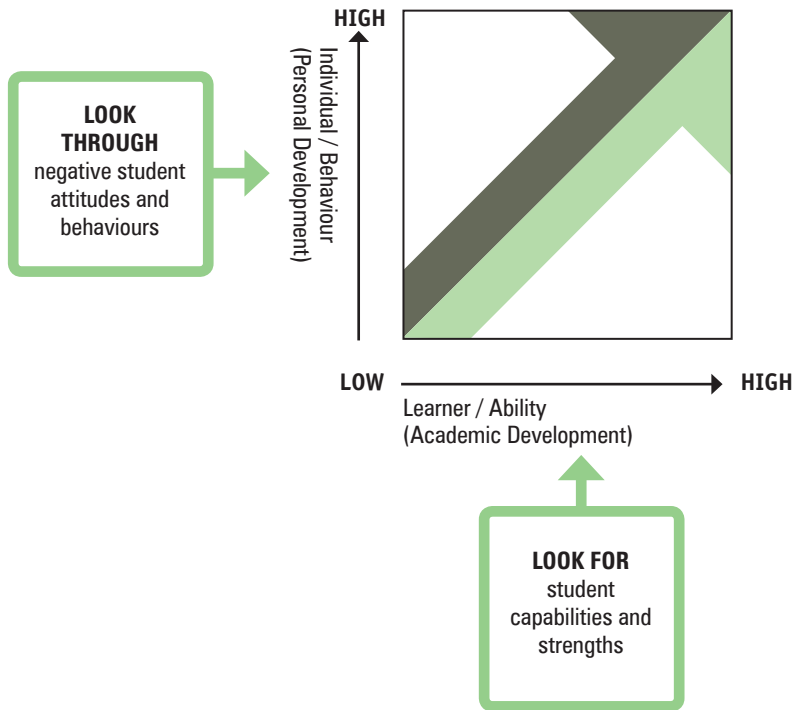
Where staff have a positive attitude towards their students they are more likely to view the students' ability and potential to learn in a more positive way and be more reflective about what they can do/do differently as adults to help them to learn. As a result they are likely to interact with the student in a more constructive and effective way.

Where staff struggle to maintain a positive attitude towards a student, because of the student's attitude or behaviour, then they are likely to find it harder to view the student's

ability and potential in the same way and may find it harder to be as reflective about their own behaviour and what they can do/do differently to help the student to engage and to learn.

To be effective, staff need to be able to **"look through" students' negative attitudes and behaviours** to maintain a positive attitude towards the student and **"look for" students' capabilities and strengths** to maintain a positive expectation about their ability and potential.

Figure - The imperatives for effective teaching



Doing that can be hard, particularly in the face of repeated disengaged, defensive and/or challenging student behaviour.

The most effective schools/school leaders establish a working environment that consistently encourages and supports staff to maintain a positive attitude towards their students and to look for, and develop, the potential in every student. They do that in a number of ways:

THEORY OF TEACHING	<ul style="list-style-type: none"> Clearly articulate the underlying principles that inform how the school works and the fact that every student is of value and has the potential to succeed at school given sufficient time and the right support Develop a common language to describe the school’s theory of teaching and how staff are expected to work (ie. how staff relate to students, what they expect of them and how they reflect on their interactions with them)
SCHOOL LEADERSHIP	<ul style="list-style-type: none"> Consistently model desired attitudes, language and behaviour and articulate how student-centred principles influence their decision making and behaviour to help staff translate the school’s theory of teaching into practice Set clear expectations for how staff are required to interact with students, their parents/families and other staff

STAFF ROLE DEFINITION	<ul style="list-style-type: none"> • Use staff role descriptions to clearly define and document staff roles and responsibilities • Explicitly identify all staff as having responsibility for the development of a supportive learning environment as part of their formal role description • Reinforce individual and shared staff responsibility for student learning and development outcomes
STAFF RECRUITMENT	<ul style="list-style-type: none"> • Use the recruitment process to test for fit with the school's theory of teaching and the preparedness and ability of prospective staff to buy into the school's way of working
STAFF INDUCTION	<ul style="list-style-type: none"> • Use the induction process to help staff to translate the school's theory of teaching into practice • Brief relief staff, third party partners and volunteers to make sure that they also understand the school's way of working
CROSS-CULTURAL AWARENESS	<ul style="list-style-type: none"> • Provide training to make sure that staff are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
PROFESSIONAL SUPERVISION PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Use professional supervision to provide regular and frequent feedback to staff • Have school leadership team members regularly drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings so that they can get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff • Make sure that staff understand the way that students' background and lived experience affects their behaviour and how they are likely to see and respond to others • Provide training to help staff understand and manage their own emotions and behaviours and those of their students • Actively work with staff to help them to reflect on their behaviour and teaching practice and identify where their own attitudes and behaviour and/or interpretation of student attitudes and behaviour may be constraining their ability to work effectively with a student/student group • Help staff to identify strategies to change the way that they behave /interpret and respond to student behaviour where appropriate • Use professional supervision, observation, collaborative teaching and (peer) coaching approaches to help staff to do that • Encourage staff to use self-reflection tools to "check" their behaviour/practice



PERFORMANCE EVALUATION

- Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement and drive accountability for student performance

STAFF SUPPORT

- Acknowledge the effort involved in consistently working in this way
- Recognise and celebrate staff efforts and achievements
- Empathise with and support staff when they find work challenging and help them to see and focus on the positive side of their work and the outcomes that they achieve with students
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and support staff to deal with challenging students/situations
- Partner more and less experienced staff together and get them to work as peer coaches/mentors
- Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector)

Cross-cultural awareness

Most schools working with students from different cultural backgrounds regularly provide both formal and informal cultural awareness training for students, staff and volunteers.

Training is used to help staff:

- Get a better understanding of the cultural backgrounds that their students come from
- Understand how cultural factors influence students' and their parents'/family members' attitudes, language and behaviour and how students engage in school/classroom activities and learn
- Interact with students, parents and families in a more informed and culturally appropriate way and
- Be better able to incorporate, and feel more comfortable delivering, culturally appropriate elements into their day to day classroom management and teaching/learning activities.

The most effective schools make sure that cultural awareness training is provided for all staff (including office administration, ground and other non-teaching staff), third party partners and volunteers so that they are able to work in a culturally informed and appropriate way.

Some schools set up formal or informal advisory groups made up of parent, family and community members to help them to better understand the cultural background of their students and how it affects the way that they engage at school and learn and to identify and address culturally sensitive issues.

Schools actively manage any culturally inappropriate behaviour to make sure that students, their parents/families and staff feel welcome, respected, cared for and safe at the school.

The most effective schools/school leaders succeed in building a staff group that understands the factors that influence their students' behaviour.

They consistently:

- Take a student-centred approach
 - Maintain a high expectation for student behaviour, potential and performance
 - Work to instil in their students a commitment to effort, improvement and achievement
 - Provide a supportive learning environment where students feel welcome, cared for and safe
 - Take a “no excuses” approach that does not allow students to use their background as a justification for poor behaviour or school outcomes and
- Use a reflective teaching practice and consistently ask what we can do/do differently as administrators, teachers and staff to help the student to engage at school effectively and learn.

They consistently model desired attitudes, language and behaviour, set clear expectations for how staff are required to interact with students, their parents/families and other staff and proactively manage staff behaviour that is not consistent with the school’s way of working.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School leaders consistently model desired attitudes, language and behaviour and set clear expectations for how staff are required to interact with students, their parents/families and other staff
- Staff consistently interact with students, their parents/families and each other in a welcoming, caring and supportive way
- Staff are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
- Cultural awareness training is provided for all students, staff and volunteers
- Parent/family/community consultative groups are used to advise the school on cultural issues/considerations
- School and classroom management practices are designed to take into account appropriate cultural considerations
- Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)
- Staff consistently take responsibility for student learning and development outcomes
- Staff consistently use a reflective teaching practice and ask what they can do/do differently to help the student to engage at school effectively and learn
- Staff are provided with formal and informal training to help them understand and respond appropriately to student behaviour
- Professional supervision, day to day feedback and coaching is used to help staff engage effectively with students and manage student behaviour
- Formal and informal support systems are used to help staff deal with the day to day stresses involved in working with challenging students in a supportive, student-centred way (eg. through professional supervision, professional teaching/learning teams, peer coaching and confidential employee counselling services)
- School leaders proactively manage staff behaviour that is not consistent with the school’s way of working

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred “no excuses”/ “whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school and school staff to take responsibility for students’ learning and development outcomes

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Helps engage and motivate staff

POTENTIAL CHALLENGES:

HELPING STAFF TO CONSISTENTLY WORK IN A STUDENT-CENTRED WAY






POSSIBLE RESPONSES:

- Acknowledge that it may be difficult to work consistently in a student-centred way, particularly when working with a very challenging student/student group
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and help staff to deal with challenging students/situations
- Use professional supervision to coach staff to work in a student-centred way
- Partner more and less experienced staff together and get them to work as peer coaches/mentors

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Encourage staff to use self-reflection tools to “check” their behaviour/practice (to encourage take up use tools in professional supervision and group sessions to demonstrate how they can be used)
<p>HELPING STAFF TO IDENTIFY AND WORK ON “BLIND SPOTS” IN THEIR LANGUAGE AND BEHAVIOUR</p>	<ul style="list-style-type: none"> • Recognise that working in a student-centred way can require some staff to step outside of their comfort zone and that it can take considerable time and effort to change established patterns of behaviour and language • Use professional supervision to provide regular and frequent feedback to staff • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff • Make sure that school leaders proactively identify and work with staff to change behaviour that is inconsistent with the school’s way of working
<p>MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff behaviour or language is consistently out of line with the school’s way of working then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that and, where appropriate, manage staff out of the organisation



TOOLS:

-  Staff Induction/Training Factsheet - Understanding student behaviour
-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  Tool - General reflection tool
-  Tool - Improving communication and building positive relationships – structured reflection tool
-  School Diagnostic - Staff expectations, attitudes & behaviours

OTHER SECTIONS THAT MIGHT BE USEFUL:

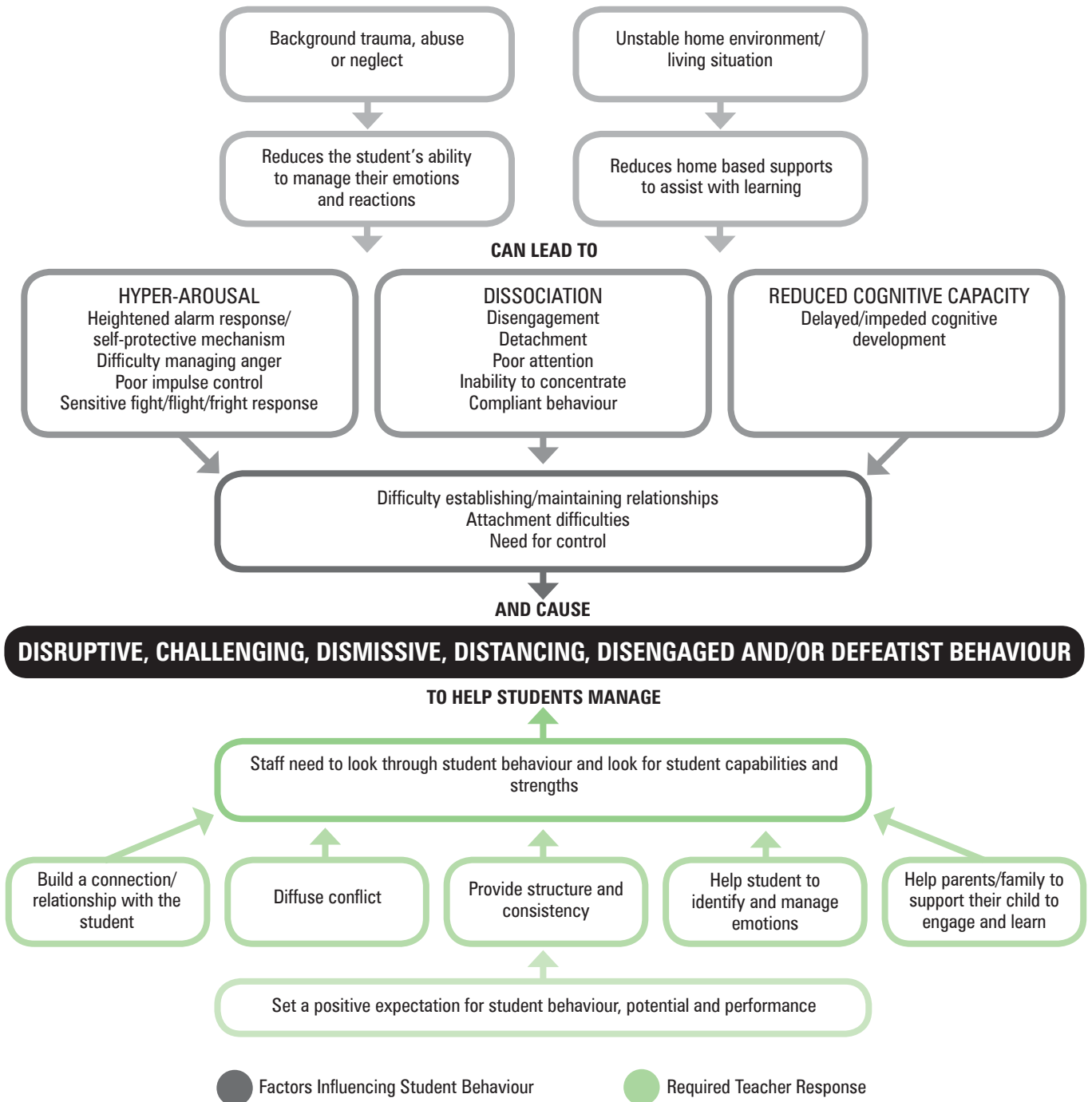
- Underlying Philosophy & Approach
- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential & Performance
- Using a Reflective Teaching Practice
- Student Behaviour Management/Discipline
- Staff Accountability Framework

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatized Children., State Government of Victoria., Victoria 2001.

STAFF INDUCTION/TRAINING FACTSHEET - UNDERSTANDING STUDENT BEHAVIOUR¹³

Students' background life experiences can have a significant effect on their social, emotional and cognitive development and can substantially affect their underlying behaviour and readiness or ability to learn. It is important for teachers to be aware of the influence that factors outside of school can have on students and take that into account when working with them.



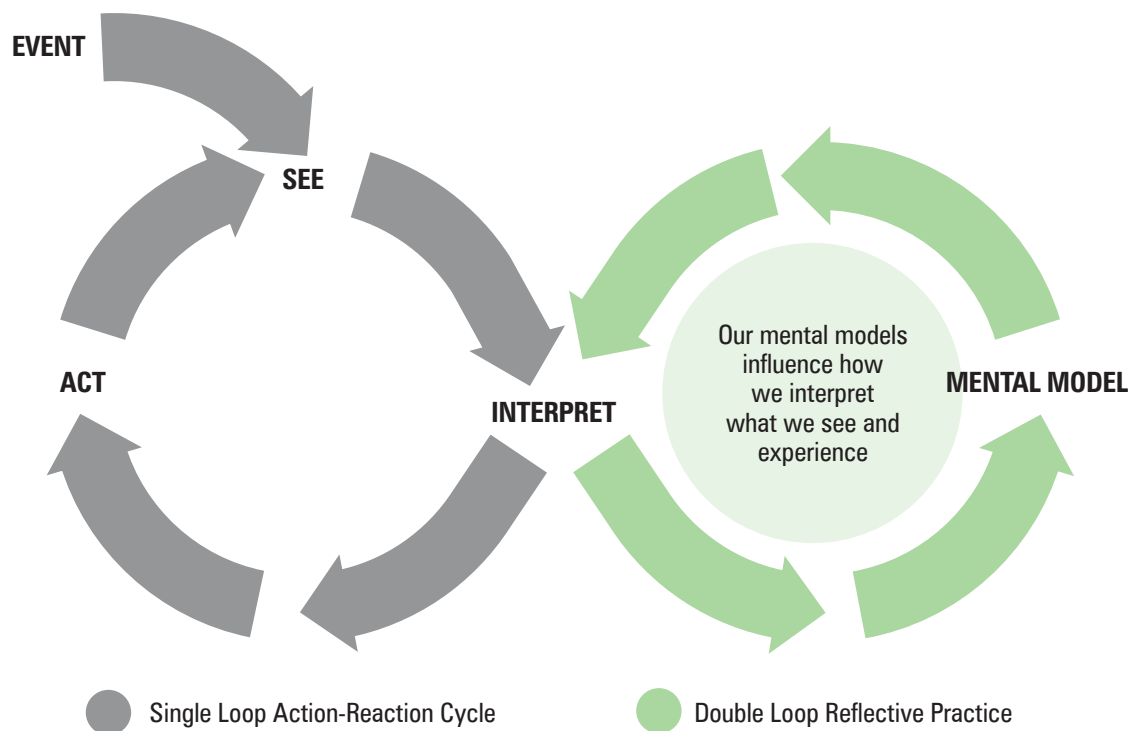
¹³ Draws on Victorian Child Safety Commissioner., 2001.

STAFF INDUCTION/TRAINING FACTSHEET - MENTAL MODELS, ATTRIBUTION ERRORS & DOUBLE LOOP LEARNING

Mental models

Throughout our lives we build up subconscious mental models or frames of reference that we use to make sense of what goes on around us.¹⁴ Those mental models allow us to interpret what we see and help us to work out how best to respond to things.

Figure - How our “mental models” frame how we interpret things and how we act¹⁵



Our mental models can help us to fast track our decision making, but they can also constrain our thinking and lead us to misinterpret what is going on around us.¹⁶

If our subconscious mental models go untested they can lead us into a negative cycle of misunderstanding and/or defensive behaviour. We can fall into the habit of making assumptions about others based on their behaviour and what

we assume that behaviour means. A “negative attribution error” occurs when people observe and then judge the actions of others in a negative way without fully understanding the factors that have led to the other’s behaviour (or the role they themselves might have played in generating it).

This is particularly true where two people have had very different life experiences. They often view things and interpret behaviours in different

¹⁴ Stacey 1993., p.153.

¹⁵ Draws on Argyris 1991.

¹⁶ Senge 1990., p.174.

ways. This can lead to misunderstanding and make it hard to establish rapport and build positive relationships.

Misunderstandings like this can affect how teachers and students relate to one another.

Students who have had a negative experience of school or who feel disconnected or insecure at school often view teachers and other school staff sceptically. They often behave in a distant, defensive or challenging way towards staff as part of an inbuilt self-protection mechanism that requires staff to repeatedly “prove” their commitment to them before they open up and connect with them.

Teachers and staff on the other hand are often stretched. They work hard to help students and can feel worn down, frustrated, hurt and/or unappreciated when they are repeatedly rebuffed by students or when they feel like students are not making an effort to take advantage of the support they offer.

The distancing and frustrated emotions on either side can often be interpreted as a lack of preparedness to engage and stop teachers and students from being able to interact effectively with one another.

Attribution errors

Social research shows that most people tend to explain negative things about themselves by blaming forces beyond their control (or situational factors), but they explain other people’s poor behaviour by blaming it on the person demonstrating that behaviour. That is, they tend to make an “external” attribution of their own behaviour and an “internal” attribution of other people’s behaviour. Social psychologists often refer to this as cognitive bias or as a fundamental attribution error.

There is no universally accepted explanation for why we make these errors. One possibility is that

when we observe other people, the person is the primary reference point whereas when we observe ourselves, we are more aware of the forces acting upon us. So, attributions for another’s behaviour are more likely to focus on the person we see, not the situation that they are in or the factors that are impacting them, which we may or may not be aware of.

It is important to try to avoid making these sorts of errors – particularly in our role as teachers. You can try to avoid making them by:

- Looking beyond the current situation for patterns in behaviour - if most people behave the same way when put in the same situation, then the situation is more likely to be the cause of the behaviour than the person
- Asking if you would be likely to behave in the same way if you were put in the same situation
- Looking for unseen causes and
- Giving others the “benefit of the doubt”.

Double loop learning

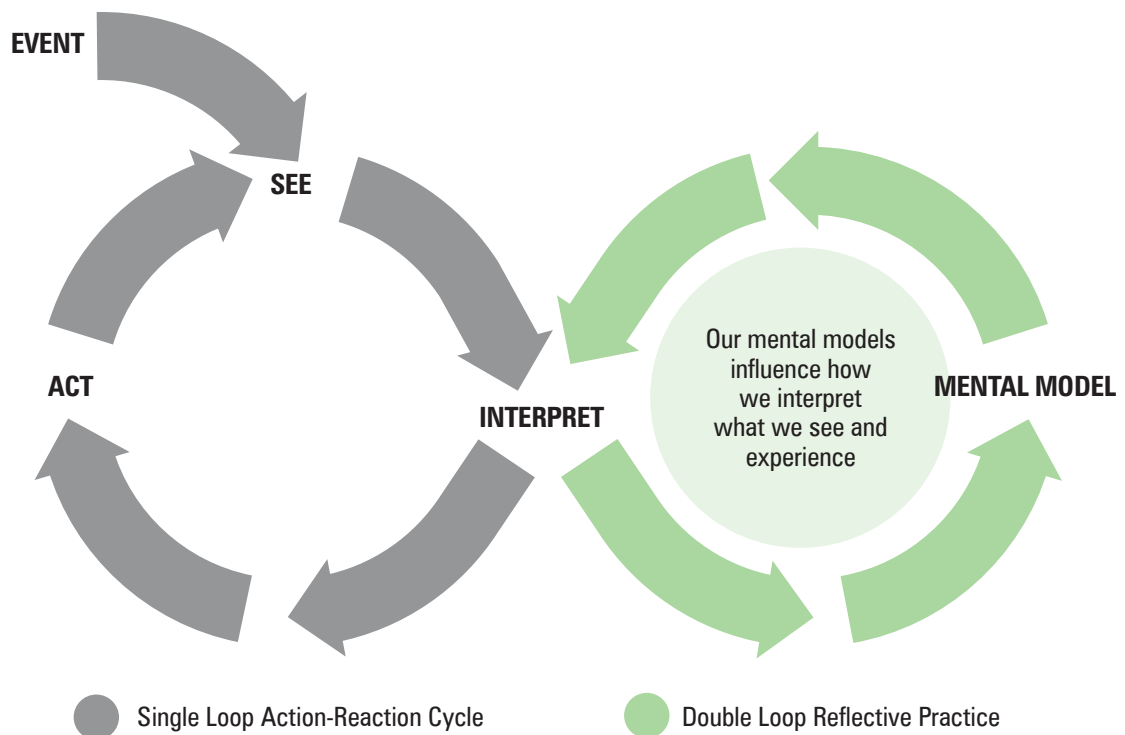
Avoiding attribution errors requires people to be reflective or “double loop” learners.¹⁷

Most problem solving involves single loop learning. People are presented with a problem that they assess and then provide a solution for. In most cases, people do not reflect on the underlying assumptions that they make when interpreting the facts of the problem or how their past experiences influence the way that they approach solving the problem and how they frame the answer.

Double loop learning occurs when people take the extra step of questioning the underlying assumptions or mental models that they use and think about how they affect the way that they assess the problem, the answer that they get and how they frame it.

¹⁷ Argyris 1991., pp.99 – 109.

Figure - Single versus double loop learning



It is particularly important for teachers to be double loop learners.

As teachers we need to be able to put ourselves in our students' shoes and think about how they experience our teaching and how our own behaviour contributes to the way that they engage or behave in class and what they do/don't do or learn.

Researchers have identified that highly skilled professionals such as teachers are often very good at single loop learning - identifying an issue, diagnosing it and dealing with it based on their professional expertise. They have also identified that that same expertise often limits skilled professionals' ability to engage in double loop learning.

The more skilled we are ... the greater the risk we run that we will not question what we are doing.¹⁸

[B]ecause many professionals are almost always successful at what they do, they rarely experience failure. And because they have rarely failed, they have never learned how to learn from failure. So whenever their single loop learning strategies go wrong (i.e. things are not working), they become defensive, screen out criticism, and put the 'blame' on anyone and everyone but themselves. In short, their ability to learn shuts down precisely at the moment they need it most.¹⁹

Defensive reasoning can block learning, even when an individual's commitment to learning is high. It is part of what makes it difficult to change ingrained patterns of behaviour.

¹⁸ Stacey 1993., p.177.

¹⁹ Argyris 1991., pp.99 – 109 at p.100.

Researchers have identified four factors that tend to drive people's defensive reasoning and behaviour. They are the, often subconscious, desire to:

- Remain in control
- Suppress negative feelings (usually about ourselves)
- Be as rational as possible (remembering that what's seen to be rational is based on our own mental model or frame of reference) and
- Maximise being right (winning) and minimise being wrong (losing).

These factors often influence teachers' behaviour because, as teachers, we want to maintain control of our class and be seen to be on top of the material that we are teaching.

In order to engage effectively with students it is critical that as teachers we do not fall into defensive reasoning patterns or make attribution errors. To do that we need to always try to ask:

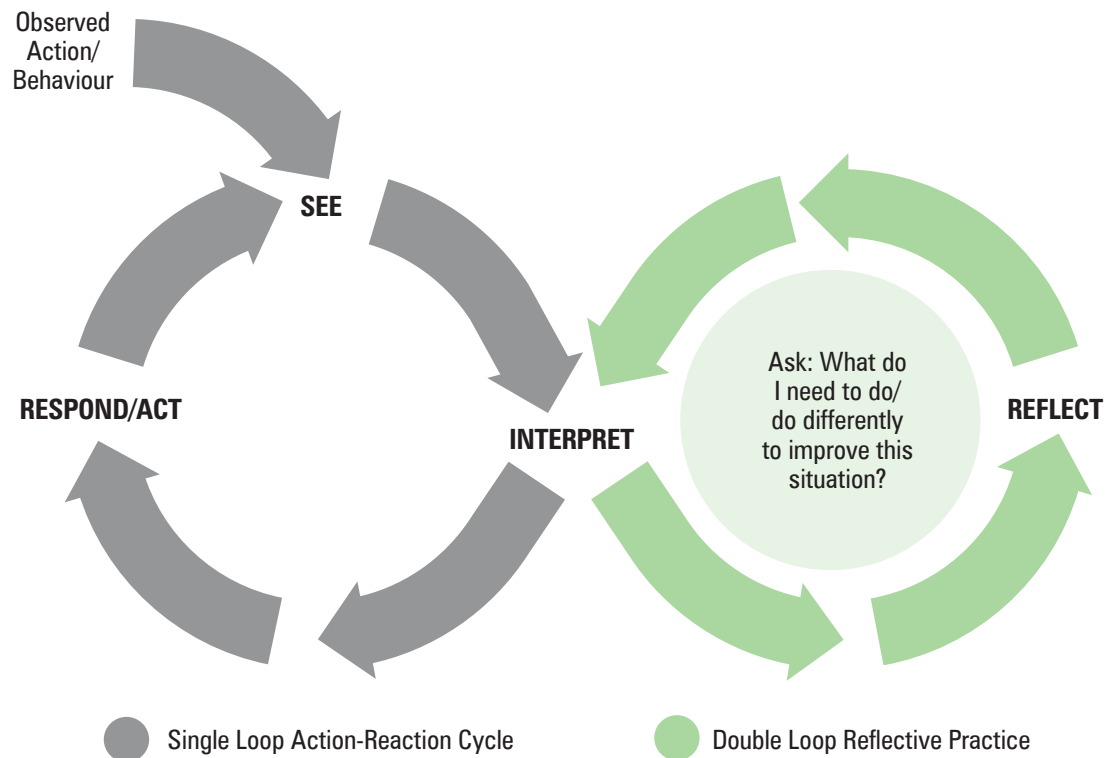
- **"Why"** might the student be acting in that way?
- **"What"** might I be doing that is contributing to their behaviour – in a good or a bad way?
- **"How"** could I do things differently that might change what is happening?

As the adult in the teacher-student relationship the responsibility sits with us as teachers to reflect on what we can do to help students to engage and learn by using double loop learning techniques, and teaching our students how to use them too.

TOOL - GENERAL REFLECTION TOOL²⁰

This tool can be used by individual staff as a self-reflection tool and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

Double loop reflective practice



“Why” might the student/other person be acting in that way?

“What” might I be doing that is contributing to their behaviour – in a good or a bad way?

“How” could I do things differently that might change what is happening?

²⁰ Draws on Argyris 1991.

TOOL - IMPROVING COMMUNICATION & BUILDING POSITIVE RELATIONSHIPS – STRUCTURED REFLECTION TOOL²¹

This tool is designed to help people to reflect on what is happening in their interactions/discussions with others and think about how they can change their own behaviour to improve the dynamics of those interactions/discussions.

This tool can be used to reflect on an actual interaction that has happened in the past or it can be used to think through a discussion that you are planning to have with someone in the future.

It can be used by individual staff as a self-reflection tool, by supervisors as a coaching and development tool or as a group reflection or change management tool to explore reactions to particular situations, events or scenarios.

If reflecting on a past interaction:

STEP 1 Think about a recent interaction that you have had and fill in the two centre columns in the table below writing down what you remember happening.

STEP 2 Fill in the column on the left as you go by writing down what you were feeling and thinking as things unfolded.

STEP 3 Also fill in the column on the right by writing down what you think the other person might have been feeling or thinking.

STEP 4 Read through the completed table and ask yourself:

- Did you make any assumptions about what the other person did or said?
- If so, what effect did they have on what you did and said?
- Are there other factors that you didn't take into consideration that could have affected how the other person was feeling/behaved?
- How do you think the other person interpreted what you did and said?
- Why do you think they interpreted it that way?
- Was that what you intended?
- If not, what could you have done differently?

Having worked through these steps on your own, it is often useful to review the table with someone else to get an "outside perspective" on it.

STEP 5 Identify one or more things that you will try to do going forward based on this reflection to improve your future interactions.

²¹ Draws on Argyris 1991.

If preparing for a future discussion:

STEP 1 Play out the discussion in your mind and fill in the two centre columns in the table below writing down what you think will happen.

STEP 2 Fill in the column on the left as you go by writing down what you think you will be feeling and thinking as the discussion unfolds.

STEP 3 Also fill in the column on the right by writing down what you think the other person might be feeling or thinking.

STEP 4 Read through the completed table and ask yourself:

- What assumptions am I making about what the other person will feel/think or how they will react?
- Are there other factors that could be affecting how the other person will feel/think or how they will react?
- How do I think the other person will interpret what I say?
- Why do I think they will interpret it in this way?
- Is that what I intend to communicate?
- If not, what can I do differently to change how things are likely to unfold?

Having worked through these steps on your own, it is often useful to review the table with someone else to get an “outside perspective” on it.

STEP 5 Use the reflection to guide your future interactions.

WHAT YOU WERE FEELING/THINKING	WHAT YOU DID/SAID	WHAT THE OTHER PERSON DID/SAID	WHAT THE OTHER PERSON MIGHT HAVE BEEN FEELING/ THINKING

2.3

SCHOOL, FAMILY & COMMUNITY ENGAGEMENT

What Research indicates that students tend to perform better at school when their parents and families take an active interest in their learning and do what they can to support them to learn.

Parents' and families' ability to support their child to learn is significantly improved when they have a positive relationship with their child's teachers and school.

Because of that, schools adopting a holistic education model work hard to establish a positive relationship with their students' parents and families. They try to address factors that can act as barriers to parent/family engagement and work with parents/families to encourage them to engage with their children at home in a way that reinforces what they are doing at school and encourages them to learn.

Research indicates that parent and family involvement in their child's learning is associated with²²:

- More positive attitudes towards school
- Higher school attendance
- Reduced challenging behaviour
- Increased homework completion
- Improved student effort and performance
- Higher retention and completion rates and
- Increased participation in higher education.

Table - Factors that can act as barriers to parent/family engagement

ATTITUDES TOWARDS SCHOOL	<ul style="list-style-type: none"> • Lack of understanding of the education system • Negative past experience of school or school staff as a child or parent • Negative attitude towards school or school staff (often linked to past experience) • Lack of confidence/comfort engaging with school staff
PHYSICAL CONSTRAINTS	<ul style="list-style-type: none"> • Financial stress • Overwhelming family/care responsibilities • Lack of transport • Lack of child care • Long work hours/inflexible work schedule
PERSONAL CONSTRAINTS	<ul style="list-style-type: none"> • Family illness • Poor health/disability • No/limited standard English (eg. non-English speaking or reading) • Limited education • Lack of knowledge/skills to support their child to learn effectively • Lack of confidence

How Schools do that by consistently communicating to parents/families that the school shares responsibility with them for their child's learning, encouraging parents/families to become involved in their child's learning and actively helping them to be able to do that.

²² Redding 2000., p.21.

Parent, family & community engagement

Schools work to engage with parents/families and establish strong home-school partnerships in a number of ways:

REINFORCE SHARED RESPONSIBILITY FOR LEARNING	<ul style="list-style-type: none"> Reinforce shared responsibility during enrolment and induction processes 	<ul style="list-style-type: none"> Explicitly talk about the individual and shared responsibility that students, their parents/family and the school have for the child's learning Get students, their parents/family and the school to sign a compact recognising and committing to meet those responsibilities when the student is enrolled Reference those commitments when managing student/parent/family engagement issues
	<ul style="list-style-type: none"> Make sure that parents/families know who to contact and feel comfortable talking to them 	<ul style="list-style-type: none"> Send letters to students' parents/family members at the start of the year letting them know who their child's teachers are and how to contact them Conduct informal events and classroom open days early in the year so that parents/family members can meet staff working with their child Apply a 24/48 hour response time requirement for staff to return parent/family telephone calls
	<ul style="list-style-type: none"> Provide multiple opportunities/options for staff and parents/families to speak with one another 	<ul style="list-style-type: none"> Conduct formal student-parent-teacher meetings two or three times a year linked to the reporting cycle Provide opportunities for teachers to conduct formal and informal discussions with parents/family members at student drop off and pick up times Encourage two way communication through staff/parent/family initiated meetings/telephone calls/emails
	<ul style="list-style-type: none"> Actively involve parents in student planning activities 	<ul style="list-style-type: none"> Build in opportunities for parents/families to help their child set learning and development goals and prepare annual learning and development plans Involve parents/family members in the joint development and implementation of strategies to address scaffolding/extension learning requirements, student support needs and behaviour management plans Use formal student-parent-teacher meetings to reinforce shared responsibility for identifying and responding to students' learning and development needs
	<ul style="list-style-type: none"> Use feedback and reporting processes to recognise and reinforce shared responsibility 	<ul style="list-style-type: none"> Use student-parent-teacher meetings to share information about school and home based learning Encourage parents/family members to input into/set the agenda for those meetings Structure school reports as two way documents where parents also report on their child's home based learning and behaviour
ENCOURAGE PARENT/FAMILY INVOLVEMENT	<ul style="list-style-type: none"> Involve parents in school governance, decision making and advocacy activities 	<ul style="list-style-type: none"> Actively recruit parents, family and community members to join the school council Establish parent/family/community based consultative groups to get input into school policies and decisions affecting students and their families

ENCOURAGE PARENT/FAMILY INVOLVEMENT	<ul style="list-style-type: none"> Keep parents/families up to date on what is happening at the school, what their children are doing and how they can be involved 	<ul style="list-style-type: none"> Use a range of methods to communicate with parents/family members (eg. school newsletter, school bulletin board, online notice board etc.) Encourage teachers to use online tools to keep parents/families up to date on what is happening in their classes
	<ul style="list-style-type: none"> Provide a dedicated space on the school grounds for parents to meet and link into school activities 	<ul style="list-style-type: none"> Set up a dedicated space on the school grounds where parents/family members can meet, access information about school or third party programs and activities, link into volunteering activities at the school, attend parent briefings and/or meet with staff Liaise with local community organisations that run community/family support programs appropriate to the needs of school families to: <ul style="list-style-type: none"> Provide families at the school with information about support services/programs that they are running Run local services/programs out of the school site to make them easier for families to access Develop programs specifically tailored to help parents/families establish a constructive home learning environment and help their child to learn
	<ul style="list-style-type: none"> Invite parents to come to the school and be involved in school activities 	<ul style="list-style-type: none"> Issue an open invitation to parents to attend school assemblies/activities/events Specifically invite parents to assemblies/activities/events that their child are involved in Ask parents to volunteer at the school in and outside of school time in a way that draws on a range of different skills so that parents can feel comfortable participating and be able to do so given their other commitments Encourage parents/family members to support other parents/families to become involved in the school
	<ul style="list-style-type: none"> Keep parents/family members informed about what their children are learning 	<ul style="list-style-type: none"> Require teaching staff to provide families with an outline of what their children will be covering at the start of each term/unit (based on their course curriculum and class/instructional plans) (eg. using the school intranet, a group email or take home materials sent home with students) Provide parents/families with an update at the start of each week and a short list of activities that they can do with their child to support what is being covered in class (based on weekly class/instructional plan, often done as a one page newsletter/flyer or classroom blog using the school intranet) Get parents/family to sign off student homework/assignment books each week
	<ul style="list-style-type: none"> Involve parents/family in home based learning activities 	<ul style="list-style-type: none"> Set interactive homework that requires students to talk to their parents/family/community members

	<ul style="list-style-type: none"> • Run school/extra-curricular activities that parents/families can get involved in 	<ul style="list-style-type: none"> • Run a mix of different programs to engage both student and parent/family/community members: <ul style="list-style-type: none"> - Sporting programs/activities - Cultural programs/performances - Work experience/vocational development programs - Community projects • Time the running of these activities to facilitate parent/family involvement • Where appropriate help coordinate transport or child care to facilitate parent/family involvement
HELP PARENTS/FAMILIES TO ENGAGE WITH THE SCHOOL AND SUPPORT THEIR CHILDREN	<ul style="list-style-type: none"> • Help parents to engage with school staff 	<ul style="list-style-type: none"> • Help parents to access transport or meet with parents at their home on an outreach basis where parents do not have access to transport or are not able to/comfortable coming to the school • Translate written materials so that non-English reading parents can understand material and/or support parents/families to access translation/interpreter services • Provide parents/families with assistance to read and complete written forms • Use multicultural aides and community interpreters to help non-English speaking/reading parents communicate with the school and staff
	<ul style="list-style-type: none"> • Help parents to engage with school staff 	<ul style="list-style-type: none"> • Provide child care so that parents/families with children below school age can meet with staff or volunteer at the school more easily (either on an ad hoc basis or on a regular basis through an onsite parent centre/community hub) • Schedule meetings outside of work hours (breakfast or evening meetings) or set up meetings at the parent's home or place of employment to overcome inflexible work schedules/family commitments
	<ul style="list-style-type: none"> • Help parents to address barriers to school attendance 	<ul style="list-style-type: none"> • Provide transport to/from school • Provide or partner with local service providers to run breakfast/meal programs
	<ul style="list-style-type: none"> • Help parents care for their children 	<ul style="list-style-type: none"> • Provide or partner with local service providers to run before/after school care programs • Help parents get information about/access services that help them improve their child's home learning environment • Run or partner with local service providers to run preventative health/adolescent development programs to help address children's risk-taking behaviour
	<ul style="list-style-type: none"> • Help parents support their child to learn 	<ul style="list-style-type: none"> • Conduct or partner with local service providers to run parent briefings and information sessions to help parents/families understand what their child's learning and development needs are and how best they can support them at different stages as they transition through school • Run or help parents/families to access programs to help them support their child to improve their literacy/numeracy skills, learn how to study etc. • Provide parents with home activity packs that they can use to help their children learn at home • Run or help parents/families to access adult literacy/education/training programs

The most effective schools recognise that building strong home-school relationships takes time and effort and that this effort often needs to be initiated by the school. They apply the same principles that they use when working with students to their interactions with parents/families. They operate on the basis that every parent/family loves and cares for their child to the best of their ability and has the capacity to support their child to learn if given the right support to do so. They make sure that parents/families understand what is expected of them and work with them in a respectful, non-judgemental and supportive way to help them engage with the school and work with school staff to help their children learn.

The focus that schools place on mutual respect and responsibility is critical, particularly when working with families from low SES and NESB backgrounds, because without it parents/family members often feel disempowered. They become unable to engage with staff at the school effectively and as a result become disconnected from both the school and their child's learning.

The most effective schools often have a school-wide policy that sets out how they will work with parents/families. They use that policy to set a minimum expectation for the type and level of involvement that staff will have with parents/family members.

Staff training

Schools often provide formal and informal training to make sure that staff have the knowledge and skills that they need to work effectively with parents and families including:

CROSS-CULTURAL TRAINING

- Help staff get a better understanding of the cultural factors that influence students' and their parents'/family members' behaviour and help them interact with them in a more informed and culturally appropriate way

SOCIAL AWARENESS TRAINING

- Help staff understand the challenges that are faced by low SES and NESB families and how they can act as barriers to parents/families being able to engage with staff and support their child to learn

SOCIAL AND EMOTIONAL SKILLS TRAINING

- Help staff to work with parent/families more effectively by improving communication, relationship building and management and conflict resolution skills.

Coordinating structures

The most effective schools put in place both formal and informal coordinating structures to help build and utilise relationships with parents/families and local community organisations.

They often establish formal advisory or consultative groups to provide a mechanism through which the school can reliably communicate and coordinate activity.

For example, schools with large cross-cultural student populations will often set up a standing advisory group to help the school understand and manage cross-cultural issues and build culturally appropriate activities into its curriculum. Schools will also often establish ad hoc committees to help them review specific policy or program areas.

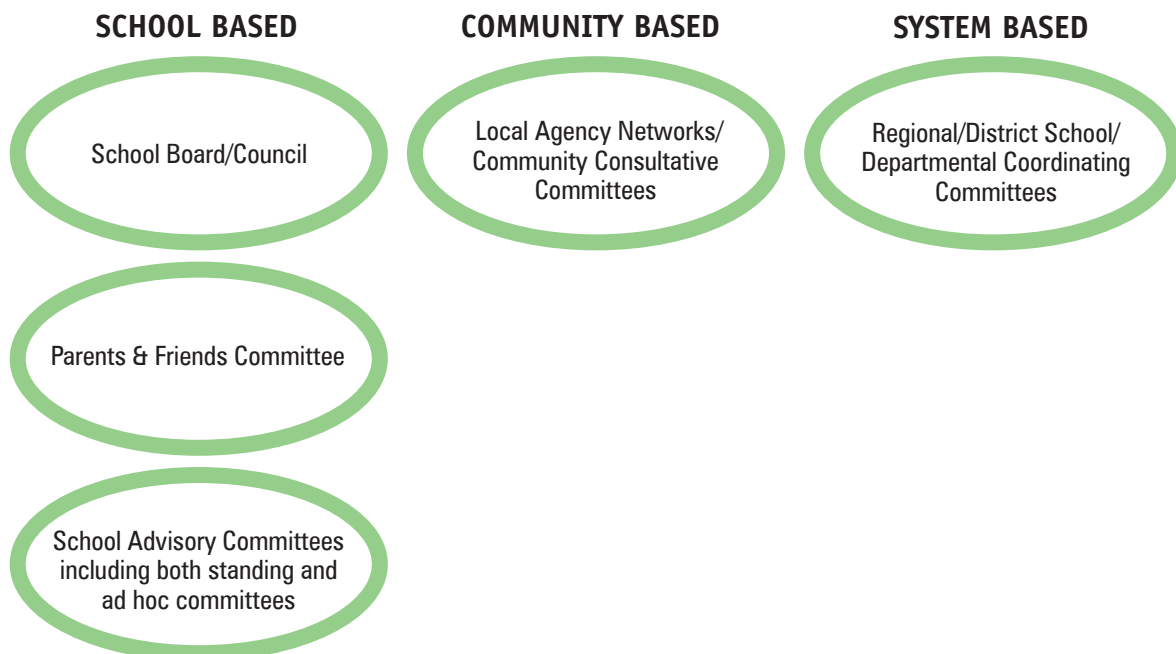
Responsibility for the coordination of those groups (or in the case of parent/family led committees, liaison with those groups) is usually allocated to a senior staff member.

The most effective schools specifically set up structures that allow them to link into other local community organisations that run programs that (have the potential to) support their students and their parents/families.

They often do that by either linking into existing coordinating networks or by setting up and running a regular forum where relevant service providers can meet, share information about the work that they are doing and look for opportunities to coordinate/cross-leverage that activity.

Responsibility for running or linking into those groups is often given to a senior student welfare/wellbeing and support manager and/or to staff who are involved in coordinating the schools extra-curricular programming.

Figure - Example coordinating framework



CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Parents/families are involved in the life of the school and their children's learning (ie. they are aware of what their children are learning and engage with the school in a constructive way)
- The school has a clearly articulated and documented policy that defines how the school will work with parents/families that sets a minimum expectation for the type and level of involvement that staff will have with parents/families
- Staff consistently comply with the minimum expectations set out in the above policy
- The school uses its enrolment, induction, student planning and reporting processes to build a common understanding with parents/families of the shared responsibility that they have for their children's learning
- The school makes sure that parents/families know whom they can contact at the school if they have any questions or concerns
- The school makes sure that parents/families are kept up to date on what is happening at the school and how they can be involved
- The school works with parents/families to address factors that can act as barriers to their involvement with the school (eg. help parents/families from non-English speaking backgrounds understand how to negotiate the education system and communicate effectively with the school and teaching staff)
- Parents/families have the opportunity and are encouraged and supported to be involved in governance, decision making and advocacy activities
- Standing and/or project based consultative groups are used to get parent/family input into school policies and decisions affecting students and their families
- Parents/families have the opportunity and are encouraged and supported to be involved in a range of volunteering opportunities, school and extra-curricular activities
- Multiple opportunities are provided for teaching staff and parents/families to speak with one another
- Parents/families are involved in student planning including the preparation of individual learning and development, support and behaviour management plans (where appropriate) for their child
- Parents/families are kept up to date on what their children are learning
- Parents/families are provided with information and tools to help them engage with their children at home in a way that reinforces what they are doing at school
- Formal and informal training is provided for staff to help them work effectively with parents and families (including cross-cultural, social awareness and social and emotional skills training)
- Professional supervision, day to day feedback and coaching is used to help staff develop, manage and leverage constructive home-school relationships

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff
- Encourages parents/families to develop a sense of pride/shared ownership in the school

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Helps parents/families to support their child’s learning

STAFF ENGAGEMENT AND PERFORMANCE

- Helps increase student attendance, retention and completion
- Helps improve student effort and performance

POTENTIAL CHALLENGES:

GETTING CONSISTENCY IN HOW STAFF ENGAGE WITH PARENTS/FAMILIES

POSSIBLE RESPONSES:



- Establish a staff working group to work with staff and parent/family representatives to develop and document a school-wide policy for how the school will engage with parents/families
- Use that policy to set a minimum expectation/standard for the type and level of involvement that staff will have with students’ parents/families
- Include compliance with those expectations/standards as a responsibility in all teaching and student welfare/wellbeing and support based role descriptions
- Cover those responsibilities as part of the school’s standard staff induction process
- Use professional supervision to check that staff are engaging with parents/families and using those relationships effectively to support students’ learning and encourage/support them to do that

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Conduct formal and informal cross-cultural, social awareness and social and emotional skills training to help staff establish constructive relationships with their students' parents/families • Use staff and professional development meetings and informal "brown bag" staff lunches or discussions to periodically reflect on instances where staff have succeeded in or struggled to establish a strong home-school relationship. Use those discussions to acknowledge that it can be difficult to establish those relationships, reinforce the importance of doing so and share strategies that staff use to develop and maintain those relationships
<p>HELPING STAFF TO PUT PRIORITY ON BUILDING SCHOOL-HOME RELATIONSHIPS</p> <p>HELPING STAFF TO FIND TIME TO ESTABLISH AND MANAGE SCHOOL-HOME RELATIONSHIPS</p>	<ul style="list-style-type: none"> • Set a clear expectation that staff will engage proactively with students' parents/families to support student learning • Reinforce the importance of engaging parents/families • Highlight the benefits for students, their parents/family and staff • Acknowledge that school-home relationships can take time and effort to establish and maintain • Provide staff with tools and resources to help staff establish and maintain communication with parents in a time efficient way (eg. provide staff with standard correspondence templates, give staff access to online and SMS text messaging based communication tools to make it easy for staff to communicate with parents/families one on one or as a group)
<p>ESTABLISHING RELATIONSHIPS WITH PARENTS/FAMILIES</p>	<ul style="list-style-type: none"> • Actively try to make parents/family members feel comfortable contacting the school/school staff • Use enrolment and induction processes to establish a relationship with students' parents/family members • Reinforce that the school is keen to work with parents/family members to support their child. Talk about the fact that staff will contact them periodically to talk about their child and reinforce the importance of those conversations • Find out from parents/family members how and when is the best time to contact them as part of the enrolment process and record that on the student's file • Make sure that parents/family members know who they can contact at the school if they have concerns/questions about anything

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Use welcome letters to parents, school events etc. to actively introduce parents/family members to their child’s teachers and key student welfare/wellbeing and support staff • Let parents/family members know that there are interpreters /multicultural aides who can help them to speak with staff if that makes things easier for them and/or help them access publically available services • Make sure that teaching staff do not just contact parents /family members when things “go wrong”. Encourage staff to periodically contact each parent/family to talk about their child and how they are going • Some schools set a requirement that teaching staff contact each student’s parents/family by telephone at least once a term/semester outside of the standard student-parent-teacher meeting process to talk to them about how their child is going
<p>DEALING WITH PARENTS WHO DO NOT RETURN TEACHERS’ CALLS OR RESPOND TO REQUESTS FOR THEM TO CONTACT THE SCHOOL</p>	<ul style="list-style-type: none"> • Acknowledge that for various reasons some parents/family members find it uncomfortable dealing with the school/ school staff and that it often is not about the school/school staff but is about what is happening for them outside of the school or their past experience with the education system • Encourage staff to be sympathetic to those factors and not to assume that parents/family members are disinterested or avoiding talking to them • Set an expectation that staff will persevere when trying to contact parents/family members • Encourage staff to use the same principles that they do when working with their students and use a reflective practice to think about what they can do/do differently to help parents /family members to engage with them • Use professional supervision to help staff work through issues that they may have engaging parents/family members • Have a clear internal “escalation” policy that staff can follow to get more senior staff involved if parents/family members do not engage
<p>HELPING PARENTS TO FEEL COMFORTABLE GETTING INVOLVED IN THE LIFE OF THE SCHOOL</p>	<ul style="list-style-type: none"> • Conduct family, community and cultural events at the school to encourage parents/family members to come to the school and participate in activities with their children • Contact parents/families one on one to invite them to attend those events/participate in activities at the school • Encourage parents/families who are already involved in the life of the school to reach out to other parents/families and encourage them to get involved



TOOLS:

-  Tool - School network/relationship mapping tool
-  School Diagnostic – School, family & community engagement

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Wellbeing & Support Framework
- Student Enrolment & Administration

TOOL - SCHOOL NETWORK/RELATIONSHIP MAPPING TOOL

This tool is designed to help school staff assess how well they are linked into their local community and help them identify organisations, groups or individuals that they should try to establish relationships with to better support their students, parents/families and staff.

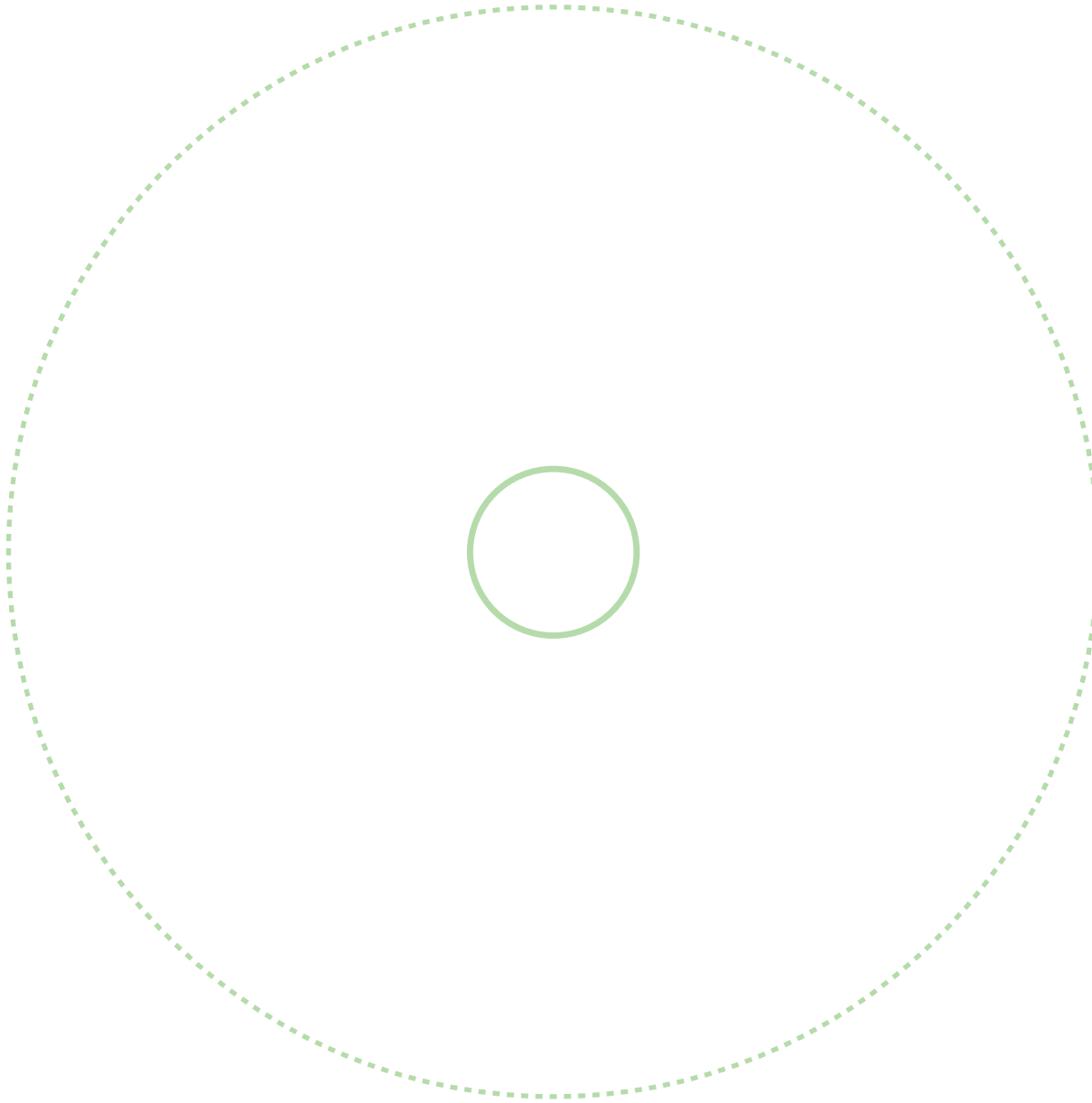
This tool can be used to map the relationships that the school has with other organisations, groups or individuals at a whole of school level or on a narrower basis in relation to a particular program/activity.

- STEP 1** Start by putting the name of the school or activity that you are doing the network mapping for in the space provided at the centre of the circle diagram below.
- STEP 2** Write the names of organisations, groups or individuals that are involved with the school/activity around the outside circle. Try to group organisations, groups and individuals working in similar areas together when you do that.
- STEP 3** Think about other organisations, groups and/or individuals that the school/activity is not involved with that could/should be and add them to the outside circle using a different colour.
- STEP 4** Draw a line between the names on the outer circle to the centre using the thickness of the line to show how strongly they are involved with the school/activity (ie. the thicker the line the stronger the relationship).
- STEP 5** Review the resulting map to identify any gaps in the network or opportunities to strengthen the network. Identify the specific things that you are going to do. Use the table provided to develop an action plan to address those gaps/opportunities.

Action Plan:

DATE	GOAL	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Network/relationship map:



Have you thought about all of the following groups

- Regional/School District Resources
- Other Schools/Training/Education Providers
- Parents/Families
- Other Community Members
- Local Community Organisations/Service Providers
- Local Businesses
- Government Services
- Other

2.4

STUDENT WELLBEING & SUPPORT FRAMEWORK

What Low SES and NESB students often experience a range of factors that can adversely affect their ability to engage at school and to learn. If not addressed, those factors can lead to gaps in understanding that can widen year by year as curriculum becomes more demanding, causing low SES and NESB students to fall further and further behind. Over time those gaps can translate into lower school attendance, more challenging student behaviour, poorer participation and performance and early disengagement and exit from school.²³

Table - Factors that may adversely affect low SES and NESB students' development and learning²⁴

COMMUNITY/HOME ENVIRONMENT	PHYSICAL DEVELOPMENT/WELLBEING	COGNITIVE DEVELOPMENT/FUNCTIONING	SOCIAL DEVELOPMENT	CULTURAL UNDERSTANDING
<ul style="list-style-type: none"> • Low household income/poverty • Financial stress • Limited access to mainstream services • Poor housing/physical home environment • High family mobility • Reduced family stability/function • Poor parental/family health • Low parental education/employment 	<ul style="list-style-type: none"> • Lower birth weight • Increased peri-natal complications • Poorer infant health • Delayed physical development • Delayed development of gross and fine motor skills • Poorer nutrition • Increased incidence of eye and ear infections • Delayed identification and treatment of health and/or development issues • Poorer physical health • Poorer mental health • Increased anxiety, sadness/depression and dependency • Trauma 	<ul style="list-style-type: none"> • Delayed cognitive development • Delayed language development including both receptive vocabulary and verbal ability • Lower early childhood IQ scores • Reduced concentration/attention span • Reduced ability to organise and retain information • Lower (entry level) reading, writing, language and numeracy skills • Gaps in education/schooling 	<ul style="list-style-type: none"> • Lack of significant other • Insecure, avoidant or disorganised attachment • Delayed development of social/interpersonal skills • Reduced ability to establish and maintain relationships • Lower self-confidence/self-worth • Reduced capacity to self-regulate behaviour • Increased behaviour problems (impulsivity/challenging/disobedient/aggressive behaviour) 	<ul style="list-style-type: none"> • Poor English skills (language, reading, writing and comprehension) • Reduced ability to understand cultural context/language/material • Reduced ability to engage effectively in the broader community • Social isolation

²³ Considine and Zappala 2002., p.130.

²⁴ McLoyd 1998.

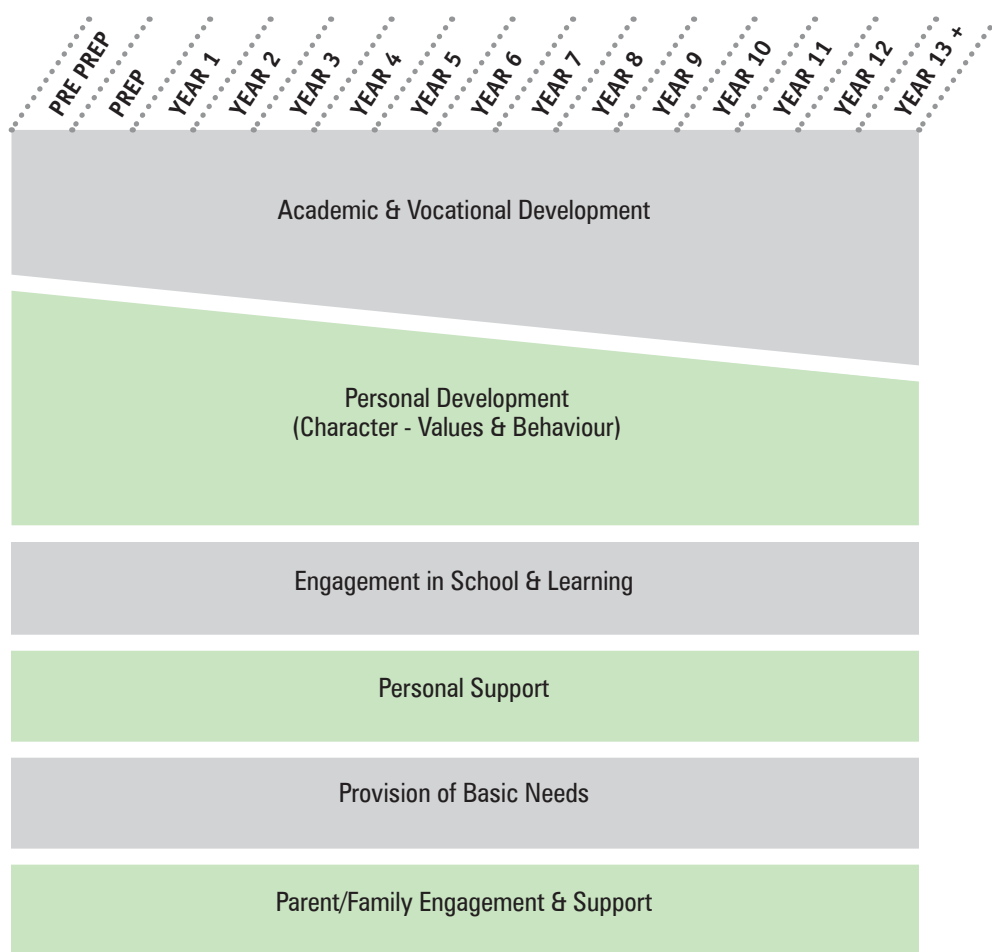
Because of that, schools adopting a holistic education model usually provide a broader range of support than more traditional mainstream schools to help students to engage and learn.

How They use a *layered support + instruction model* to meet students' personal and instructional support needs. In addition to providing students with a strong instructional curriculum, they also address students' underlying material, personal support and social and behavioural development needs on the basis that, until those underlying needs are met, students are unlikely to be able to effectively apply themselves to learning. They:

<p>HELP PARENTS/ FAMILIES TO SUPPORT THEIR CHILDREN TO ENGAGE AT SCHOOL AND TO LEARN</p>	<ul style="list-style-type: none"> • Work with parents/families to help them to understand and negotiate the education system • Help parents/families to understand how best to support their child and provide them with tools and support to do that • Help link parents/families into third party support services to help them address issues that affect their child's ability to learn or their ability to help them to do that
<p>IMPROVE STUDENTS' BASIC READINESS TO LEARN</p>	<ul style="list-style-type: none"> • Work with students and their parents/families to help make sure that students' basic material needs are met so that they can get to and from school and are ready to engage at school and to learn when they get there (eg. help students to get access to transport to/from school, provide breakfast/meal programs, uniforms and equipment) • Provide students with support to help them to address any personal barriers to learning (eg. physical/mental health/counselling services, special needs assessments and support)
<p>HELP STUDENTS TO FEEL CONNECTED TO AND INTERESTED IN ENGAGING AT SCHOOL</p>	<ul style="list-style-type: none"> • Run programs and activities to actively encourage students to attend school and be motivated to put in an effort and achieve (eg. activity based programs to "hook" students into school)
<p>HELP STUDENTS TO ENGAGE AT SCHOOL</p>	<ul style="list-style-type: none"> • Run curricular and extra-curricular programs to help students to develop the social and emotional skills and behaviours that they need to be able to engage effectively at school and to learn
<p>HELP STUDENTS TO LEARN</p>	<ul style="list-style-type: none"> • Run academic and vocational programs to help students develop the knowledge and skills that they need to meet prescribed learning standards, including curricular and extra-curricular activities and intensive learning support and extension programs
<p>HELP STUDENTS TO TRANSITION FROM SCHOOL INTO FURTHER STUDY/WORK</p>	<ul style="list-style-type: none"> • Run vocational development, post-school transition and alumni support programs to help students to make a positive transition out of school and into further study and/or work.

Schools often extend their curriculum offering up and down the learning and development spectrum to include early childhood education, so that they can help prepare children for school, and post-school training and support, so that they can help students make the transition from school into further study or work.

Figure - Layered support + instruction model²⁵



²⁵ Doyle & Hill 2008., p.57.

Schools adopting a holistic education model structure their operations to support that in a number of ways. They:

STAFFING	<ul style="list-style-type: none"> • Employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team to work with students and their parents/families to help them address issues that potentially act as barriers to attendance, participation and learning and assist with behavioural management and/or establish student welfare teams made up of core teaching staff to do that
STUDENT PLANNING	<ul style="list-style-type: none"> • Work with students and their parents/family to develop individual student support plans to coordinate support activity
CASE MANAGEMENT STYLE SUPPORT	<ul style="list-style-type: none"> • Provide one on one, case management style support to assess student needs, identify potential support options and link them into support • Keep in regular and frequent contact with students (particularly those that have an individual support or behaviour management plan in place) and check in with them on a formal and informal basis to keep track on how they are going and identify any additional support needs • Coordinate specialist assessments to identify individual student's learning and development issues where appropriate (eg. eyesight and hearing tests, speech therapy, occupational therapy, learning difficulty/disability assessments)
BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • Use a consistent restorative approach when managing student behaviour/discipline to help students to understand, take responsibility for and adjust their behaviour • Use student welfare/wellbeing and support staff to assist in managing student behaviour and help coordinate and oversee the implementation of formal behaviour management plans where they are required
TRANSPORT MEAL PROGRAMS SUBSIDISED UNIFORMS AND EQUIPMENT	<ul style="list-style-type: none"> • Try to remove as many potential barriers to student attendance at school as possible and help students to be ready to learn when they come into the classroom • Help students to get access to transport to/from school • Provide/subsidise school uniforms and equipment • Run breakfast/lunch/dinner programs so that students are not hungry when they attend class or participate in after school activities

<p>EXTENDED SUPPORT NETWORK</p>	<ul style="list-style-type: none"> • Provide access to onsite nursing/medical services to help address basic health needs. • Provide/coordinate access to more extensive learning and health assessment, counselling and support where required to address specific students' learning, development and support needs • Make use of regional school network resources
<p>PARENT/FAMILY ENGAGEMENT</p>	<ul style="list-style-type: none"> • Provide a dedicated space on the school grounds where parents/ family members can meet, access information about school or third party programs and activities or meet with staff • Provide one on one support to parents/families to access support services to help their child engage at school effectively and learn and to help them to support their child • Collaborate with specialist and community service providers to develop/run programs specifically tailored to help parents/ families establish a constructive home learning environment and help their child to learn • Run local services/programs out of the school site to make them easier for families to access

This section looks at how schools adjust their staffing model and either provide, or help students and their parents/families to link into, support to help them to address factors that would otherwise potentially act as barriers to students' attendance and participation and reduce their ability to engage at school effectively and learn.

<p>CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:</p>	
<ul style="list-style-type: none"> • Staff work with students as both individuals and learners and provide them with the personal and instructional support that they need to engage at school and learn • The school works with students and their parents/families to help make sure that students' basic needs are met so that they can get to and from school and are ready to engage at school and to learn when they get there • The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively • The school provides students with personal case management style support where appropriate to help them to address any personal barriers to learning • The school links parents/families into third party support services to help them address issues that affect their children's ability to learn and/or their ability to help them to do that 	



BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students’ individual learning and development needs

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child’s learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students’ readiness to learn
- Improves students’ ability to connect with/engage at school
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students’ personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff’s ability to manage challenging behaviour








OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities

TOPICS COVERED IN THIS SECTION:

- Addressing Students' Basic Material Needs
- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Providing Case Management Style Support
- Linking Students & Their Families into Support Services

TOOLS:

-  Tool - Case note template
-  Tool - Learning support/extension plan template
-  Tool - Welfare support plan template
-  Tool - Behaviour management plan template
-  Tool - School nurse/medical centre referral slip/pass
-  School Diagnostic - Wellbeing & support framework
-  Staff Role/Function Summary - Student welfare/wellbeing and support staff

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Model
- Individual Student Planning
- Student Behaviour Management/Discipline

2.4.1

ADDRESSING STUDENT'S BASIC MATERIAL NEEDS

What Low SES and NESB families often struggle to provide their children with some of the basic things that they need to be able to come to school each day ready to learn.

Because of that, schools adopting a holistic education model run a range of programs to help meet students' basic material needs and try to remove as many potential barriers to student attendance and participation at school as possible.

How They often help students to access or provide subsidised or low cost access to:

- Transport to and from school
- School uniforms and
- School equipment (pencils, notebooks etc.)

They usually provide the text books and learning resources that they use through class resource sets at the school rather than requiring students to provide their own materials.

They often set up extensive school-based computer labs to allow students to access online resources through school. In some cases they will allow students to borrow/hire laptop computers so that they can use them at home.

They often run breakfast and lunch programs so that students are not hungry when they attend class. In some cases they also run dinner programs for students who are attending after school programs.

Schools also often provide access to onsite nursing/medical services to help address basic health needs. In most cases these services are run so that costs can be covered through standard Medicare payments. They usually also coordinate/run a comprehensive inoculation and eyesight and hearing testing program to cover basic child health requirements.

Schools often provide or help coordinate access to specialist learning and health assessments, counselling and support where required to address specific students' learning, development and support needs

Where boarding facilities are available they often subsidise fees for low income students.

Schools often cover the costs of running the above programs by accessing targeted government program funding, collaborating with third party community organisations to access government/non-government based program support and/or setting up scholarship programs through which they can access non-government funding to meet individual students' specific support needs.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school works with students and their parents/families to help make sure that students' basic needs are met so that they can get to and from school and are ready to engage at school and to learn when they get there
- The school helps students to access transport to and from school (eg. by helping them to access public transport or providing school run bus services etc.)
- The school provides/subsidises school uniforms and equipment where required
- The school provides/coordinates breakfast/lunch/dinner programs so that students are not hungry when they attend class or participate in after school activities
- The school provides/helps students to access nursing/medical services to address basic health needs
- The school provides/coordinates access to specialised learning and health assessments where appropriate to diagnose and address students' learning, development and support needs
- The school provides/coordinates access to specialised counselling and support services where required to address individual students' learning, development and support needs

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Helps parents/families to support their child's learning

STAFF ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps increase student attendance
- Helps increase student attention and motivation
- Helps improve student effort and performance

POTENTIAL CHALLENGES:

**FUNDING PROGRAM/
SUPPORT ACTIVITY TO
MEET STUDENTS' BASIC/
MATERIAL NEEDS**

POSSIBLE RESPONSES:

- Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)

TOOLS:

School Diagnostic - Addressing student's basic material needs

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Providing Case Management Style Support
- Linking Students & their Families into Support Services
- Individual Student Planning

2.4.2

EMPLOYING DEDICATED STUDENT WELFARE/ WELLBEING & SUPPORT STAFF

What Because of their background experiences, low SES and NESB students often are not armed with some of the basic social and behavioural skills that they need to be able to engage effectively at school and learn. If not addressed that can lead to lower school attendance, more challenging student behaviour, poorer participation and performance and early disengagement and exit from school.²⁶

Because of that schools adopting a holistic education model usually take steps to provide students with additional support to help them to address factors adversely affecting student attendance, behaviour, participation and learning.

How The staffing structures that schools use to build in these positions vary depending on the size of the school and the funding that they have available.

Dedicated student welfare/wellbeing & support staff

Some schools employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team to work with students and their parents/families.

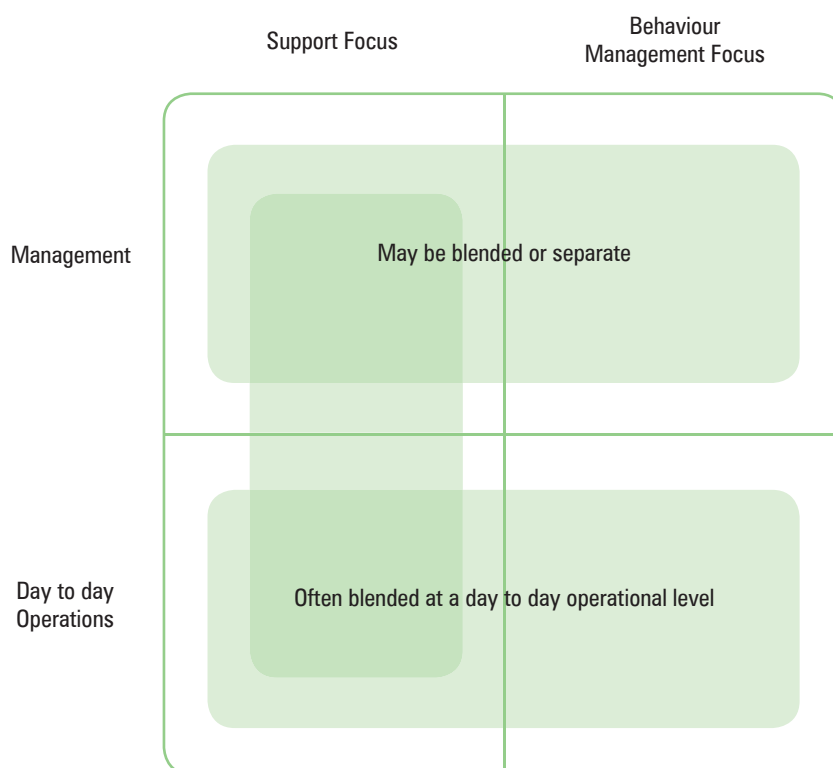
The intention in employing dedicated student welfare/wellbeing and support staff is to make sure that sufficient attention is paid to helping students and their families to address personal barriers to learning and to allow teachers to focus on teaching rather than having to work with students to address those issues.

Staffing structures vary. Some schools employ a single senior student welfare manager (assistant principal) to perform a blended student wellbeing and behaviour management function. That staff member takes the lead on managing serious personal and behavioural management issues. They also work with teaching staff to identify students who need more intensive support and then work with those students and their families to link them into appropriate support. They perform a case management style support function, helping to assess student needs, identify potential support options and link them into support within the school or through third party service providers.

Other schools use more than one position. In some cases schools allocate separate staff to work with students across different year level groupings. In others, they appoint separate staff to manage different parts of the support role. Where that is done functions are often split on a functional and/or administrative basis.

²⁶ Zins et al 2004., pp.3-6.

Figure - Example role separation



Often a member(s) of the office administration staff will be allocated to provide ongoing administrative support to the student welfare function.

Student welfare/wellbeing and support staff work closely with teaching staff on a day to day basis. In many ways, they act as the “glue” that makes sure that the different staff and functions that need to come together to support students to engage at school and learn link up effectively.

Student welfare/wellbeing and support staff usually play a significant role in the enrolment, induction and transition management process. They work with students and their families to help them complete those processes, understand how things work, what they can expect of the school, who to contact about different things and what is expected of them. They often act as an ongoing contact point for parents and families, particularly where their child is having problems at school.

Student welfare/wellbeing and support staff often work with teaching staff to help them to develop individual learning and development plans with their students. Where appropriate, they coordinate specialist assessments to identify

individual student’s learning and development issues (eg. eyesight and hearing tests, speech therapy, occupational therapy, learning difficulty/disability assessments) and help to coordinate the development and implementation of learning and/or welfare support plans to address those needs.

They perform a case management style function to link students and their parents/families into appropriate support services to help address physical and mental health, behaviour and specialist learning support needs.

They also provide support in managing student behaviour and usually coordinate and oversee the implementation of formal behaviour management plans where they are required. Where appropriate, wellbeing and support staff sit in on professional teaching/learning team meetings to help teaching staff work through personal and behaviour management issues and help develop strategies to address them.

Student welfare/wellbeing and support staff are often involved in the development and implementation of the schools social and emotional learning curriculum and will sometimes be appointed to formally coordinate

the social and emotional learning curriculum. They also often run or coordinate related learning and development programs for staff and parents/families and may be given responsibility for coordinating aspects of the schools extra-curricular program.

Table - Student welfare/wellbeing and support staff functions

PRE-ENROLMENT AND ENROLMENT SUPPORT	<ul style="list-style-type: none"> • Meet with parents and students as part of the pre-enrolment/enrolment process to help understand what the student’s learning and support needs are, explain how things work, what they can expect from the school and what the school expects from them • Support families to complete the enrolment process
STUDENT INDUCTION	<ul style="list-style-type: none"> • Support student induction activities • Follow up with students where appropriate to make sure that they are settling into school and proactively address any issues
INDIVIDUAL STUDENT LEARNING AND DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Support teaching staff to work with students to develop individual learning and development plans
CASE MANAGEMENT STYLE SUPPORT	<ul style="list-style-type: none"> • Coordinate assessments to identify individual student’s learning and development needs where that is appropriate and work with parents/family to help coordinate the development and implementation of plans to address those needs
SUPPORT NETWORK	<ul style="list-style-type: none"> • Establish and maintain relationships with a network of specialist service providers • Coordinate student referrals and specialist assessments
BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • Support teachers to anticipate and manage challenging student behaviours • Participate in professional teaching/learning team meetings to help develop classroom based behaviour management strategies • Run “time out” spaces to support student behaviour management • Coordinate the development and implementation of behaviour management plans
COACHING/INFORMAL COUNSELLING	<ul style="list-style-type: none"> • Provide one on one coaching/informal counselling to students to help them deal with barriers to learning and/or address inappropriate behaviour
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support the development and implementation of the social and emotional learning SEL curriculum • Act as the SEL curriculum coordinator

PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct staff briefings to improve awareness of issues affecting students' readiness and ability to learn, attend regularly, behave appropriately, participate etc. • Make sure that staff are aware of available specialist support services • Coordinate or run professional learning and development programs to help staff develop their behaviour management and SEL skills
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none"> • Coordinate or run parent/family briefings or education programs to help them understand the support structures available through the school, student development and transition experiences and requirements and behaviour management protocols etc. • Coordinate or run training and development programs to help parents/families support their children learn and develop their behaviour management and SEL skills
EXTRA-CURRICULAR PROGRAM	<ul style="list-style-type: none"> • Identify behavioural and support issues that can/should be addressed through the extra-curricular program • Identify and coordinate program delivery

Staff filling this role can come from either a teaching or a social work background. They usually have strong inter-personal and relationship management skills.

Student welfare teams

Where schools do not have sufficient funds to employ additional student welfare staff, they will often establish student welfare teams made up of core teaching and professional counselling staff to fill a similar function.

Those teams are often be set up to cover a given year level/year level grouping. They will meet on a regular and frequent basis (eg. weekly), often at lunchtime. They will discuss students that are presenting as needing support and will develop strategies to address those needs on an as required basis. Members of the student welfare team will be allocated on a case by case basis to oversee the implementation of those strategies.

Specialist support staff

Schools also often either employ a qualified counsellor or have an established relationship with a local third party service provider that they can call on when required. Where third party service providers are used, schools work hard to establish a long term relationship with them so that they are able to provide the continuity in support that is required to work with students effectively.

Schools will also usually employ a school nurse. Some schools go as far as having a full health centre co-located on the school site. Often those centres will be run by an external service provider.

Schools often access a range of other specialist services either through regional school service networks or partnerships with local third party service providers (including community services organisations).

Table - Example specialist services used by schools

PHYSICAL HEALTH	Doctors Dentists Drug and alcohol treatment services
MENTAL HEALTH	Counsellors Psychologists Psychiatrists Trauma specialists
OTHER	Speech therapists Occupational therapists
TESTING	Hearing tests Eye tests Cognitive development assessments Special needs (disability) assessments

In some cases, schools will actually employ dedicated specialist staff, or partner with local service providers, so that they are available to work at the school on a regular rotation. This is often the case at primary school level where schools will make arrangements for speech and occupational therapy services to be provided on site.

Parents are consulted and their approval is obtained before students are referred to any specialist support service providers. Where possible service costs are covered through Medicare or government subsidised health programs.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively
- Student welfare/wellbeing and support staff provide students with personal case management style support where appropriate to help them to address any personal barriers to learning
- Student welfare/wellbeing and support staff support the development and implementation of student learning support, support and behaviour management plans
- Student welfare/wellbeing and support staff operate dedicated “time out” spaces and support student behaviour management/discipline processes
- Student welfare/wellbeing and support staff are included in professional teaching/learning teams and attend meetings by request or on a rotating basis
- Student welfare/wellbeing and support staff help teaching staff to develop and implement teaching strategies to respond to specific group and individual behaviour management and support needs

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a welcoming, safe and supportive school/classroom/working environment
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child’s learning• Helps parents/families to support their child’s learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports problem prevention and helps improve student health and wellbeing• Helps improve students’ readiness to learn• Improves students’ ability to connect with/engage at school• Helps increase student attention and motivation• Helps improve student effort and performance• Supports students’ personal and academic development• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports staff learning and development• Helps improve staff’s ability to manage challenging behaviour• Helps improve staff confidence• Increases job satisfaction
OPERATIONAL EFFECTIVENESS	<ul style="list-style-type: none">• Helps coordinate instruction and support activities• Leverages staff knowledge and expertise

POTENTIAL CHALLENGES:

HELPING TEACHING STAFF TO WORK EFFECTIVELY WITH STUDENT WELFARE/WELLBEING AND SUPPORT STAFF

POSSIBLE RESPONSES:

- Include student welfare/wellbeing and support staff in professional teaching/learning teams
- Use professional teaching/learning team structures to build a collaborative/team based culture and provide a formal structure through which student welfare/wellbeing and support staff can “link into” the teaching group
- Emphasise the importance of the student welfare/wellbeing and support role and actively encourage teaching staff to value the skills and support that staff in that role provide
- Use professional supervision sessions with teaching and student welfare/wellbeing and support staff to check that they are working together effectively

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHING STAFF TO MAKE APPROPRIATE USE OF THE “TIME OUT” SPACE AND STUDENT WELFARE/SUPPORT AND WELLBEING STAFF</p>	<ul style="list-style-type: none"> • Be proactive in making sure that staff understand the purpose of the time out space • Highlight the benefits for staff and students • Encourage student welfare/wellbeing and support staff to talk to referring staff if/when they think that students are being sent to them when they should not be or could have benefited from being sent at an earlier point • Get student welfare/wellbeing and support staff to track utilisation of the space (students, cohorts, referring staff, reasons for referral) and report on usage on a regular basis (eg. at the end of each term). Staff can use a simple tracking table or spreadsheet to do that • Share reports with school leaders, year level and teaching staff • School leaders and year level heads use reports to follow up with wellbeing and support/other staff if the space does not appear to be being used appropriately
<p>FUNDING STUDENT WELFARE/WELLBEING AND SUPPORT STAFF</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with local community organisations to provide student welfare/wellbeing and support activity • Access/leverage regional education department resources
<p>FUNDING THIRD PARTY/SPECIALIST SERVICES</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with other schools in the area to jointly cover the cost of specialist service providers (eg. speech therapists, counsellors) and then have those staff work on a rotating basis across the contributing schools • Use Medicare based funding to cover standard medical appointments

TOOLS:



Staff Role/Function Summary - Student welfare/wellbeing and support staff

School Diagnostic - Dedicated student welfare/wellbeing & support staff &/or student welfare support team structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Structure
- Setting Up Teaching Teams
- Using Teaching Support Staff to Leverage Classroom Teaching
- Leveraging External Resources & Volunteers
- Addressing Student's Basic Material Needs
- Providing Case Management Style Support
- Linking Students & their Families into Support Services

USEFUL RESOURCES:

- Zins, J., Bloodworth, M., Weissberg, R. and Walberg, H., "Chapter 1: The Scientific Base Linking Social and Emotional Learning to School Success" in *Building Academic Success on Social and Emotional Learning: What Does Research Say?*, MA USA., Teachers College, Columbia University., 2004. (Zins et al 2004)

2.4.3

PROVIDING CASE MANAGEMENT STYLE SUPPORT

What Although some students can engage at school fairly easily, others sometimes require extensive support to help them address health, behavioural and learning difficulties that reduce their ability to engage at school effectively and learn.

Low SES and NESB students can often require higher levels of support than students from more advantaged backgrounds because they face a broader range of challenges and/or because their families are less well positioned to address them.

Because of that schools adopting a holistic education model often play a more active/hands on role in working with students and their parents/families to help address students' personal, behavioural and learning needs.

How They tend to use a case management style approach to work with students and their families to identify and help them address factors that would otherwise act as barriers to student learning.

The most effective schools often manage student support activities in a similar way to that which would be used by case management workers in a social services setting.

They often employ dedicated student welfare/wellbeing and support coordinators and get them to play an active/hands on role in working with students and their parents/families to help address students' personal, behavioural and learning needs. Those coordinators work in collaboration with school counsellors and other specialist staff/service providers to link students and their families into the personal and learning supports that they need. Where schools do not have sufficient funding to employ dedicated student welfare coordination staff, schools will often establish student welfare teams made up of core teaching staff to do that.

Dedicated student welfare/wellbeing and support staff or welfare teams identify student learning and support needs, identify potential support options and link students into support within the school or through third party service providers. They tailor the level and type of support that they provide to individual students and their parents/families based on the specific needs of each student.

Student need identification & support planning

Where schools employ dedicated student welfare/wellbeing and support staff those staff will often meet with students and their parents/families as part of the pre-enrolment, enrolment and induction process. They talk about the underlying philosophy of the school and explain how things work, what the student and their parents/family can expect of the school and what the school will expect of them. In some cases student welfare/wellbeing and support staff will work on an "outreach" basis and will go and visit students and their parents/family at their home as part of that process to help get to know them and build a supportive relationship with them.

Student welfare/wellbeing and support staff use those discussions to understand what support the student might need (in much the same way that a case worker in a social services setting would do when conducting an intake assessment with a client).

Where students are identified as having particular support needs, student welfare/wellbeing and support staff will then work with the student and their parents/family to develop an individual student support plan. Student welfare/wellbeing and support staff will then use that plan to coordinate specific support activity. Where appropriate, student welfare/wellbeing and support staff will link students and their parents/families up with specialist service providers to address specific personal support and learning needs.

Table - Example specialist services used by schools

PHYSICAL HEALTH	Doctors Dentists Drug and alcohol treatment services
MENTAL HEALTH	Counsellors Psychologists Psychiatrists Trauma specialists
OTHER	Speech therapists Occupational therapists
TESTING	Hearing tests Eye tests Cognitive development assessments Special needs (disability) assessments

Where schools employ dedicated student welfare/wellbeing and support staff those staff members will often work out of a designated “time out” space rather than a formal office or shared staff room space. The space is usually located in an area that is easily accessible to students and is set up to be a quiet, welcoming space that students and their parents/family can feel comfortable coming into to talk to them.

Student welfare/wellbeing and support staff establish one on one relationships with students and their parents/families and act as an informal counsellor/coach to help them identify and manage personal issues that affect the student’s ability to engage at school constructively and learn.

Day to day support

Student welfare/wellbeing and support staff keep in regular and frequent contact with students (particularly those that have an individual support or behaviour management plan in place) and check in with them on both a formal and informal basis to keep track on how they are going and identify any additional support needs.

They work closely with teaching staff on a day to day basis. They provide support in managing student behaviour and usually coordinate and oversee the implementation of formal behaviour management plans where they are required.

Where appropriate, they sit in on professional teaching/learning team meetings to help staff work through personal and behaviour management issues and help develop strategies to address them. They will also use those sessions, or meet one on one with teaching staff, to make sure that they are aware of specific issues that might be affecting a particular student's behaviour (eg. where they are dealing with a death in the family or there are particular issues at home that might be affecting their ability to concentrate or work at home or cause them to be distracted or behave in a defensive or challenging way).

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides students with personal case management style support where appropriate to help them to address any personal barriers to learning
- School staff work with students and their parents/family to assess student support needs, identify potential support options and link them into support
- Individual student welfare support plans are developed where appropriate to coordinate support activity
- The school maintains a network of specialist/third party support service providers and coordinates access to those services where appropriate to help meet student learning, development and support needs (including school, regional/district and third party service providers)
- Student welfare/wellbeing and support staff keep in regular and frequent contact with students (particularly those that have an individual support or behaviour management plan in place) to keep track on how they are going and identify any additional support needs
- The school links parents/families into third party support services to help them address issues that affect their children's ability to learn and/or their ability to help them to do that

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students' individual learning and development needs

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps increase student attendance, retention and completion
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff's ability to manage challenging behaviour

OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps to coordinate instruction and support activities

POTENTIAL CHALLENGES:






MANAGING THE WORKLOAD ASSOCIATED WITH PROVIDING CASE MANAGEMENT STYLE SUPPORT TO STUDENTS

POSSIBLE RESPONSES:

- Appoint separate staff to manage different parts of the support role to spread staff responsibilities and workload
- Structure support processes so that the level of support provided to students is tiered according to their individual needs and is adjusted as those needs vary over time
- Involve student welfare/wellbeing and support staff in the enrolment/induction process and use that process to assess students' learning and support needs
- Where students have specific needs requiring additional support then establish student support teams and develop targeted support and learning support/extension or welfare support plans to address those needs

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Designate lead responsibility for coordinating those plans to individual staff in the student support group. Allocate lead responsibility for learning/extension development plans to teaching staff. Allocate lead responsibility for support and behaviour management plans to wellbeing and support staff to share the workload • Partner with local community organisations/third party service providers to access additional resources
<p>COORDINATING STUDENT PLANNING AND SUPPORT ACTIVITY</p>	<ul style="list-style-type: none"> • Use a standard approach to document case management activity (eg. use a standard system to record case notes and prepare student support plans) • Set up a centralised documentation and knowledge management system to collate and store student plans and background information so that it is easy for staff to access information (subject to standard confidentiality protocols) • Use office administration staff to help teaching staff to scan /upload student planning documentation onto the central data management system

TOOLS:

-  Tool - Case note template
-  Tool - Learning support/extension plan template
-  Tool - Welfare support plan template
-  Tool - Behaviour management plan template
-  School Diagnostic - Providing case management style support

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Addressing Student’s Basic Material Needs
- Linking Students and their Families into Support Services
- Individual Student Planning
- Student Behaviour Management/Discipline
- Enrolment Process

TOOL - CASE NOTE TEMPLATE

This tool provides a template that schools can use to consistently record situations/incidents/issues relating to students that require staff intervention or support. Schools will often set up and use case noting functions within their electronic student management systems to maintain and manage these files. In most cases those files will be structured to include the types of information identified below.

Using case notes to record events in a consistent way and storing those files in a central online location makes it easy for the school to maintain a complete record of what is happening for a student over time that can be accessed by staff from different parts of the school when working with the student. It makes it easier to share information. It provides a single reference point that staff can look at to identify patterns in behaviour that can help inform and improve how the school supports the student and how it manages student behaviour. It also helps to make sure that information about students is not lost when staff who have been working with the student leave the school. Case notes should be stored in a secure way and should be treated as part of each student's confidential student file.

Student Name:

Year Level:

Home Room/Class:

DATE	STAFF NAME	NOTES	FOLLOW UP REQUIRED (YES/NO)	PLANNED FOLLOW UP ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS

2.4.4

LINKING STUDENTS & THEIR FAMILIES INTO SUPPORT SERVICES

What The support needs of low SES and NESB students and their parents/families often exceed those that are able to be covered directly by school-based staff.

Because of that, schools adopting a holistic education model often establish an extended network of specialist and community support service providers that they link in with to help students and their parents/families access support and establish a more stable and supportive home learning environment.

Table - Example services

HEALTH	FAMILY SERVICES	EDUCATION, TRAINING & EMPLOYMENT
<ul style="list-style-type: none">• Maternal and child health services• General medical services• Dental services• Speech therapy• Mental health and counselling services	<ul style="list-style-type: none">• Information services (to help families to identify and access local programs)• Family support• Financial counselling• Play group and early childhood development programs	<ul style="list-style-type: none">• Parenting skills programs• Adult literacy programs• Adult education and training• Employment services

How Schools do that in a number of different ways.

Health services

Most schools will provide access to a school nurse.

Some schools have a health centre co-located on or adjacent to the school site. Often those centres are run independently of the school and provide Medicare funded services to students and their families (as well as the broader community).

Schools will usually obtain standing consent from parents to refer students to the school nurse or health centre. Teaching staff will then refer students to the nurse or health centre if they appear unwell. Schools usually use a referral slip/pass system to refer students to the centre to keep track of students.

Staff will usually either accompany the student to the centre or send them there with a referral slip that notes the referring staff member's name, the name of the student, the reason for the referral (usually this is identified on a "tick a box" basis with space for comments if required).

After the student has been assessed at the centre they will either be allowed to return to their classroom on their own or staff at the centre will contact office administration or student welfare/ wellbeing and support staff to let them know that the student has been seen and either is ready to be collected to return to class or, if appropriate, that arrangements need to be made to send the student home. Where a student is sent back to class on their own schools usually require medical centre staff to use a referral slip confirming that the student has been allowed to return to class and noting the time that they have been sent back to class so that the school can keep track of students.

Specialist services/referral networks

Schools will also usually establish relationships with a range of other specialist service providers so that they can refer students and their parents/families to those services where appropriate.

They usually make extensive use of existing regional school network resources as well as establishing relationships with other third party service providers.

Table - Example specialist services used by schools

PHYSICAL HEALTH	Doctors Dentists Drug and alcohol treatment services
MENTAL HEALTH	Counsellors Psychologists Psychiatrists Trauma specialists
OTHER	Speech therapists Occupational therapists
TESTING	Hearing tests Eye tests Cognitive development assessments Special needs (disability) assessments

Family/community service hubs

Schools often set up a dedicated space on the school grounds where parents/family members can meet, access information about school or third party programs and activities, link into volunteering activities at the school, attend parent briefings and/or meet with staff.

Those spaces are usually located so that they are easy for parents to access when they come into the school grounds. They are set up to be a welcoming space. There is usually a comfortable area where parents can sit and talk, tea/coffee facilities, a table/work space that can be used for meetings and group activities and a slightly separate space where parents and/or staff can have a more private conversation when required. They usually have a large bulletin or noticeboard space that is used by the school to communicate

with parents, as well as being used as a space for parents to communicate with one another. Often the space will be manned by volunteer parents/family members.

In some cases, schools run these spaces as a formal family/community service hub. Where that is the case, schools often either employ a community support worker to run the space and coordinate the delivery of community programs and referral services out of the site or partner with a local community organisation to do that.

In other cases, rather than run a formal family/community service hub the school will liaise with local community organisations that run community/family support programs appropriate to the needs of their families to help link their parents/families into those services. They do that in different ways. For example they:

INFORMATION	<ul style="list-style-type: none">• Provide families at the school with information about support services/programs that they can access
ACCESS	<ul style="list-style-type: none">• Run local services/programs out of the school site to make them easier for families to access and/or
DELIVERY	<ul style="list-style-type: none">• Collaborate with local service providers to develop programs specifically tailored to address issues/needs that are relevant to the student group and their parents/families.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides/helps students to access nursing/medical services to address basic health needs
- The school maintains a network of specialist/third party support service providers (including school, regional/district and third party service providers) and coordinates access to those services where appropriate to help meet student learning, development and support needs
- The school links parents/families into third party support services to help them address issues that affect their children's ability to learn and/or their ability to help them to do that

BENEFITS OF WORKING IN THIS WAY:


WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students and their parents/families• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a welcoming, safe and supportive school/classroom environment
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child’s learning• Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity• Helps parents/families to support their child’s learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports problem prevention and helps improve student health and wellbeing• Helps improve students’ readiness to learn• Improves students’ ability to connect with/engage at school• Helps increase student attendance

POTENTIAL CHALLENGES:

POSSIBLE RESPONSES:

FUNDING THIRD PARTY/SPECIALIST SERVICES	<ul style="list-style-type: none">• Use Medicare based funding to cover standard medical appointments• Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)• Partner with other schools in the area to jointly cover the cost of specialist service providers (eg. speech therapists, counsellors) and then have those staff work on a rotating basis across the contributing schools
ACCESSING THIRD PARTY/SPECIALIST SERVICE PROVIDERS	<ul style="list-style-type: none">• Provide dedicated space on site that service providers can work out of• Liaise with local service providers to get them to run a regular “clinic” on site, provide services by appointment on site at specific times and/or see students at their clinic on a bulk billing basis

TOOLS:

 Tool - School nurse/medical centre referral slip/pass

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Addressing Student's Basic Material Needs
- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Providing Case Management Style Support

TOOL - SCHOOL NURSE/MEDICAL CENTRE REFERRAL SLIP/PASS (IN)

This form is designed to be used to help keep track of students when they are referred to the school nurse/medical centre.

This form is completed in duplicate with one copy being given to the student to take with them to the nurse/medical centre and the other being sent to administration (where it is usually entered into the student's file). Using referral slips in this way allows the school to keep track of students and maintain a record of the extent to which they are requiring/using school based health services.

Date:

Time:

Referring Teacher:

Telephone No:

Student Name:

Reason for referral to medical centre (tick appropriate option):

- Scheduled appointment
- Scheduled assessment
- Unscheduled referral

Comments:

Signed:

TOOL - SCHOOL NURSE/MEDICAL CENTRE REFERRAL SLIP/PASS (OUT)

Date:

Student Name:

Time In:

Time Out:

- Return to class
- Return to recess/lunch
- Contact parents/family for collection
- Other

Comments:

Signed:

STUDENT PARTICIPATION & LEADERSHIP

What Students' perceptions of themselves and what they can achieve are strongly influenced by what they believe other people think they are capable of and the opportunities that they have to demonstrate to themselves and others what they can achieve.

Because of that, schools adopting a holistic education model actively look for ways to allow students to participate in the life of the school and take on roles that allow them to develop a sense of pride in themselves and in their school.

How Teachers identify and actively encourage students to initiate, participate in and lead activities at the school.

Student leadership structures

Schools often set up formal student advisory and leadership groups at primary, middle and senior school level. They use those groups to provide students with a voice in the day to day operation of the school and to give them an opportunity to take responsibility and play a leadership role in the school.

Students are usually nominated to participate in those groups by their teachers and peers.

Specific leadership training is usually provided to help students in those groups to develop their personal and leadership skills and help them to act as positive role models and school representatives.

Student roles of added responsibility

Schools also often use class based roles (eg. class monitors, hall monitors, message runners, lunch collectors) to provide students with an opportunity to take responsibility for activities in the class/school. They often rotate the appointment of those positions on a regular basis so that every student has the chance to fill one of those roles and be given the added responsibility that comes with that.

Schools often use peer mentoring, instruction and/or mediation to allow students to take on additional responsibilities and develop their skills.

They look for opportunities for students to act as ambassadors and advocates for the school in both formal and informal capacities. For example, schools often get existing students to show visitors or prospective students and their parents/families around the school. They also often allocate students to act as buddies and help new students to get to know the school and settle into class.

When getting students to fill such roles school staff take time to make sure that students understand what the roles involve and how to do them so that students are set up to succeed when undertaking those tasks. Often they will cover how to complete those tasks as part of their social and emotional learning (SEL) curriculum.

Student activities/ opportunities for participation

Schools also provide a range of opportunities for students to participate in school activities or events and be recognised for their contribution (eg. cultural and sporting activities, academic competitions).

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Students participate actively in the life of the school and have a sense of ownership/pride in their school
- Teachers identify and actively encourage students to take up leadership roles in the school
- The school has formal student advisory/ leadership groups (at primary, middle and senior school level) that provide students with an opportunity to take responsibility and play a leadership role in the school
- The school uses those groups to encourage students to have a voice in the day to day operation of the school
- Teachers design and allocate class-based roles/responsibilities to give all students a chance to take responsibility and play a leadership role in their class
- Students are regularly given opportunities to participate in, initiate and lead school activities and events and are actively encouraged to participate in them
- Students are regularly given opportunities to represent the school and act as school ambassadors and advocates for the school
- Peer mentoring, teaching and/or mediation is used to support student learning and development

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Encourages students to develop a sense of pride/shared ownership in the school

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps increase student attendance, retention and completion
- Supports students’ personal development
- Helps students to develop a positive sense of self, potential and future
- Encourages students to take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students’ leadership skills

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO INCLUDE ALL STUDENTS (INCLUDING LESS CAPABLE OR RELIABLE ONES) WHEN ALLOCATING CLASS ROLES/ RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • Reinforce the importance of setting a high expectation for student behaviour, potential and performance and encourage staff to use the allocation of class roles/responsibilities to communicate that expectation • Encourage staff to keep a register/list of classroom based roles/responsibilities and use it to keep track of which students have/have not had a chance at filling those roles to avoid any subconscious bias • Where appropriate, encourage staff to tailor tasks to accommodate different student's capabilities so that they are set up to succeed in the role (rather than fail)
<p>HELPING STUDENTS TO FEEL CONFIDENT TAKING ON ROLES OF ADDED RESPONSIBILITY AND PARTICIPATING IN SCHOOL ACTIVITIES</p>	<ul style="list-style-type: none"> • Build teaching/learning activities into the standard curriculum to help students develop the personal and leadership skills that they need to complete those roles • Pair students up when allocating roles so that they can support each other • Structure roles so that students are able to gradually take on additional responsibilities/try new things as they become comfortable to do so

TOOLS:

 School Diagnostic - Student participation & leadership

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staff Expectations, Attitudes & Behaviours
- Setting a High Expectation for Student Behaviour, Potential & Performance

3.

CURRICULUM

What Schools across Australia are required to deliver a curriculum that is derived from the national curriculum, specified state and territory syllabuses and essential learning standards. The requirements placed on schools and the resulting flexibility that they have in how they can structure their teaching program varies across different geographies and systems (government vs. non-government).

Schools adopting a holistic education model put particular emphasis on making sure that their curriculum is structured to meet the specific needs of their student group, both in terms of what they cover and how they cover it. In doing that, schools adopting a holistic education model do not “dumb down” their curriculum. Instead, they make sure that their teaching program is tightly designed to meet the specific learning needs of their students and support them to meet the prescribed learning standards; they match their curriculum to their student group.

Schools adopting a holistic education model work on the basis that given the right time and support every student can achieve. They maintain a high expectation of students’ potential and performance and design subject offerings, extra-curricular programs, course curriculum and instructional/class plans to meet prescribed learning standards and extend students taking into consideration their current knowledge and skill base.

Schools structure their curriculum to include both the emotional and social skills that students need to be able to engage effectively at school and the academic and vocational knowledge and skills that they need to meet prescribed learning standards.

They prioritise student understanding and mastery over coverage. They check for prior knowledge and structure their curriculum to make sure that they cover all pre-requisite knowledge and skills before they move on to higher order skills. They focus on the most important concepts, processes and skills that their students need to have to meet prescribed learning standards and differentiate their instruction so that all of their students are given the best possible opportunity to develop those skills and meet the standards.

How Schools adopting a holistic education model usually use a highly structured, data-based curriculum planning process to do that. They use structured, school-wide data collection and management, planning and review processes to make sure that their subject offering and course curriculum are tailored to meet the learning needs and interests of their student group and that instructional/class plans are appropriately differentiated.

This toolkit has been written so that it can be used by schools across Australia and overseas and as such has not been tied to any particular national, state or territory based syllabus or teaching requirements. Instead it talks in general terms about how schools work within and around those requirements to best support their students. There are some sections of this toolkit where (particularly government) schools in some Australian states or territories may find it more difficult to apply aspects of the education model that is described because of the regulatory environment or departmental system that they need to work within. In general, however, the holistic education model described in this toolkit is transferrable and can be, and is currently being, used across different schooling systems in Australia and overseas.

They structure their staffing and operations to support that in a number of ways:

STAFFING	<ul style="list-style-type: none"> • Employ/allocate dedicated curriculum management staff to coordinate student data collection and management and manage curriculum planning and curriculum related staff development and training
STUDENT DATA COLLECTION AND MANAGEMENT	<ul style="list-style-type: none"> • Put in place centrally coordinated data collation, analysis and reporting processes to monitor student performance and inform curriculum planning and instruction
STUDENT PLANNING TRANSITION PLANNING AND MANAGEMENT	<ul style="list-style-type: none"> • Use student planning and transition management processes to collate and share information about student performance, learning needs, learning preferences/styles and interests from year to year
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Follow a clearly defined and collaborative curriculum planning process • Allow staff, students and parents/families to have input into the school's subject and extra-curricular program offering • Use common planning templates and tools to make it easier to coordinate course and instructional planning within and across year levels • Use a structured curriculum review and sign off process to ensure quality planning and teaching and support staff development
DOCUMENTATION AND KNOWLEDGE MANAGEMENT	<ul style="list-style-type: none"> • Put in place a central documentation and knowledge management system to collect, store and share curriculum and instructional/class plans and teaching and assessment resources and tools to make it easier for staff to leverage existing resources and develop appropriately targeted curriculum and instructional plans
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
STAFF ACCOUNTABILITY STRUCTURES	<ul style="list-style-type: none"> • Use individual and shared accountability structures to reinforce staff responsibility for student learning and development outcomes
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Use regular and frequent professional supervision to provide ongoing feedback and coaching for staff to help them meet their day to day responsibilities and improve their instructional planning and teaching skills
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Provide teachers with support and training to help them tailor their curriculum and instructional planning to meet student needs

They also structure their curriculum to help students to engage and learn in a number of ways:

CURRICULUM	<ul style="list-style-type: none"> • Include social and emotional as well as academic and vocational skills • Identify and focus on the most important concepts, processes and skills that their students need to meet prescribed learning standards • Put increased focus on English and Mathematics (foundation literacy and numeracy skills) • Include a broad mix of theory-based and practical subjects
CLASS STRUCTURES	<ul style="list-style-type: none"> • Stage the transition to traditional split, subject-based class structures in middle school to support students to make the transition from primary to secondary school
INTENSIVE LEARNING SUPPORT	<ul style="list-style-type: none"> • Provide tiered scaffolding and extension support structures to support student learning
EXTRA-CURRICULAR PROGRAMMING	<ul style="list-style-type: none"> • Use extra-curricular programming to complement the standard curriculum and build in after school homework, learning support and extension learning activities
PARENT/FAMILY EDUCATION	<ul style="list-style-type: none"> • Provide/collaborate with local organisations to provide adult education and training for parents/families to help them to better support their children to engage at school and to learn

Significant research has been undertaken in the curriculum area and a range of curriculum planning and instruction tools are available. This section does not attempt to replicate that material. It focuses on how schools adopting a holistic education model structure their curriculum planning and data collection processes to help them to match their teaching program to the needs of their student group. It looks at the sorts of things that schools build into the design and content of their curriculum and instructional/class plans to address students' learning and development needs. It also looks at how schools use professional teaching/learning teams and individual student planning to make sure that they consistently tailor their teaching to meet the needs of every student.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses a structured, data-based curriculum planning process
- The school sets clear and measurable targets to improve school and student performance
- The school matches its subject offering and course curriculum to meet the learning needs and interests of its students (ie. it matches the curriculum to the student group not the other way around)
- The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting
- Class instruction/teaching plans are appropriately differentiated to meet students' different learning needs, learning preferences/styles and interests
- Professional teaching/learning teams are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs on an ongoing basis
- The school uses integrated student planning tools and processes to identify and address individual student's learning, support and behaviour management needs

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Provides access to a range of subjects/learning options
- Supports the use of differentiated instruction
- Stops teachers from being "drawn to the middle" and teaching to the needs of the average student
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Provides a practical context for student learning
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Stages the transition from primary to middle school
- Provides additional learning time before/during/after school

BENEFITS OF WORKING IN THIS WAY:

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps limit gaps in learning caused by extended absences from school
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students' leadership skills
- Helps support student's vocational development
- Helps students' to make a successful transition to post-school study and/or work

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Helps improve staff performance and teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Helps staff manage stress and problem solve more effectively














OPERATIONAL EFFECTIVENESS





















- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities

TOPICS COVERED IN THIS SECTION:

- Curriculum Planning
- Curriculum Structure & Content
- Student Performance Data Management & Mining
- Professional Teaching/Learning Teams
- Differentiated Instruction/Class Planning
- Individual Student Planning

TOOLS:

-  Staff Roles/Functions Summary - Curriculum management staff
-  Tool - Example planning calendar summarising key planning activities & timings
-  Tool - Example staff roles & responsibilities summary table
-  Tool - Whole of school curriculum mapping template
-  Tool - Course curriculum map & unit planning template
-  Tool - Differentiated instruction planning tool
-  Tool - Social & emotional learning (SEL) competencies listing
-  Tool - Third party Social & emotional learning (SEL) program assessment/selection grid
-  Tool - Example rubric to review students' written work
-  Tool - Vocational development program diagnostic tool
-  Tool - Defining data requirements brainstorming tool
-  Tool - Data inventory template
-  Tool - School data collection, analysis and reporting calendar

-  Tool - Example student performance data analysis spreadsheet
-  Tool - A step by step guide for developing differentiated instructional/class plans
-  Tool - Differentiated instruction planning tool
-  Tool - Instructional/class plan template
-  Tool - Differentiation wheel (a tool to help teaching staff design tiered teaching/learning activities)
-  Tool - Differentiation reminder sheet - varying challenge level and complexity (Bloom's Taxonomy of Learning Objectives)
-  Tool - Differentiation reminder sheet - varying learning style (Gardner's Multiple Intelligences/ Learning Styles)
-  Tool - Checking for differentiation in teaching practice – structured reflection tool
-  Tool - Example professional teaching/learning team agenda
-  Tool - Example class performance summary
-  Tool - Learning & development plan template
-  Tool - Student support group register
-  Tool - Learning support/extension plan template
-  Tool - Home based learning plan template
-  Tool - Student welfare support plan template
-  Tool - Behaviour management plan template
-  Tool - Things to remember when setting up and running meetings
-  Tool - Meeting planning, agenda & minutes
-  Tool - Meeting log
-  School Diagnostic - Curriculum

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Facilitating Class, Timetabling & Staff Allocation Structures
- Documentation & Knowledge Management

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatized Children., State Government of Victoria., Victoria 2001.

3.1

CURRICULUM PLANNING

What The fundamentals of curriculum planning are common for all schools. At the most basic level, curriculum planning can be broken into two parts:

- Defining what students need to be able to understand and do and
- Developing a plan for how staff will work with students to help them to develop those understandings and skills.

Good planning is critical to designing a curriculum that meets prescribed learning standards and extends students taking into account their current knowledge and skill base.

While matching the curriculum to the student group is important for all schools, it is particularly important for schools working with low SES and NESB students, where students are often starting at a disadvantage. Those schools simply cannot afford not to get it right.

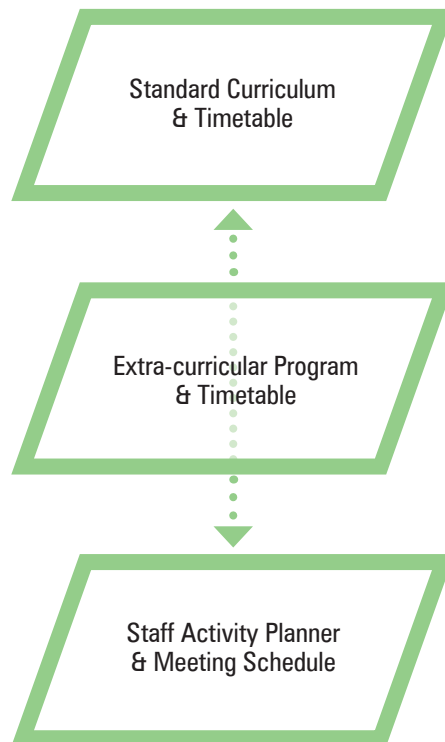
Because of that, schools adopting a holistic education model pay particular attention to curriculum planning. They use the annual curriculum planning process in multiple ways:

CONTEXT SETTING	<ul style="list-style-type: none">• Reinforce the underlying principles/ethos of the school• Build a common understanding and language around what effective teaching looks like• Reinforce staff accountability for student learning and development outcomes• Confirm expectations of staff behaviour and practice• Identify and analyse student learning and development needs
TARGET SETTING	<ul style="list-style-type: none">• Set targets for improving school and student performance
CURRICULUM DESIGN AND COORDINATION	<ul style="list-style-type: none">• Make sure that subject offerings, course curriculum, instructional/class plans and extra-curricular programs are appropriately targeted and coordinated so that they meet the needs of the student group
QUALITY ASSURANCE	<ul style="list-style-type: none">• Monitor curriculum implementation and student outcomes and provide a feedback loop into ongoing curriculum design and teaching
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none">• Support staff learning and development.

How Schools adopting a holistic education model usually use a highly structured, data-based curriculum planning process to do that.

They use the planning process to develop an integrated curriculum plan and timetable covering the standard curriculum, extra-curricular activities and supporting staff meeting, review and moderation schedules.

Figure - Layered planning and scheduling approach



Process management & coordination

In the most effective schools, planning processes are clearly defined and are applied consistently across the school. They are designed to make sure that all staff have a clear understanding of:

- The syllabus and essential learning standards that they are working with
- What their students need to understand and be able to do in order to meet those standards
- Where their students are currently up to and what their starting point in any given year will be
- Where their students need to be at the end of the year to progress to the next level
- How they are going to structure their teaching activities to help all of their students to develop those understandings and skills
- What they will expect students to understand and be able to do at the end of the year and at the end of each unit and
- How they are going to assess student performance and track student progress across the year.

The process is usually actively managed by the principal and/or senior curriculum management staff to make sure that planning is given appropriate priority and that the individual steps in the process are completed in a timely and appropriate manner.

Often schools will employ a dedicated curriculum manager to make sure that there is someone in the school who has an ongoing responsibility for managing:

- Internal student data collection, analysis and reporting
- Curriculum planning
- Professional teaching/learning team set up and operation
- School and student performance reporting
- Curriculum related documentation and knowledge management and
- Professional supervision, learning and development.

Curriculum managers will also often be responsible for timetabling and staff allocation to teaching teams, although this may also be managed through the principal or a specialist administrative position.

Table - Curriculum management staff functions

STUDENT DATA MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised data management system used to collate and store student performance data • Coordinate the collection of student data for curriculum planning and school reporting purposes
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Coordinate curriculum planning process • Review and sign off course curriculum plans • Review and/or coordinate the sign off of instructional plans by year level/faculty heads
TIMETABLING*	<ul style="list-style-type: none"> • Work with principal, year level and faculty heads to determine staff allocations • Prepare timetable and update as required during the year
PROFESSIONAL TEACHING/LEARNING TEAM SET UP AND OPERATION	<ul style="list-style-type: none"> • Coordinate/produce required school level performance reports (including reports assessing performance against school improvement targets) • Prepare student data for education board submission • Coordinate formal student reporting cycle
SCHOOL AND STUDENT PERFORMANCE REPORTING	<ul style="list-style-type: none"> • Support staff learning and development
CURRICULUM RELATED DOCUMENTATION AND KNOWLEDGE MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised documentation and knowledge management system used to collate and store curriculum and instruction planning documentation and supporting teaching and assessment tools and resources

PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Work with principal to allocate staff to supervisors/mentors for professional supervision • Incorporate professional supervision timetable into staff activity planner and meeting schedule • Develop and monitor compliance with professional supervision protocols
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct induction briefings with new staff to make sure that they understand curriculum planning and teaching requirements • Coordinate/run internal training program to support staff learning and development and improve teaching practice

*optional

The curriculum manager will usually report directly to the school principal. Teaching staff will often report to the curriculum manager on curriculum related issues through a year level/faculty head. They will usually report through to the principal on other human resource related issues.

Often a member(s) of the office administration staff will be formally allocated to provide ongoing administrative and operational support to the curriculum manager.

Annual planning calendar/cycle

The annual planning process often starts earlier and takes more time than in schools adopting a more traditional model because of the amount of effort that is put into understanding and tailoring the curriculum to the needs of each particular year level group.

The specific planning calendar that schools work to varies from school to school and year to year depending on the timing of the school year and the way that schools balance staff workloads (particularly in terms of how it allocates activity between the end and start of the school year).

For simplicity the process can often be broken into two parts, a mid-year and an end/start of

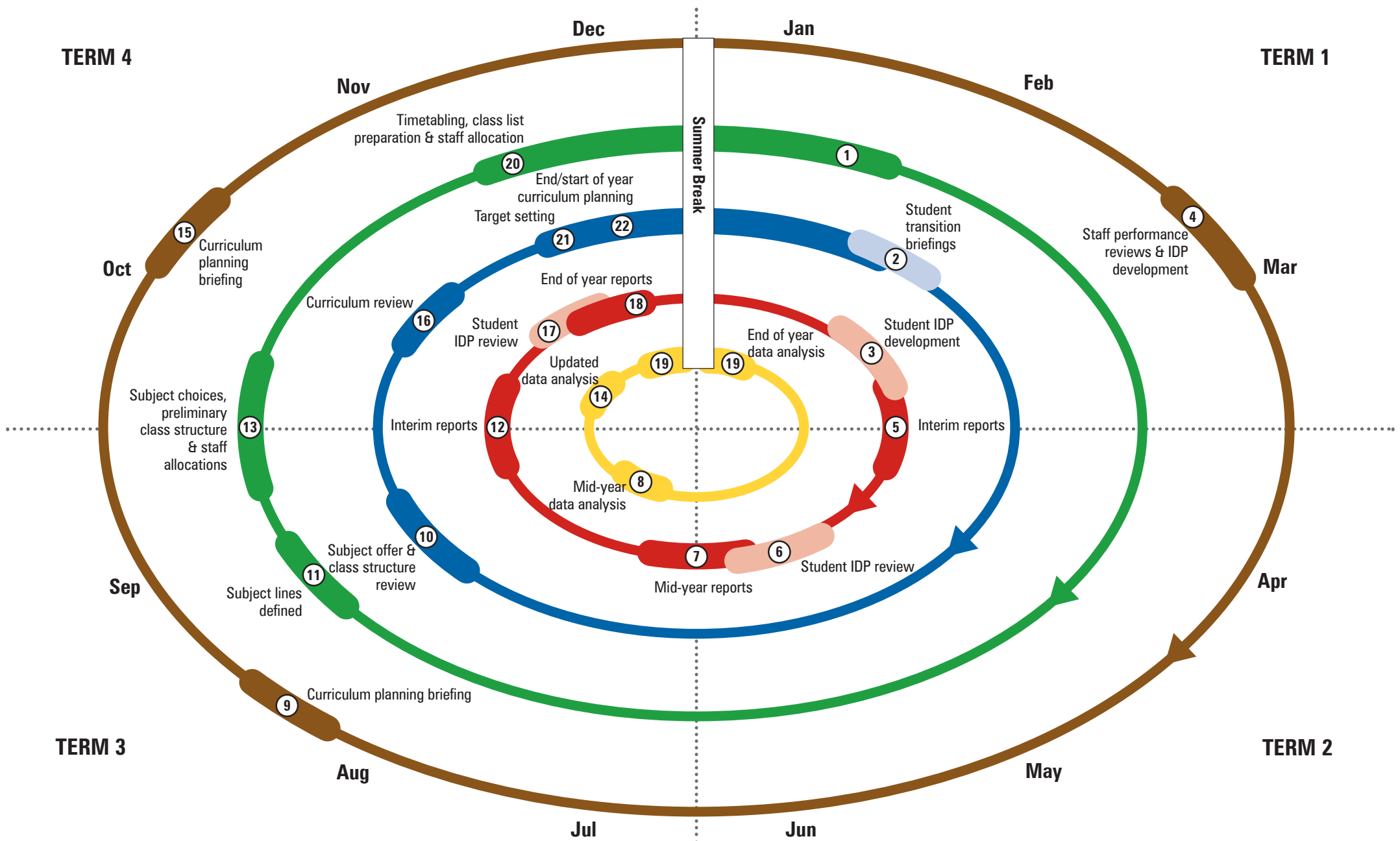
year process. The mid-year process is usually used to review student performance and confirm what subject offering should be provided to students in the following year. The end/start of year process is usually used to review actual course curriculum and instructional plans and tailor those plans to the needs on the incoming student cohort.

Schools adopting a holistic education model often structure their school calendar to include additional time for planning at the end and/or start of the year and build provision for that into their staff contracts.

Where it works best, the planning process is well documented. Active steps are taken to make sure that all staff understand the process and staff are given plenty of notice about when and what they are required to do to feed into the process.

The planning process is usually covered in detail in staff induction and training processes.

Prior to the commencement of the mid-year and end/start of year planning cycle a staff briefing is usually held as part of the standard staff meeting schedule to review the planning process and remind staff of what is required of them. Reminders are sent out through each step of the process.



- Reporting
- Data collation & analysis
- Curriculum review & planning
- Student transition management
- Timetabling & staff allocation
- Staff learning & development
- Individual development planning

	MTH	REPORTING	DATA COLLATION & ANALYSIS	CURRICULUM PLANNING	TIMETABLING	RECRUITMENT	STAFF LEARNING & DEVELOPMENT
TERM 1	Jan			21 Improvement targets set 22 End/start of year curriculum review and planning completed (focus on course curriculum and unit one instructional/class plans)	20 Timetable finalised, class lists prepared and staff allocations confirmed		
		1 Welcome letters sent out to students and families confirming teacher and class allocations		2 Student transition briefings conducted			
	Feb						
	Mar	3 Student individual development plan (IDP) completed					4 Staff performance reviews and individual development plans completed
TERM 2	Apr	5 Interim reports completed					
	May						
	Jun	6 Student IDPs reviewed					
TERM 3	Jul	7 Mid-year reports completed	8 Mid-year student data analysis completed				
	Aug			10 Mid-year curriculum review completed and subject offering defined (focus on subject offering and class structure)	11 Subject lines drafted		9 Curriculum planning briefing conducted
	Sep	12 Interim reports completed			13 Student subject choices made, class structure confirmed and preliminary staff allocations made	Recruitment to fill vacant positions	
TERM 4	Oct		14 Mid-year analysis updated	16 End of year curriculum review conducted (focus on issue identification and course curriculum revisions)			
	Nov	17 Student IDPs reviewed		21 Improvement targets set			
	Dec	18 End of year reports completed including student transition summaries	19 End of year student data analysis completed	22 End/start of year curriculum review and planning commenced (focus on course curriculum)	20 Timetable drafted, class lists prepared and staff allocations confirmed		

Role allocation

How responsibility for completing different steps in the planning process is allocated across the staff group and what level of involvement teaching staff have at different stages varies from school to school. Staffing, experience and skill play a significant role in determining how it gets done.

Responsibility for “higher order” planning tasks usually sits with more senior staff; however, schools usually try to involve teaching and specialist learning support staff in as much of the planning process as possible to get staff input and build staff ownership and buy in to the process.

Staff who are new to the planning process, new teachers or teachers requiring support to complete the process are often “teamed up” with a more experienced teacher to help them to work through the process.

Data analysis

The school principal and/or curriculum management staff usually work with a member of the office administration team to collate and analyse student performance data centrally so that it can be used to inform the planning process. Basic segmentation analysis is used to group students based on performance overall and against key learning areas. That analysis is documented in a way that allows staff to identify trends in performance within and across year levels and subjects.

Sometimes schools will hire an analyst on a short term contract to help with this work. In other cases they may draw on staff with strong analytical skills to assist (eg. staff accustomed to analysing and charting data from finance or teaching staff with those skills).

The most effective schools centrally collate and analyse student performance data at the start of term 3 to inform subject selection and feed into the ongoing review of course and instructional plans in the second half of the year. They then update that analysis as the year progresses to feed into the curriculum planning process held at the end/start of the school year.

In most schools the mid-year planning process

is largely run by more senior staff. Some schools run sessions to review mid-year segmentation and trend analysis across the broader staff group as part of their regular staff meeting schedule. The outputs of the mid-year analysis are usually provided to staff in a standardised report format so that they can be used on a year level and faculty basis to inform ongoing planning and teaching activity.

The end/start of year planning process usually involves teaching and support staff in a more interactive way. A formal session is usually used to review the segmentation and trend analysis with staff as part of that process. When and how these sessions are run varies from school to school depending on how they structure their planning calendar and the number of staff that they have. Some schools run a series of year level and subject based review sessions at which teaching staff review the analysis, identify key areas for improvement or focus and identify potential strategies for addressing those issues. (Some schools run student transition briefings as part of this process; others defer those briefings until the core planning process has been completed.) The outcomes from those sessions then usually feed into a consolidated whole of staff session(s).

The key is to make sure that all teaching staff are involved in the process. Broad staff involvement in the data review and target setting process is used to:

- Help develop a shared sense of purpose
- Support the development of collaborative teaching/learning teams
- Reinforce the importance of understanding what students know and the need to match the curriculum to the student group
- Draw on staff’s understanding of the student group, their own practical experience and skills
- Develop their understanding of the student group that they will be working with and how the performance of that group fits with that of the broader student population as a whole
- Identify gaps or learning areas that need to be focused on within and across year levels and subjects and
- Develop staff’s analytical and curriculum planning skills.

Target setting

The most effective schools use the process to set and track their performance against strategic improvement targets. They specifically use the review process to assess how the school has performed against current targets and identify and set targets for areas requiring particular focus/improvement over the coming year.

Targets are usually set on a whole of school, year level and subject basis. They seek to improve performance against:

- Current projected value add performance
- Like school benchmark performance and
- All school benchmark performance.

Subject & extra-curricular program offering

Outcomes from the data review process are used to inform the school's subject and extra-curricular program offering.

Schools usually review and update their subject and extra-curricular program offering annually to make sure that they meet the needs of different student groups as they change from year to year. Although this is common practice, schools adopting a holistic education model tend to be more ready to change their subject offering to match the needs of a particular student cohort than more traditional mainstream schools.

The most effective schools make sure that staff, students and parents/families all have the opportunity to have input into the school's subject and extra-curricular program offering and are encouraged and supported to do so.

Course & instructional/class planning

Outcomes from the end/start of year review process are used to inform class structure, course curriculum and instructional/class planning.

Work is undertaken at a faculty or teacher level to review/develop appropriate course curriculum and instructional/class plans. Those plans

are structured so that they focus on the most important knowledge and skills that students need to be able to meet prescribed learning standards.

The most effective schools often develop essential learning skill/competency tables for each subject/learning area by year level. These tables identify the key skills and understandings that students need to have at the end of the year to meet prescribed learning standards.²⁷ They use those tables to guide their course planning and as a tool to track student performance.

As part of the planning process, teaching staff are also required to prepare assessment frameworks/rubrics that identify what levels of proficiency students are required to achieve across different content and skill areas for students to be eligible for a given grade.

Schools often set up collaborative planning processes where year level and/or faculty teams work together to develop the above skill/competency tables, course, unit and instructional/class plans and assessment frameworks.

Teaching staff across different subject areas collaborate to try to make sure that, wherever possible, they align the timing of similar units of work to reinforce student learning. Where appropriate they will use shared assignments and assessment tasks to help students cross-reference and reinforce their learning.

Often schools will require staff to use similar course mapping/planning tools to help make it easier for staff to scan for opportunities for cross-subject coordination and collaboration.

Course curriculum and unit level plans are usually completed and signed off prior to the commencement of the school year.

Instructional/class plans and assessment frameworks/rubrics can (by their nature) be completed on a more rolling basis. Most schools will require staff to complete and sign off their instructional/class plans and assessment rubrics for the coming term/semester either before the commencement of that teaching period or within a defined period after the commencement of the period (eg. two weeks).

Some schools will allocate part of their relief teaching budget to use supply teachers at set times during the year to release groups of teachers so that they can work together to

²⁷ Once developed the above tables do not tend to change substantially from year to year unless there are significant adjustments to the national or state/territory curriculum.

develop and review their instructional/class plans. This is done to:

- Reinforce the importance that the school places on high quality instruction planning
- Reiterate the shared responsibility that staff have for students' learning outcomes
- Encourage and facilitate staff collaboration
- Support peer based learning and development and
- Facilitate the efficient development and use of teaching and assessment resources and tools throughout the school.

Sign off protocols

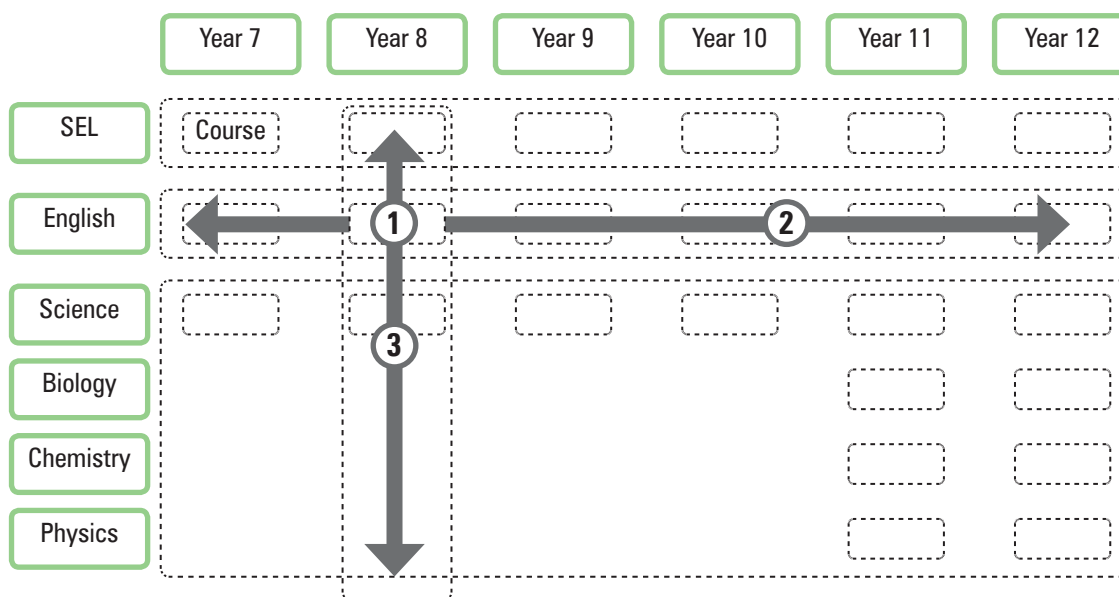
To make sure that curriculum is well coordinated from year level to year level and takes into

account any gaps or weaknesses in key learning areas that students may have, the most effective schools usually use a structured process to review course plans/teaching programs on a matrix basis, within and across year levels and subject areas, before they are signed off. That review and sign off is usually conducted by the principal and/or curriculum management staff in collaboration with relevant year level and/or faculty heads.

The process is used to make sure that:

- The curriculum targets students' learning needs appropriately
- There are no gaps in the curriculum from year level to year level
- There is appropriate coordination across subject areas and
- Assessment frameworks are appropriately defined.

Figure - Matrix review structure



- STEP 1** Review course curriculum to make sure that it meets the needs of the year level group that it is working with
- STEP 2** Check that it fits with the curriculum for that subject in higher and lower year levels
- STEP 3** Check that it supports/builds on/leverages learning in other subject areas and extra curricular programs.

Schools also usually use a structured process to review and sign off instructional/class plans and assessment frameworks to make sure that they:

- Cover different students' learning needs, preferences/styles and interests
- Are appropriately timed and sequenced
- Make appropriate use of assessment (incorporating assessment as, for and of learning) and
- Link in with, or leverage, opportunities to make use of collaborative/team teaching approaches.

Instructional/class plan review and sign off processes are usually conducted by curriculum management and/or relevant year level and faculty heads. Care is taken to make sure that those processes are structured so that they are a positive professional development/peer based coaching experience rather than a critical review of teachers' work.

In order to make it easier for staff to review course and instructional/class plans and assessment frameworks schools will often work with staff to develop standard planning tools/templates.

Ongoing instructional/class plan review & adjustment

Professional teaching/learning teams are used to review course and instructional/class plan implementation and student performance on an ongoing basis throughout the year. Plans are updated as required to meet students' learning and development needs.

Staff are encouraged to keep track of changes that they make to their plans during the course of the year by annotating their plans or keeping a journal or log of what they do so that they can use those notes to feed back into the planning process the following year.

Documentation & knowledge management

The most effective schools set up a centralised

documentation and knowledge management system to collate and store curriculum and instruction planning documentation and supporting teaching and assessment tools and resources.

Master versions of the signed off plans are stored on a central server as reference documents. Separate working versions of the documents are also held on file and are updated by staff as the year progresses.

Structured file storage and naming conventions are used to make sure that documents are easily identifiable and accessible.

Accountability for the set up and management of the central system usually sits with the curriculum manager. Day to day responsibility for keeping the files updated usually sits with the relevant year level and faculty heads and teaching staff. General management of the database (to check for compliance with file location and naming conventions etc.) is usually undertaken by a designated member of the office administration staff. Allocating roles and responsibilities in this way means that there is a single, senior staff member accountable for the overall oversight and operation of the documentation management system while still ensuring that relevant teaching staff have responsibility for making sure that documentation is appropriately captured, recorded and stored. Using administrative staff to check that documentation is being correctly stored helps free up senior staff time to focus on more substantive issues.

Managing documentation in this way:

- Allows the school to build up a repository of curriculum and instruction plans, resources and tools that can be used to support the planning process from year to year and means that staff knowledge and expertise can be captured and shared more effectively and is not lost when staff move away from the school
- Improves the efficiency of the planning process
- Makes sure that planning documentation can be easily accessed by staff within and across year levels and faculty areas so that they can look for opportunities to cross-leverage or coordinate teaching activity and
- Allows the school to keep track of how things vary over the course of the year.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses a structured, centrally driven, data-based curriculum planning process
- The school employs/allocates dedicated staff to manage/coordinate its curriculum planning process (eg. curriculum manager with administrative support)
- Staff, students and parents/families have the opportunity to have input into the school's subject and extra-curricular program offering and are encouraged and supported to do so
- Staff roles and responsibilities in the planning process are clearly defined and staff are reminded of what is required of them throughout the curriculum planning process
- Formal and informal training and support is provided to help staff develop quality course and instructional/class plans
- Teaching staff use common planning templates and tools to make it easier to coordinate course and instructional/class planning within and across year levels
- A structured curriculum review and sign off process is used to ensure quality planning and teaching and support staff development
- The school sets clear and measurable targets to improve school and student performance
- The school clearly identifies learning areas requiring focus/improvement and sets measurable targets to improve school and student performance overall and at a subject, year and student cohort level
- Professional teaching/learning teams and/or staff working groups are used to develop and implement strategies to address those areas
- The school actively tracks its progress against its performance targets
- The school uses structured documentation and knowledge management systems to collate and share student records, curriculum and teaching materials

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being "drawn to the middle" and teaching to the needs of the average student
- Improves students' ability to engage with the curriculum

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching

OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students

POTENTIAL CHALLENGES:

FINDING THE TIME TO PLAN

POSSIBLE RESPONSES:

- Reinforce the importance of good planning
- Structure the school calendar to include additional time for planning at the end and/or start of the year and build provision for that extra time into staff contracts
- Make sure that the planning process is well defined, that the steps in the process are clear and that staff have advance notice of what they need to do by when
- Centralise data collation and analysis to guide the planning process and provide staff with data and tools that help them to plan
- Schedule in dedicated year level/faculty planning sessions throughout the year so that staff can work together to develop and review course and instructional/class plans and develop supporting teaching resources and tools on a rolling basis
- Allocate a budget for the use of supply teachers to release teachers to participate in those sessions
- Make sure that planning meetings are focused and efficient so that staff do not feel like they are “wasting time”
- Designate planning meetings as “announcement free zones”²⁸ Make sure that all administrative matters are dealt with in writing by email or standard notices and dedicate face to face meeting time to curriculum related activities
- Set up a centralised documentation and knowledge management system so that staff can access existing planning documents and teaching and assessment resources to inform their planning activity

²⁸ Reeves 2003., p.10

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
GETTING ON TOP OF THE DATA	<ul style="list-style-type: none"> • Employ a dedicated curriculum manager to coordinate the data collection, analysis and reporting process • Allocate dedicated office administration staff to support curriculum and data management (reporting to the curriculum manager) • Develop tools to help coordinate the collection of data across the school so that teaching staff can enter their data into an electronic system that can be accessed easily to analyse student performance at a student, class, year, faculty and whole of school level • Employ specialist staff on a short term contract or involve administrative and teaching staff who are experienced in data analysis to help analyse data as part of the curriculum planning process • Provide data summaries for each year level and faculty/subject area to inform their planning process
HELPING TEACHERS TO BUY INTO AND COMPLY WITH THE PLANNING PROCESS	<ul style="list-style-type: none"> • Acknowledge that planning in this way does take time and effort • Be proactive in explaining the basis for introducing/running the curriculum planning process in this way • Make sure that staff understand how the overall planning process works and what is required of them when • Highlight the benefits for students and staff • If introducing a new planning process/planning templates and tools then factor in time for staff to make the transition (eg. work through a 12-18 month process that allows staff to make the transition to the new process over time) • Set up a staff working group to design the new process/tools and support implementation • Transition course and instructional/class plans to the new planning format on a rolling basis • Help new teachers or teachers who are new to the planning process to work through the process and make the translation from what they have done in the past to the new process • Partner more and less experienced staff together and get them to work as peer coaches/mentors • Use professional supervision to support curriculum and instructional/class planning

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHERS TO PLAN COLLABORATIVELY</p> <p>HELPING STAFF TO ACCEPT THAT THEY DON'T HAVE SOLE CONTROL OVER THEIR COURSE AND INSTRUCTIONAL/CLASS PLANS</p>	<ul style="list-style-type: none"> • Reinforce the importance of working collaboratively within and across year level and faculty areas to make sure that curriculum is structured to address any gaps in student learning and align related teaching areas to help reinforce student understanding and skill development • Recognise that working in this way can require some staff to move outside their comfort zone (eg. by requiring them to open up their work to others for input/review, forego autonomy/control over what they teach and how and when they teach it and/or work collaboratively with other staff to design, assess and review teaching/learning activities) • Use professional teaching/learning teams to support the collaborative planning process • Make sure that professional teaching/learning team processes are structured and run so that staff feel safe and supported • Use professional supervision to support curriculum and instructional/class planning
<p>MANAGING STAFF OPPOSITION OR "DISSONANCE" ABOUT HOW PLANNING IS REQUIRED TO BE DONE</p>	<ul style="list-style-type: none"> • Encourage staff to input into the planning process and provide constructive feedback on how things can be changed or improved (eg. provide a suggestion or problem box or something similar) and respond to feedback promptly • Proactively manage any "dissonance" about the planning process on the basis that if dissent is overlooked, dismissed or missed it can grow into a difficult issue and can result in the formation of a negative staff block that can be more difficult to manage • Meet with individual staff to discuss any issues that they have. Be clear and consistent about what they do and do not have the capacity to influence (eg. be clear and consistent about what is "your decision, our decision, my decision"²⁹) • Apply the same reflective principles that are used to work with students to identify and try to address staff concerns. Try to understand what factors are causing concern and identify what you can do/do differently to address them • Use professional supervision to help staff address day to day workload or skill based issues • If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that

²⁹ Hoerr 2010.









POTENTIAL CHALLENGES:

MANAGING PLANNING DOCUMENTATION AND TEACHING RESOURCES

POSSIBLE RESPONSES:

- Use professional development meetings to review and share teaching resources and tools
- Set up a centralised documentation and knowledge management system to collate and store instruction and assessment tools and resources so that it is easy for staff to access and build on existing tools and resources
- Encourage staff to update and annotate instructional/class plans, resources and tools as they use them to inform future planning and teaching and assessment activities
- Require professional teaching/learning teams to coordinate the collection of teaching and assessment resources and tools on a regular basis (eg. at the end of each unit/term)
- Allocate responsibility for coordinating the collation and management of those resources to a member of the curriculum management/office administration staff
- Use office administration staff to help teaching staff to scan /upload planning documentation and teaching resources onto a central data management system so that it is easy for staff to access and share documentation

TOOLS:

-  Staff Roles/Functions Summary - Curriculum management staff
-  Tool - Example planning calendar summarising key planning activities & timings
-  Tool - Example staff roles & responsibilities summary table
-  Tool - Whole of school curriculum mapping template
-  Tool - Course curriculum map & unit planning template
-  Tool - Differentiated instruction planning tool
-  Tool - Class planning template
-  School Diagnostic - Curriculum planning checklist

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Structure & Content
- Student Performance Data Management & Mining
- Professional Teaching/Learning Teams
- Differentiated Instruction/Class Planning
- Individual Student Planning
- Facilitating Class, Timetabling & Staff Allocation Structures
- Documentation & Knowledge Management

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5), May – June 1991., pp.99 – 109. www.hbr.org
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatized Children., State Government of Victoria., Victoria 2001.

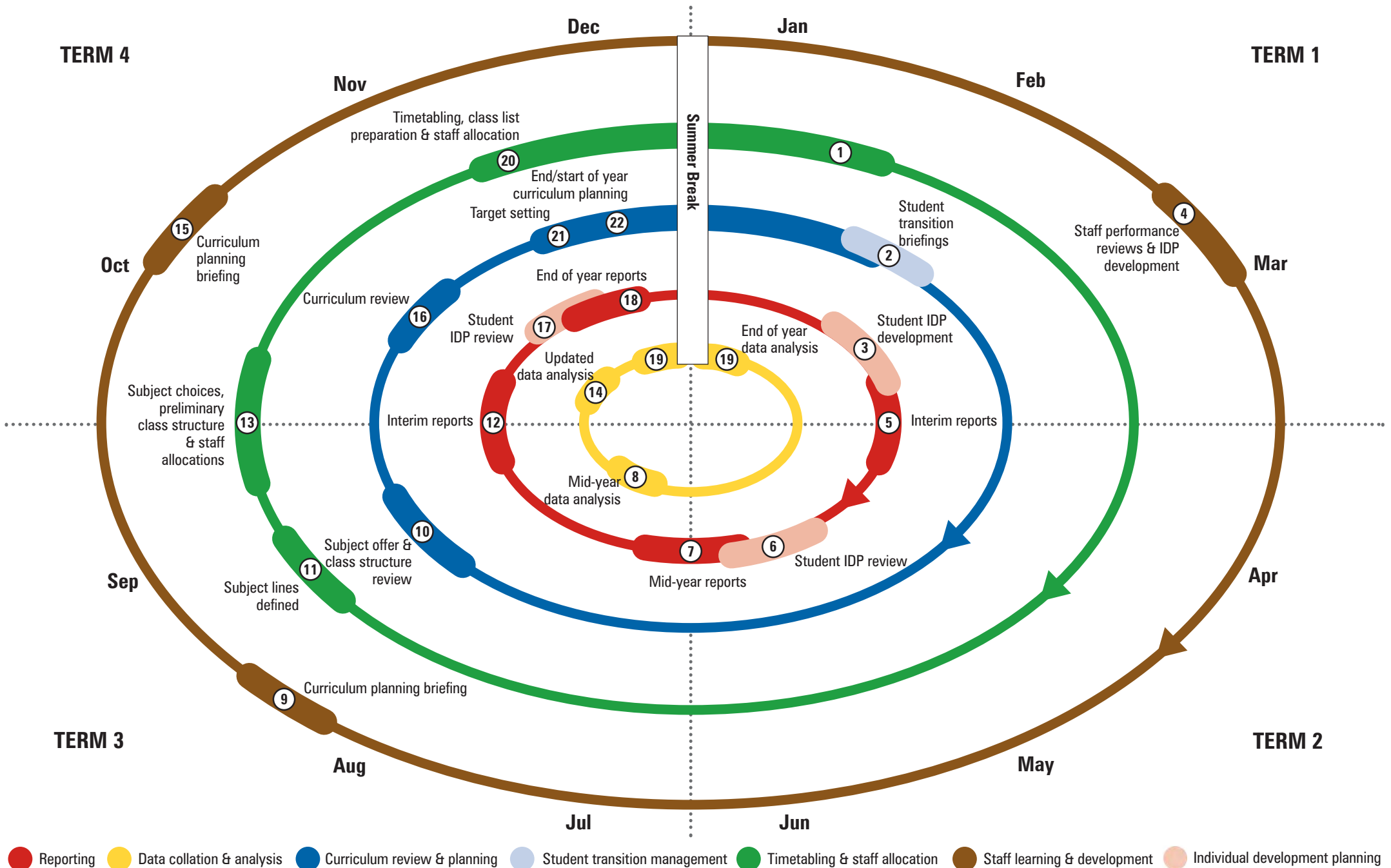
STAFF ROLES/FUNCTIONS SUMMARY – CURRICULUM MANAGEMENT STAFF

STUDENT DATA MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised data management system used to collate and store student performance data • Coordinate the collection of student data for curriculum planning and school reporting purposes
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Coordinate curriculum planning process • Review and sign off course curriculum plans • Review and/or coordinate the sign off of instructional plans by year level/faculty heads
TIMETABLING*	<ul style="list-style-type: none"> • Work with principal, year level and faculty heads to determine staff allocations • Prepare timetable and update as required during the year
PROFESSIONAL TEACHING/LEARNING TEAM SET UP AND OPERATION	<ul style="list-style-type: none"> • Coordinate/produce required school level performance reports (including reports assessing performance against school improvement targets) • Prepare student data for education board submission • Coordinate formal student reporting cycle
SCHOOL AND STUDENT PERFORMANCE REPORTING	<ul style="list-style-type: none"> • Support staff learning and development
CURRICULUM RELATED DOCUMENTATION AND KNOWLEDGE MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised documentation and knowledge management system used to collate and store curriculum and instruction planning documentation and supporting teaching and assessment tools and resources
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Work with principal to allocate staff to supervisors/mentors for professional supervision • Incorporate professional supervision timetable into staff activity planner and meeting schedule • Develop and monitor compliance with professional supervision protocols
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct induction briefings with new staff to make sure that they understand curriculum planning and teaching requirements • Coordinate/run internal training program to support staff learning and development and improve teaching practice

*optional

TOOL - EXAMPLE PLANNING CALENDAR SUMMARISING KEY PLANNING ACTIVITIES & TIMINGS

This tool is designed to help schools plot out and communicate the steps in their annual planning process/calendar



- Reporting
- Data collation & analysis
- Curriculum review & planning
- Student transition management
- Timetabling & staff allocation
- Staff learning & development
- Individual development planning

	MTH	REPORTING	DATA COLLATION & ANALYSIS	CURRICULUM PLANNING	TIMETABLING	RECRUITMENT	STAFF LEARNING & DEVELOPMENT
TERM 1	Jan			21 Improvement targets set 22 End/start of year curriculum review and planning completed (focus on course curriculum and unit one instructional/class plans)	20 Timetable finalised, class lists prepared and staff allocations confirmed		
		1 Welcome letters sent out to students and families confirming teacher and class allocations		2 Student transition briefings conducted			
	Feb						
	Mar	3 Student individual development plan (IDP) completed					4 Staff performance reviews and individual development plans completed
TERM 2	Apr	5 Interim reports completed					
	May						
	Jun	6 Student IDPs reviewed					
TERM 3	Jul	7 Mid-year reports completed	8 Mid-year student data analysis completed				
	Aug			10 Mid-year curriculum review completed and subject offering defined (focus on subject offering and class structure)	11 Subject lines drafted		9 Curriculum planning briefing conducted
	Sep	12 Interim reports completed			13 Student subject choices made, class structure confirmed and preliminary staff allocations made	Recruitment to fill vacant positions	
TERM 4	Oct		14 Mid-year analysis updated	16 End of year curriculum review conducted (focus on issue identification and course curriculum revisions)			
	Nov	17 Student IDPs reviewed		21 Improvement targets set			
	Dec	18 End of year reports completed including student transition summaries	19 End of year student data analysis completed	22 End/start of year curriculum review and planning commenced (focus on course curriculum)	20 Timetable drafted, class lists prepared and staff allocations confirmed		

TOOL - EXAMPLE STAFF ROLES & RESPONSIBILITIES SUMMARY TABLE

This tool is designed to help schools plot out and communicate who is responsible for doing different steps in the annual planning process.

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
PLANNING PROCESS COORDINATION & OVERSIGHT	PROCESS & TEMPLATE DEFINITION	School Leader Curriculum Manager	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	PROCESS COORDINATION	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	STAFF INDUCTION & TRAINING	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
STUDENT REPORTING	DATA COLLECTION	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	INDIVIDUAL REPORT PREPARATION	Teaching Staff Specialist Learning Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
PLANNING PROCESS COORDINATION & OVERSIGHT	INDIVIDUAL REPORT REVIEW & SIGN OFF	School Leader Curriculum Manager Year Head	School Leader Curriculum Manager Year Heads	Teaching Staff	Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	STUDENT DATA ANALYSIS	DATA COLLATION	Curriculum Manager Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff
	DATA ANALYSIS	Curriculum Manager Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SUMMARY REPORT PREPARATION BY YEAR, FACULTY & OVERALL STUDENT GROUP	Curriculum Manager Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
STUDENT DATA REVIEW	TREND IDENTIFICATION	School Leader Curriculum Manager Year/Faculty Heads [Central Data Team] Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	CROSS-CURRICULUM RESPONSE IDENTIFICATION	School Leader Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff Teaching Aides	Teaching Staff Specialist Learning Support Staff Teaching Aides

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
TARGET SETTING	SCHOOL IMPROVEMENT GOAL IDENTIFICATION	School Leader	School Leader	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SCHOOL IMPROVEMENT TARGET SETTING BY YEAR, FACULTY & OVERALL	School Leader Curriculum Manager Year/Faculty Heads	School Leader	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
SUBJECT SELECTION	CONFIRMATION OF SUBJECT OFFERING	School Leader Curriculum Manager	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Students/Parents/Families	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Students/Parents/Families
	WHOLE OF SCHOOL CURRICULUM MAPPING	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides
CLASS STRUCTURING	DEFINITION OF LEARNING COMMUNITY/CLASS STRUCTURE	School Leader Curriculum Manager	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
COURSE CURRICULUM PLANNING	UNIT SELECTION	Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	UNIT PLAN DEVELOPMENT	Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	CROSS-YEAR LEVEL/ FACULTY CURRICULUM MAPPING/ COORDINATION	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	COURSE CURRICULUM PLAN SIGN OFF	School Leader Curriculum Manager Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff
INSTRUCTION PLANNING	INSTRUCTIONAL/ CLASS PLAN DEVELOPMENT	Teaching Staff Specialist Learning Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides
	INSTRUCTIONAL/ CLASS PLAN REVIEW	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides
	INSTRUCTION PLAN SIGN OFF	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
TIMETABLING	CLASS TIMETABLING	School Leader Curriculum Manager Office/Administrative Support Staff	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	All Staff
	STUDENT ALLOCATIONS/CLASS LIST DEVELOPMENT	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	All Staff
	STAFF ALLOCATIONS	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	All Staff
STUDENT TRANSITION MANAGEMENT	INDIVIDUAL TRANSITION REPORT PREPARATION (INCLUDED AS PART OF INDIVIDUAL REPORTING)	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SCHEDULING STUDENT TRANSITION BRIEFINGS	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	STUDENT TRANSITION BRIEFINGS	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads		Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
STUDENT TRANSITION MANAGEMENT	INDIVIDUAL STUDENT DEVELOPMENT PLAN (IDP) PREPARATION	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads		School Leader Curriculum Manager Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	IDP REVIEW	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads		School Leader Curriculum Manager Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
DOCUMENTATION & KNOWLEDGE MANAGEMENT	SYSTEM DESIGN & SET UP	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	All Staff
	DOCUMENTATION COLLECTION & COLLATION	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads		All Staff
	SYSTEM ADMINISTRATION	Office/Administrative Support Staff	Curriculum Manager	School Leader Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	All Staff

TOOL - WHOLE OF SCHOOL CURRICULUM MAPPING TEMPLATE

This tool is designed to provide a template that schools can use to produce a summary of their overall curriculum.

WHOLE OF SCHOOL CURRICULUM MAP (SUBJECT/COURSE OFFERING):

List year levels across top row and learning areas in first column (eg. English, Maths, Science). Align specific year level subject offerings from left to right to show how students track through those subjects over time.

PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
[List subject/ learning areas]							

TOOL - COURSE CURRICULUM MAP & UNIT PLANNING TEMPLATE

This tool is designed to provide a template that schools can use to produce a summary of its individual course curriculum/teaching programs.

Subject/Course Curriculum (Topic Areas/Units):

Year Level:

Subject/Course Area:

Subject/Course Level Curriculum Map:

List the units to be covered over the year.

TERM 1	TERM 2	TERM 3	TERM 4
[List topic area/units]			

TOPIC AREA/UNIT LEVEL CURRICULUM MAP:

Year Level:

Subject Area:

Topic Area/Unit:

Identify what learning standards you will address in the unit, the content, skills/processes you will cover and the products/outputs you will get students to produce to demonstrate understanding and skill.

Essential Questions:

1	
2	
3	
4	
5	

Identify the essential questions that you want students to be able to answer when they complete the unit. The questions should focus on what is most important for students to understand and provide a reference point when designing instruction activities.

Remember to try to limit yourself to about five essential questions so that you make sure that you focus on the most important content and skills.

Unit Level Curriculum Map:

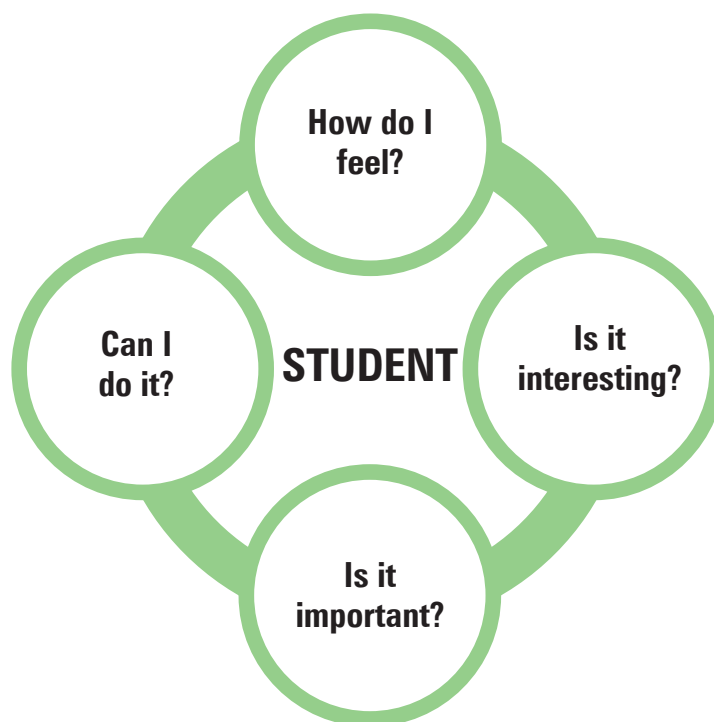
RELEVANT LEARNING STANDARD(S)	CONTENT	SKILLS/PROCESSES	PRODUCT/OUTPUT
[List standards]	[Identify content/ knowledge areas to be covered]	[Identify key skills/processes to be covered]	[Identify products/output types that will be used to demonstrate understanding and skill]

3.2

CURRICULUM STRUCTURE & CONTENT

What How students engage with curriculum and learn is affected by a number of factors including their readiness to learn, how they feel, whether they connect with the material that is being taught and whether they have confidence in their ability to master it.

Figure - Factors influencing how students engage and learn³⁰



Schools adopting a holistic education model structure their curriculum to try to address each of those factors by matching their curriculum to the needs of their student group.

How They work within national, state and territory syllabus requirements to make sure that the subjects and extra-curricular activities that they offer and the time that they allocate to them align with their students' learning and development needs and interests.

³⁰ Draws on Marzano and Pickering 2011., p.19.

Schools do that in a number of different ways by:

- Extending their year level offering to provide and/or work with local early childhood education providers to improve children's entry level social, language and literacy skills
- Providing tailored support to help late entry students and disrupted learners to (re)enter school
- Making sure that their curriculum is culturally and contextually appropriate and helps NESB students to build their understanding of the mainstream language and culture
- Including a strong social and emotional learning (SEL) program as part of their core curriculum
- Allocating increased time to English and Mathematics to strengthen foundation literacy and numeracy skills
- Using tiered scaffolding and extension activities to tailor teaching/learning support to student needs
- Staging the transition to traditional, split subject-based classes/teaching structures in middle school to help students make the transition from primary to secondary school
- Balancing the mix of practical and theoretical subjects in middle and senior school
- Providing a strong careers/vocational development and post-school transition program and
- Using extra-curricular activities and after hours programming to augment their standard curriculum and extend learning time.

Schools often build breadth and flexibility into their subject and extra-curricular program offering by partnering with local technical and further education (TAFE), registered training providers (RTOs) and other community organisations to access additional subject and program options.

They also often offer lunch time, before and after school and holiday programs to provide additional learning time for their students in the form of both formal and informal learning and support activities.

This toolkit has been written so that it can be used by schools across Australia and overseas and as such has not been tied to any particular national, state or territory based syllabus or teaching requirements. Instead it talks in general terms about how schools work within and around those requirements to best support their students. There are some sections of this toolkit where (particularly government) schools in some Australian states or territories may find it more difficult to apply aspects of the education model that is described because of the regulatory environment or departmental system that they need to work within. In general, however, the holistic education model described in this toolkit is transferrable and can be, and is currently being, used across different schooling systems in Australia and overseas.

Managing knock on timetabling effects

The curriculum choices that schools make have a number of timetabling and staffing implications. They often require schools to:

- Coordinate standard curriculum, specialist teaching and extra-curricular program timetables
- Extend the length of the school day/term/year
- (Re)allocate class time across different subject areas
- Block timetable classes to support the use of flexible instruction groups and collaborative/team teaching
- Manage the allocation of staff to accommodate the use of block timetabling and
- Structure school staffing and employment arrangements to cover the provision of additional out of class instruction time and specialist scaffolding/extension activities.

Schools manage that in a number of different ways:

CURRICULUM PLANNING	<ul style="list-style-type: none">• Treat intensive learning support/extension activity, extra-curricular, careers/vocational development and post-school transition programs as discrete learning areas and employ/allocate staff as faculty heads to coordinate them as part of the standard curriculum planning process• Use the curriculum planning and timetabling processes to coordinate standard curriculum, specialist teaching and extra-curricular timetables and activity• Employ/allocate dedicated curriculum management staff to manage/coordinate curriculum planning activity
SUBJECT OFFERING	<ul style="list-style-type: none">• Offer a narrower range of subjects in middle school to stage the transition to subject-based classes• Combine/rotate subject areas to meet syllabus and essential learning requirements to be able to do that• Link in with local TAFE and RTO providers in higher year levels to access a broader range of subject options
STAFF ALLOCATION	<ul style="list-style-type: none">• Manage timetabling constraints associated with the use of block timetabling by allocating staff to work within defined year levels/year level groupings• “Roll over” some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships• Rotate staff between year level groupings over time so that staff can get experience working across different year levels
STAFF RECRUITMENT AND CONTRACTING	<ul style="list-style-type: none">• Pay particular attention to the mix of subjects that teachers are able to teach when recruiting and allocating staff to make sure that you can cover block timetabling requirements• Manage staff recruitment and contracting to make provision for staff to work an extended day/term/year and/or negotiate for staff to work flexible hours to balance timetabling requirements
VOLUNTEER ENGAGEMENT	<ul style="list-style-type: none">• Use volunteers to provide additional support in the classroom and help provide intensive learning support and extra-curricular activities
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none">• Partner with local community organisations to broaden their extra-curricular program offering and access additional resources

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school matches its subject offering and course curriculum to meet the learning needs and interests of its students (ie. it matches the curriculum to the student group not the other way around)
- The school provides an extended year level offering covering early childhood education programs for 3 and 4 year olds and/or partners with local early childhood education providers to improve children's entry level social, language and literacy skills (primary schools)
- The school provides specific support for students with no/limited/disrupted schooling to help them transition into school and address gaps in their foundation knowledge and skills
- The curricular and extra-curricular program is designed to be culturally and contextually appropriate and help build students' understanding of the mainstream language and culture
- Cross-cultural activities are built into the school calendar
- Teaching/learning activities are designed to be individually relevant (ie. recognise and respond to students' interests and aspirations)
- The curriculum includes a strong social and emotional learning (SEL) program that is seen as being part of the core curriculum
- Increased time is allocated to English and Mathematics (in primary and middle school) to strengthen and extend foundation literacy and numeracy skills
- Tiered scaffolding and extension activities are provided to meet student needs
- The transition from single to split subject-based classes/teaching structures in middle school is staged to help students make the transition from primary to secondary school
- The curriculum includes an appropriate mix of practical and theoretical subjects (in middle and senior school)
- The school partners with local technical and further education providers (TAFE), registered training providers (RTOs) and other community organisations where appropriate to access additional subject and extra-curricular program options (in middle and senior school)
- The school provides a strong careers/vocational development and post-school transition program to help students move from school into further study/work
- The school uses extra-curricular activity and after hours programs to augment their standard curriculum and extend learning time

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps align curriculum/instructional activity to students’ needs and interests
- Provides access to a range of learning options
- Supports the use of differentiated instruction
- Provides a practical context for student learning
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Stages the transition from primary to middle school
- Provides additional learning time before/during/after school

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Helps parents/families to support their child’s learning

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps limit gaps in learning caused by extended absences from school
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students' leadership skills
- Helps support student's vocational development
- Helps students' to make a successful transition to post-school study and/or work







STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Helps improve staff performance and teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps staff manage stress and problem solve more effectively

TOPICS COVERED IN THIS SECTION:

- Strengthening Students' Entry Level Skills (Prep/Year One)
- Supporting Late Entry Students & Disrupted Learners
- Designing Culturally & Contextually Appropriate Curriculum
- Building in a Strong Social and Emotional Learning (SEL) Curriculum
- Allocating Increased Time to English & Mathematics (Literacy & Numeracy Skills)
- Using Tiered Scaffolding & Extension Learning Structures
- Deferring the Transition to Split, Subject-based Teaching Structures in Middle School
- Balancing Theory & Practice Based Curriculum & Teaching Approaches
- Providing a Strong Careers/Vocational Development & Post-school Transition Program
- Using Extra-curricular Programming to Augment the Standard Curriculum

TOOLS:

-  Tool - Social & emotional learning (SEL) competencies listing
-  Tool - Third party Social & emotional learning (SEL) program assessment/selection grid
-  Tool - Example rubric to review students' written work
-  Tool - Learning support/extension plan template
-  Tool - Vocational development program diagnostic tool
-  School Diagnostic - Curriculum structure & content

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Student Performance Data Management & Mining
- Professional Teaching/Learning Teams
- Differentiated Instruction/Class Planning
- Individual Student Planning
- Facilitating Class, Timetabling & Staff Allocation Structures

3.2.1

STRENGTHENING STUDENTS' ENTRY LEVEL SKILLS (PREP/YEAR ONE)

What Research indicates that children from low SES and NESB backgrounds often have lower participation in early childhood education and as a result do not have as strong a grounding in foundation reading, writing, language, numeracy and social skills as children from higher SES backgrounds when they start school.

Because of that, schools adopting a holistic education model often either extend their year level offering to include 3 and 4 year old kindergarten/pre-prep classes or partner with local early childhood education providers that do that to help improve children's entry level skills.

How They do that in a number of different ways. Some schools:

- Run a pre-school or kindergarten on site themselves
- Partner with a local community organisation and get them to run a pre-school or kindergarten on site or
- Link in with local community organisations that run pre-school or kindergarten programs that feed into the school.

Some schools also run/partner with other organisations to provide early childhood development and play group programs for younger children.

Schools often use their connections with school families to encourage parents to involve their younger children in early childhood development programs and to encourage other community members to do so as well.

Foundation skill development

Schools run programs/partner with local early childhood education service providers to strengthen children's entry level reading, writing, language, numeracy and social skills.

They often get their specialist learning support staff to work with early childhood teachers to help them diagnose students' early learning needs and develop strategies to meet them. They also use those connections to help identify learning areas requiring additional focus in prep/year one classes and use that to tailor their entry level curriculum to meet incoming students' needs.

Learning & support need identification

Schools often provide or help parents/families to access specialist services (eg. maternal and child health care nurses, speech therapists, occupational therapists) and help coordinate standard learning and development assessments to help parents identify and address any specific learning and development support needs their child may have on an early intervention basis.

Parent/family education & support

Some schools also provide/partner with local service providers to run parenting programs to help parents develop their parenting skills.

They often run information and activity programs designed to help parents understand how best to support their child to learn and provide parents with tools and support to help them to do that.

Where schools work with parents/families from non-English speaking backgrounds they will often provide/partner with local service providers to provide specific programs to help parents to develop their own English language and literacy skills.

Kindergarten to school transitions

Schools also actively work with parents/families to help them to understand and negotiate the education system so that they can enrol their child in primary school and help prepare them so that they can make a smooth transition into school.

Schools often conduct a range of pre-day one induction activities to help prepare children and their parents/families for the transition into school.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides an extended year level offering covering early childhood education programs for 3 and 4 year olds and/or partners with local early childhood education providers to improve children's entry level social, language and literacy skills (primary school)
- The school uses its connections with school parents/families and the broader community to encourage parents to enrol their children in early childhood learning and development programs prior to the commencement of school
- The school provides/partners with local service providers to help parents/families access maternal and child health and specialist services to help identify and address potential barriers to learning (including speech and occupational therapy etc.)
- The school provides/partners with local service providers to run parenting skill development programs to help parents/families support their child's early childhood learning and development
- The school provides/partners with local service providers to run information sessions/programs to help parents understand how best to support their child to learn
- The school works with parents/families to help them to understand and negotiate the education system
- The school runs induction activities to help prepare children and their parents/families for the transition into school
- The school uses its involvement in early childhood development programs to help identify learning areas requiring additional focus in its prep/year one classes

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students and their parents/families
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps align curriculum/instructional activity to students' needs and interests
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child's learning• Helps parents/families to support their child's learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps improve students' foundation language, literacy, numeracy and social skills• Helps improve students' readiness to learn• Encourages constructive classroom participation• Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:

**FUNDING THE PROVISION OF
EARLY CHILDHOOD RELATED
PROGRAMS**

**FUNDING SPECIALIST
LEARNING SUPPORT STAFF
TIME**

**FUNDING SPECIALIST
SERVICE PROVISION**

POSSIBLE RESPONSES:

- Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)
- Partner with other schools and/or community organisations in the local area to provide a shared early childhood development program. Use partnership to share program costs/access funding
- Partner with other schools in the area to jointly cover the cost of specialist learning support teachers or specialist service providers (eg. speech therapists, counsellors) and then have those staff work on a rotating basis across the contributing schools
- Provide/coordinate the provision of training for school parents/family members so that they can work as skilled early childhood development workers/volunteers

TOOLS:



School Diagnostic - Early childhood education/entry level skill development

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Wellbeing & Support Framework
- Student Transition Management

3.2.2

SUPPORTING LATE ENTRY STUDENTS & DISRUPTED LEARNERS

What Although most children start school when they reach school age and progress through school year on year until they complete year 12, there are some children whose life experiences mean that they do not start school until they are older and/or that they have significant gaps in their schooling. This is often the case for refugee or recently arrived immigrants. In many cases those children also come from non-English speaking backgrounds and so face the added challenge of needing to develop English language and literacy skills.

Because of that, schools adopting a holistic education model often provide a range of supports to help students who have no or limited prior schooling (late entry students) or disrupted schooling (disrupted learners) to make the transition into school and to close gaps in foundation literacy and numeracy skills and concepts that are likely to inhibit their ability to master more complex concepts and skills.

How They do that in a number of ways:

STAFFING	<ul style="list-style-type: none">• Employ specialist ESL teachers and teaching/multi-cultural aides to provide additional/tailored instructional and scaffolding support to help students from NESB to engage at school and to learn• Use specialist ESL teachers to help teaching staff diagnose specific student's learning needs and help teaching staff to develop strategies to address those needs
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none">• Provide formal and informal training to help teaching and teaching support staff to work with NESB students effectively
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none">• Include specialist ESL teachers in professional teaching/learning teams to help review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
NEW ARRIVAL/ NEWCOMER PROGRAMS	<ul style="list-style-type: none">• Provide/collaborate with local service providers that run intensive English language development (ELD) programs as a pre-cursor to mainstream schooling to help pre-literate students and students with low levels of English to develop sufficient English language skills to be able to participate effectively in school
ENROLMENT PROCESS INDUCTION PROCESS	<ul style="list-style-type: none">• Use their enrolment and induction process to help students and their parents/families to understand how the education system works, understand the different educational options/pathways that are available to them and make informed decisions about what options to choose and how best to pursue them

INDIVIDUAL STUDENT PLANNING	<ul style="list-style-type: none"> • Use the individual student planning process to develop learning support plans for students requiring additional instruction and support • Set up dedicated, cross-functional student support groups to coordinate that activity • Review student performance and update their learning support plan on a regular basis
STUDENT ALLOCATION	<ul style="list-style-type: none"> • Take student literacy levels into consideration when allocating students to class/flexible instruction groups so that instruction can be appropriately tailored to meet the needs of students working at different literacy levels • In some cases where schools are working with a high proportion of low literacy students, schools will stream students so that they can run ESL classes for low literacy students in parallel to their mainstream classes and tailor their instruction to meet the needs of those students
BRIDGING/TRANSITION PROGRAMS	<ul style="list-style-type: none"> • Run dedicated bridging/transition classes to help NESB students requiring more intensive literacy instruction to make the transition (from new arrival/newcomer courses) into school
INTENSIVE LEARNING SUPPORT	<ul style="list-style-type: none"> • Use tiered scaffolding/intensive learning support structures to tailor teaching/learning activities to students' needs • Use teacher/multi-cultural aides to provide additional one on one scaffolding/support in the classroom • Use intensive learning labs/groups to provide targeted instruction to address specific learning needs
EXTRA-CURRICULAR PROGRAMMING	<ul style="list-style-type: none"> • Use extra-curricular programming to complement the standard curriculum and build in after school homework, learning support and extension learning activities
PARENT/FAMILY EDUCATION	<ul style="list-style-type: none"> • Provide/collaborate with local organisations to provide adult education and training for parents/families to help them to better support their children to engage at school and learn

Newcomer/new arrival programs

Schools working with a high proportion of late entry students or disrupted learners from non-English speaking backgrounds often provide/collaborate with specialist local service providers that run targeted newcomer/new arrival programs to help students to develop sufficient English language and literacy skills to be able to participate effectively in school.

Programs may be run on a full or part-time basis. They are often set up on the basis that new arrivals can participate in them for a pre-defined time period before transitioning into school or moving into an alternative learning pathway.

Classes are usually small (eg. fifteen students or less) and are run by specialist ESL teachers.

The most effective programs use small/flexible learning group structures to tailor their instruction to meet the needs of different students. Activities are designed to take into consideration students' prior experience and learning and are structured to help students develop the cultural understandings and social and emotional skills that they need to be able to participate effectively in a mainstream school and classroom environment.

Different schools use different approaches in terms of when they will allow students from a newcomer/new arrival program to transition out of that program and formally enrol in school. Some schools will only enrol students at the start of a term/semester; others will enrol them on a rolling basis as soon as they have achieved a given level of proficiency in English language and literacy.

Pre-testing

As part of the enrolment process students who are transferring from a newcomers/new arrivals program or who are late entry or disrupted learners are often required to complete some pre-testing activities before they start school to help teachers to understand where they are up to in key learning areas.

Where schools are involved in running or have a close relationship with the newcomer/new arrival program they will often collaborate with staff at that program so that students can complete pre-testing activities as part of that program. Doing that can make the pre-testing process less intimidating and mean that the school is well informed about the students' specific learning and support needs before they start school.

Enrolment process

Schools will often tailor their enrolment process to help make sure that students and their parents/families understand how the Australian education system works. They will talk to students and their parents/families about the different educational

options that are available to them and work with them to identify what pathway is most appropriate for the student. The focus in those discussions is on making sure that the student is supported to reach their full potential and make sensible decisions about curriculum choices so that they can do that (ie. balance challenging students to achieve as much as they can without setting them up to fail).

Schools often use the enrolment process to work with students and their parents/families to develop individual student learning, learning support and welfare support plans to help make sure that students are provided with the personal and instructional support that they need to engage effectively at school and learn. Those plans are reviewed on a regular basis and adjusted where appropriate to make sure that students are consistently challenged and supported to do the best that they can.

Bridging/transition programs

Some schools run tailored bridging/transition programs to help students transitioning into school from a newcomer/new arrival program and/or disrupted learners make the transition into school.

Different schools structure those programs in different ways. Some schools run dedicated classes/intensive learning labs for students when they first make the transition into school to help them to develop the foundation literacy, numeracy and subject-based concepts and skills that they need to make a successful transition into a mainstream classroom environment.

In some schools students participate in those classes full time for a pre-defined period of time before transitioning into mainstream classes.

In other schools students will be allocated to mainstream classes and will participate in intensive learning labs on a part-time basis to receive intensive English as a Second Language (ESL) or tailored instructional support.

Tailored ESL curriculum

Schools working with a high proportion of low literacy students will often offer tailored ESL programs for those students.

They may do that by running targeted ESL classes in parallel with their mainstream classes or by running small group or one-to-one literacy sessions for students at beginning levels of literacy and ESL development.

Tiered scaffolding & instructional support

They will also usually provide additional scaffolding and learning support structures within their mainstream classes to help ESL students to engage effectively in teaching/learning activities.

Table - Tiered scaffolding and extension learning support structures

TIER 1	DIFFERENTIATED CLASSROOM INSTRUCTION	<ul style="list-style-type: none">Where small/flexible instruction groups and tiered learning tasks/assignments are used to tailor teaching/learning activities to meet the needs of different student groups within the standard classroom environment
TIER 2	SUPPORTED INSTRUCTION	<ul style="list-style-type: none">Where students participate in additional scaffolding/extension learning activities outside of the classroom that are specifically designed to meet a particular learning need or provide a specific extension opportunity and
TIER 3	INTENSIVE/ACCELERATED INSTRUCTION	<ul style="list-style-type: none">Where student timetables are structured so that they spend some or all of their time working in targeted intensive/accelerated learning groups.

Teaching/multi-cultural aides and specialist ESL teachers will also often be used to provide additional classroom based support. In some cases schools will allocate an ESL teacher to team teach or support teach in a mainstream class in which there are sufficient numbers of students with low literacy ability.

Schools will often look for opportunities to involve parents, families and community members as volunteers to help provide additional one on one support and practice for students.

Some schools actively recruit and train parents and volunteers to deliver specific programs (eg. MULTILIT).

They also often look for opportunities to access additional skilled volunteers by partnering with:

- Local technical and further education (TAFE) and tertiary institutions to provide practical placement or workplace based training opportunities and
- Local community sector organisations running scaffolding/extension based programs.

For example, some schools collaborate with local TAFE or tertiary providers to provide placement opportunities for students who are studying:

EDUCATION	SOCIAL WORK	COMMUNITY SERVICES
<ul style="list-style-type: none"> • Early Childhood Teaching • Education/Teaching • Special Education 	<ul style="list-style-type: none"> • Social Work 	<ul style="list-style-type: none"> • Childcare

Out of hours remedial & accelerated learning support

Schools also often provide or partner with local service providers to provide additional learning support through after school homework/tutoring, accelerated learning, extension and holiday programs.

Staff training

Schools that work with a high proportion of NESB students usually invest additional time and resources to make sure that their teaching and teaching support staff understand how to work effectively with those students.

They often provide formal ESL training for staff as well as providing opportunities for staff to learn from one another. For example, some schools run formal peer coaching sessions where specialist ESL teachers will work with staff to help them develop their teaching practices and skills. Some schools also run “brown bag breakfasts/lunches” or allocate time at staff or professional development meetings so that

staff can share and learn from each other’s experiences. They also use peer coaching, observation and team teaching approaches to support staff development.

Specialist ESL teachers will often work one on one with teaching staff to help them diagnose specific student’s learning needs and help teaching staff to develop strategies to address those needs. They will also participate in professional teaching/learning teams to work with teachers on a group basis to do that.

Parent/family education

Where schools work with parents/families from non-English speaking backgrounds they will also often provide/partner with local service providers to provide specific programs to help parents to develop their own English language and literacy skills. Doing that helps build a positive home-school relationship. It helps parents/families to engage more effectively in the community and be better placed to support their children to engage at school and learn.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides specific support for students with no/limited/disrupted schooling to help them transition into school and address gaps in their foundation knowledge and skills
- The school employs specialist ESL teachers and teaching/multi-cultural aides to provide additional/tailored instructional and scaffolding support to help students from NESB to engage at school and learn
- The school uses specialist ESL teachers to help teaching staff diagnose specific student's learning needs and help teaching staff to develop strategies to address those needs
- The school provides teaching and teaching support staff with formal and informal training to help them to work with NESB students effectively
- The school includes specialist ESL teachers in professional teaching/learning teams to help review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
- The school provides/collaborates with local service providers that run intensive English language development (ELD) programs as a pre-cursor to mainstream schooling to help pre-literate students and students with low levels of English to develop sufficient English language skills to be able to participate effectively in school
- The school uses its enrolment and induction process to help students and their parents/families to understand how the education system works, understand the different educational options/pathways that are available to them and make informed decisions about what options to choose and how best to pursue them
- The school takes appropriate consideration of student literacy levels when allocating students to class/flexible instruction groups so that instruction can be tailored effectively to meet the needs of students working at different literacy levels
- The school provides appropriate bridging/transition support to help NESB students requiring more intensive literacy instruction to make the transition into school (eg. through the provision of a dedicated bridging/transition program)
- The school uses tiered scaffolding/intensive learning support structures to tailor teaching/learning activities to students' needs
- The school uses its extra-curricular program to provide NESB students with additional learning and extension support (eg. through after school homework and tutoring programs)
- The school provides/collaborates with local organisations to provide adult education and training for NESB parents/families to help them to better support their children to engage at school and to learn

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Helps align curriculum/instructional activity to students' needs and interests
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Helps improve parents'/families' ability to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps limit gaps in learning caused by extended absences from school
- Helps increase student attention and motivation
- Helps improve student effort and performance

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development

POTENTIAL CHALLENGES:

COORDINATING TRANSITIONAL AND ESL PROGRAMS

POSSIBLE RESPONSES:

- Manage transitional programs as a formal curriculum area
- Appoint a faculty/subject head to coordinate programs
- Establish a cross-functional/collaborative planning team to support that curriculum planning process including representatives from each year level and faculty area and student welfare/wellbeing and support staff
- Incorporate subject-based ESL teaching activities in standard curriculum planning for core subject areas
- Get specialist ESL teaching staff to work with teachers to help them to develop their curriculum/teaching programs
- Include specialist ESL staff in professional teaching/learning teams to help review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs

POTENTIAL CHALLENGES:**FUNDING TRANSITIONAL PROGRAM ACTIVITY****POSSIBLE RESPONSES:**

- Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)
- Partner with other schools in the area/other local community organisations to run and/or share the cost of transition programs/activities

TOOLS:

School Diagnostic – Supporting late entry students & disrupted learners

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Individual Student Planning
- Tiered Scaffolding & Extension Learning Structures
- Curriculum Planning Process
- Staffing Structure

3.2.3

DESIGNING CULTURALLY & CONTEXTUALLY APPROPRIATE CURRICULUM

What Research indicates that students are likely to find school more interesting and engage more effectively if it is culturally and contextually relevant to them.³¹

Students often struggle to engage at school where the curriculum:

- Does not take into account students' lived experience or culture
- Is not sufficiently practical or relevant to students' day to day life
 - Does not draw on the students' pre-existing experience and knowledge base
 - Does not align with students' goals and aspirations
 - Does not take into account local job opportunities or provide clear linkages from school to vocational education and training (VET), higher education and employment and/or
 - Does not incorporate or reference students' culture or language.³²

Where curriculum does not take those things into account students often find it difficult to connect what they are learning at school with their day to day experience. They find it difficult to identify "pegs" off which to hook/frame their learning or see the relevance of what they are learning to their life outside of, or after, school.

Because of that, schools adopting a holistic education model put particular focus on making sure that they take into consideration the cultural background of their students and make sure that they make their curriculum relevant to their day to day life.

How Staff work to structure their course and instructional/class plans so that they are:³³

CULTURALLY RELEVANT	Recognise and build on students' own social, linguistic and cultural capital
CONTEXTUALLY RELEVANT	Recognise and incorporate the local context in which the student lives both within their own cultural community and the mainstream culture
INDIVIDUALLY RELEVANT	Recognise and respond to students' interests and aspirations

³¹ MCEETYA 2006., p.25.

³² MCEETYA 2006., p.21.

³³ MCEETYA 2006., p.25.

When working with recently arrived immigrants or NESB students schools take particular care to make sure that teaching/learning activities are structured to help them to build their understanding of the mainstream language and culture (cultural understanding) so that they can interpret learning and assessment material and engage at school, and in the broader community, effectively.

Schools do that in a number of ways:

COURSE CURRICULUM	<ul style="list-style-type: none"> • Structure course curriculum/unit selection to incorporate culturally and contextually relevant topic areas, build cultural understandings and accommodate students’ interests and vocational preferences
TEACHING RESOURCE/MATERIAL SELECTION	<ul style="list-style-type: none"> • Use culturally appropriate learning materials and resources
TEACHING/LEARNING ACTIVITY DESIGN	<ul style="list-style-type: none"> • Structure teaching/learning activities to provide opportunities for students to discuss and reference: <ul style="list-style-type: none"> - Their own cultural background - Mainstream culture and language - Community events and issues - Personal interests • Use a mix of theory based and practical teaching/learning approaches to: <ul style="list-style-type: none"> - Contextualise learning - Link material to students’ day to day experience • Build in activities (including school excursions, community and classroom based activities) to expose students to different experiences and events to help them to understand how society works and negotiate the mainstream culture • Define/help students to interpret the meaning of standard English terms and texts • Structure teaching/learning activities to accommodate students’ different learning preferences/styles • Provide opportunities for students to exercise choice when undertaking specific teaching/learning activities
CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> • Structure classroom management practices to make sure that they take into account appropriate cultural considerations
EXTRA-CURRICULAR PROGRAMMING	<ul style="list-style-type: none"> • Build cultural activities into the school calendar and extra-curricular program

Parent, family & community participation

Schools actively encourage and support parents, family and community members to volunteer at the school, to help run cultural activities and events and share their cultural knowledge and language with both students and staff.

Advisory group structures

Some schools set up formal or informal advisory groups made up of parent, family and community members to help them to:

- Better understand the cultural background of their students and how it affects the way that they engage at school and learn
- Identify and address culturally sensitive issues
- Identify opportunities to incorporate local and cultural elements into the curriculum and extra-curricular program
- Identify culturally appropriate teaching resources and materials so that the school can build up a library of those materials as part of its central documentation and knowledge management system and
- Build in opportunities for parents, family and community members to participate in the life of the school.

Cultural awareness training

Most schools working with students from different cultural backgrounds regularly provide both formal and informal cultural awareness training for students, staff and volunteers. The most effective schools make sure that cultural awareness training is provided for all staff (including office administration, ground and other non-teaching staff), third party partners and volunteers so that they are able to work in a culturally informed and appropriate way.

Schools use that training to help staff:

- Get a better understanding of the cultural backgrounds that their students come from
- Understand how cultural factors and background experiences influence the ways that students and their parents/family members engage with the school and school staff
- Interact with students, parents and families in a more informed and culturally appropriate way and
- Be better able to incorporate culturally appropriate elements into their day to day classroom management and teaching/learning activities.

The most effective schools actively manage any culturally inappropriate behaviour to make sure that students, their parents/families and staff feel welcome, respected, cared for and safe at the school.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The curricular and extra-curricular program is designed to be culturally and contextually appropriate and help build students' understanding of the mainstream language and culture
- Parent/family/community consultative groups are used to help build culturally relevant activities into the school calendar, identify culturally appropriate instruction tools and resources and improve the cultural relevance of its curriculum
- Culturally and contextually relevant topics and teaching/learning activities are embedded across the curriculum
- Teaching/learning activities use culturally appropriate learning materials and resources
- Teaching/learning activities provide opportunities for students to discuss and reference their own cultural background and that of their local community and peers
- Teaching/learning activities provide opportunities for students to discuss and reference community and cultural events and issues

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Teaching/learning activities provide opportunities for NESB students to build an understanding of the mainstream language and culture so that they can interpret learning and assessment material and engage at school and in the broader community effectively
- Cross-cultural activities are built into the school calendar
- Parents, family and community members are encouraged to volunteer at the school and help to run cultural activities and events and share their cultural knowledge and language
- Teaching/learning activities are designed to be individually relevant (ie. recognise and respond to students' interests and aspirations)
- Teaching/learning activities provide opportunities for students to discuss and reference their personal interests
- Teaching/learning activities are structured to accommodate students' different learning preferences/styles
- Teaching/learning activities provide opportunities for student choice
- Teaching/learning activities use practical teaching/learning approaches to contextualise learning and link material to students' day to day experience

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students and their parents/families
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps align curriculum/instructional activity to students' needs and interests• Provides a practical context for student learning• Improves students' ability to engage with the curriculum
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child's learning• Helps parents/families to support their child's learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps establish/strengthen teacher-student relationships• Helps increase student attendance, retention and completion• Helps increase student attention and motivation• Helps improve student effort and performance• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports staff learning and development• Helps improve staff performance and teaching practice

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>BUILDING CULTURAL AWARENESS AMONGST STAFF SO THAT THEY RECOGNISE WHAT THEY DO AND DON'T KNOW</p>	<ul style="list-style-type: none"> • Establish a parent/family/community consultative group to advise the school on cultural issues and work with it to build culturally relevant activities into the school calendar, identify culturally appropriate instruction tools and resources and improve the cultural relevance of its curriculum • Get the above group to run cultural awareness training sessions for staff to help them to get a better understanding of the cultural background of their students and how that affects how they engage at school and learn and/or run formal cultural awareness training for staff
<p>IDENTIFYING CULTURALLY APPROPRIATE INSTRUCTION TOOLS AND RESOURCES HELPING TEACHERS TO INCORPORATE CULTURALLY RELEVANT MATERIAL IN THEIR CURRICULUM PLANS AND DAY TO DAY DISCUSSION AND TEACHING/LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Avoid tokenism • Set up a staff working group to focus on the incorporation of culturally relevant material and activities into the standard curriculum and extra-curricular program • Set up a centralised documentation and knowledge management system to collate and store culturally relevant instruction tools and resources so that it is easy for staff to access them • Use curriculum planning and sign off processes to check that course and instruction plans are culturally and contextually relevant and help build students' cultural understanding
<p>MANAGING CULTURALLY INAPPROPRIATE STAFF/VOLUNTEER ATTITUDES, LANGUAGE OR BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff/third party/volunteer attitudes, language or behaviour is culturally inappropriate then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff/partners/volunteers work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that and, where appropriate, manage staff out of the organisation

TOOLS:

 School Diagnostic - Culturally & contextually relevant curriculum

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Balancing Theory & Practice Based Curriculum & Teaching Approaches

3.2.4

BUILDING IN A STRONG SOCIAL & EMOTIONAL LEARNING (SEL) CURRICULUM

What To be able to engage effectively at school and learn students need to be able to:³⁴

- Understand and manage their own emotions and behaviour
- Engage effectively with their teachers and peers
- Set themselves goals
- Make responsible decisions and
- Operate respectfully and constructively as members of a school community.

Because of their background experiences, low SES and NESB students often are not armed with some of the basic social and behavioural skills that they need to be able to do that. They can often struggle to engage effectively at school. If not addressed that can lead to lower school attendance, more challenging student behaviour, poorer participation and performance and early disengagement and exit from school.³⁵

Research indicates that working with students to develop their social and emotional skills can have a positive effect on their attitude toward school, behaviour and performance.³⁶

Table - Summary of SEL outcomes related to academic success³⁷

SCHOOL ATTITUDES	SCHOOL BEHAVIOUR	SCHOOL PERFORMANCE
<ul style="list-style-type: none"> • Improved perception of self, potential and future • Stronger sense of community • Increased motivation • Higher aspiration to perform • Better understanding of consequences of behaviour • Better ability to cope with school related stressors • Positive attitude towards school 	<ul style="list-style-type: none"> • More pro-social behaviour • Reduced challenging behaviour • Fewer absences, maintained or improved attendance • Increased school retention • Increased school completion • Fewer suspensions • Increased classroom participation • Improved student effort and engagement 	<ul style="list-style-type: none"> • Higher literacy and numeracy • Better learning to learn skills • Better problem solving and planning • Improved non-verbal reasoning • Improved grades

³⁴ Zins et al. 2004., pp.4 and 6.

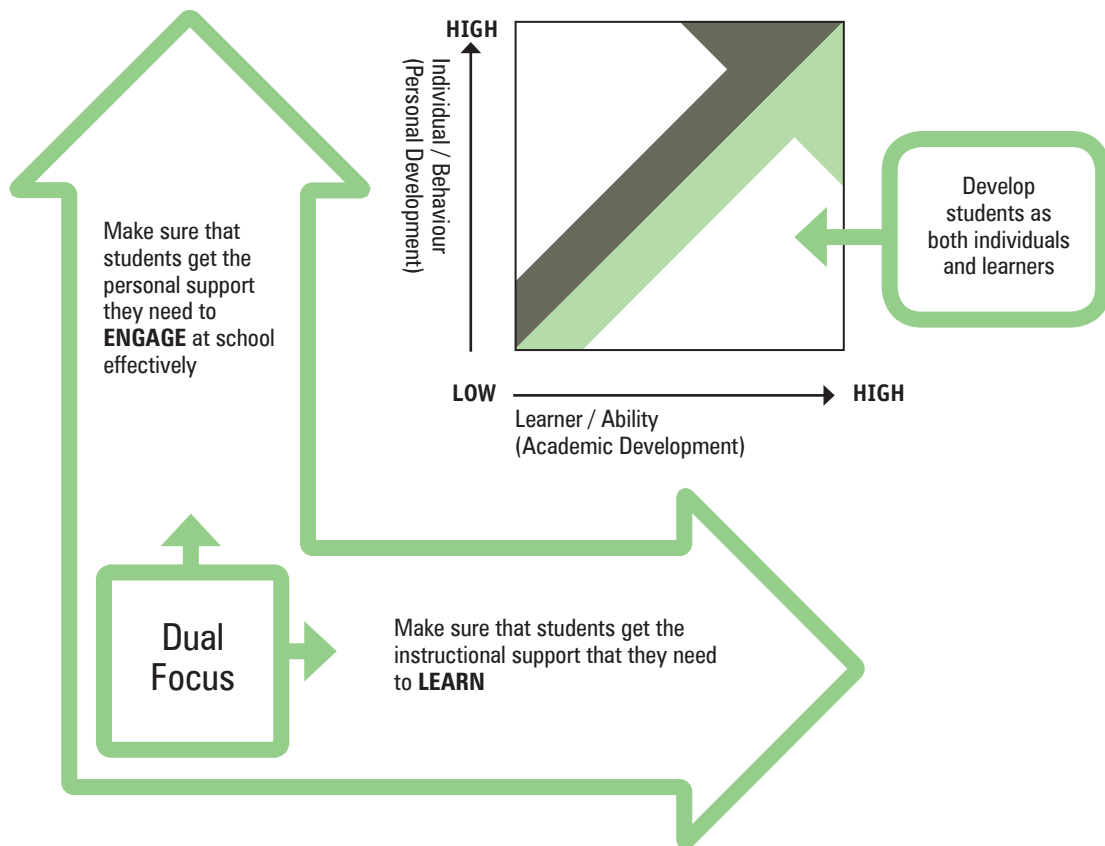
³⁵ Zins et al. 2004., pp.3-6.

³⁶ Zins et al. 2004., p.7.; Elbertson et al 2010, pp.1018, 1021 and 1026.

³⁷ Zins et al. 2004., p.17.

Because of that, schools adopting a holistic education model put particular focus on making sure that they help students to develop their social and emotional skills.

Figure - Dual individual + learner || support + instruction focus



How They do that in a number of ways:

SUBJECT-BASED COURSEWORK	<ul style="list-style-type: none"> • Include social and emotional learning (SEL) as a core subject area in the curriculum in its own right • Incorporate SEL in other subject areas by integrating the teaching and practice of SEL skills into existing course curriculum and instructional/class plans
TEACHING APPROACH	<ul style="list-style-type: none"> • Incorporate SEL activities and model skills in day to day classroom management and teaching practices
STUDENT MANAGEMENT/ DISCIPLINE	<ul style="list-style-type: none"> • Use restorative student management/discipline approaches to reinforce SEL skills
EXTRA-CURRICULAR PROGRAMMING	<ul style="list-style-type: none"> • Include SEL activities as part of their extra-curricular program
STAFF ATTITUDES AND BEHAVIOURS	<ul style="list-style-type: none"> • Model SEL skills on a day to day basis in the way that staff interact with one another, students, their parents/families and other members of the school community

Schools position SEL as an important and non-negotiable part of the curriculum. They use SEL activities to:

- Help students learn how to understand and manage their own emotions and behaviour
- Establish a safe, supportive learning environment and
- Support students to engage more effectively at school and to learn.³⁸

Social & emotional learning (SEL) curriculum

The most effective schools see SEL as a discrete subject area that is as important as English and Mathematics. SEL is coordinated as part of the standard curriculum planning and management process with a dedicated staff member being employed/allocated to design and coordinate the SEL curriculum.

SEL curriculum is usually designed to include teaching/learning activities to help students to:⁴⁰

Research indicates that SEL teaching/learning activities are most effective when they are coordinated to form an integrated school-wide curriculum that supports the sequential development of age appropriate SEL skills across the different year levels.³⁹

- Develop respectful attitudes and values about themselves and others
- Recognise and manage their emotions and behaviour
- Demonstrate care and concern for others
- Respect the rights and perspectives of others
- Establish and maintain positive relationships
- Handle interpersonal situations effectively
- Set and achieve positive goals and
- Make responsible decisions.

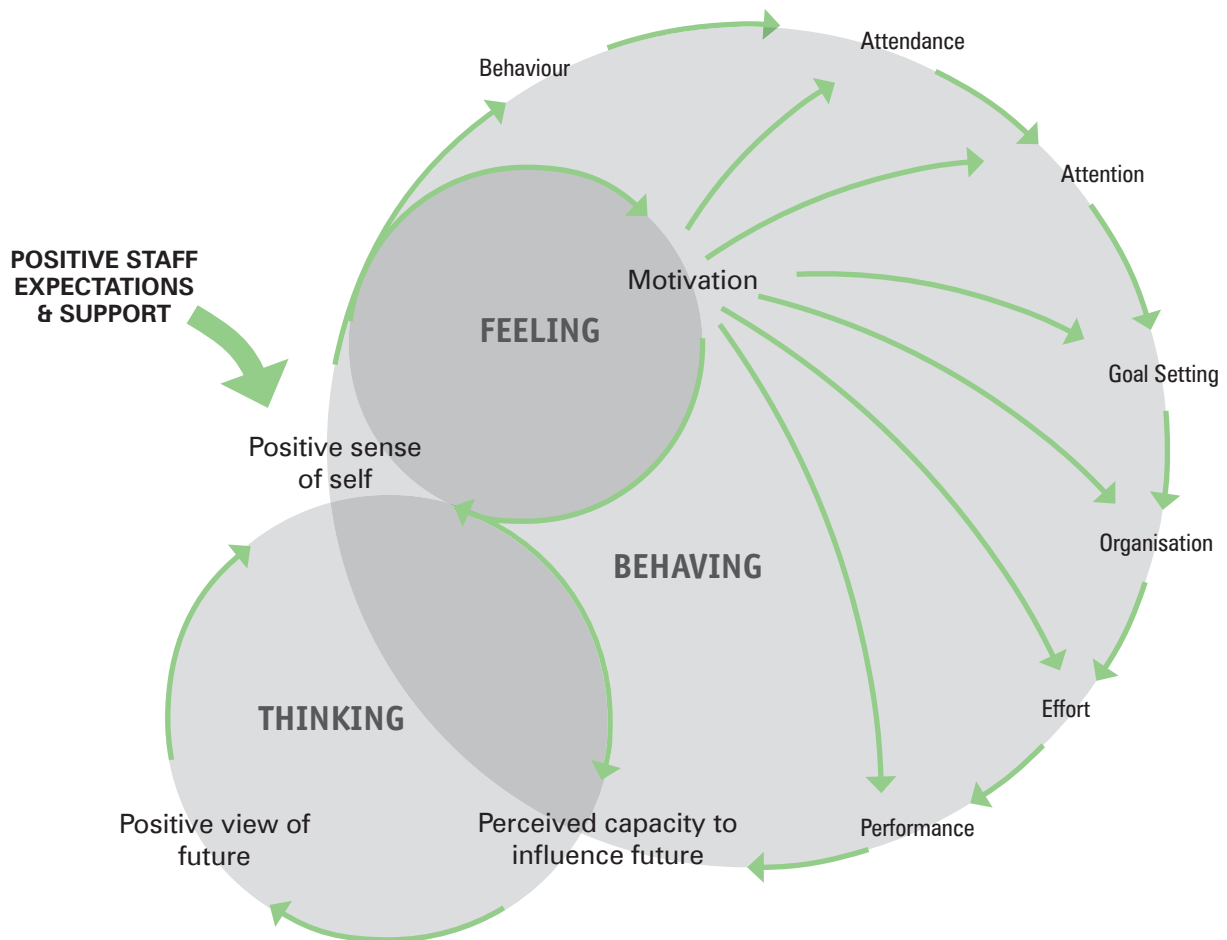
Teaching/learning activities are designed to try to get students to think about themselves and what they are capable of in a more positive way, to feel more positive and motivated to try new things and behave in a more engaged and positive way.

³⁸ Zins et al. 2004, pp.6–8.

³⁹ Payton et al 2000.; Elias et al 2000.; Elias et al 1997a.; Elias et al 1997b.

⁴⁰ Payton et al 2008., p.6. and CASEL 2002., p.2.

Figure - Design curriculum to help students think, feel and behave in a more positive way



Staff use SEL activities to help students to better understand what is expected of them and give them tools to help them participate constructively in the classroom, interact positively with their teachers and peers, develop good study habits and learn.

Subject-based coursework

In primary school, schools usually set aside dedicated class time to cover SEL activities on a daily or weekly basis.

In middle and senior school, SEL is often delivered in an extended home room period or in a separate subject block. For timetabling purposes it is often delivered as part of a broader student development subject that also incorporates health, wellbeing, life skills and/or vocational development. In higher year levels the curriculum is often structured to include a leadership development component.

Classroom management & teaching practice

Across all school levels, teaching staff incorporate SEL principles as part of their day to day classroom management and teaching practice to:

- Help orient students to the classroom
- Develop classroom rules and procedures
- Strengthen teacher-student and peer relationships
- Manage student behaviour and
- Support learning.

The most effective schools often work with staff to develop a common approach and language for doing that. They do that as a way of helping to make sure that SEL activities are effectively embedded in day to day teaching practice and reinforce student learning.

Extra-curricular programming

In addition to the standard curriculum, schools also usually run a range of SEL related activities as part of a broader extra-curricular program. Often those activities are delivered by third party organisations or service providers. They usually cover a mix of general skill areas focused on personal development, leadership and civic participation, as well as early intervention/prevention programs targeting particular issues

such as bullying, substance abuse, unhealthy sexual practices, delinquency and violence, physical and mental health.

Where particular behaviours become (or have the potential to become) an issue, schools often incorporate additional activities into their extra-curricular program to address them on a proactive basis. They will specifically adjust their classroom or extra-curricular schedule to accommodate changes in the program where that is warranted to address particularly problematic behaviour.

School environment/culture

The most effective schools consciously use their SEL curriculum to set and reinforce clear, positive expectations for staff and student behaviour. They use the SEL curriculum to reinforce:

- The value and potential of every person
- The right of every person to feel, and the responsibility to make sure, that school is a safe, welcoming place to be and to learn and
- The importance of working hard and trying your best in everything that you do.

School leaders and staff consciously develop a common language to talk about the above principles. They embody the principles in all of their interactions with each other, students and their parents/families. School rules, classroom procedures and discipline processes are explicitly based on them.

Staff training

Because social and emotional skills are so critical to setting up a supportive learning environment and to establishing and maintaining effective teacher-student relationships, schools adopting a holistic education model put particular focus on helping staff to develop those skills.

They do that in a number of ways:

CURRICULUM PLANNING	<ul style="list-style-type: none">• Involve staff in SEL curriculum design to inform and build their understanding of the content of the curriculum and identify options to incorporate activities into the general curriculum• Use the annual curriculum planning process to identify training and implementation support requirements and reflect on and share good SEL teaching practice
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none">• Use professional teaching/learning teams to share experience about how to teach SEL skills and integrate activities into day to day classroom management and teaching practice and review and adjust teaching strategies
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none">• Provide specialised training to help staff to:<ul style="list-style-type: none">- Develop their own social and emotional skills and- Integrate SEL skills into their classroom management and teaching practice- Deliver specific, pre-designed SEL programs• Use observation, collaborative/team teaching and (peer) coaching to help staff develop SEL based teaching skills and build confidence teaching SEL curriculum• Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers

Family & community engagement

Some schools also provide information sessions and offer SEL skill development programs for parents/families to help them reinforce positive student behaviours at home.

They also use SEL based activities to provide opportunities for parents, families and community members to participate in activities at the school.

Doing that helps build a positive home-school relationship and it help parents/families to be better placed to support their children to engage at school and learn.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The curriculum includes a strong social and emotional learning (SEL) program that is seen as being part of the core curriculum
- The school employs/allocates a dedicated staff member to design and coordinate the SEL curriculum (ie. SEL is treated as a discrete subject area and is coordinated as part of the standard curriculum planning and management process)
- The SEL curriculum is designed on a school wide basis as a sequenced skill development program
- Curricular and extra-curricular SEL activities are appropriately coordinated to form an integrated program
- Opportunities are provided for parents, families and community members to participate in SEL activities
- The SEL curriculum is used to reinforce the underlying ethos/values of the school and set clear expectations for staff and student attitudes, behaviour and performance
- Teaching practices, school rules, processes and procedures are explicitly reinforced through/ linked to the SEL program
- Staff consistently model values and behaviour aligned to the SEL curriculum
- Staff are provided with formal and informal training and support to develop their own SEL skills and support students' SEL skill development
- Training/information sessions are provided to help parents/families to develop their SEL skills and support their child's SEL skill development

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Provides access to a range of subjects/learning options

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students' leadership skills




STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Helps improve staff performance and teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps staff manage stress and problem solve more effectively

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
DEALING WITH PARENT AND STAFF CONCERNS THAT TIME SHOULD NOT BE “TAKEN AWAY” FROM OTHER SUBJECT AREAS	<ul style="list-style-type: none"> • Be proactive in explaining the basis for providing a structured SEL program (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options) • Make sure that parents and staff understand the link between personal development and academic performance and the rationale behind allocating time to the SEL program • Highlight the benefits for students, families and staff • Explain that the SEL activities will be run as a formal curriculum area, identify the competencies that will be covered and highlight the fit with prescribed essential learning standards • Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns
FINDING TIME FOR SEL IN THE CURRICULUM GIVEN OTHER SYLLABUS REQUIREMENTS	<ul style="list-style-type: none"> • Look for opportunities to run the SEL curriculum in already timetabled periods (eg. home room/pastoral care, extra-curricular activity blocks) or as part of existing subject areas (eg. health, social studies)
COORDINATING SEL CURRICULUM AND EXTRA-CURRICULAR ACTIVITY PLANNING	<ul style="list-style-type: none"> • Appoint a faculty/subject head to coordinate the SEL curriculum (including both curricular and extra-curricular program components) • Establish a cross-functional/collaborative planning team to support that curriculum planning process including representatives from each year level and faculty area and student welfare/wellbeing and support staff • Encourage all teaching staff to input into the planning process
FUNDING SEL ACTIVITIES	<ul style="list-style-type: none"> • Access issue related government and non-government funding either directly or through third party partners (eg. personal development, leadership, substance abuse, physical and mental health, problem prevention/early intervention)

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO ACCEPT THAT SEL IS A SCHOOL RESPONSIBILITY – NOT JUST A FAMILY RESPONSIBILITY</p> <p>HELPING TEACHING STAFF TO ACCEPT THAT IT IS A TEACHER RESPONSIBILITY – NOT JUST SOMETHING THAT SHOULD BE INCLUDED IN EXTRA-CURRICULAR ACTIVITIES OR THAT STUDENT WELFARE/SUPPORT AND WELLBEING STAFF SHOULD BE RESPONSIBLE FOR</p>	<ul style="list-style-type: none"> • Be proactive in explaining the basis for introducing/running a structured SEL program • Make sure that staff understand the link between personal development and academic performance and the rationale behind allocating time to the SEL program • Highlight the benefits for students and staff • Position SEL as part of the core curriculum • Include SEL teaching as a responsibility in all teaching/teaching support staff role descriptions
<p>HELPING STAFF TO FEEL COMFORTABLE TEACHING SEL AND INCORPORATING IT INTO THEIR CURRICULUM AND TEACHING PRACTICE</p> <p>GETTING CONSISTENCY IN STAFF BEHAVIOUR AND CLASSROOM PRACTICE</p>	<ul style="list-style-type: none"> • Use standard curriculum planning process and tools to develop SEL curriculum • Train staff in the delivery of pre-designed SEL programs (where appropriate) • Use professional teaching/learning teams to support staff to deliver SEL teaching/learning activities and help staff integrate SEL skills into their classroom and teaching practice • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff develop teaching strategies and build confidence in delivering SEL related activities • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Formally review curriculum, implementation and outcomes as part of annual curriculum planning process. Use the review process to reflect on and share good SEL teaching practice

TOOLS:

-  Tool - Social & emotional learning (SEL) competencies listing
-  Tool - Third party Social & emotional learning (SEL) program assessment/selection grid
-  School Diagnostic – Social & emotional learning (SEL) curriculum

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning Process
- Staffing Structure
- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential & Performance
- Setting Clear Boundaries & Routines
- Using a Reflective Teaching Practice
- Student Management/Discipline

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Collaborative for Academic, Social and Emotional Learning (CASEL) www.casel.org
- Elias, M., Zins, J., Weissberg P., Frey, K., Greenberg, M., Hayes, N., Kessler, R. Schwab-Stone, M. and Shriver, T., Promoting Social and Emotional Learning: Guidelines for Educators., Alexandria, VA., Association for Supervision and Curriculum Development, 1997. (note Appendix A of that document provides an example SEL curriculum framework) www.ascd.org
- Inquiry Kit on Emotional Intelligence www.ascd.org
- Park, J. and Tew, M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk

TOOL - EXAMPLE SEL COMPETENCIES LISTING⁴¹

SELF-AWARENESS	<ul style="list-style-type: none"> Perception/sense of self Personal values, strengths and development needs Perception of future and capacity to influence future Identifying and managing emotions
SOCIAL AWARENESS	<ul style="list-style-type: none"> Perception of others Empathy
POSITIVE ATTITUDES AND VALUES	<ul style="list-style-type: none"> Respect for self and others Appreciating diversity Social/civic responsibility
RESPONSIBLE DECISION MAKING	<ul style="list-style-type: none"> Problem identification and situation analysis Problem solving Reflection and evaluation Responsibility taking
SELF-MANAGEMENT	<ul style="list-style-type: none"> Impulse control Stress management Self-motivation/self-discipline Goal setting Organisation skills
RELATIONSHIP MANAGEMENT	<ul style="list-style-type: none"> Listening and communication Relationship building and management Team work/cooperation Negotiation Refusal (saying no) Conflict management Help seeking and providing

⁴¹ Zins et al. 2004, p.7; Payton 2000., p.184.

TOOL - THIRD PARTY SEL PROGRAM ASSESSMENT/SELECTION GRID⁴²

This tool is designed to help schools assess third party SEL programs.

Review the program against the listed criteria.

ASSESSMENT CRITERIA	Very Poor 1	Poor 2	OK 3	Good 4	Very Good 5
Clearly articulated evidence/research base					
Clearly defined purpose/objectives					
Clearly defined logic or rationale for activity					
Clearly defined teaching strategies					
High quality lesson plans					
Fit with broader curriculum					
Family involvement					
Community involvement					
Teacher training					
Technical support					
Built in evaluation tools or processes					
Total Score:					

⁴² Payton et al. 2000, p.6.

3.2.5

ALLOCATING INCREASED TIME TO ENGLISH & MATHEMATICS (LITERACY & NUMERACY SKILLS)

What Literacy and numeracy skills are critical to student learning.

Low SES and NESB students often do not have as strong a grounding in foundation reading, writing, language (spelling, grammar and punctuation) and numeracy skills as children from higher SES backgrounds. Those gaps can act as barriers to understanding not just in English and Mathematics but in other subjects as well.

Because of that, schools adopting a holistic education model often prioritise teaching/learning activities that focus on developing students' foundation reading, writing, language and numeracy skills.

How They often do that by allocating more class time to English and Mathematics and reinforcing the development of literacy and numeracy skills across the curriculum.

Increasing the time allocated to literacy & numeracy

Research indicates that, because literacy and numeracy is so important to students being able to understand and process information, allocating additional time to English and Mathematics tends to result in students achieving better results in all subject areas, not just English and Mathematics.⁴³

Schools at primary school level often allocate up to three to four hours each day to work on reading, writing, language and numeracy skills.⁴⁴

At middle school level, schools often continue to allocate additional time to English and Mathematics than more traditional mainstream schools. At senior school level, schools usually do not provide additional class time. Instead they usually provide additional scaffolding and remedial support for specific students who need extra instruction and practice to achieve proficiency.

Schools across all year levels often try to block timetable English/Mathematics classes in a given year level/year level grouping on at the same time so that teachers can use small/flexible instruction groups and collaborative/team teaching approaches to differentiate instruction and meet the students' differing needs.

At middle and senior school levels, schools often try to timetable English and Mathematics classes as double periods so that students have longer blocks of time to practice and consolidate their skills. The use of double periods also makes it easier for individual teachers to use rotating small/flexible instruction groups to tailor instruction to the needs of different students within their own class.

⁴³ Reeves 2003., p.18.

⁴⁴ Reeves 2003., p.10.

Managing knock on timetabling & staffing effects

Block timetabling in this way reduces the flexibility that schools have when they set up their timetable and has implications for how staff allocations and subject lines are structured.

To make the timetable work schools usually need to:

BLOCK TIMETABLE ENGLISH AND MATHEMATICS	<ul style="list-style-type: none">• In primary and lower middle school where there are fewer subjects this is relatively easy to do• In higher years the larger number of subjects means that to block timetable English and Mathematics in this way elective subjects need to be timetabled against one another, which restricts the range of choices that students have when choosing between elective subjects/subject lines
MANAGE SUBJECT LINE STRUCTURES	<ul style="list-style-type: none">• Subject lines are structured so that there is a mix of subjects in each line that allows students to select a subject that matches their ability level and interests• School staff proactively counsel students to help make sure that their subject choices are well informed and that students do not “set themselves up to fail” by enrolling for subjects that they do not have an appropriate grounding to undertake
ALLOCATE TEACHING STAFF SO THAT THEY WORK WITHIN SET YEAR LEVELS OR YEAR LEVEL GROUPINGS	<ul style="list-style-type: none">• In primary school staff tend to be allocated to work with one class/year level anyway so this is not problematic• In secondary school, this usually means that staff tend to be allocated to work in the middle or the senior school but not across both areas at any one time• Some staff do not like to work in this way. To manage that, some schools rotate staff between middle and senior school in different years so that they can have experience working across both areas over time. Where this is done schools often rotate staff up with a particular student cohort as a way of maintaining continuity in teacher-student relationships
MAKE SURE THAT THEY HAVE ENOUGH TEACHERS IN EACH YEAR LEVEL/ YEAR LEVEL GROUPING WHO CAN TEACH ENGLISH AND MATHEMATICS TO COVER THE REQUIRED NUMBER OF CLASSES	<ul style="list-style-type: none">• This means that schools need to pay particular attention to the mix of subjects that teachers are able to teach when recruiting and allocating staff between year levels to make sure that they can cover teaching requirements.

Increasing the time that is allocated to English and Mathematics also obviously has a knock on effect on the time available for other subjects. Different schools deal with the time trade off in different ways. Some schools do that by:

- Extending the length of the school day
- Reducing the number of other subjects that they offer and/or
- Combining some subject areas and teaching them as a single subject block (eg. including geography, history and social science as part of a combined subject and/or teaching them on rotation across the year as part of a single subject block).

Providing additional scaffolding & extension support

In addition to allocating additional time to English and Mathematics, schools adopting a holistic education model usually also provide additional scaffolding and extension support for students who either require more guidance, (re)teaching or practice to achieve proficiency or would benefit from more complex/challenging work.

Building a focus on literacy into all subject areas

Research indicates that focusing on English literacy/writing proficiency in every subject can play a significant role in helping students to achieve proficiency both in English and in other subject areas.⁴⁵

Because of that, the most effective schools make sure that foundation reading, writing and language skills are reinforced in every subject area. To help drive that they usually put in place

a school-wide literacy plan. The plan identifies key teaching/learning priorities and requires each subject to include specific teaching of required reading and writing skills in each of their course units.

Schools who do this well often provide teaching and support staff with a common rubric to help them to review students' written work and run training to help staff identify and diagnose student issues and apply that rubric when assessing and providing feedback to students.⁴⁶ When teachers review students' written responses to assignments they check for English literacy/writing proficiency as well as whether gaps or errors in students' work that could be based on underlying vocabulary issues, misunderstood directions, reasoning errors or other similar causes. They then work with the student on those areas. They also provide feedback on any areas that they identify as requiring additional focus to relevant English and/or specialist learning support staff. Doing that means that students get more feedback and instruction on their written work and English and specialist learning support staff get better information of how to target gaps in student learning.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Increased time is allocated to English and Mathematics (in primary and middle school) to strengthen and extend foundation literacy and numeracy skills
- The school has a school-wide literacy plan that identifies key teaching/learning priorities and requires each subject to include specific teaching of required reading and writing skills in each of their course units
- Differentiated instruction is used to tailor literacy and numeracy related teaching/learning activities to meet the different needs of different students/student groups
- Tiered scaffolding support is provided for students who need additional instruction or practice to improve their reading, writing, language and numeracy skills
- Literacy skill development is embedded in all subject areas
- Staff consistently reinforce and extend foundation language, reading, comprehension and writing skills in every subject
- Staff are provided with formal and informal training and support to help them develop students' literacy and numeracy skills

⁴⁵ Reeves 2003., p.18.

⁴⁶ Reeves 2003., p.5.

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students' needs and interests
- Improves students' ability to engage with the curriculum

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps increase student attention and motivation
- Helps improve student effort and performance across all subject areas (not just English and Mathematics)

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Helps improve staff performance/teaching practice

POTENTIAL CHALLENGES:

DEALING WITH PARENT CONCERNS THAT TIME SHOULD NOT BE "TAKEN AWAY" FROM OTHER SUBJECT AREAS

POSSIBLE RESPONSES:



- Be proactive in explaining the basis for allocating additional time to English and Mathematics (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options)
- Make sure that parents understand the link between proficiency in those areas and being able to engage effectively in other subject areas
- Highlight the benefits for students
- Note extension options available for students that have mastered material so that parents can be confident that their child will be appropriately extended
- Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns

DEALING WITH STAFF CONCERNS THAT TIME SHOULD NOT BE "TAKEN AWAY" FROM OTHER SUBJECT AREAS

- Be proactive in explaining the basis for allocating additional time to English and Mathematics
- Make sure that staff understand the link between proficiency in those areas and being able to engage effectively in other subject areas and that research indicates that additional time spent strengthening those skills leads to improvement in all subject areas, not just English and Mathematics
- Highlight the benefits for students and staff

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>FINDING EXTRA TIME FOR ENGLISH AND MATHEMATICS IN THE TIMETABLE GIVEN OTHER SYLLABUS REQUIREMENTS</p>	<ul style="list-style-type: none"> • Structure class times across the school day so that longer periods are offered in the morning session to cover extended English and Mathematics classes • Extend the school day to offset the additional time allocation • Consider extending the school term to provide additional time for teaching staff to cover course material • Set expectations as to extended day/term/year requirements when recruiting staff and incorporate provision for added time in contracting arrangements
<p>DEALING WITH PUSH BACK FROM NON-ENGLISH SPECIALISTS WHO ARE NOT COMFORTABLE/CONFIDENT PROVIDING INSTRUCTION IN THAT AREA</p>	<ul style="list-style-type: none"> • Acknowledge that some staff may not be as strong/confident covering this area • Run training for staff to help them to identify, diagnose and respond to errors in students' written work • Provide teaching staff with tools to help them to review students' written work • Schedule times during the school term when specialist learning support teachers meet with non-English teaching staff to review students written work, identify gaps in understanding/skill and help identify strategies that both English and non-English teaching staff can use to address those gaps
<p>MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared teach in that way • If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that • Highlight the benefits for students and staff • Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met • Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development

TOOLS:

-  Tool - Example rubric to review students' written work
-  School Diagnostic - Literacy & numeracy skill development

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Explicit Instruction Techniques

TOOL - EXAMPLE RUBRIC TO REVIEW STUDENTS' WRITTEN WORK⁴⁷

This tool is designed to help teaching staff to review and provide feedback on students' written work.

FOCUS AREA	STRONG					NEEDS WORK
IDEAS	Creative, original ideas	Interesting, new ideas	Ideas are expressed clearly	The main idea is presented, although there are some questions	No main idea	No main idea or lots of unrelated ideas
	Details support the main idea and make it interesting	Details explain the main ideas, making it more interesting	Reader can identify the main idea that is supported with details	Some details, but may be too general or not related to the main idea	Either very few details or too many details that aren't connected	No details
	Makes sense and enjoyable to read	Makes sense	Most of the details relate to the main idea	Very few new ideas presented	Reader is not interested, unsure about the topic	Writer is confused
	Believable, reader cares about story	Believable, reader is interested	Understandable			Reader is confused
ORGANISATION	Well organised and purposeful	Good organisation	Reader can follow the organisation of ideas	Reader can usually follow the organisation	Hard to follow	Impossible to follow
	Ideas are clearly linked to support a position	Ideas are connected and supported with detail	Details are connected to main idea	Details don't always match main idea	No clear main idea	No main idea, just a collection of details
	Compelling lead and convincing conclusion	Strong lead and appropriate conclusion	Includes a lead and conclusion	Introduction and/or conclusion may need revision	Too many or not enough details that don't match main idea	No lead or conclusion
	Carefully selected transitions	Strong transitions	Helpful transitions	Some transitions	Missing lead and/or conclusion Few transitions	No transitions

⁴⁷ Rubrics for Teachers Six Traits for Writing Scoring Rubric www.rubrics4teachers.com

FOCUS AREA	STRONG					NEEDS WORK
VOICE	<p>Unique, individual and confident voice</p> <p>Passionate about position, yet not overdone</p> <p>Uses voice to enhance meaning</p> <p>Appropriate voice for the topic and audience</p>	<p>Enthusiastic and convincing voice</p> <p>Interested in topic and conveys purpose to audience</p> <p>Appropriate voice for the topic and audience</p>	<p>Occasionally original and/or confident voice</p> <p>Writer sounds interested in topic</p> <p>Appropriate voice for the topic and audience</p>	<p>Sometimes you can hear the author's voice</p> <p>Voice might change</p> <p>May convince the reader, not always sure</p> <p>Usually appropriate for the topic and audience</p>	<p>Too informal/chatty</p> <p>Not very interested in the topic, just listing facts</p> <p>Voice doesn't match audience</p>	<p>Can't find a voice</p> <p>Author not interested in topic at all</p> <p>Boring or confusing to read</p> <p>Voice does not match the audience</p>
WORD CHOICE	<p>Language grabs the reader's attention</p> <p>Uses vivid, natural language including strong verbs and precise nouns</p> <p>Uses unexpected phrasing, including alliteration, analogies and metaphors</p> <p>Enjoyable to read</p>	<p>Uses interesting words</p> <p>Uses natural language with strong verbs and nouns</p> <p>Attempts to use alliteration, similes and metaphors</p> <p>Holds reader's attention</p>	<p>Uses clear language</p> <p>Uses some common words</p> <p>Uses descriptive adjectives and adverbs, good nouns and verbs</p> <p>Adequate, gets the job done</p>	<p>Uses words correctly to express meaning</p> <p>Relies on simple, common language</p> <p>Uses familiar nouns and verbs</p> <p>Few adjectives, adverbs or phrases</p> <p>Needs revision</p>	<p>Words are very simple or used incorrectly</p> <p>Words get in the way of meaning</p> <p>Same words used over and over</p> <p>Words are very general (eg. stuff, nice, said, fun)</p>	<p>Very simple words</p> <p>Words used incorrectly</p> <p>Very difficult to understand, makes no sense</p> <p>Same words used over and over</p>

FOCUS AREA	STRONG					NEEDS WORK
SENTENCE FLUENCY	<p>Uses a variety of lengths and structures to enhance meaning</p> <p>Uses variety of sentence openers such as prepositional phrases, clauses, modifiers, participles</p> <p>Smooth, natural writing</p>	<p>Many sentences begin differently and vary in length</p> <p>Different sentence openers such as prepositional phrases or clauses</p> <p>Consistent tense and subject/verb agreement</p> <p>Writing is easy to read</p>	<p>Sentences begin in a variety of ways</p> <p>Verb tense is usually consistent</p> <p>The subject and verb almost always agree</p> <p>Some repetition, a few awkward sections</p>	<p>Sentences often begin the same way</p> <p>Problems with subject/verb agreement and consistent tense</p> <p>Some run-ons or choppy sentences</p> <p>Readable, but often requires self-correction</p>	<p>Sentences begin the same</p> <p>Many incomplete or run-on sentences</p> <p>Problems with subject/verb agreement affect meaning</p> <p>Short, choppy sentences</p> <p>Difficult to read</p>	<p>Short sentences all start with the same word</p> <p>Most sentences are incomplete or run-on</p> <p>Problems with sentence structure and grammar affect meaning</p> <p>Very difficult to read</p>
CONVENTIONS	<p>Almost no errors</p> <p>Conventions carefully chosen to enhance meaning</p> <p>Complex text requires wide use of sophisticated punctuation and conventions</p> <p>Ready to publish</p>	<p>Some minor errors that don't affect meaning</p> <p>Attempts to use sophisticated conventions, not always successfully</p> <p>Almost ready to publish</p>	<p>Obvious but minor errors that don't affect meaning</p> <p>Simple conventions are fine</p> <p>Some errors in difficult spelling, or sophisticated conventions</p> <p>Easily edited</p>	<p>Obvious, distracting errors that may affect meaning</p> <p>Only attempts simple use of conventions</p> <p>Errors in basic spelling, usage and punctuation</p> <p>Needs editing</p>	<p>Many obvious, distracting errors</p> <p>Lots of spelling, punctuation and usage errors</p> <p>Serious problems with subject/verb agreement</p> <p>Line-by-line editing required</p>	<p>Many serious errors that make it difficult to understand</p> <p>Many spelling errors</p> <p>Capitalisation and punctuation is incorrect</p> <p>Needs to be completely rewritten</p>

3.2.6

USING TIERED SCAFFOLDING & EXTENSION LEARNING STRUCTURES

What Schools regularly work with students who are at very different points on the learning and development continuum. Some students need more time to master a particular learning area, requiring extra instruction and practice, others master things very quickly and benefit from being extended. Some students sit somewhere in between.

For schools working with low SES and NESB students the range of student abilities and learning needs can be quite broad.

Because of that, schools adopting a holistic education model put particular focus on making sure that they structure their curriculum and teaching approaches so that they can extend students irrespective of where they are on the learning and development continuum.

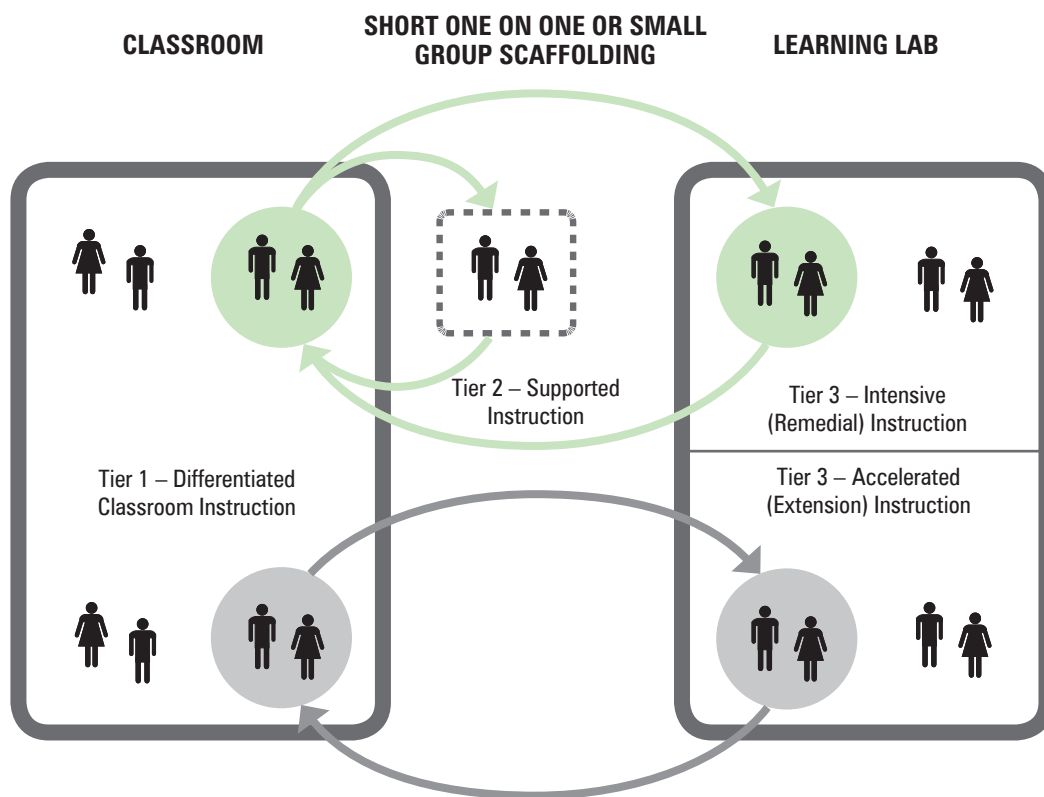
Schools make sure that they “meet students where they are at” on the learning and development spectrum and work with each student to help them to reach their full potential. They do not target their teaching just to the low, middle or top end of the learning and development spectrum but make sure that they work at each part of the spectrum to help all students to develop and learn.

Their focus is on both equity and excellence and giving every student the best opportunity to reach their full potential.

How They usually use tiered scaffolding/extension support structures so that they can meet the different needs of different students effectively. They usually provide a mix of:

TIER 1	DIFFERENTIATED CLASSROOM INSTRUCTION	Where small/flexible instruction groups and tiered learning tasks/assignments are used to tailor teaching/learning activities to meet the needs of different student groups within the standard classroom environment
TIER 2	SUPPORTED INSTRUCTION	Where students participate in additional scaffolding/extension learning activities outside of the classroom that are specifically designed to meet a particular learning need or provide a specific extension opportunity and
TIER 3	INTENSIVE/ ACCELERATED INSTRUCTION	Where student timetables are structured so that they spend some or all of their time working in targeted intensive/accelerated learning groups.

Figure - Tiered learning support framework



Using differentiated instruction

Teachers across all levels (primary, middle and senior school) use small/flexible instruction groups and tiered learning tasks/assignments to tailor instruction to meet the needs of different student groups. They do that in different ways.

For example, teachers:

<p>INDIVIDUAL TIERED ASSIGNMENT WORK</p>	<ul style="list-style-type: none"> • Run whole of class instruction groups to teach new content and then get all of the students to complete tiered learning assignments/activities that are designed so that they include tasks at different levels of complexity that students can work through at their own pace in line with their ability level
<p>ABILITY BASED LEARNING GROUP WORK</p>	<ul style="list-style-type: none"> • Break students into groups based on their ability level and have them work on separate activities tailored to their level • The teacher may either move around the groups providing scaffolding and extension support on a targeted basis or run one of the groups, tailoring their instruction to the learning level of that group
<p>ROTATING GROUP WORK</p>	<ul style="list-style-type: none"> • Use a similar structure to the two previous examples but instead of having the students work on one task have them rotate through the different activities. Where this is done teaching staff are careful to structure the tasks as tiered assignments so that the different groups can work at a level and pace that is suited to their ability. • The teacher may either move around the groups providing scaffolding and extension support on a targeted basis or run one of the groups

Most teachers use a mix of these approaches.

Providing additional scaffolding & support

Teachers monitor students' progress in the classroom on an ongoing basis through day to day observation and formative and summative assessment. Where a student's performance indicates that they may need additional support or extension, teachers will move them into an appropriate learning group or get the student to work on specific tasks in tiered activities that provide additional guidance, (re)teaching, practice or extension. They may also arrange to work one on one with the student, or get a specialist teacher, teaching support staff or trained volunteers to do that, if they need additional support. They may do that within the classroom or "loop" the student out of the classroom to get short bursts of one on one or small group instruction (eg. such as the targeted one on one instruction provided through MULTILIT or like remedial reading programs).

If a student or group of students continues to struggle, the teacher may arrange to spend additional time with them outside of class before or after school or during lunch time.

In doing that, staff may work with specialist staff to design a targeted program to help the student/group of students to get on top of that learning area.

Using learning labs to fast track instruction

Where students have significant learning gaps that are unlikely to be able to be closed using those supports, schools will often look at providing a more structured intervention program where the student receives intensive teaching support.

Schools use different methods to provide that type of support. Where schools have a number of students that have foundation literacy and numeracy gaps that require more intensive support they will sometimes set up a dedicated learning lab. The lab is usually staffed by at least one specialist teacher. Students requiring support will then be scheduled to work in the lab for set periods to help them improve those skills. The lab will usually support students from a mix of year levels. It will be set up and run to be a dynamic learning space. Teaching/learning activities will be designed to support students' specific learning needs and will involve a mix of whole class, small group, paired and one on one teaching/learning activities depending on the mix of students attending the lab.

In cases where schools often have students who miss periods of school, they will sometimes use the learning lab to provide a mechanism for students to "catch up" on essential content or skill areas that they have missed while they are away before they slot back into class.

Some schools will also set up learning labs as a means of providing accelerated learning opportunities for more advanced or gifted students who would benefit from more complex extension work.

Providing additional out of hours remedial & accelerated learning support

Schools also often provide or partner with local service providers to provide additional learning support through after school homework, accelerated learning, extension and holiday programs.

Using volunteers to support tiered instruction

Schools will often look for opportunities to involve parents, families and community members as volunteers to help provide additional one on one support and practice for students.

Some schools actively recruit and train parents and volunteers to deliver specific programs (eg. MULTILIT).

They also often look for opportunities to access additional skilled volunteers by partnering with:

- Local technical and further education (TAFE) and tertiary institutions to provide practical placement or workplace based training opportunities and
- Local community sector organisations running scaffolding/extension based programs.

For example, some schools collaborate with local TAFE providers to provide placement opportunities for students who are studying:

EDUCATION	<ul style="list-style-type: none"> • Early Childhood Teaching • Education/Teaching • Special Education
SOCIAL WORK	<ul style="list-style-type: none"> • Social Work
COMMUNITY SERVICES	<ul style="list-style-type: none"> • Childcare

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Tiered scaffolding and extension activities are provided to meet student needs
- Tiered scaffolding/intensive learning support is used to help students requiring additional (re)teaching and practice
- Class timetables and teaching approaches are structured to accommodate remedial and extension learning support activity (both in and outside of class)
- Small group and one on one classroom teaching are used to provide students with targeted remedial instruction/practice/extension support
- Short one on one and small group sessions outside of the classroom are used to provide students with targeted remedial/extension support/practice
- Dedicated remedial/accelerated learning classes or learning labs are used to provide intensive remedial/extension support
- Learning labs/transition classrooms are used to help students who have been absent from school to catch up on work that they have missed so that they can slot back into class more effectively
- Volunteers are used to support the provision of one on one and small group scaffolding/extension support
- Additional learning time/support is provided through after school homework, accelerated learning, extension and holiday programs

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Identifies and targets specific areas for instruction and improvement
- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Provides additional learning time before/during/after school

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps improve students’ foundation language, literacy, numeracy and social skills
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHERS TO USE DIFFERENTIATED INSTRUCTION (EG. USING SMALL/FLEXIBLE LEARNING GROUPS AND TIERED ASSIGNMENTS)</p>	<ul style="list-style-type: none"> • Be proactive in explaining the basis for using differentiated instruction • Make sure that staff have a common understanding of what differentiated instruction is and how it works • Highlight the benefits for students and staff • Provide staff with support and training to design differentiated instruction/teaching plans • Provide planning tools and resources to help staff to plan and run classes using differentiated instruction (including planning templates, example class plans and teaching/learning activities) • Use professional teaching/learning teams to help staff to develop class plans and teaching strategies • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies) • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Use professional supervision to help staff reflect on and improve their planning and instruction practices
<p>MANAGING THE MOVEMENT OF STUDENTS BETWEEN FLEXIBLE INSTRUCTION GROUPS/CLASSES</p>	<ul style="list-style-type: none"> • Develop a consistent routine/protocol that students and staff follow when students move between classes • Be proactive when managing class absences/truancy relating to movements between classes and support/extension activities • Use office administration staff to help find students that “go missing”
<p>COORDINATING STUDENT ACCESS TO SPECIALIST LEARNING/EXTENSION SUPPORT ACTIVITIES</p>	<ul style="list-style-type: none"> • Develop a clearly defined process by which teaching and/or specialist learning support staff can identify and nominate a student for additional learning/extension support • Use professional teaching/learning team meetings to coordinate classroom and specialist learning support teacher activity • Develop learning support/extension plans to coordinate support activity at an individual student level • Use student support groups to implement and monitor those plans

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING TEACHER CONCERNS THAT STUDENTS WILL “MISS THINGS” WHEN THEY ARE OUT OF CLASS ACCESSING SPECIALIST LEARNING/EXTENSION SUPPORT</p>	<ul style="list-style-type: none"> • Timetable specialist learning support/extension activities on a regular schedule to make it easier for teaching staff to plan for student rotations in/out of class • Encourage teaching staff to structure their classes so that they use the time that students are “out” of class to cover (re)teaching, practice and extension activities so that students do not miss new content • Use after school programs to run “make up” programs or provide students with additional support to cover material that they miss
<p>FINDING TIME TO WORK ONE ON ONE WITH STUDENTS – WITHIN CLASS</p>	<ul style="list-style-type: none"> • Allocate specialist learning support/teaching support staff to classes/learning neighbourhoods on a regular schedule to make it easier for staff to plan to provide one on one support to students as part of their instruction program
<p>FINDING TIME TO WORK ONE ON ONE WITH STUDENTS – OUTSIDE OF CLASS</p>	<ul style="list-style-type: none"> • Use the recruitment process to set the expectation that staff may be required to spend time working with students out of class time to help them to master material or catch up on material that they have missed • Include additional instruction activity in all teaching based role descriptions • Cover those responsibilities as part of the school’s standard staff induction process • Structure staff contracting arrangements to cover those areas • Use after school/extra-curricular/holiday programs to provide students with additional one on one or small group tutoring
<p>FUNDING ADDITIONAL TEACHING SUPPORT AND SPECIALIST LEARNING SUPPORT STAFF SETTING UP AND RUNNING LEARNING LABS</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with other schools in the area to jointly cover the cost of additional teaching staff/specialist learning support and then have those staff work on a rotating basis across the contributing schools

TOOLS:



Tool - Learning support/extension plan template

School Diagnostic - Tiered scaffolding & extension support structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Differentiated Instruction/Class Planning
- Individual Student Planning
- Using Small/Flexible Instruction Groups & Tiered Assignments

USEFUL RESOURCES:

- Heacox, D., *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 – 12.*, Free Spirit Publishing., USA., 2002.

3.2.7

STAGING THE TRANSITION TO SPLIT SUBJECT-BASED TEACHING STRUCTURES IN MIDDLE SCHOOL

What In most mainstream schools, primary school classes have one main teacher who will cover most subject areas. In middle and senior school, the curriculum is usually split into different subject areas with different teachers covering each area, often requiring students to move between different classroom locations.

Many students find the transition from primary school into the more complex timetable structure and curriculum and often less personal environment in middle school challenging. The transition from primary to secondary school can be particularly challenging for low SES and NESB students where gaps in foundation learning skills can make the transition even more daunting.

Because of that, schools adopting a holistic education model often try to stage the transition from single to split subject-based classes/teaching structures in middle school to help students make the transition from primary to secondary school.

How They structure classes and teacher allocations so that students have one/two main teachers in the first year or two of middle school. In order to do that they often offer a narrower curriculum in those years or combine subjects requiring specialist teachers and offer them on a term/semester based rotation. They move to a more traditional model in late middle school to prepare students for the transition to senior school, although they often still offer fewer subjects than in a traditional schooling environment. They then move to a broader curriculum with different teachers for each subject in senior school.

The staged approach is designed to support students to make the transition from primary to middle school by maintaining a core student-teacher relationship structure and increasing relationship stability and security.

The extent to which schools are able to do this varies depending on the state or territory syllabus requirements that they need to work within.

Staging the transition to subject-based teaching in this way can be particularly useful in standalone secondary schools and K – 12 schools that take in/incorporate a new cohort of students at the commencement of middle school, where the commencing students may need more intensive support to engage with the new schooling environment.

Home group set up & staff allocations

In early middle school home groups are used as teaching groups. Schools try to structure home room and teacher allocations to maximise the number of classes that a teacher has with a particular student group so that they can get to know them well and build supportive relationships with them.

Often schools will “roll over” some teaching or teaching support staff with students when they move from one year level to the next to provide some consistency/continuity in teacher-student relationships.

Classroom allocations

Class movements are usually limited; with teaching staff (rather than students) being required to move between classrooms. Reducing the need for students to move around the school in this way can help increase students' attachment to their physical learning space and reduce the opportunity for truancy that comes with students moving around the school between classes.

Managing knock on timetabling & staffing effects

Structuring classes in this way reduces the flexibility that schools have when they set up their timetable and has implications for how staff allocations and subject lines are structured.

To make the timetable work schools usually need to:

REDUCE THE NUMBER OF DIFFERENT TEACHING/SUBJECT BLOCKS IN THE FIRST YEAR OR TWO OF MIDDLE SCHOOL

This means that schools often need to combine/rotate subject areas over the course of the year to meet syllabus and essential learning requirements

ALLOCATE TEACHING STAFF SO THAT THEY WORK WITHIN SET YEAR LEVELS OR YEAR LEVEL GROUPINGS

This means that staff are often allocated to work in the middle or the senior school but not across both areas

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The transition from single to split subject-based classes/teaching structures in middle school is staged to help students make the transition from primary to secondary school
- Home room groups are used as teaching groups in early middle school
- Class timetables, room and staff allocations are used to minimise the number of teacher and classroom changes that students need to make at the start of middle school

BENEFITS OF WORKING IN THIS WAY:

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students' needs and interests
- Stages the transition from primary to middle school

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Maintains a strong central student-teacher relationship
- Increases relationship stability and security
- Helps increase student attendance, retention and completion
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:

MANAGING PARENT AND STUDENT EXPECTATIONS WHEN WORKING WITH A REDUCED SUBJECT OFFERING

POSSIBLE RESPONSES:

- Be proactive in explaining the basis for deferring the transition to a traditional split, subject-based class structure and reduced subject offering (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options)
- Highlight the benefits for students
- Note that extension learning options will be made available for students that have mastered material so that parents can be confident that their child will be appropriately extended
- Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns
- Use extra-curricular program to provide students with access to additional/varied learning experiences

POTENTIAL CHALLENGES:**MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS****POSSIBLE RESPONSES:**

- Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared to teach in that way
- If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that
- Highlight the benefits for students and staff
- Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met
- Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development

TOOLS:

School Diagnostic - Staged transition to split, subject based class structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Transition Management

3.2.8

BALANCING THEORY & PRACTICE BASED CURRICULUM & TEACHING APPROACHES

What Research indicates that students often struggle to engage at school and to learn when what is being taught is not sufficiently practical or grounded in students' pre-existing experience and knowledge base.

To help students to engage at school, schools need to provide students with subjects and curriculum that resonate with their interests and provide a real life context for learning.

Because of that, schools working with low SES and NESB students put particular focus on making sure that they contextualise what they do, and get the balance between theory and practice right, both in terms of the mix of subjects that they include in their curriculum and the teaching approaches that they use to link what they teach to students' existing knowledge base, experience and interests.

How Schools adopting a holistic education model usually structure their curriculum to include a mix of practical skill based subjects as well as theory based subjects. They take every opportunity to:

- Use practical skill based subjects - to build students' core reading, writing, language and numeracy skills and to reinforce learning from other theory based subjects and
- Build practical activities into theory based subjects - to help engage students and contextualise learning.

At middle school level, schools often consciously structure their curriculum so that students take a mix of both theory based and practical subjects. Some schools actually require students to include at least one practical (or vocationally) based subject in Year 10 so that students have the opportunity to explore different modes of learning and can start to draw connections between school and life outside of school.

At senior school level, subject options are usually structured so that students do not have to choose between an academic or vocational stream but can take a blend of subjects.

Students often struggle to engage at school where the curriculum:

- Does not take into account students' lived experience
- Is not sufficiently practical or relevant to students' day to day life
 - Does not draw on the students' pre-existing experience and knowledge base
 - Does not align with students' goals and aspirations
 - Does not take into account local job opportunities or provide clear linkages from school to vocational education and training (VET), higher education and employment.⁴⁸

Where curriculum does not take those things into account students often find it difficult to connect what they are learning at school with their day to day experience. They find it difficult to identify "pegs" off which to hook/frame their learning or see the relevance of what they are learning to their life outside of, or after, school.

⁴⁸ MCEETYA 2006, p.21.

School-based traineeship programs

At senior school level, schools usually provide access to school-based traineeship programs. They also often tend to offer a broader range of vocational subject options in Years 11 and 12 than more traditional mainstream schools. They often collaborate with local technical and further education (TAFE) and registered training organisations (RTOs) to be able to do that. Some schools use the same approach to extend their academic offering as well (eg. business management, accounting).

In some cases, schools will get the training provider to run a program at the school; in others they will arrange for students to participate in an external course.

School-based enterprise activity

Some schools set up or utilise enterprise-based activities on site through which to deliver training (eg. canteen, handyman, yard maintenance and landscaping services). Linking vocational training into “real time” activities in that way allows them to provide students with exposure to what it is like to be in a workplace environment while still allowing students to access the personal and learning supports that they need to make the transition from school to work.

Managing knock on timetabling effects

Partnering with external training providers in this way has timetabling implications.

The timetable may need to be structured to provide blocks of time when students can attend external (eg. TAFE) classes. In some cases schools will be able to negotiate with the provider so classes can be run at set times (eg. on a given day or afternoon or morning block) so that they can timetable elective classes or extra-curricular activities against those times. In other cases they may be run as after school or holiday programs to minimise the time that students might miss from other classes.

In some cases it is not possible to do that. In those cases the school needs to make provision to allow the student to catch up on the missed time. They can do that in a number of ways, by:

- Running “make up” classes after school (eg. as part of an after school homework program)
- Requiring students to use “study” periods or allowing students to take a reduced subject load so that they can participate in “make up” classes during school time either with their subject teacher or through an intensive learning lab and/or
- Providing students with one on one or small group tutoring during or out of school hours.

Schools often use a mix of these approaches. They make sure, however, that they have a structured plan in place to support students to cover any material that they might miss. This is important because otherwise it ends up being the students who are often least well positioned to cover gaps in instruction who are left to do that on their own.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The curriculum includes an appropriate mix of practical and theoretical subjects in middle and senior school
- Practical skill based subjects are used to build reading, writing, language and numeracy skills and to reinforce learning from other theory based subjects
- Practical activities are built into theory based subjects to help engage students and contextualise learning
- A broad range of both academic and vocational subject options is offered in Years 11 and 12 (including access to a range of school-based traineeship programs)
- The curriculum and timetable are structured so that students are able to take a blend of subjects and are not required to choose between an academic or a vocational stream
- An effort is made to structure the timetable so that students taking external traineeship/TAFE courses miss a minimum amount of time from other classes
- TAFE students are supported to “catch up” on any class time that they miss as a result of their involvement in external classes (eg. by running “make up” classes after school, requiring students to use “study” periods or allowing students to take a reduced subject load so that they can participate in “make up” classes during school time and/or providing students with one on one or small group tutoring during or out of school hours)

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Provides access to a range of learning options
- Provides a practical context for student learning
- Improves students’ ability to engage with the curriculum

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps support students’ vocational development
- Helps students to make a successful transition to post-school study and/or work

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHING STAFF IN THEORY BASED SUBJECTS TO INCORPORATE PRACTICAL/HANDS ON ACTIVITIES IN THEIR STANDARD TEACHING PRACTICE</p>	<ul style="list-style-type: none"> • Set a clear expectation that teaching staff will use practical and hands on activities to help engage students and support learning in both vocational and academic subjects • Be proactive in explaining the basis for using practical/hands on activities to contextualise materials, engage students and support learning • Make sure that staff have a common understanding of what incorporating practical/hands on activity looks like • Highlight the benefits for students and staff • Provide staff with support and training to design integrated instruction/teaching plans • Provide planning tools and resources to help staff to plan and run classes using practical, hands on teaching/learning activities (including planning templates, example class plans and teaching/learning activities) • Use professional teaching/learning teams to help staff to develop class plans and teaching strategies • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies) • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Use professional supervision to help staff reflect on and improve their planning and instruction practices
<p>ESTABLISHING CONSTRUCTIVE RELATIONSHIPS WITH LOCAL TAFE AND RTO PROVIDERS</p>	<ul style="list-style-type: none"> • Invest time building a collaborative relationship with local TAFE and TAFE outreach services and other local registered training providers (RTOs), including local not for profit/ community services organisations that have been registered as accredited training providers • Look to develop those relationships both as a way of providing school-based training/traineeship programs and developing pathways for students from school into further study

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>COORDINATING WITH LOCAL TAFE PROVIDERS TO RUN VOCATIONAL PROGRAMS AT TIMES THAT WILL FIT IN WITH THE SCHOOL TIMETABLE</p>	<ul style="list-style-type: none"> • Look for opportunities to run TAFE/RTO training programs in consolidated blocks of time during school hours either on or off the school site so that it is easier to timetable in those activities as if they were standard subject blocks • If it is not possible to run courses in that way during school hours then look for opportunities to run programs as out of hours or as holiday programs
<p>MAKING UP MISSED CLASS TIME</p>	<ul style="list-style-type: none"> • Where students miss out on standard class time through their involvement in third party programs build in ways for students to “make up” lost time by: <ul style="list-style-type: none"> - Running “make up” classes after school (eg. as part of an after school/homework support program) - Requiring students to use “study” periods and/or allowing students to take a reduced subject load so that they can participate in “make up” classes during school time either with their subject teacher or through a learning lab and/or - Providing students with one on one or small group tutoring during or out of school hours
<p>MANAGING VOCATIONAL STAFF TIMETABLES TO ALLOW STAFF TO MEET ONGOING REGISTRATION REQUIREMENTS (IE. WHERE THEY NEED TO COMPLETE A CERTAIN AMOUNT OF WORK IN THEIR TEACHING AREA EACH YEAR)</p>	<ul style="list-style-type: none"> • Employ vocational teaching staff part time, so that they can complete their trade registration requirements outside of their teaching hours • Employ staff to undertake trade work on the school site outside of their teaching role (eg. where they are working in landscaping, yard maintenance or construction areas) • Arrange for staff to undertake employed work at the same time that students undertake work placements

TOOLS:

 School Diagnostic - Practical & theoretical subject mix

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Providing a Strong Careers/Vocational Development & Post-school Transition Program

3.2.9

PROVIDING A STRONG CAREERS/VOCATIONAL DEVELOPMENT & POST-SCHOOL TRANSITION PROGRAM

What Where students come from families with backgrounds of cross-generational unemployment just helping students to draw the connection between school and work is often not enough. Schools often need to help students to build a different understanding of the options that exist for them after school and build the knowledge and skills that they need not only to engage and learn at school, but also to make the transition from school to work and negotiate a workplace environment.

Because of that, schools adopting a holistic education model put particular focus on making sure that they help students to identify what they want to do after school and support them to make the transition from school into further study or work.

How They usually run a structured careers/vocational development program to do that. They also often go one step further and provide structured transition to work programs to help students make the step from school into further study and work.

The most effective schools treat their careers/vocational development and post-school transition support programs as if they are a discrete subject area and coordinate it as part of the standard curriculum planning and management process with a dedicated staff member being employed/allocated to design and coordinate the program.

Curricular and extra-curricular activities are scheduled as part of the standard timetabling process.

Because there is often a lot of administrative work associated with running programs of that type, schools often allocate a member of the office administration team to do that work to free up the coordinator's time to work on the more substantive aspects of the program.

Careers/vocational development program

Schools at upper primary, middle and senior school levels usually incorporate a strong careers/vocational development program into their curriculum to help students to link what they are learning with day to day life outside of, and after, school. They often do that by including the program as part of a broader student development subject (incorporating social and emotional learning skills, health, wellbeing, life skills and vocational development areas) or by running it as part of a structured extra-curricular program.

In either case, schools include their careers/vocational development programming as part of their standard curriculum planning and timetabling process.

Programs are designed to help students to:

- Draw the connection between school and work
- Build a positive attitude toward learning and employment
- Get exposure to different industry and career options
- Identify their vocational interests and preferences
- Obtain exposure to workplace environments
- Get access to work experience and part time employment
- Develop work readiness and vocational skills and
- Plan for and manage the transition from school to further study or work.

They often include a mix of:

- Guest speaker sessions
- Alumni visits
- Site visits and study tours to different workplaces and industries
- Local TAFE and tertiary institution open days and site visits
- Personal reflection, research, goal setting and planning activities
- Resume preparation
- Interview training
- Course and job selection and application writing and
- Work experience.

The most effective schools use the curriculum planning process to identify opportunities to link vocational development program activities into learning activities in other subject areas so that they can reinforce the connection between what students are learning at school with day to day life outside of, and after, school.

At higher year levels, in addition to providing work experience programs, some schools actively

liaise with local employers or job services providers to help students to access part time employment outside of school hours. In some cases this will extend to schools helping students to get to work after school, or to school from work in the morning if they are working before school.

Post-school transition programming & support

Schools adopting a holistic education model work hard to make sure that graduating students do not “fall over” when they leave school.

They work proactively with students prior to the completion of school to help them to plan for what they will do when they finish school as part of the core careers/vocational development program. As part of that process they often provide one on one support to help students register with appropriate employment services, apply for work and/or enrol in further study.

Once students have received their tertiary entrance scores or senior school certificate, staff will often continue to work with graduating students through both formal and informal alumni support structures to help them to access further education and training and/or link them into appropriate job placement services.

Where students have completed Year 12 but they have not been successful in meeting pre-requisites for post-school study, some schools will run, or help their students to access and complete, bridging courses so that they can meet those requirements. They do that in different ways, most often by providing/helping students to access tutoring with appropriately qualified volunteer tutors or staff, often on the school site.

Some schools also run, or help their students to access, additional post-school training or supported transition to work programs. For example, some schools run an extended vocational education and training (VET) program that allows students to continue their vocational training (ie. complete their certificate) at school after they have completed Year 12.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school provides a strong careers/vocational development and post-school transition program to help students move from school into further study/work
- The school employs/allocates a dedicated staff member to design and coordinate the careers/vocational development and post-school transition support program (ie. it is treated as a discrete subject area and is coordinated as part of the standard curriculum planning and management process)
- The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running careers/vocational development and post-school transition support activities
- Curricular and extra-curricular activities are appropriately coordinated to form an integrated program
- Career development activities are embedded/linked into the core curriculum to help students draw the link between what they are learning at school and employment/work
- A well-developed work experience program is used to provide students with exposure to what it is like to be in a workplace/work
- The school supports students to access part-time employment outside of school hours and/or helps them access local job services providers that can help them do that as part of its careers/vocational development program
- The school helps students to register with employment services, apply for work and/or enrol in further study as part of its transition support program
- The school runs an active alumni program
- Formal and informal alumni support structures are used to help graduated students access further education and training and/or link into appropriate employment services after completing school

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Provides access to a range of learning options
- Provides a practical context for student learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Helps students to develop a positive sense of self, potential and future
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps support students' vocational development
- Helps students to make a successful transition to post-school study and/or work

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>COORDINATING CAREERS/ VOCATIONAL DEVELOPMENT AND POST-SCHOOL TRANSITION PROGRAMS</p>	<ul style="list-style-type: none"> • Manage careers/vocational development and post-school transition programs as a formal curriculum area (either in its own right or as part of the school’s broader extra-curricular program) • Appoint a faculty/subject head to coordinate both curricular and extra-curricular program components • Establish a cross-functional/collaborative planning team to support that curriculum planning process including representatives from each year level and faculty area • Encourage all teaching staff to input into the planning process and identify opportunities to link vocational development activity into course curriculum
<p>STAFFING VOCATIONAL DEVELOPMENT AND POST-SCHOOL TRANSITION PROGRAMS</p>	<ul style="list-style-type: none"> • Employ/allocate a dedicated staff member to coordinate careers/vocational development and post-school transition program activity • Allocate a member of the office administration team to support the program coordinator by taking responsibility for administrative work associated with running the program • Collaborate with local community organisations running vocational development, work placement and employment programs to support the delivery of these activities
<p>FUNDING VOCATIONAL DEVELOPMENT AND POST-SCHOOL TRANSITION PROGRAM ACTIVITY</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with other schools in the area to jointly cover the cost of careers/vocational development and/or post-transition support staff and then have those staff work on a rotating basis across the contributing schools • Partner with local community organisations to help deliver and fund program activities

TOOLS:



Tool - Vocational development program diagnostic

School Diagnostic - Vocational development & post-school transition support

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning Process
- Staffing Structure
- Balancing Theory & Practice Based Curriculum & Teaching Approaches

TOOL - VOCATIONAL DEVELOPMENT PROGRAM DIAGNOSTIC (STAGES OF EXCELLENCE)⁴⁹

This tool can be used to assess how well developed the school's careers/vocational development program is and can be used to identify areas for potential development.

Please read through each parameter on the following stages of excellence table and mark where you think your school sits in relation to each one based on your overall careers/vocational development program. If you do not have enough information to assess your school's status against a parameter leave it blank.

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL FOCUS	PRIORITY PLACED ON CAREERS/ VOCATIONAL EDUCATION	School does not place importance on careers/vocational education activity	School places some importance on careers/vocational education activity Activity is treated as an extra-curricular activity	School places priority on careers/vocational education activity Activity is still predominantly treated as an extra-curricular activity	School places priority on careers/vocational education activity Activity is viewed as part of general curriculum/core activity	School places a high priority on careers/vocational education activity Activity is viewed as an important part of general curriculum and wherever possible is incorporated in day to day learning activities
	BREADTH OF TARGET GROUP	NA (because it is the same as Basic)	Viewed as being relevant only to 'vocational stream' students	Viewed as being relevant predominantly to 'vocational stream' students	Viewed as being relevant to 'academic and vocational stream' students	NA (because it is the same as Advanced)
	SCHOOLS GOING THROUGH TO YEAR 10	NA (because it is the same as Basic)	Targeted at Year 10	Targeted at Years 9 - 10	Targeted at Years 7/8 - 10	Targeted from late primary/commencement of secondary through to Year 10
	SCHOOLS GOING THROUGH TO YEAR 12	NA (because it is the same as Basic)	Targeted at Year 12	Targeted at Years 11 - 12	Targeted at Years 9 - 12	Targeted from late primary/commencement of secondary through to Year 12

⁴⁹ Tool developed by Social Ventures Australia and Regina Hill Effective Consulting Pty Ltd as part of the Future Builders Project.

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL FOCUS	FOCUS OF PROGRAM OFFERING	Careers/vocational program is focused mainly on exposing students to career options (ie. meets minimum work experience requirements but does not go beyond that)	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals	Careers/vocation program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan and to develop skills/access information to help them to action that plan	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan, develop skills/access information to help them to action that plan and actively broker student retention or enrolment in training, tertiary education and/or employment for high need students
	ALIGNMENT WITH STUDENT NEEDS	NA (because it is the same as Basic)	Generic careers/vocational education activities offered (ie. activities are not varied from year to year based on particular student group)	Careers/vocational education activities are starting to be tailored to the specific needs of the particular student group	Careers/vocational education activities are tailored to the specific needs of the particular student group	Careers/vocational education activities are tailored to the specific needs of the individual student(s)
	PRACTICAL ORIENTATION	Focus on school based activities, workplace based activities limited to standard work experience program No focus on practical/hands on activities	Predominantly school based activities with some workplace based activities undertaken in addition to standard work experience program on an ad hoc basis Limited focus on practical/hands on activities	Predominantly school based activities with a some workplace based activities undertaken in addition to standard work experience as part of standard careers/vocational program Practical/hands on activities included in standard careers/vocational program but limited to 'vocational stream' students	Dual focus on school and workplace based activities including a range of workplace site visits, industry seminars and tours as well as work experience Practical/hands on activities included in standard careers/vocational program	High proportion of industry and employer workplace based activities included in standard careers/vocational program Highly practical/hands on focus with most activities having a practical element
IMPLEMENTATION	LEVEL OF COMMUNITY/ BUSINESS INVOLVEMENT	No real community/business involvement	Community/business representatives involved in standard work experience style activities only	Community/business representatives involved in standard work experience and in the delivery of some school based activities	Community/business representatives involved in the delivery of most career program activities	Community/business representatives involved in the delivery of most career/vocational program activities with some involvement in the conception and design of careers/vocational program activities

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL LEADERSHIP	SCHOOL LEADERSHIP OWNERSHIP/ COMMITMENT	School leadership does not take ownership of or demonstrate commitment to, careers/ vocational program, does not attend/support careers program activities, does not place priority on careers/vocational education, drive staff buy in or build (or support others in the school to build) buy in from local community and business representatives	School leadership takes limited ownership of and demonstrates limited commitment to, careers/ vocational program, invests limited time in attending/ supporting careers/vocational program activities but still does not place priority on building staff, community or business buy in to the careers/vocational program	School leadership takes ownership of and demonstrates some commitment to the careers/vocational program, invests time in attending/ supporting careers/vocational program activities and encourages staff buy in but still does not place priority on building community or business buy in to the careers/vocational program	School leadership takes strong ownership of and demonstrates commitment to the careers/ vocational program, invests time in attending/supporting careers/vocational program activities and encourages staff buy in, works (or supports others in the school) to build community or business buy in to the careers/vocational program	School leadership takes very strong ownership of and demonstrates strong commitment to the careers/ vocational program, works to build a school culture that places priority on careers/ vocational education, drives staff buy in and builds (or supports others in the school to build) buy in from local community and business representatives
	PROGRAM STAFFING	DEDICATED PROGRAM RESOURCING	No staff/staff time allocated to coordinate careers/ vocational program activity as a consolidated program Resourcing allocated on an ad hoc basis	Teaching staff are allocated to coordinate the careers/ vocational program in addition to their standard teaching load Resourcing is only sufficient to meet the most basic program coordination and delivery requirements	Dedicated careers/vocational program coordinator allocated to coordinate the careers program (ie. careers and/or teaching staff time is allocated to support careers/vocational program) Resourcing is sufficient to meet program coordination and delivery requirements	Dedicated careers/vocational program coordinator/team allocated to coordinate the careers program (ie. careers and/or teaching staff time is allocated to support careers program) Resourcing is sufficient to meet program coordination and delivery requirements with limited additional time allocation for ongoing program development
		GENERAL STAFF BUY IN	Staff generally do not participate in the careers/vocational program activities	Some staff participate in core careers/vocational program activities	Staff generally participate in core careers/vocational program activities	Staff generally participate in a broad range of careers/ vocational program activities

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
UNDERLYING SCHOOL MANAGEMENT AND COORDINATION SYSTEMS	CURRICULUM PLANNING	No/limited formal careers/vocational program planning	Limited careers/vocational program planning, not linked to general (academic and vocational) curriculum planning	Formal careers/vocational program planning with some informal coordination between careers and general curriculum	Formal careers/vocational program planning with some formal coordination between careers and general curriculum	Structured cross-disciplinary curriculum planning used to embed careers/vocational education activities in the general curriculum
	INDIVIDUAL STUDENT CAREER PLANNING	Individual student plans not developed	Individual student plans developed but not used effectively	Individual student plans developed and used to tailor careers/vocational program components to individual student needs	Individual student plans developed and used to tailor careers/vocational program components and activities to individual student needs	Individual student plans developed and used to tailor careers/vocational program components and activities to individual student needs and actively used as a tool to support individual student's career development/post-school transition into further training, tertiary education or employment
	PARENTAL ENGAGEMENT	Parents only informed of careers/vocational program/activities when necessary to meet parental consent requirements	Parents informed of activity on an ad hoc basis	Some formal and informal communication used to keep parents informed of careers/vocational education activities	Regular formal and informal communication used to keep parents informed of careers/vocational education activities Parents actively encouraged to support/participate in program activities	Very strong formal and informal communication used to keep parents informed of careers/vocational education activities and goals Parents are fully aware of careers activities and are leveraged to support program activities
	STUDENT PARTICIPATION	No student participation in careers/vocational program design, coordination or delivery	Limited student participation in careers/vocational program coordination and delivery Participation tends to be coordinated on an ad hoc or an informal basis	Student participation in the coordination and delivery of some careers/vocational program activities Participation tends to be coordinated on an ad hoc or an informal basis	Formal structures for student participation in the coordination and delivery of some careers/vocational program activities (eg. Student Advisory Committees)	Formal structures for student participation in the design, coordination and delivery of some careers/vocational program activities
	STUDENT FEEDBACK	No formal process to obtain student feedback on careers/vocational program	Ad hoc collection of student feedback on careers/vocational program, limited use of feedback to inform program and activity design	Collection of student feedback on some careers/vocational program and/or specific program activities Informal/ad hoc process used to inform program and activity design	Collection of student feedback on most careers/vocational program and specific program activities Informal/ad hoc process used to inform program and activity design	Collection of student feedback on most careers/vocational program and specific program activities Formal process in place to inform program and activity design
Review your assessment and identify where on average your school sits on the spectrum from LIMITED - BASIC - AVERAGE - ADVANCED - EXCEPTIONAL to get your overall school assessment					OVERALL ASSESSMENT:	

3.2.10

USING EXTRA-CURRICULAR PROGRAMMING TO AUGMENT THE STANDARD CURRICULUM

What Often low SES and NESB students miss out on a lot of the additional supports and out of school activities that students from higher SES backgrounds take for granted.

Research indicates that low SES and NESB students often participate in fewer organised out of school activities than students from more advantaged backgrounds. As a result, they miss out on important formal and informal learning experiences.⁵⁰

Low SES and NESB students' home learning environment is also often not set up as well as that of higher SES students and so can make it harder for them to study at home. They often don't have access to as many resources as higher SES students and their parents often are not available or able to help them with their homework.

Because of that, schools adopting a holistic education model often run a range of activities in addition to the standard curriculum both during and after school to try to counterbalance the reduced opportunities that their students have to access out of school support and informal learning and development activities.

How School often provide a range of activities including:

EXTRA-CURRICULAR PROGRAMS	DESIGNED TO COMPLEMENT THE CURRICULUM AND PROVIDE ADDITIONAL OPPORTUNITIES FOR STUDENTS TO LEARN IN A FUN (AND OFTEN INFORMAL) LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Personal development and leadership• Vocational development• Health• Problem prevention• Sport• Arts and cultural programs
SCAFFOLDING PROGRAMS	DESIGNED TO PROVIDE ADDITIONAL TIME FOR (RE)TEACHING AND PRACTICE	<ul style="list-style-type: none">• After school homework clubs• Learning intensives• Make up classes
EXTENSION PROGRAMS	DESIGNED TO PROVIDE ADDITIONAL TIME TO EXTEND ADVANCED STUDENTS	<ul style="list-style-type: none">• Accelerated learning and extension programs, for example science club or tournament of minds

⁵⁰ Hirsch 2007., p.6.

Schools will often provide or partner with another organisation to provide after school care programs that incorporate a range of sporting, cultural and homework club activities.

In middle and senior school, schools will often set aside one afternoon a week during school time to run extra-curricular programs. That time will usually be used to run a mix of personal development and leadership, vocational development, health, problem prevention, sport, arts and cultural programs. Those activities are usually planned and scheduled as part of the standard curriculum planning and timetabling process.

In addition to those programs, schools will often run or partner with local community organisations to run a staffed homework support and after

school activity program three (3) or four (4) days a week. Some schools link participation in their after school activity program with their homework support programs, requiring students who want to participate in after school activities to participate in the homework support program.

Some schools also provide accelerated learning classes for advanced students that are run in parallel with the homework program.

Where before/after school programs are offered, schools usually provide breakfast/afternoon tea/dinner and make sure that students have access to transport to/from the program. Often that will involve making sure that a late bus service is available for students.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses extra-curricular activity and after hours programs to augment their standard curriculum and extend learning time
- The school employs/allocates a dedicated staff member to design and coordinate the extra-curricular program (ie. it is treated as a discrete subject area and is coordinated as part of the standard curriculum planning and management process)
- The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular activities
- A range of extra-curricular activities are provided to extend students' skills and provide access to sporting, cultural and community based activities
- Where appropriate extra-curricular activities are coordinated with the standard curriculum to augment/complement student learning and development
- The school provides/partners with local service providers to run after school homework support and extension learning activities
- The school schedules extra-curricular activities so that students can access transport/helps students to access transport so that they can participate in before/after school activities

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Provides access to a range of learning options
- Provides a practical context for student learning
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Provides additional learning time before/during/after school

STUDENT ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps increase student attendance, retention and completion
- Supports students' personal and academic development
- Helps strengthen peer relationships

POTENTIAL CHALLENGES:

POSSIBLE RESPONSES:

COORDINATING EXTRA- CURRICULAR PROGRAM

- Manage extra-curricular program as a formal curriculum area
- Appoint a faculty/subject head to coordinate program
- Establish a cross-functional/collaborative planning team to support that curriculum planning process including representatives from each year level and faculty area and wellbeing and support staff
- Encourage all teaching staff to input into the planning process and identify opportunities to use extra-curricular activity to augment course curriculum and support student learning and development


STAFFING EXTRA- CURRICULAR PROGRAM

- Employ/allocate a dedicated staff member to coordinate extra-curricular program activity
- Allocate a member of the office administration team to support the program coordinator by taking responsibility for administrative work associated with running the program
- Collaborate with local community organisations to support the delivery of extra-curricular activities

FUNDING EXTRA- CURRICULAR PROGRAM ACTIVITY

- Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)
- Partner with other schools in the area/other local community organisations to run and/or share the cost of extra-curricular programs/activities

TOOLS:

 School Diagnostic - Extra-curricular program

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning Process
- Staffing Structure

3.3

STUDENT PERFORMANCE DATA MANAGEMENT & MINING

What In order to match curriculum and instruction to student needs schools have to understand what their students already know and can do, and what they are having trouble with.

Schools adopting a holistic education model put particular focus on making sure that they have data collection and management processes in place that allow staff to monitor student performance and identify:

- Any gaps in learning that are likely to prevent them from being able to master more complex concepts and skills and
- Opportunities to extend more advanced or gifted students.

How They often use a structured, school-wide data management process to coordinate the collection, collation, analysis and reporting of student data. They structure their staffing and operations to support that in a number of ways:

STAFFING

- Employ/allocate dedicated staff to coordinate student data collection and management
- Set up a central “data team” made up of a mix of management, teaching, administrative support and IT staff to:
 - Collate and analyse overall student performance data as part of the annual mid and end/start of year curriculum planning process
 - Develop standardised data collection, collation, analysis and reporting templates that can be used by staff to assess student performance and inform instructional planning and
 - Work with professional teaching/learning teams to help them (learn how to) analyse student performance data and use it to inform their teaching

STUDENT DATA COLLECTION AND MANAGEMENT

- Put in place centrally coordinated data collation, analysis and reporting processes to monitor student performance and inform curriculum planning and instruction
- Provide staff with standardised tools to track and analyse student data
- Utilise government systems to access student data (including NAPLAN⁵¹, school and higher school certificate data)

⁵¹ National Assessment Program Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. www.nap.edu.au

STUDENT PLANNING TRANSITION PLANNING AND MANAGEMENT	<ul style="list-style-type: none"> • Use student planning and transition management processes to collate and share information about student performance, learning needs, learning preferences/styles and interests
STANDARDISED TESTING	<ul style="list-style-type: none"> • Use standardised testing at the start of each year to assess student performance and progress against key skill areas (eg. reading, writing, language including spelling, grammar and punctuation, and numeracy) at an individual and cohort level to identify/confirm key learning gaps and learning/performance trends • Use NAPLAN and other benchmark testing in a similar way
STUDENT ASSESSMENT	<ul style="list-style-type: none"> • Pre-test students where appropriate to check for understanding at the start of each unit/topic area • Use regular and frequent formative and summative assessment to monitor student progress • Use standardised capability rubrics and grading grids to track and assess student performance
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams to build data analysis into ongoing instructional/class planning and review processes • Use data to help diagnose learning gaps and inform teaching strategies
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Provide teachers with support and training to help them improve their assessment and data collation, analysis and review processes and skills

Fundamentally the quantitative analysis that schools need to do to assess student performance is not complex. In most cases it requires schools to use basic mathematics and segmentation analysis to group students based on performance overall or against particular skill areas and identify patterns and trends in what students do/do not understand so that curriculum and teaching strategies can be tailored to meet the needs of different students/student groups. In many ways, it is getting the right systems and processes in place for collecting and collating data so that it can be used for analysis that tends to be more difficult.

The most effective schools have strong data management and review processes to help deal with that. They:

DATA COLLECTION AND MANAGEMENT SYSTEMS	<ul style="list-style-type: none"> Put in place data collection and management systems to collect and collate student data in a way that allows school management and teaching staff to access and use data easily at a classroom, cohort and/or whole of school level
DATA MINING TOOLS	<ul style="list-style-type: none"> Provide teaching staff with processes and tools that help them to analyse student performance data, diagnose students' learning needs/gaps and develop teaching strategies to respond to them
TRAINING AND SUPPORT	<ul style="list-style-type: none"> Provide training and support to help staff learn how to use the above systems and tools and to analyse student performance data to inform their teaching

Data management

Good student data management starts with schools and teaching staff being clear about:

1	What they want to understand
2	What analysis they need to be able to do to understand that
3	What data they need to conduct that analysis
4	What format they need the data to be in to be able to analyse it easily
5	What sort of data management and reporting system they need to collate, store, analyse and report on the data effectively at a classroom, cohort and whole of school level

In setting up a central data management system, schools usually start by working through the above questions step by step. In many cases they will set up a staff working group to do that. That group will usually start by:

BRAINSTORMING	<ul style="list-style-type: none"> Brainstorming what they want to understand about the student group and their performance and working through the analysis and data that they will need to do that
DATA MAPPING	<ul style="list-style-type: none"> Taking an inventory of what data the school already collects and how it is currently collected, collated and stored
GAP ANALYSIS	<ul style="list-style-type: none"> Identifying any gaps between the data that they need and what they currently collect and developing plans for how to close those gaps
IT SYSTEM ANALYSIS	<ul style="list-style-type: none"> Analysing the school's existing data collection and storage systems to see how well they support the central collation and analysis of student data

Having done that the school will usually develop a plan to set up a central data management system to collate and analyse student data. Different schools use different systems to do that. Some use basic Excel databases; others use tailored educational or statistical software. Because the design of data management systems is an area that requires specific expertise, it is often useful/important for schools to get expert input when setting up their data management system. It can be particularly useful for schools to look at/draw on existing systems that are being used by other schools when reviewing their data management systems as a way of seeing how things can be done/done differently to collect, collate and analyse data.

Setting up a standardised electronic system for recording student data makes it much easier for schools to use and analyse that data. It makes data more accessible and easier to analyse at an individual class level and allows data to be "rolled up" and analysed on a year level or whole of school level much more easily.

Most schools employ/allocate a dedicated staff member (often the curriculum manager) to coordinate the central collation and analysis of student performance data as part of the annual curriculum planning process.

Accountability for the set up and management of the central student data management system usually sits with that staff member. Day to day responsibility for keeping student data updated sits with the relevant year level and faculty

heads and teaching staff. General management of the database (to check for compliance etc.) is usually undertaken by a designated member of the office administration staff. Allocating roles and responsibilities in this way means that there is a single, senior staff member accountable for the overall oversight and operation of the system while still ensuring that relevant teaching staff have responsibility for making sure that student data is appropriately recorded and stored. Using administrative staff to check that data is being correctly entered helps free up senior staff time to focus on more substantive issues.

The most effective schools also make extensive use of government based data collation and analysis systems such as the SMART system in NSW that allows schools to access and analyse NAPLAN, school and higher certificate data.

Helping teaching staff to move from traditional paper-based record keeping systems to electronic ones can take time and usually needs to be managed in a planned and pro-active way. Some schools have found that it is useful to take a staged approach when implementing an electronic system so that teaching staff can be supported in making the change and shown the benefits of adopting that system.

Data analysis

Schools usually analyse student data at three levels:

Table - Data analysis

	1. OVERALL STUDENT POPULATION	2. SUB-POPULATION/COHORT	3. INDIVIDUAL STUDENT
WHAT	<ul style="list-style-type: none"> Review the performance of the overall student population on a year level by year level basis and identify trends/gaps in performance within each year level and from year level to year level 	<ul style="list-style-type: none"> Review the learning and performance profile of a particular year level/subject group in more detail to understand the specific learning needs of that group 	<ul style="list-style-type: none"> Review the learning and performance profile of a particular student to understand their specific learning needs
WHY	<ul style="list-style-type: none"> Understand the performance profile of the student population and identify how students are tracking overall and within key learning areas both within and across year levels Inform what subjects should be offered, how classes should be structured and staff resources allocated Identify areas that need to be focused on to address any critical learning gaps or provide extension opportunities for students Set whole of school and cohort based learning improvement targets Identify potential areas for cross-curriculum integration/coordination 	<ul style="list-style-type: none"> Understand the performance and learning profile of the student group, including: <ul style="list-style-type: none"> Aptitude/ability levels across the group Learning preferences/styles Whether or not there are any students with special learning needs Inform course curriculum and instructional/class plans Identify content/skill/process areas that need to be focused on to address any critical learning gaps or provide extension opportunities for students Set whole of year level/cohort based learning improvement targets Identify potential areas for cross-curriculum integration/coordination 	<ul style="list-style-type: none"> Understand the performance and learning profile of the student, including: <ul style="list-style-type: none"> Aptitude/ability levels Learning preferences/styles Whether the student has any special learning needs Inform individual learning/instructional support plans Identify content/skill/process areas that need to be focused on to address any critical learning gaps or provide extension opportunities for the student Set individual learning improvement targets
WHEN	<ul style="list-style-type: none"> Mid and end/start of year as part of the annual curriculum planning process 	<ul style="list-style-type: none"> Mid and end/start of year as part of the annual curriculum planning process Ongoing review of cohort performance as part of regular professional teaching/learning team review and moderation process 	<ul style="list-style-type: none"> Ongoing review of the student's performance as part of regular professional teaching/learning team review and moderation process
WHO	<ul style="list-style-type: none"> Mid/end or year process coordinated by curriculum management staff and contributed to by general teaching staff 	<ul style="list-style-type: none"> Mid/end of year process coordinated by curriculum management staff and contributed to by general teaching staff Professional teaching/learning team review process coordinated by team leader and actioned by participating staff 	<ul style="list-style-type: none"> Professional teaching/learning team review process coordinated by team leader and actioned by participating staff
HOW	<ul style="list-style-type: none"> Use government provided NAPLAN and school and higher school certificate data and analytical systems to identify performance trends/gaps Collate and analyse student report results to assess performance trends/gaps 	<ul style="list-style-type: none"> Use government provided NAPLAN and school and higher school certificate data and analytical systems to identify performance trends/gaps Collate and analyse student report results to assess performance trends/gaps Collate and analyse regular formative and summative assessment results 	<ul style="list-style-type: none"> Use government provided NAPLAN and school and higher school certificate data and analytical systems to identify performance trends/gaps Collate and analyse student report results to assess performance trends/gaps Collate and analyse regular formative and summative assessment results

Data teams

Schools often set up a central “data team” headed by the curriculum manager (or relevant data management coordinator) and including a mix of management, teaching, administrative support and IT staff. That team works together to:

- Collate and analyse overall student performance data as part of the annual mid and end/start of year planning process
- Develop standardised data collection, collation, analysis and reporting templates that can be used by staff to assess student performance and inform instructional planning and
- Work with teaching staff (often through their professional teaching/learning teams) to help them (learn how to) analyse student performance data and use it to inform their teaching.


The time that staff commit to central data team activity is often offset against other administrative responsibilities (eg. supervision periods, involvement in after school activities).

The central data team usually takes the lead role in analysing and documenting student performance data and trends to inform the annual curriculum planning process. They use basic segmentation analysis to group students based on performance overall and against essential content and skill areas and to identify trends in performance within and across subjects and year levels.

Often schools will use standard data collation and analysis tools to do that. For example, some schools use Excel based spreadsheeting tools to collate student performance data against specific skill areas and use that to look for patterns in student performance based on which students are working above, at or below target level across which skill areas.

Figure - Example spreadsheeting tool

		EASIEST ←————→ HARDEST				
		SKILL A	SKILL B	SKILL C	SKILL D	SKILL E...
STRONGEST ↑ ↓ WEAKEST	Matthew	Green	Green	Green	Green	Red
	Ann	Green	Green	Light Green	Light Green	Red
	Thomas	Light Green	Light Green	Red	Red	Red

 Above target level

 At target level

 Below target level

List performance scores and colour code cells based on whether above, at or below target level.

Sometimes schools will hire an analyst on a short term contract basis to help with this work as part of the mid-year and end/start of year planning process (eg. some schools advertise at local universities for statistics students who are interested in part time/casual work to help them do this). In other cases they may draw on staff with strong analytical skills to assist (eg. staff accustomed to analysing and charting data from finance or teaching staff with those skills).

Year level/subject based professional teaching/learning teams are usually responsible for

analysing day to day trends in student performance for the purpose of informing teaching/class planning activities on an ongoing basis through the year.

The most effective schools recognise that data analysis is something that some teaching staff are less familiar/comfortable with and so they “build in” processes to help staff (learn how to) analyse student performance data and use it to inform their class planning and teaching strategies. Often schools will allocate members of the central data team to work with specific professional teaching/

learning teams to help them (learn how) to analyse and use their student performance data to diagnose specific learning gaps/issues and develop teaching strategies to respond to them.

The most effective schools usually:

- Provide specific training for staff to help them to understand how data can be used to inform their teaching/class planning
- Provide/work with teaching staff to develop standardised data collection and analysis tools that help them collate and analyse data easily
- Regularly set aside time as part of their standard meeting schedule to allow staff to participate in group analysis activities
- Structure professional teaching/learning team meetings to embed the review of student work and performance data in the day to day class planning process and
- Train and allocate data team members/coaches to work with professional teaching/learning teams to help them (learn how) to analyse student performance data.

Data analysis tools & processes

The most effective schools provide staff/professional teaching/learning teams with clear guidelines and/or put in place a structured data review process to help staff to use the student data that is available to them to diagnose learning needs/gaps and develop teaching strategies to respond to them.

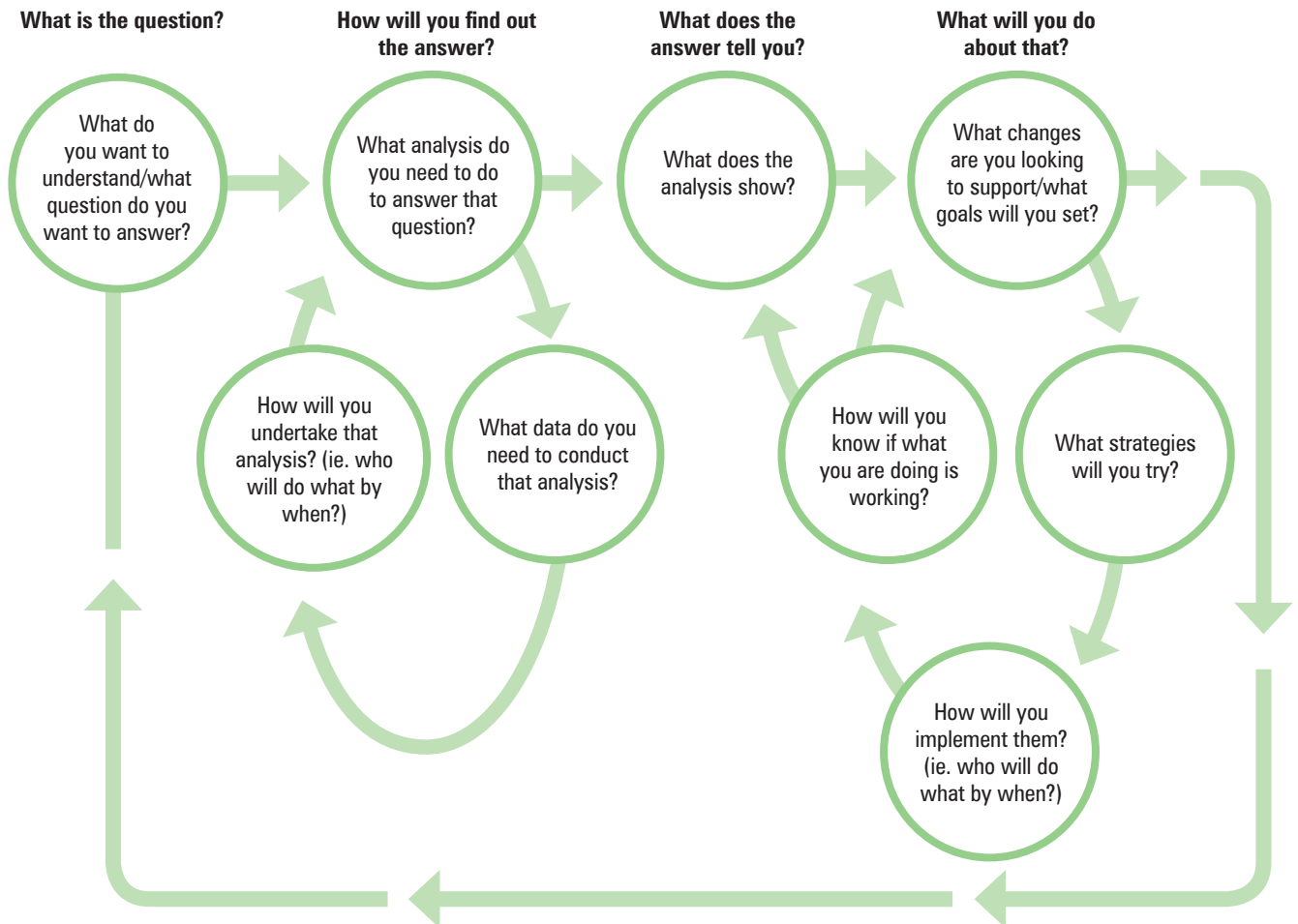
Usually that process requires staff to work through a series of steps that requires them to clearly identify what they want to understand and develop a strategy for how they will collect and use data to assess that before they start and how they will develop and evaluate teaching strategies based on what they find.

Table - Data analysis process

WHAT IS YOUR QUESTION	What do you want to understand about the students' performance? What is the specific question(s) that you want to ask?
HOW WILL YOU ANSWER IT	What analysis do you need to conduct to answer that question(s)? What data do you need to conduct that analysis? How will you conduct the analysis?
WHAT DOES THE ANSWER TELL YOU	What is the answer to the question(s) that you have asked? What does that tell you about how the students are going and what they do/don't understand? What learning needs/gaps do you need to address? What areas can you look to extend students in?
WHAT WILL YOU DO ABOUT THAT	What changes do you want to support? What goals will you set yourself? What strategies will you try to meet those goals? How will you implement those strategies? How will you know if what you are doing is working?
IS WHAT YOU ARE DOING WORKING	When you re-run the analysis do you see the changes that you are looking for? Have you met your goals?

A schematic outlining this process is provided below.

Figure - Data analysis/review cycle



Different schools manage these processes in different ways. Some schools provide teaching staff with a suite of tools to help them step through the above process and encourage them to use them as part of their regular professional teaching/learning team activities. Other schools schedule regular data review meetings (eg. fortnightly/monthly) as part of their standard calendar of after school staff meetings to provide dedicated time for staff to cycle through the above process, review different aspects of their students' performance data and develop strategies to address specific learning gaps/needs over a series of weeks.

Some schools also allocate a certain amount of student free time each semester to allow staff to participate in structured/facilitated data analysis activities (often timed to coincide with the annual curriculum planning cycle).

School leaders, year level and faculty heads often play an active role in the above data analysis sessions and use them both to get a better understanding of how the student population is performing and to signal/reinforce the importance that the school places on using data to inform and improve teaching/learning activities.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting
- The school employs/allocates a dedicated staff member to coordinate student data collection and management (eg. curriculum manager with administrative support)
- The school uses a centralised data system to collate, analyse and report on student performance at a whole of school level
- The school leverages government systems to access and analyse trends in student/student cohort performance data (including NAPLAN, school and higher school certificate data)
- The school has a central staff “data team” that supports the collection, collation and analysis of data across the school
- Teaching staff use common data collection and analysis tools that feed up into the school’s central data system to track and analyse student data
- Teaching staff use standardised/benchmark testing and common formative and summative assessment tools to assess student performance
- Teaching staff regularly review and analyse student performance data (eg. through their professional teaching/learning teams) and use it to inform their class planning and teaching
- Teaching staff use student planning and transition management processes to collate and share information about student performance, learning needs, learning preferences/styles and interests
- Staff are provided with training and support to help them use the school’s data management system
- Teachers are provided with training and support to help them to analyse student performance data and use it to inform their teaching practice

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps identify students’ individual learning and development needs
- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being “drawn to the middle” and teaching to the needs of the average student
- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Supports quality instructional/class planning and teaching

POTENTIAL CHALLENGES:






GETTING AN EFFECTIVE DATA MANAGEMENT SYSTEM IN PLACE

POSSIBLE RESPONSES:

- Run the development of an effective data management system as a strategic project
- Set up a staff working group to help identify what data needs to be collected and how it needs to be able to be used
- Look to draw on other schools’ experience/systems
- Seek specialist support to help design and set up the data management system if you do not have staff with appropriate skills in house
- Leverage qualified volunteers/casual staff to help set up the system or enter/transfer data across to the system in the set up phase

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
GETTING ON TOP OF THE DATA	<ul style="list-style-type: none"> • Employ/allocate a dedicated staff member (eg. curriculum manager) to coordinate the data collection, analysis and reporting process • Develop tools to help coordinate the collection of data across the school so that teaching staff can enter their data into an electronic system that can be accessed easily to analyse student performance • Train staff how to access and analyse data on an ongoing basis to inform student grouping, instructional/class planning and professional teaching/learning team review and moderation • Use professional teaching/learning teams to help less experienced staff or staff who are less experienced working in this way to analyse and group students
MANAGING THE WORKLOAD ASSOCIATED WITH DATA ANALYSIS	<ul style="list-style-type: none"> • Acknowledge that there is additional work involved in taking a more structured, data driven approach to curriculum/ instructional planning • Highlight the benefits for students and staff • Reinforce that it is not about starting from scratch but about building on what staff already do in collecting and reviewing student performance data • If introducing/putting focus on data develop a plan to work through the introduction of data collation and analysis processes over a 12 – 18 month period • Use professional teaching/learning teams to coordinate that activity • Focus on one or two teams first and use the work that is done in those areas to provide a template/example for other areas • Where appropriate/possible provide additional release time for teachers to get used to working in a more data driven way (eg. through the provision of additional relief teaching support or the employment of specialist staff to work with teachers to help them get used to working in that way)
FUNDING THE DEVELOPMENT OF A CENTRAL DATA SYSTEM FUNDING SPECIALIST/ CONTRACT STAFF TO SUPPORT DATA SYSTEM SET UP AND/OR DATA ANALYSIS	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)

TOOLS:

-  Tool - Defining data requirements brainstorming tool
-  Tool - Data inventory template
-  Tool - School data collection, analysis and reporting calendar
-  Tool - Example student performance data analysis spreadsheet
-  School Diagnostic - Student data management & mining

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Professional Teaching/Learning Teams
- Differentiated Instruction/Class Planning
- Individual Student Planning
- Documentation & Knowledge Management

USEFUL RESOURCES:

- Boudett, K., City, E. and Murnane, R., *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.*, Harvard Education Press., Cambridge Massachusetts., 2010.

TOOL - EXAMPLE STUDENT PERFORMANCE DATA ANALYSIS SPREADSHEET⁵²

This tool is designed to help staff to collate and analyse student performance data.

Numeracy Assessment Record.xlsx

⁵² Dallas Brooks Community Primary School

TOOL - DEFINING DATA REQUIREMENTS BRAINSTORMING TOOL

This tool is designed to help schools to identify what data they need to collect to be able to analyse student performance effectively.

Use the table below to brainstorm what you want to understand and what analysis and data you need to be able to understand that. In working through the table, make sure that you think about the different ways that you want to be able to look at the student group that you are working with and/or the factors that influence their ability to engage and learn (eg. demographics, attendance, behaviours, performance, special needs/support requirements). Be as specific as you can.

WHAT DO WE WANT TO UNDERSTAND? WHAT QUESTION DO WE WANT TO ANSWER?	WHAT DO WE NEED TO LOOK AT TO ANSWER THAT QUESTION? WHAT ANALYSIS DO WE NEED TO DO?	WHAT DATA DO WE NEED TO CONDUCT THAT ANALYSIS?

TOOL - DATA INVENTORY

This tool is designed to help schools take an inventory of what data they are/are not collecting so that they can identify any gaps in their data collection and identify ways to improve how they manage and use student performance data to inform curriculum planning and instruction.

Year Level(s):

Date:

Section A. Existing data: Identify what data you currently collect.

(You can use a combined worksheet for all year levels or have a separate one for each year level.)

TYPE	DATA SOURCE	CONTENT	DATE(S) COLLECTED	STUDENTS COVERED	WHERE DATA IS STORED	WHO CAN ACCESS IT	CURRENT USE	POTENTIAL USE
EXTERNAL ASSESSMENT								
INTERNAL ASSESSMENT								
OTHER STUDENT LEVEL DATA								

Section B. Data Gaps: Identify key data gaps.

CONTENT AREA	YEAR LEVEL							
	PREP	1	2	3	4	5	6	7...

TOOL - SCHOOL DATA COLLECTION, ANALYSIS AND REPORTING

This tool is designed to help schools plot out and communicate the steps in their annual data collection, analysis and reporting process/calendar

WHEN	WHAT AND WHO			
	DATA COLLECTION	ANALYSIS	REVIEW	OTHER
JAN	(WHAT)	(WHAT)	(WHAT)	(WHAT)
	(WHO)	(WHO)	(WHO)	(WHO)
FEB				
MAR				
APR				
MAY				
JUN				
JUL				
AUG				
SEP				
OCT				
NOV				
DEC				

3.4

DIFFERENTIATED INSTRUCTION/CLASS PLANNING

What Research indicates that well implemented differentiated instruction can significantly improve student achievement.⁵³ Differentiated instruction involves teachers adjusting teaching/learning activities (content and complexity), pacing, resources, products, support levels (scaffolding) and teaching methods to meet students' different readiness to learn, learning needs, learning preferences/styles and interests.

Developing differentiated instructional/class plans takes both time and skill. It requires teachers to take into account a number of factors, including:

- What their students need to understand and be able to do
- What they currently understand and can do
- When and how, based on their teaching experience and the profile of the student group, they are likely to need to vary their instruction to accommodate differences in student learning needs or pace
- How they will build that variation into their teaching plan and
- How they will accommodate differences in learning preference/style and interest.

Because of that, schools adopting a holistic education model put particular focus on making sure that staff have the skills, tools and support that they need to build differentiation into their instructional/class plans.

How Some schools build explicit steps into their planning process to make sure that teaching staff plan for differentiation.

They use central data collation, analysis and review processes to help teaching staff to analyse student performance data and identify patterns in student understanding and skills.

They work with teachers to develop instructional/class planning templates and tools that are designed to support the development of differentiated teaching/learning activities and help teaching staff think through:

- Where they will cover material on a whole of class basis
- Where they will need to vary instruction to accommodate differences in students' learning needs and pace and
- How they will accommodate differences in students' learning style and interest.

Examples of the types of tools that schools use are provided in this toolkit.

Curriculum management staff usually work with faculty and/or year level heads to make sure that less experienced staff, or staff that find it more difficult to work in this way, are supported to use the above templates and tools to develop appropriately tailored instructional/class plans.

The most effective schools use professional teaching/learning teams to review how well teaching strategies are working and to provide an ongoing feedback loop to help teachers tailor their instructional/class plans to meet the needs of their students on an ongoing basis.

⁵³ Goddard & Goddard 2007.

Schools use differentiated instruction and professional teaching/learning team processes to help teaching staff to make sure that they do not target their teaching just to the low, middle or top end of the learning and development spectrum but work across the spectrum to help all students to develop and learn.

They focus on both equity and excellence and giving every student the best opportunity to reach their full potential.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Instruction/class plans are appropriately differentiated to meet students' different learning needs, learning preferences/styles and interests
- Teaching staff use tailored planning templates and tools to help them develop appropriately differentiated instruction/class plans
- Formal and informal training and support is provided to help staff develop and implement appropriately differentiated instruction/class plans
- Instruction/class plans are structured to focus on the most important concepts, processes and skills that students need to meet prescribed learning standards
- Central documentation and knowledge management systems are used to build up a library of teaching resources and tools to support differentiated instruction

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being "drawn to the middle" and teaching to the needs of the average student
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close gaps/correct errors in understanding
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice

POTENTIAL CHALLENGES:

MANAGING THE WORKLOAD ASSOCIATED WITH INTRODUCING DIFFERENTIATED INSTRUCTION PLANNING/TEACHING

POSSIBLE RESPONSES:

- Acknowledge that there is additional work involved in developing and implementing differentiated instructional/class plans
- Reinforce that it is not about starting from scratch but about building on what staff already do
- If introducing/putting focus on differentiated instruction for the first time develop a plan to work through the development of differentiated plans and resources on a rolling basis over a 12 – 18 month period
- Use professional teaching/learning teams to coordinate that activity
- Focus on one or two teams first and use the work that is done in those areas to provide a template/example for other areas
- Get those teams to review their existing instructional plans and collate existing teaching tools and resources and use those as a starting point
- Where appropriate/possible provide additional release time for teachers to support the development of those plans and tools over the course of that year (eg. through the provision of additional relief teaching support or the employment of specialist staff to work with teachers to help develop tailored plans and teaching resources and tools)

MANAGING PLANNING DOCUMENTATION AND TEACHING RESOURCES

- Set up a centralised documentation and knowledge management system to collate and store instruction tools and resources so that it is easy for staff to access and build on existing tools and resources
- Encourage staff to update and annotate instructional/class plans, resources and tools as they use them to inform future planning and teaching activities








POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Use professional development meetings to review and share teaching resources and tools • Require professional teaching/learning teams to coordinate the collection of teaching resources and tools on a regular basis (eg. at the end of each unit) • Allocate responsibility for coordinating the collation and management of those resources to a member of the curriculum management/office administration staff • Use office administration staff to help teaching staff to scan/upload planning documentation and teaching resources onto a central data management system so that it is easy for staff to access and share documentation
<p>HELPING STAFF TO VARY THEIR TEACHING APPROACH AND ADOPT DIFFERENTIATED INSTRUCTION/TEACHING APPROACHES</p> <p>HELPING STAFF TO FEEL COMFORTABLE USING DIFFERENTIATED INSTRUCTION/TEACHING APPROACHES</p> <p>GETTING CONSISTENCY IN CLASSROOM PRACTICE</p>	<ul style="list-style-type: none"> • Set a clear expectation that teaching staff will use differentiated instruction • Use the recruitment process to make sure that prospective staff understand that the school uses differentiated instruction and check that they are prepared to teach in that way • Include the use of differentiated instruction in all teaching based role descriptions • Cover those responsibilities as part of the school's standard staff induction process • If introducing/focusing on differentiated instruction for the first time then be proactive in explaining the reason for doing that • Make sure that staff have a common understanding of what differentiated instruction is and how it works • Highlight the benefits for students and staff • Provide staff with support and training to: <ul style="list-style-type: none"> - Develop differentiated instruction plans - Design teaching resources and tools to support differentiated instruction - Identify teaching strategies and techniques to help them set up and run small group teaching or tiered assignments • Provide planning tools and resources to help staff to plan and run classes using differentiated instruction (including planning templates, example class plans and teaching/learning activities) • Acknowledge that it can take time for teaching staff to learn new ways of working and develop skills associated with designing and using differentiated instructional/class plans • Use professional teaching/learning teams to support the ongoing development and review of instruction plans and teaching resources and tools and help staff integrate differentiation into their teaching practice

POTENTIAL CHALLENGES:

POSSIBLE RESPONSES:

- Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies)
- Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers
- Use professional supervision to help staff reflect on and improve their planning and instruction practices

TOOLS:

-  Tool - A step by step guide for developing differentiated instructional/class plans
-  Tool - Differentiated instruction planning tool
-  Tool - Instructional/class plan template
-  Tool - Differentiation wheel (a tool to help teaching staff design tiered teaching/learning activities)
-  Tool - Differentiation reminder sheet - varying challenge level and complexity (Bloom's Taxonomy of Learning Objectives)
-  Tool - Differentiation reminder sheet - varying learning style (Gardner's Multiple Intelligences/ Learning Styles)
-  Tool - Checking for differentiation in teaching practice – structured reflection tool

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Student Performance Data Management & Mining
- Professional Teaching/Learning Teams
- Documentation & Knowledge Management

USEFUL RESOURCES:

- Anstee, P., Differentiation Pocketbook., Teachers' Pocketbooks., London., 2011. www.teacherspocketbooks.co.uk
- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Heacox, D., Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 – 12., Free Spirit Publishing., USA., 2002.
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatised Children., State Government of Victoria., Victoria 2001.

TOOL - A STEP BY STEP GUIDE FOR DEVELOPING DIFFERENTIATED INSTRUCTION/ TEACHING PLANS

This tool is designed to help staff to work through the process of developing a differentiated instructional/class plan.

STARTING POINT		<ul style="list-style-type: none"> Start with a standard course/unit level curriculum plan identifying the content, skills/process and products/outputs that are going to be covered in that unit.
STEP 1	IDENTIFY POTENTIAL "EXIT POINTS"	<ul style="list-style-type: none"> Review the above plan and identify potential "exit points"⁵⁴ where you may need to move from common (whole of class) instruction into differentiated instruction to accommodate students that have different learning needs or require more or less guidance or practice to achieve mastery of a particular learning area. Look for areas where, based on experience, some students are likely to find the concepts/skills/processes/products easier or harder to master than other students and so require less or more or time for instruction and practice. Highlight or mark these points on the course/unit level curriculum plan with an asterisk.
STEP 2	DESIGN COMMON INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> Develop an instruction map identifying the teaching/learning activities that you will use to cover the unit. (See Tool - Differentiated instruction planning tool.) Start by filling in activities that you will use to meet common instruction requirements across the group (eg. when you are introducing new content). Try to describe the activities as succinctly as possible using a consistent "content + process + resources + product = learning experience" formula.⁵⁵ <ul style="list-style-type: none"> Content = what students are learning about Process = how they will undertake that learning Product = how the results of the learning will be represented and assessed Resources = what materials are available for the student to use to complete the process.
STEP 3	DESIGN TIERED INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> Where you have identified a potential exit point "layer in" activities to meet the differing learning levels that you anticipate you will need to cover.
STEP 4	DESIGN ADDITIONAL PRACTICE/ CONSOLIDATION ACTIVITIES	<ul style="list-style-type: none"> Layer in additional practice or consolidation activities that you might need to use for the different learning groups.
STEP 5	DESIGN ADDITIONAL EXTENSION ACTIVITIES	<ul style="list-style-type: none"> Identify extension activities to cover the needs of students who are likely to take less time to master the material and/or benefit from extension work.

⁵⁴ Heacox 2002., p.62.

⁵⁵ Heacox 2002., p.72.

STEP 6	REVIEW INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> • When you have populated the instruction map review the activities that you have listed to make sure that you have included a mix of activity types/product types/instruction formats (eg. individual, paired learning, small instruction and collaborative group learning etc.) that align with different learning preferences/styles and that there are opportunities for students to choose between activities/product types based on their own learning preferences/interests. • Update your activity list to incorporate variations in activity type/product type/instruction format and choice where appropriate.
STEP 7	TIME AND ORDER ACTIVITIES	<ul style="list-style-type: none"> • Estimate the time required to complete the different activities that you have listed. Add or subtract and order activities to fit them into the available teaching time and translate the above activity list into a sequenced instruction plan.
STEP 8	DEVELOP INDIVIDUAL CLASS PLANS	<ul style="list-style-type: none"> • Develop individual class plans based on the instruction map.

TOOL - DIFFERENTIATED INSTRUCTION PLANNING TOOL⁵⁶

This tool is designed to help staff “map out” the different types of teaching/learning activities that they will use to tailor their instruction to the needs of different students/student groups within their class.

Instructions:

Develop an ‘instruction map’ for each of the units/topic areas that you want to teach by following the steps below.

STEP 1 List the different learning areas that you want to cover in the *Learning Area* column.

STEP 2 Work through each learning area in turn.

- A. Record activities that will be run in common for the whole class in the *Common* instruction line. If you are going to do more than one activity then list each activity on a separate line to make them easy to review.
- B. Record activities where students will undertake tasks that are tailored to accommodate differences in learning need/pace in the *Tiered* instruction line. Use (enter) a separate row in the table for each separate activity.
- C. Record additional consolidation and extension activities where students will undertake different activities to provide additional opportunities for (re)teaching and review or extension work in the relevant *Consolidation* or *Extension* line. Remember that extension work should not just be extra work; it should be designed to consolidate and extend students learning.
- D. Include extra activities that can be used if students/groups finish tasks early in the *Extra* line.

STEP 3 Code activities to identify the challenge/thinking level being worked at and the type of activity being used in the *Challenge Level* and *Activity Type* columns.

STEP 4 Enter the time that you think will be required to complete each activity in the *Time* column.

STEP 5 Once you have populated the instruction map review it to check that:

- There are opportunities for all students to work at higher thinking levels in some way
- You have used activities that will appeal to students with a range of teaching/learning styles (verbal/linguistic, logical/mathematical, visual/special, bodily/kinaesthetic, musical, interpersonal, intrapersonal, naturalist ⁵⁷)
- You have used a range of instruction formats (whole of class, small group, paired and individual)
- Where you have tiered or varied activity, the activities are structured so that they are “fair” in terms of the effort and time required to complete them successfully (ie. they involve different work, not more or less work) and are equally active, interesting and engaging and
- There are opportunities for students to make choices about what they do.

STEP 6 Identify the order in which you want to do the activities in the *Order* column.

STEP 7 Develop individual class plans based on the instruction map where required.

⁵⁶ Draws on Heacox 2002.

⁵⁷ Heacox 2002., p.22.

Instruction Map

Year Level:

Subject Area:

Unit:

LEARNING AREA (LINKED TO UNIT PLAN)	ACTIVITY TYPE	CONTENT	PROCESS	RESOURCES	PRODUCT	CHALLENGE LEVEL	ACTIVITY TYPE	TIME REQ.	ORDER
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								

Challenge/thinking level: Knowledge, Comprehension, Application, Analysis, Evaluation and Synthesis (where activities cover more than one level pick the one that is most strongly reflected in the activity)

Activity type: Visual, Auditory, Tactile/Kinaesthetic

TOOL - INSTRUCTIONAL/CLASS PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce a differentiated instructional/class plan.

Class Plan

Year Level:

Subject Area:

Unit:

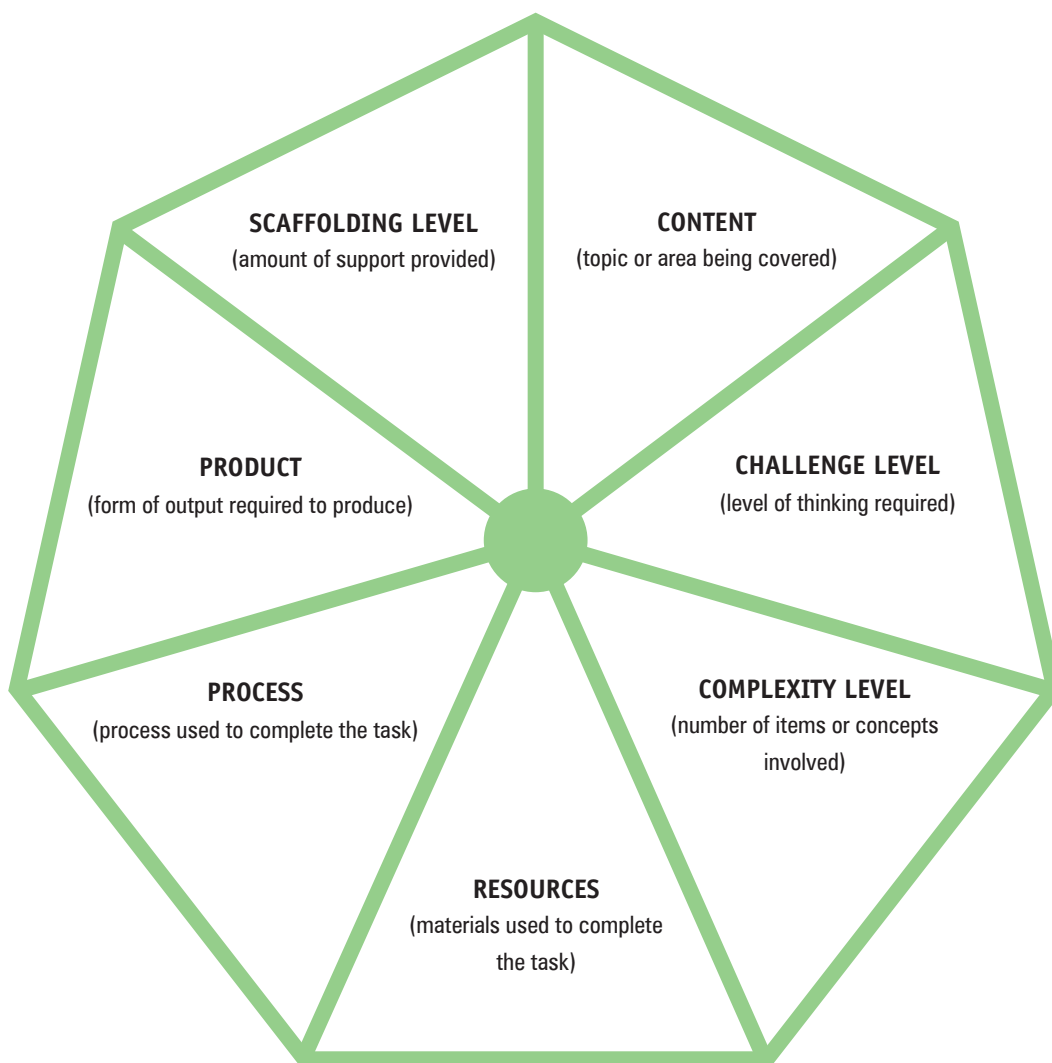
Week commencing:

SESSION:	[DAY OR SESSION]	ACTIVITY	TEACHING RESOURCES/TOOLS REQUIRED	STAFF ALLOCATION
TUNING IN AND SETTING UP:				
WHOLE CLASS		[content + process + resources + product as per instructional planning map]		
FINDING OUT, SORTING OUT AND DRAWING CONCLUSIONS:				
LEARNING GROUPS	[Identify learning groups. If whole class list whole class]	[content + process + resources + product as per instructional planning map]		
CONSOLIDATION				
EXTENSION WORK				
BRINGING THINGS TOGETHER:				
WHOLE CLASS				
ASSESSMENT				
GENERAL NOTES				
FOLLOW UP OBSERVATIONS (WHAT WORKED WELL, WHAT WOULD YOU CHANGE NEXT TIME)				

TOOL - DIFFERENTIATION WHEEL (A TOOL TO HELP TEACHING STAFF DESIGN TIERED TEACHING/LEARNING ACTIVITIES)

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Work your way around the wheel and think about how you could vary teaching/learning activities that you are working on by changing one or more of the factors identified on the wheel.



TOOL - DIFFERENTIATION REMINDER SHEET - VARYING CHALLENGE LEVEL & COMPLEXITY (BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES OR THINKING LEVELS)⁵⁸

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Bloom's taxonomy of educational objectives⁵⁹ can be useful when designing differentiated instruction/teaching plans. You can use it to help you develop teaching/learning activities that cover a range of cognitive processing skills.

LEVEL	DEFINITION	ACTION	LEARNING PROCESSES/ACTIVITIES
KNOWLEDGE	Recall facts and information	Know it (Remember)	Tell, list, define, label, recite, memorise, repeat, find, name, record, fill in, recall, relate
COMPREHENSION	Show your understanding	Understand it (Understand)	Locate, explain, summarise, identify, describe, report, discuss, locate, review, paraphrase, restate, retell, show, outline, rewrite
APPLICATION	Use what you have learned	Use it (Apply)	Demonstrate, construct, record, use, diagram, revise, record, reformat, illustrate, interpret, dramatise, practice, organise, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate
ANALYSIS	Examine critically	Examine it (Analyse)	Compare, contrast, classify, critique, categorise, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, infer
EVALUATION	Determine worth or value	Judge it (Evaluate)	Judge, predict, verify, assess, justify, rate, prioritise, determine, select, decide, value, choose, forecast, estimate
SYNTHESIS	Combine ideas	Create it (Create)	Compose, hypothesise, design, formulate, create, invent, develop, refine, produce, transform

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⁵⁸ Heacox 2002., p.69 Figure 7.

⁵⁹ Bloom 1984.

TOOL - DIFFERENTIATION REMINDER SHEET - VARYING LEARNING STYLE (GARDNER'S MULTIPLE INTELLIGENCES/LEARNING STYLES)⁶⁰

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Howard Gardner's multiple intelligences model can be useful when designing differentiated instruction/teaching plans. Use it to help you incorporate a mix of activities that draw on different learning preferences/styles.

MULTIPLE INTELLIGENCES/LEARNING STYLES	DESCRIPTION	ACTIVITY TYPE
VERBAL/LINGUISTIC	This intelligence involves the ability to read, write, and communicate with words. A student may be expected to use their linguistic skills to communicate what they already know or what new information they have learned.	SAY IT
LOGICAL/MATHEMATICAL	This intelligence involves the ability to look for patterns, reason, and think in a logical manner. It can also be associated with scientific thinking.	COUNT IT
MUSICAL	This intelligence involves the ability to make and compose music, sing and use rhythm to learn.	SING/HUM IT
BODILY	This intelligence involves the ability to use physical activity or body movements to explore, process, understand, communicate and retain information.	ACT/MOVE IT
VISUAL/SPATIAL	This intelligence involves the ability to think in pictures and visualise concepts, processes and outcomes.	PICTURE/DRAW IT
INTERPERSONAL	This intelligence involves learners using their social and communication skills to interact with others and explore concepts, processes and outcomes. They may also show the ability to empathize and understand other people.	LEAD IT
INTRAPERSONAL	This intelligence involves the ability to explore, process and understand concepts, processes and outcomes independently. A person may look upon himself or herself to assess one's own feelings and motivations.	REFLECT ON IT
NATURALIST	This intelligence involves the ability to make distinctions in the natural world and the environment.	INVESTIGATE IT

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⁶⁰ Heacox 2002. p.37.

TOOL - CHECKING FOR DIFFERENTIATION IN TEACHING PRACTICE – STRUCTURED REFLECTION TOOL⁶¹

This tool is designed to be used by teaching staff to help them review their teaching practice and reflect on the extent to which they are tailoring their instruction to meet the different needs of different students/ student groups.

Work through each of the different categories and plot whether you think you tend to work in one way more than another or sit somewhere in the middle.

NOT DIFFERENTIATED	WHERE DO YOU SIT ON THE SPECTRUM?			DIFFERENTIATED
Focus on covering the curriculum				Base teaching on students' learning needs as well as curriculum
Apply the same learning goals for all students				Adjust learning goals based on different students' learning needs
Assume that students have no/limited knowledge before starting a new unit				Use pre-testing strategies to assess what students know before starting a new unit
Mainly use whole class instruction				Use a range of instruction formats (eg. whole class, individual, paired, small and large group instruction)
Tend to group students heterogeneously				Tend to group students based on their learning needs and abilities
Use common instruction activities for all students				Match instruction activities to students' learning needs and abilities
Use common instruction resources for all students				Match instruction resources to students' learning needs and abilities
Move all students through curriculum at the same pace				Vary pace of instruction based on students' learning needs
Tend to use the same instruction strategies on a day to day basis				Use a range of instruction strategies
Use reteaching to give students additional practice using a similar instruction method				Tend to use different instruction methods when reteaching material
Use enrichment/extension activities to provide students with more content or allow them to practice application of skills				Use enrichment/extension activities to allow students to apply higher order thinking
Usually assess student learning at the end of an instruction sequence				Use ongoing assessment to check for student understanding as they work through an instruction sequence
Tend to use the same assessment tool, project or product for all students				Allow for learner differences by providing a variety of assessment tools, projects or products to show learning

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⁶¹ Heacox 2002., p.19.

3.5

PROFESSIONAL TEACHING/ LEARNING TEAM REVIEW & MODERATION

What Effective teaching relies on teachers being able to assess individual student performance, identify their learning needs and develop teaching strategies to respond to those needs. Doing that requires skill and experience.

Professional teaching/learning teams are designed to harness the combined skill and experience of a group of staff to help teachers to do that. They involve teaching staff working across similar year levels and subject areas coming together on a regular and frequent basis to help each other review the teaching/learning outcomes in their classes and develop teaching strategies to help extend student learning.

Although the use of professional/teaching learning teams is common to many mainstream schools, they are particularly valuable in schools working with low SES and NESB students where teaching staff are often working with students with a broad range of learning needs.

Because of that, schools adopting a holistic education model often build significant staff time into their weekly schedule for professional teaching/learning team activity.

How Schools often run a regular schedule of professional teaching/learning team, student data analysis and professional learning and development meetings, in addition to their standard staff administration meetings, to help teaching staff to teach as effectively as possible.

While the idea of running a series of meetings like that might seem onerous initially, schools that do usually find that it helps them to be much more focused in their activity and helps improve both the efficiency and effectiveness of what they do. It does, however, require staff to become very good at running structured and efficient meetings that stay focused on the task at hand and do not waste time. The key to success seems to be making sure that the purpose of each of the different meetings is clearly defined and that staff stick tightly to that purpose.

Professional teaching/learning team meetings play a particularly important role. They are used to:

- Reinforce that staff have both an individual and a shared responsibility for their students' learning outcomes
- Make sure that staff maintain high expectations for student potential and performance
- Build a common understanding of what constitutes proficiency in individual skill/learning areas
- Moderate assessment of student performance
- Identify learning issues and extension opportunities
- Share learning about what does/does not work in dealing with those issues and opportunities
- Check that teaching strategies and plans are appropriately targeted to extend all students
- Provide constructive input into teaching strategies and
- Support teacher learning and development.

In the most effective schools, school leaders regularly participate in professional teaching/learning team meetings as a way of keeping in touch with what is happening in the classroom and contributing to staff and student learning and development.

How teams are structured

Primary school

At primary school level, professional teaching/learning teams are usually structured on a year level basis. Individual teams may be made up of staff from a single year level or from adjacent year levels depending on the size of the school and the experience level across the teaching group.

Some schools schedule professional teaching/learning team meetings after school hours. Others timetable professional teaching/learning team meetings during the day. Where they do that, they usually use block timetabling to schedule classes that are staffed by specialist subject teachers and support teaching staff one afternoon each week, allowing classroom teachers to meet during that block.

Specialist learning support teachers and student welfare/wellbeing and support staff are usually also involved in these sessions, often on a rotating basis or by invitation where teaching staff are keen to work through particular issues.

Specialist subject based teaching staff will often form a separate professional teaching/learning team and will meet outside of their blocked teaching time in a similar way.

Middle & senior school

At a middle and senior school level the shift from class to subject based teaching structures makes coordinating professional teaching/learning teams a little more complex. Because of that professional teaching/learning teams are usually structured on a subject and year level basis.

As at primary school level, some schools schedule professional teaching/learning team meetings after school hours. Others timetable professional teaching/learning team meetings during the day. How they do that varies depending on how schools manage their timetabling and staffing structures. Some schools block timetable core subjects like English and Mathematics against one another (often as double periods) and schedule them so that the same subject is held at the same time across a given year level. When doing that, they schedule teaching staff on for an “additional” period that is used for professional teaching/learning team meetings. Timetabling constraints mean that it is often difficult to do the same

thing across other subject areas. Where possible, timetables are structured so that staff working across a given year level/year level grouping in other subject areas have a shared professional teaching/learning team period.

As at primary school level, specialist learning support teachers and student welfare/wellbeing and support staff are usually also involved in these sessions, often on a rotating basis or by invitation where teaching staff are keen to work through particular issues.

Administrative support

Schools often identify specific members of the office administration team to provide administrative support to specific professional teaching/learning teams; doing that helps free up teacher time and allows them to focus on teaching related activity.

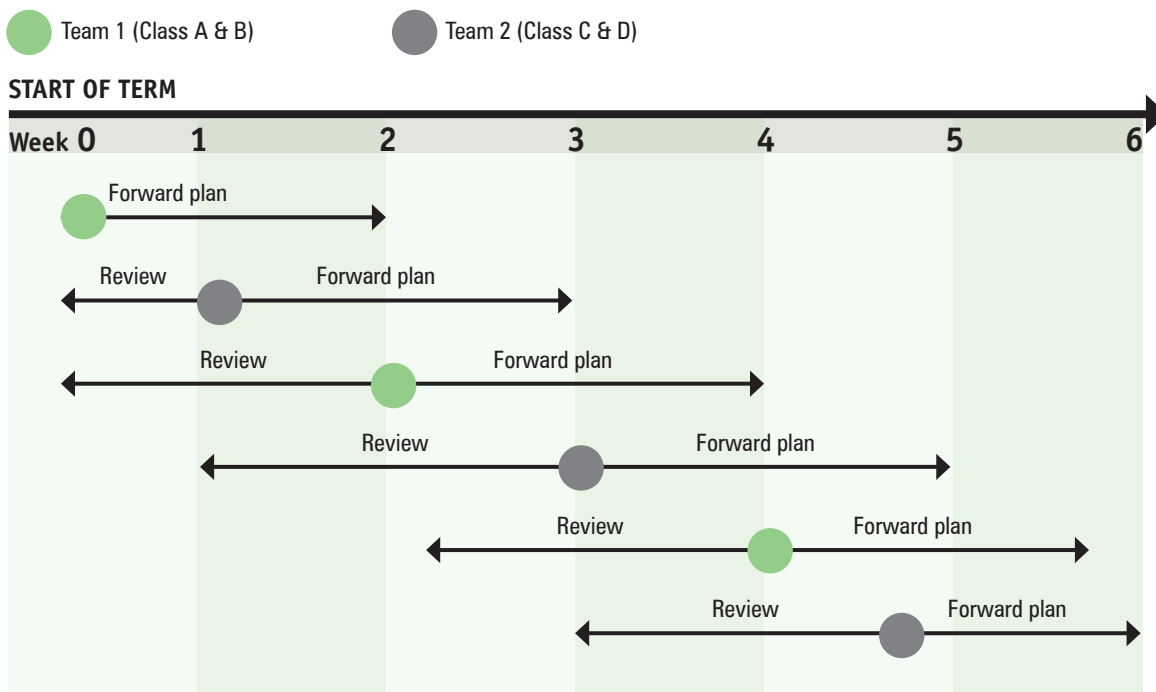
How teams operate

Different schools use professional teaching/learning teams in different ways. Some schools use professional teaching/learning teams to review student progress on a rolling basis, moderate teacher assessments as to whether or not students have mastered the learning area being covered and support the development of instruction strategies to support student progress. Others run their teams in a more targeted way and use them more like data teams to analyse student performance in key learning/skill areas, identify specific learning gaps/extension opportunities and develop and trial strategies to respond to them.

In either case, schools usually structure their timetable/meeting schedule so that their professional teaching/learning teams meet on a regular (eg. weekly) basis.

Because of time constraints, where schools are using their teams to review and moderate student progress on a rolling basis teams often work on a fortnightly cycle, with half of the teachers in the group reviewing the previous two weeks teaching and planning forward for the next two weeks and then the balance of the group doing that the next week.

Figure - Example fortnightly planning, moderation and review cycle



In order to protect the time available for reviewing teaching strategies and learning outcomes most schools specifically exclude discussion of administrative issues at these meetings.

The most effectively run professional teaching/learning team sessions are tightly focused. They are formally chaired (often by the relevant year level or faculty head) and follow a fixed agenda in which presenting teachers provide:


CLASS OVERVIEW	<ul style="list-style-type: none"> Identify the learning/skill area that they are working on and provide an overview of how the student group is progressing
SUB-GROUP REVIEW	<ul style="list-style-type: none"> Segment student group based on performance (ie. students working above, at or below target level) and review the performance of each sub-group Identify patterns in performance and discuss strategies to address learning gaps/extension opportunities
BY EXCEPTION REVIEW	<ul style="list-style-type: none"> Identify a particular student(s) on a by exception basis and seek particular input from the teaching team on how best to support/extend that student(s)

Class overview

Presenting teachers identify the learning/skill area that they are working on and provide an overview of how the student group is progressing. They segment their student group into sub-groups that are operating at, above and below target level in the learning/skill area that they are currently focusing on.

Often schools will use standard data collation and analysis tools to do that. For example, some schools use Excel based spreadsheeting tools to collate student performance data against specific skill areas and use that to look for patterns in student performance.

Figure - Example spreadsheeting tool

		EASIEST ←————→ HARDEST				
	STUDENT NAME	SKILL A	SKILL B	SKILL C	SKILL D	SKILL E...
STRONGEST  WEAKEST	Matthew	●	●	●	●	●
	Ann	●	●	●	●	●
	Thomas	●	●	●	●	●

● Above target level

● At target level

● Below target level

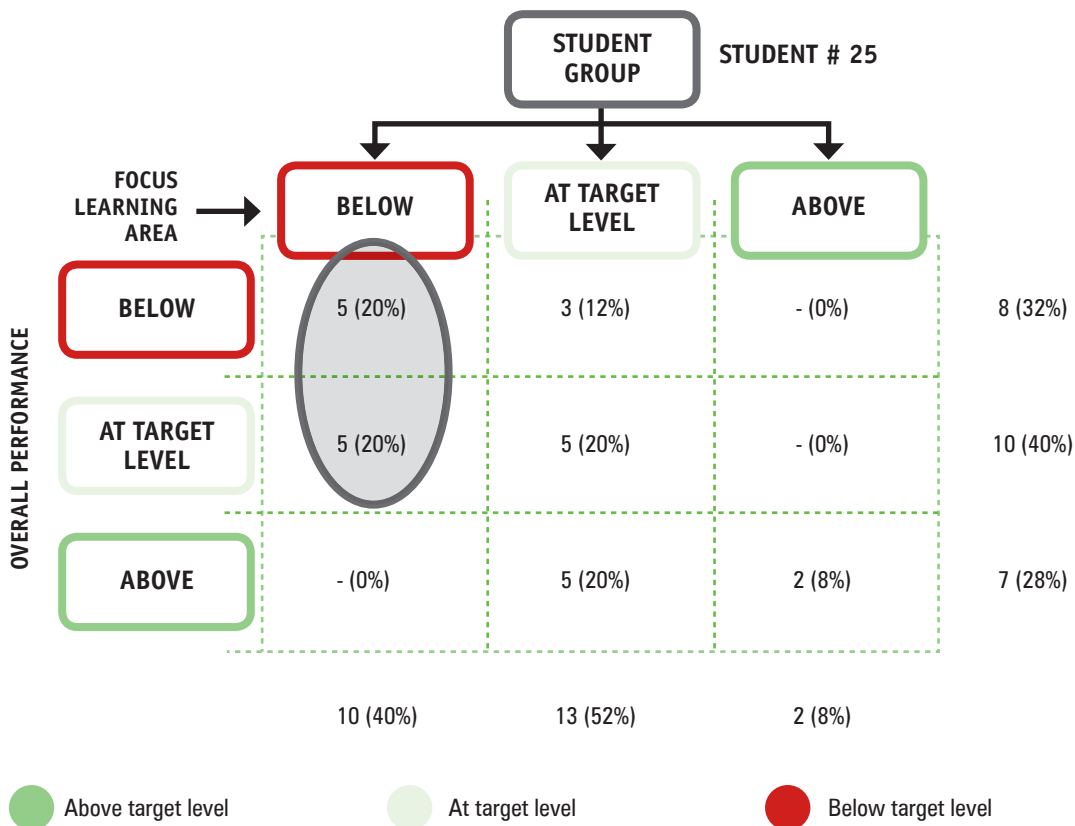
List performance scores and colour code cells based on whether above, at or below target level.

In doing that, teaching staff will often look at both:

- How students are performing within the specific skill area that they are focusing on and
- How student performance in that skill area compares/contrasts with how students are performing overall

to see if there are any patterns in terms of what sorts of things different groups of students are having more/less difficulty understanding.

Figure - Example class performance breakdown (segmentation summary)



Sub-group review

Presenting teachers usually work through each sub-group and identify the learning goals that they have been working on with that group over the last teaching period and the teaching strategies and resources that they have used with the group to work on them.

They table examples of work from each student in the group and note any issues/extension opportunities that they have identified and talk through the learning goals that they have set for the group for the next teaching period and the teaching strategies and resources that they propose to use.

Some schools use a projector to display a photo of the students whose work is being reviewed as a means of helping staff to get to know/identify the students in the year level and triggering teachers' recollections of any classroom involvement that they have had with the student.

The teaching team look at the samples of the students' work. They ask questions and look for patterns in what students are/are not doing to help identify potential factors that might be affecting performance.

Teaching staff check to make sure that they all have a shared understanding of where students are up to and whether they have mastered the concepts being covered, review the proposed teaching approach and discuss teaching strategies that could be used to help students to progress.

Where classes are structured to support collaborative teaching, staff often review how best to structure learning groups and teacher allocations to address the learning and extension needs that they identify.

By exception review

Sometimes the presenting teacher will identify a particular student(s) on a by exception basis and seek particular input from the teaching team on how best to support/extend that student(s).

Student progress review

Some schools set aside time in each meeting to review individual student(s) performance as a way of making sure that the team reviews every student's performance during the course of each term or semester. Other schools set aside dedicated meetings to do that once a term or semester. Some schools use student free days to do that; others allocate part of their relief teaching budget to release teachers so that they can meet to do that (often in line with the student performance reporting cycle).

Student management & support

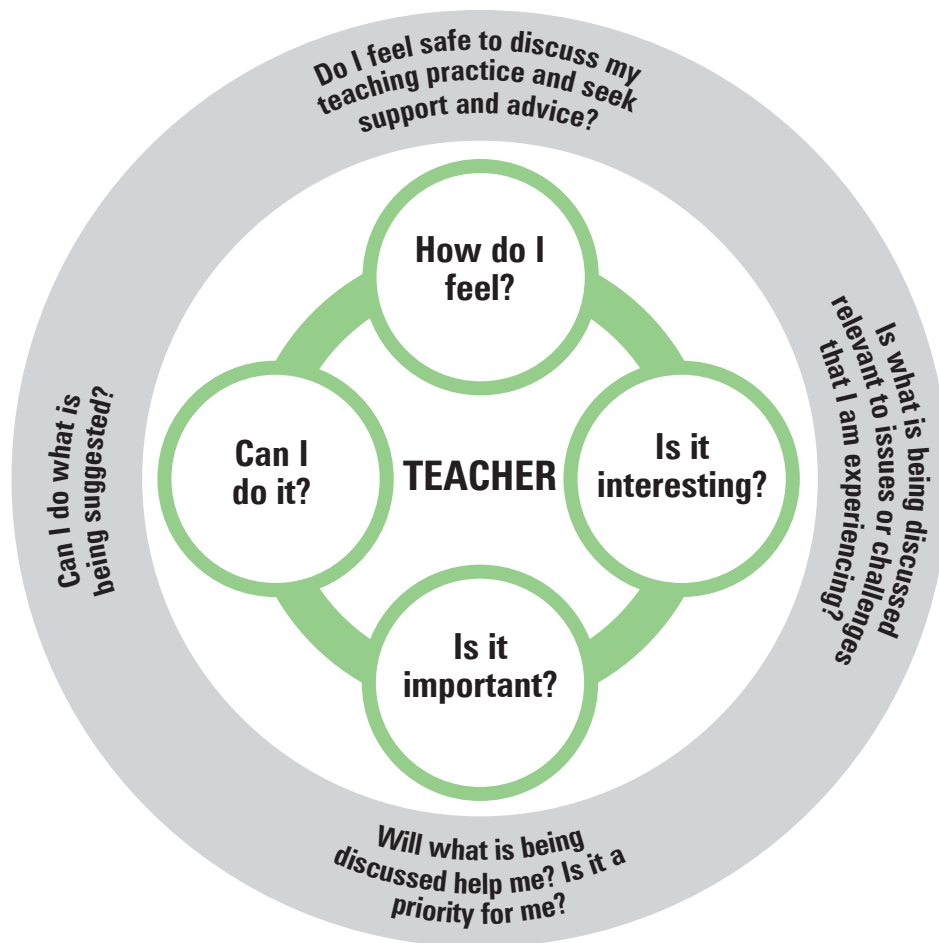
Discussions about classroom management/behaviour and/or specific student support requirements are usually left to the end of the meeting to make sure that learning/teaching activities are fully covered. If additional time is required to cover classroom management/behaviour or support issues then time is usually allocated out of weekly staff/administration meeting time or a specific meeting time is scheduled involving appropriate staff.

How teams support quality teaching & professional development

The most effective schools actively use professional teaching/learning teams and team meetings to support professional learning and development by using them to provide both informal and formal coaching.

The factors that influence how staff engage in that process are the same ones that influence how students engage in the classroom. Because of that school leaders/senior staff are careful to apply the same principles that they use when working with students to make sure that staff feel safe and supported to critically reflect on their teaching practice and to learn.

Figure - Helping staff to critically reflect on their teaching practice and learn



Professional teaching/learning team meetings work best as learning and development forums where they are run in a collaborative way and the moderation and review process is experienced as being a shared exploration of where students are up to and how they can best be supported to progress, rather than a critique of either the teachers' or the students' work. Because of that, it is important that professional teaching/learning meetings are not used as a substitute for one on one professional supervision or staff evaluation sessions.

Senior staff can help to set the right tone for these meetings by:

- Establishing a self-reflective culture
- Acknowledging that teaching can be hard and that everyone needs advice and support at different times
- Using exploratory language that encourages collaborative inquiry
 - “I wonder why ...?”*
 - “I wonder whether ...?”*
 - “What do you think is happening for ...?”*
 - “What do you think would happen if ...?”*
- Focusing on the need to help the students (rather than correct the teacher)
- Providing clear and focused feedback
- Framing potential adjustments in teaching strategies as options/suggestions rather than statements/directions and
- Making sure that feedback/advice is provided in a constructive way.

Professional teaching/learning team meetings are also an important forum for school leaders, year level and faculty heads to model the attitudes, language and behaviour that they expect of staff. It is important that school leaders and senior staff pay particular attention to the language that staff use in the sessions to make sure that they are maintaining a high expectation for all of their students and either use the session to surface and reset attitudes, language or behaviours that are not consistent with that or follow up with staff outside of the session to do that.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Professional teaching/learning teams are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students’ different learning needs on an ongoing basis throughout the year
- Staff are formally allocated to professional teaching/learning teams on a year level/year level grouping and/or faculty basis
- Professional teaching/learning teams are structured on a cross-functional basis to include teaching, specialist learning support teachers and wellbeing and support staff
- Timetable/meeting schedules are structured to allow teams to meet on a regular and frequent basis
- Professional teaching/learning team meetings are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students’ different learning needs
- Meeting time is protected; meetings are run efficiently and are not used for administrative tasks or as a substitute for other group meeting time
- Senior staff use team meetings to support staff learning and development

BENEFITS OF WORKING IN THIS WAY:





WAY OF WORKING	<ul style="list-style-type: none">• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps identify students’ individual learning and development needs• Helps align curriculum/instructional activity to students’ needs and interests• Supports the use of differentiated instruction• Stops teachers from being “drawn to the middle” and teaching to the needs of the average student• Increases teachers’ ability to identify gaps or errors in understanding• Helps teachers develop strategies to close those gaps/correct errors in understanding
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Sets positive expectations for student behaviour, potential and performance
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports staff learning and development• Facilitates collaborative/team teaching• Provides regular opportunities for staff to share learning and experience• Facilitates peer coaching• Supports quality instructional/class planning and teaching• Helps improve staff performance/teaching practice• Helps improve staff confidence• Provides an inbuilt peer support network• Helps staff feel supported• Helps staff manage stress and problem solve more effectively• Helps increase staff job satisfaction• Helps engage and motivate staff• Encourages staff effort
OPERATIONAL EFFECTIVENESS	<ul style="list-style-type: none">• Makes it easier for staff to share information about students• Helps schools to coordinate instruction and support activities

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHING STAFF TO PRIORITISE TEACHING/ LEARNING TEAM MEETINGS AND COMPLY WITH MEETING PROCESSES</p>	<ul style="list-style-type: none"> • Be proactive in explaining the purpose of professional teaching/learning team meetings • Set a clear expectation that teaching staff will participate in a professional teaching/learning team • Make sure that professional teaching/learning team processes are structured and run so that staff feel safe and supported • Be proactive in discussing staff concerns • Be clear about what staff do and do not have the ability to influence (ie. school leaders need to be clear about what is “your decision, our decision, my decision”⁶²) • If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that
<p>FINDING TIME FOR PROFESSIONAL TEACHING/ LEARNING TEAM MEETINGS</p>	<ul style="list-style-type: none"> • Use block timetabling to build time into teachers’ schedules for professional teaching/learning team meetings • Free up existing year level and faculty meeting time to dedicate to professional teaching/learning team functions • Designate year level and faculty meetings as “announcement free zones”⁶³. Make sure that all administrative matters are dealt with in writing by email or standard notices and dedicate face to face meeting time to curriculum and student related activities
<p>MANAGING STAFF DISAGREEMENT/CONFLICT</p>	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to develop guidelines for managing staff disagreement/ conflict • As a starting point, encourage staff to raise concerns directly with one another. If staff are not comfortable raising an issue with their peers, or have tried to do so but have not been able to resolve the issue, then encourage staff to talk to their manager or use the professional supervision process to access support • Encourage staff to use the same restorative principles that they would use with students when working through any disagreements/conflicts that they have with other staff • Where there is significant conflict then use a formal group conferencing process to work through the issue • Provide training for staff in how to manage difficult discussions (as part of their student behaviour management training)

⁶² Hoerr 2010.

⁶³ Reeves 2003., p.10.

TOOLS:

-  Tool - Example professional teaching/learning team agenda
-  Tool - Example student performance data analysis spreadsheet
-  Tool - Example class performance summary
-  School Diagnostic - Professional teaching/learning teams

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Performance Data Management & Mining
- Facilitating Class, Timetabling and Staff Allocation Structures

USEFUL RESOURCES:

- Boudett, K., City, E. and Murnane, R., *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.*, Harvard Education Press., Cambridge Massachusetts., 2010.

TOOL - EXAMPLE PROFESSIONAL TEACHING/LEARNING TEAM AGENDA

This tool is designed to provide teaching staff with an example agenda that they can use as a starting point when running their professional teaching/learning teams.

PROFESSIONAL TEACHING/LEARNING TEAM AGENDA

Student group:

Meeting: [date]

[term, week]

Part 1: Teaching/learning reviews

WHAT	WHO	HOW LONG
Class teaching/learning review		
Class overview		
Sub-group review		
By exception review		

Repeat table for each relevant task.

Part 2: Student management and support

WHAT	WHO	HOW LONG
General classroom management/ behavioural issues		
Specific student welfare/wellbeing and support issues		

Part 3: Individual student progress review*

WHAT	WHO	HOW LONG

*some schools cover this in a separate session

TOOL - EXAMPLE CLASS PERFORMANCE SUMMARY

This tool is designed to provide a template that teaching staff can use to provide a snapshot overview of how a class/year level grouping is performing in a given learning/skill area. It can be used as a starting point for discussion in professional teaching/learning team discussions.

- STEP 1** Fill in the summary chart to show what proportion of the group is performing above, at or below target level overall in the subject and in the learning/skill area that is currently being worked on.
- STEP 2** Fill in the first column in the tables under the chart to summarise what you have been focusing on with different student sub-groups over the last teaching period. Identify the learning goals that you have been working on with that group and the teaching strategies and resources that you have used. (If you want to you can just attach a copy of your instructional/class plan to cover this.) Identify any learning gaps/extension opportunities that you have identified.
- STEP 3** Fill in the second column in the tables to identify what you are planning to focus on over the next teaching period. Identify the learning goals that you will work on with that group and the teaching strategies and resources that you propose to use.
- STEP 4** Review the chart and tables with your professional teaching/learning team.
- STEP 5** Use feedback from that discussion to inform your instructional/class planning and teaching.

Year Level:

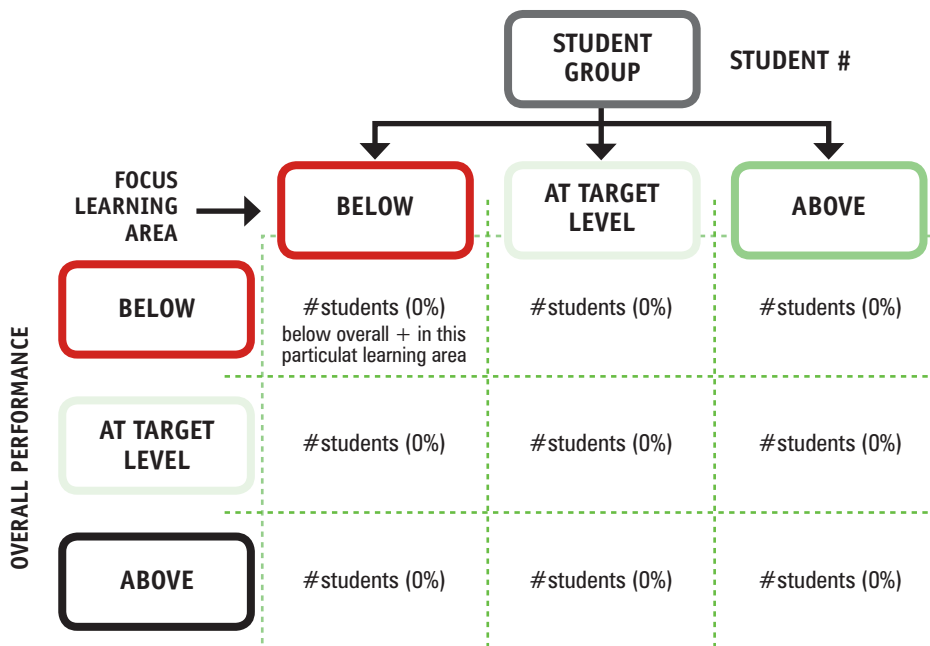
Class Group:

Unit:

Meeting: [date]

[term, week]

Focus Learning/Skill Area:



Sub-Group: [above target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

Sub-Group: [at target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

Sub-Group: [below target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

3.6

INDIVIDUAL STUDENT PLANNING

What Schools adopting a holistic education model work to provide students with both the personal and instructional support that they need to engage at school and to learn.

To do that effectively they need to:

- Understand students' specific learning and support needs
- Work collaboratively with students and their parents/families to develop learning and support strategies to address those needs
- Coordinate and monitor the implementation of those strategies and
- Make sure that student welfare/wellbeing and support and teaching staff communicate and coordinate effectively to do that.

Because of that, schools adopting a holistic education model usually take a more structured approach to student planning than schools adopting a more traditional model.

How They do that in a number of ways:

STUDENT PLANNING	<ul style="list-style-type: none">• Use integrated planning tools and processes to identify and respond to student learning, support and behaviour management needs
STUDENT SUPPORT GROUPS	<ul style="list-style-type: none">• Set up dedicated, cross-functional student support groups to coordinate support activity where students require additional personal or instructional support• Use those groups as a mechanism to engage parents/families and involve them in developing and implementing appropriate support plans• Provide a single/consistent point of contact for parents/families to work with the school
DOCUMENTATION AND KNOWLEDGE MANAGEMENT	<ul style="list-style-type: none">• Use a centralised documentation and knowledge management system to collate and store student plans etc. so that staff can access planning documents and use them to inform and coordinate support activity

Schools often use a building block approach to develop student plans that are tailored to the needs of each individual student. They usually start by developing a basic learning and development plan for every student and then build on additional components to meet students' specific learning, support and behaviour management needs where appropriate.

Table - Student planning building blocks

PLANNING COMPONENT:	COMPLETED FOR:	COVERING:
LEARNING AND DEVELOPMENT PLAN	All students	Identifying personal and academic learning and development goals and identifying strategies to work on them
LEARNING SUPPORT/ EXTENSION PLAN	Students identified as having specific learning support or extension needs	Identifying specific learning support and extension needs and strategies
HOME BASED LEARNING PLAN	Students who are expected to be absent from school for an extended period (eg. because of family migration or illness)	Identifying learning activities that the student can undertake with the support of their parents/family at home
WELFARE SUPPORT PLAN	Students identified as having specific personal support needs	Identifying specific personal support needs including health or wellbeing support requirements and identifying support strategies
BEHAVIOUR MANAGEMENT PLAN	Students who have been involved in a serious incident or demonstrating ongoing challenging behaviour warranting formal intervention and management	Identifying inappropriate behaviour and developing strategies to address and monitor behaviour

Where students are identified as having needs that warrant the development of additional learning, support and/or behaviour management plans, schools usually set up designated student support groups/ teams made up of relevant teaching, specialist learning support and student welfare/wellbeing and support staff to work together to develop and implement those plans. Staff in those teams have specific responsibility for working with the student and their parents/family to make sure that the student gets the additional support that they need to engage and learn.

Structuring student planning and support teams in this way provides a clear framework for coordinating student planning activity and provides a mechanism through which to engage students’ parents/ families. It also provides a way of coordinating staff activity.

Learning & development plans

Individual learning and development plans (IDPs) are usually developed for/with every student to identify their personal and academic learning goals at the start of each year.

At early primary school level, they are usually developed by teaching staff and reviewed with parents and students in term one as a way of identifying general areas for focus across the coming year. From

mid-primary school, teaching staff start to involve students more actively in the development of those plans. They usually run specific teaching/learning activities as part of the social and emotional learning (SEL) curriculum to get students to reflect on their personal and academic learning and development goals. In later primary, middle and senior school, those plans usually also include a section for students to work through their vocational development/career goals.

Class or home room teaching staff often use structured, age appropriate reflection and planning tools to work through that process and get students to spend time with their parents/families reflecting on what they want to work on to develop both as an individual and as a learner.

Teaching staff review these plans with students on a periodic basis through the year (often at the end of each term or semester) to encourage students to reflect on their progress and take responsibility for their own learning and development. This is often done as part of a home room period or as part of the SEL curriculum.

Learning support/extension plans

Where teaching staff identify students as having specific learning support or extension needs they will build an additional section into the above plans specifically identifying and addressing those needs.

These learning support/extension plans can be created at any point during the year. Student support groups involving relevant teaching and specialist learning support staff are usually set up to help identify students' specific learning support or extension needs and feed into the development of those plans. Often staff teams will meet to develop a draft plan and will then schedule a meeting with the student and their parents/family to get their input into the plan and work with them so that they can help their child work on the areas identified for focus.

The student support group reviews progress against that plan on a regular basis. Periodic meetings or telephone calls are held with the student and their parents/family to keep track of how things are going and adjust the plan where appropriate. Those meetings are coordinated/conducted by a member of the student support group who is designated as having lead

responsibility for overseeing the plan and as such is identified as being the primary point of contact for the student's parents/family in relation to the plan. The frequency, length and timing of those meetings can vary depending on the needs of the individual student. Sometimes they can be a short five minute discussions when a parent drops off or picks up their child from school on a particular day each week; other times they can be structured student support group meetings that are held over a longer period after school once or more a term.

Home based learning plans

Where schools know that students are likely to be absent from school for an extended period of time (eg. because of family migration or illness) they will often work with the student's parents/family to put in place a home based learning plan to help the student maintain their study while they are absent from school using a similar process to that outlined above.

Welfare support plans

Where staff identify students as having specific personal support needs, student welfare/wellbeing and support staff will work with students and their parents/families to develop an individual welfare support plan aimed at helping the student to address those needs. Student welfare/wellbeing and support staff will usually consult with the student's teachers when developing that plan. They will set up a student support team involving the student's class/home room teacher or other relevant staff or link into an existing team to support the development and implementation of the plan. A similar process is used to develop these plans as for the learning support or extension plans described above. Where students require both forms of support the process may be combined.

Behaviour management plans

Where students demonstrate consistent disruptive or challenging behaviour or are involved in a serious incident, schools will set up a behaviour management plan with the student.

The need for a behaviour management plan will be triggered automatically when a student is

involved in a serious incident. Where a student demonstrates ongoing disruptive or challenging behaviour the option of implementing a behavioural management plan will usually be raised by teaching and/or student welfare/wellbeing and support staff and implemented when there is agreement that it is likely to be a useful management strategy.

The development of behaviour management plans is often coordinated by a student welfare/support and wellbeing staff member in collaboration with the student's class or home room teacher. The coordinating staff member will set up a student support team involving relevant staff or link into an existing team to support the development and implementation of the plan. Meetings are convened involving student support group staff, the student and their parents/family members. The plans are developed collaboratively. They identify clear actions that will be taken by staff, students and their parents/family and build in regular review points.

Teachers working with students who are on a behaviour management plan will often track student performance on a daily basis.

At primary school level students will usually meet with their teacher at the end of each day to reflect on their behaviour that day and set goals for the next one.

At middle and senior school level teachers will usually provide one on one feedback to the student's home room teacher at the end of each week (either through face to face discussion or by email) and the home room teacher will meet with the student either before or at the end of school on the following Monday to reflect on their behaviour over the previous week and set goals for the coming one.

Documentation & knowledge management

The most effective schools set up a centralised documentation and knowledge management system to collate and store student files. Some schools use a paper based system. The most effective schools use an electronic system.

At a minimum those files will usually include copies of each student's:

- Past school reports
- Standardised test results
- Year level transition reports
- Individual learning and development plans
- Learning support/extension plans
- Welfare support plans
- Behaviour management plans and
- Case notes.

The file will also identify whether or not a student support group has been established for the student, which staff are involved in the group, who has been identified as the key parent/family contact for that student and which staff have lead responsibility for which plans.

Student plans are either prepared electronically using standard planning templates or are scanned so that they can be held in an electronic format as well as on a paper file.

Structured file storage and naming conventions are used to make sure that documents are easily identifiable and accessible. Security and access protocols are also applied where appropriate to manage access to confidential student and family information. In all cases, staff are subject to standard obligations to protect student and parent/family confidentiality.

Accountability for the set up and management of the central system usually sits with either the curriculum or student welfare/wellbeing and support manager. Day to day responsibility for keeping the files updated sits with the staff member identified as having lead responsibility for the relevant plan. General management of the database (to check for compliance with file location and naming conventions etc.) is usually undertaken by a designated member of the office administration staff.

Allocating roles and responsibilities in this way means that there is a single, senior staff member accountable for the overall oversight and operation of the documentation management system while still ensuring that relevant staff have responsibility for making sure that documentation is appropriately captured, recorded and stored. Using administrative staff to check that documentation is being correctly stored helps free up senior staff time to focus on more substantive issues.

Managing documentation in this way:

- Makes sure that planning documentation can be easily accessed and updated by staff and
- Allows the school to build up an understanding of individual student needs and how best to respond to them over time.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:












- The school uses integrated student planning tools and processes to identify and address individual students' learning, support and behaviour management needs
- An individual learning and development plan is prepared for every student early in the year identifying key personal and learning development goals
- Students and parents/families are involved in the goal setting and planning process
- Individual learning and development plans are reviewed on a periodic basis through the year to encourage students to reflect on their progress and take responsibility for their own learning and development
- Where students have additional learning, support or behaviour management needs additional learning support/extension, support and/or behaviour management plans are developed to address those needs
- Dedicated, cross-functional student support groups are set up to coordinate the development and implementation of those plans
- A staff member from the student support group is nominated to act as a single/consistent point of contact for parents/families so that they can work with the school effectively to help implement those plans
- Student support groups meet with students and their parents/families on a regular basis to monitor the implementation of learning support/extension, support and behaviour management plans

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps identify students’ individual learning and development needs
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child’s learning• Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity• Helps parents/families to support their child’s learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment• Sets positive expectations for student behaviour, potential and performance• Encourages students to take responsibility for their own learning and development• Supports problem prevention and helps improve student health and wellbeing• Helps improve students’ readiness to learn• Helps establish/strengthen teacher-student relationships• Helps increase student attendance, retention and completion• Supports students’ personal and academic development• Encourages constructive classroom participation• Helps reduce challenging student behaviour• Helps support student’s vocational development• Helps students to make a successful transition to post-school study and/or work
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps improve staff’s ability to manage challenging behaviour
OPERATIONAL EFFECTIVENESS	<ul style="list-style-type: none">• Makes it easier for staff to share information about students• Helps schools to coordinate instruction and support activities

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>FINDING TIME TO DEVELOP LEARNING AND DEVELOPMENT PLANS FOR EVERY STUDENT</p>	<ul style="list-style-type: none"> • Include the development of basic student learning and development planning as part of the standard social and emotional learning (SEL) curriculum • Use the review of those plans as a mechanism to help students and staff prepare for three way student-parent-teacher meetings at the end of each semester
<p>FINDING TIME FOR STUDENT SUPPORT GROUP STAFF TO MEET</p>	<ul style="list-style-type: none"> • Base student support groups around professional teaching/learning team structures where possible to make it easier for staff to meet • Allocate time in professional teaching/learning team meetings to review individual student progress taking into account their learning and development plan(s) on a rolling basis and/or schedule a separate/specific meeting time to do that (eg. once a term) • Coordinate additional student support group meetings as required • Set up internal tracking systems to monitor how many student support groups individual staff are involved in • Use professional supervision to monitor staff's student support group workload
<p>MANAGING STUDENT PLANNING DOCUMENTATION</p>	<ul style="list-style-type: none"> • Set up a centralised documentation and knowledge management system to collate and store student plans and background information so that it is easy for staff to access information (subject to standard confidentiality protocols) • Use office administration staff to help teaching staff to scan/upload student planning documentation onto the central data management system

TOOLS:

-  Tool - Learning & development plan template - Planning sheet
-  Tool - Learning & development plan template - Reflection sheet
-  Tool - Student support group register
-  Tool - Learning support/extension plan template
-  Tool - Home based learning plan template
-  Tool - Student welfare support plan template
-  Tool - Behaviour management plan template
-  Tool - Things to remember when setting up & running meetings
-  Tool - Meeting planning, agenda & minutes
-  Tool - Meeting log
-  School Diagnostic - Individual student planning

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Management/Discipline
- Student Wellbeing & Support Framework
- Student Enrolment
- Student Transition Management
- Managing Planned Absences & Re-entry into School
- Documentation & Knowledge Management

TOOL - STUDENT SUPPORT GROUP REGISTER

This tool is designed to provide a template that schools can use to record student support group membership.

Student Name:

Year Level:

Class:

Last Updated: [Date]

Staff Member Designated as Primary Parent Contact:

NAME	ROLE	EMAIL	TELEPHONE

Other Student Support Group Members:

School:

NAME	ROLE	EMAIL	TELEPHONE	LEAD ACCOUNTABILITY [identify if applicable]

Family:

NAME	ROLE	EMAIL	TELEPHONE	NOTES

Other:

NAME	ROLE	EMAIL	TELEPHONE	NOTES

TOOL - LEARNING & DEVELOPMENT PLAN TEMPLATE - PLANNING SHEET

This tool is designed to provide a template that schools can use to produce individual student learning and development plans

Student Name:

Year Level:

Class:

Date:

Goal Setting:

What would you like to achieve [this year][over the rest of the year]? What are your goals?

AS AN INDIVIDUAL	
AS A LEARNER	
AS A	

What are you going to do to work towards those goals?

I AM GOING TO ...

What can other people do to help you do that?

WHO CAN HELP?	WHAT CAN THEY DO?	IS THERE ANYTHING THAT YOU NEED TO DO TO HELP THEM HELP YOU?

Signed:

Student

Parent/Family Member

Teacher



TOOL - LEARNING & DEVELOPMENT PLAN TEMPLATE - REFLECTION SHEET

Student Name:

Year Level:

Class:

Date:

Reflection:

Think about the goals that you set at the start of the [year][semester]. How have you been going on them?

THINGS THAT I HAVE DONE....	THINGS THAT HAVE HELPED ME DO THAT...

THINGS THAT I COULD DO NOW....	THINGS THAT WOULD HELP ME DO THAT...

Signed:

Student

Parent/Family Member

Teacher

TOOL - LEARNING SUPPORT/EXTENSION PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce learning support/extension plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Identified Learning Support/Extension Needs/Opportunities:

List the areas where you believe the student would benefit from getting additional support or extension.

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - HOME BASED LEARNING PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce home based learning plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Period covered by plan: [start – end date]

Learning Activities:

Identify the learning activities that the student is going to cover at home and the resources and supports that they can access to do that.

SUBJECT AREA	WEEK	ACTIVITY	LEARNING RESOURCES*	BY WHEN	SUPPORT CONTACT	STATUS

* Resources attached separately

Support Contact Details:

NAME	ROLE	TELEPHONE EMAIL	EMAIL

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - STUDENT WELFARE SUPPORT PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce student welfare support plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Identified Personal Support or Development Needs/Opportunities:

List the areas where you believe the student would benefit from getting additional support.

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - BEHAVIOUR MANAGEMENT PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce behaviour management plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Identified Behaviour Management Needs/Opportunities:

List the areas where you believe the student would benefit from getting additional support.

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - THINGS TO REMEMBER WHEN SETTING UP & RUNNING MEETINGS

This tool is designed to provide staff with a short checklist to help them to set up and run effective meetings.

<p>WHEN PLANNING FOR THE MEETING</p>	<ul style="list-style-type: none"> • Clearly identify the purpose of the meeting • Define what needs to come out of the meeting for it to be successful • Identify who needs to be at the meeting to achieve those outcomes: <ul style="list-style-type: none"> - Who are the people who MUST be there - Who will it be USEFUL to have there • Think through the process that you should follow in the meeting to achieve those outcomes • Think through where and when you should hold the meeting so that: <ul style="list-style-type: none"> - People can attend - They will feel comfortable/"safe" participating - Everyone is likely to be in a "headspace" that will let them focus on the discussion
<p>WHEN SETTING UP THE MEETING</p>	<ul style="list-style-type: none"> • Prepare and issue an invitation to the meeting that: <ul style="list-style-type: none"> - Identifies the purpose of the meeting - Defines the intended outcomes from the meeting - Identifies who will be participating - Provides an agenda for the meeting - Identifies where and when the meeting will be held • If your MUST BE THERE participants can't make it to the meeting then re-schedule to a time when they can
<p>AT THE START OF THE MEETING</p>	<ul style="list-style-type: none"> • Make sure that everyone knows one another and why they have each been invited to the meeting • Make sure that everyone understands the purpose and intended outcomes of the meeting • Confirm the process that the meeting will follow • Define any particular "rules of engagement"
<p>DURING THE MEETING</p>	<ul style="list-style-type: none"> • Make sure that you stay focused, stick to the agenda and stay within time schedules • Make sure that you model the behaviours that you would like to see in the other participants • Make sure that everyone has a chance to speak • Use reflective listening practices to check for understanding • Manage any conflict in a constructive way • If you are not able to manage the conflict then either take a "time out" or bring the meeting to an end and re-convene at another time
<p>AT THE END OF THE MEETING</p>	<ul style="list-style-type: none"> • Confirm the decisions that have been made in the meeting • Confirm any next steps • Remember to thank people for their participation
<p>AFTER THE MEETING</p>	<ul style="list-style-type: none"> • Write up any minutes from the meeting quickly (so you don't forget anything) • Follow up on any next steps promptly so that people can see that you value their time and contribution

TOOL - MEETING PLANNING, AGENDA & MINUTES TEMPLATE

This tool is designed to provide a template that schools can use to set meeting objectives, prepare agendas and record meeting outcomes.

Meeting:

[NAME]			
DATE	START TIME	END TIME	LOCATION
MEETING PURPOSE:			
INTENDED OUTCOMES:			

ATTENDEE NAMES	ROLE	ATTENDED/APOLOGY

Agenda:

ITEM	WHAT COVER	WHO LEAD DISCUSSION	TIMING

Meeting Notes:

ITEM	NOTES

Decisions:

#	DECISIONS TAKEN
1	
2	
3	
4	
5	

Action Items:

#	WHAT	WHO	BY WHEN
1			
2			
3			
4			
5			

Follow up meeting required: Yes / No

Follow up meeting details:

[NAME]			
DATE	START TIME	END TIME	LOCATION
MEETING PURPOSE:			
INTENDED OUTCOMES:			

ATTENDEE NAMES	ROLE	ATTENDED/APOLOGY

Agenda:

ITEM	WHAT COVER	WHO LEAD DISCUSSION	TIMING

TOOL - MEETING LOG

This tool is designed to provide a template that schools can use to record meeting outcomes.

Meeting Time:

Date:

Location:

Purpose:

Meeting Convenor: [Name]

Meeting Attendees:

NAME	ROLE	EMAIL	TELEPHONE

Apologies (if any):

Notes:

Agreed Outcomes:

1	
2	
3	

Action Items:

PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	NOTES

Follow up meeting required: Yes / No

Meeting Time:

Date:

Location:

Convenor:

4.

STUDENT BEHAVIOUR MANAGEMENT/DISCIPLINE

What How students behave at school has a significant effect on their own learning and that of other students. If not managed appropriately disengaged, disruptive and challenging behaviour can quickly undermine the learning environment in a school or classroom.

Because of their background experiences low SES and NESB students can sometimes come to school without some of the basic social and behavioural skills that they need to operate effectively in a school/classroom environment. Because of that they can take time to settle into school. Some students adopt a distant, defensive or challenging attitude towards staff. That behaviour is often part of a subconscious self-protection mechanism requiring staff to “prove” their trustworthiness and commitment to the student before the student will open up and engage with them.

Schools adopting a holistic education model recognise that students’ behaviour is often the product of a number of different factors, not all of which relate to what is happening for them at school. They also understand that students need to be taught how to identify and manage their emotions and behaviour, both so that they can engage effectively at school and so that the school and classroom environment is a safe and welcoming one for all students.

Because of that, schools adopting a holistic education model put particular focus on establishing a safe, supportive learning environment.

How They usually adopt a practice of “tough love”. They set clear boundaries and expectations for student behaviour. They invest time teaching students how to identify and manage their emotions and behaviour and they put in place clear, school wide protocols for managing inappropriate behaviour in a timely, consistent and constructive way that holds students to account for their actions.

This can be particularly important where students come from different cultural and language backgrounds or home environments that do not set clear boundaries for child behaviour, as children from those backgrounds will often not otherwise know or understand what is expected of them, or will act in a way that is allowed/appropriate at home but is not in a school/classroom environment.

Setting clear boundaries & expectations for student behaviour

Schools set clear, positive expectations for student behaviour that are based on principles of mutual respect and responsibility. They reinforce:

- The value and potential of every person
- The right of every person to feel, and the responsibility to make sure, that school is a safe, welcoming place to be and to learn and
- The importance of working hard and trying your best in everything that you do.

Those expectations are reflected in a clearly documented code of conduct. The code of conduct is used as a touchstone for both staff and student behaviour. School rules, classroom procedures and discipline processes are clearly defined and are based on code of conduct principles.

Teaching time is allocated at the start of each year for staff to work through the code of conduct, school rules and classroom rules and procedures so that students understand what is expected of them. Often students will be actively involved in developing principles for classroom behaviour as part of those activities so that they can develop a sense of ownership of them and a shared sense of responsibility for complying with them.

All staff (including office administration, ground and other non-teaching staff) take responsibility for reinforcing school rules, acknowledging positive student behaviour and intervening where required to manage inappropriate behaviour.

Some schools use a positive notice card or raffle ticket system to acknowledge and reward students for good behaviour. Staff acknowledge good behaviour by giving students a positive notice card or raffle ticket and recording their name. The students' names are published in the school newsletter/bulletin. Their names also go into a good behaviour reward raffle that is drawn on a regular basis at school assembly. Rewards vary but can include tuckshop vouchers, local movie ticket or bookshop vouchers etc.

In class, teaching staff refer to school rules and classroom procedures and acknowledge student compliance with them on a regular basis as a way of reinforcing positive student behaviour. They manage non-compliance in a timely, consistent and constructive way.

Schools usually get staff to use a common approach when managing student behaviour/discipline. The approach is often quite structured and requires staff to use common language cues and escalation approaches.

Schools often use common classroom management tools to monitor student behaviour as a way of helping to make sure that student behaviour is managed in a consistent way.

Example - Classroom "tick and dot" chart

Some schools use a "tick and dot" system to track positive and negative classroom behaviour. Teachers recognise positive behaviour by putting a tick against the student's name. If the student behaves inappropriately they put a dot against the student's name.

NEGATIVES			STUDENT NAMES	POSITIVES										PRIVILEGES RECEIVED		
1	2	3		1	2	3	4	5	6	7	8	9	10	1	2	3

If students get a defined number of ticks (eg. ten) they will earn a reward. Rewards are usually negotiated between the student and the teacher and are linked to learning activities. They may involve a student being able to spend time working in a challenge lab or undertaking a learning activity of their own choice. Ticks accumulate over time (eg. a month or term) to reinforce good behaviour.

Dots are wiped out at the end of each day so that students can start off fresh each day. If a student accrues a defined number of dots in a day (eg. three) then a parent notice slip will be sent home and a behaviour support conference will be scheduled with the parent.

Using the same process across different classrooms means that students get used to how staff manage inappropriate behaviour and helps students to understand and respond to behaviour management cues more easily.

Supporting students to build self-awareness & self-management skills

Day to day coaching

Teaching staff work with students to make them more aware of their behaviour and how it affects other people on a day to day basis. They use affective statements and questions to help students to identify and adjust problematic behaviour.

Example - Using affective statements and questions

Affective statement: Sally, when you talk during class like that you make it difficult for other students to focus.

Affective question: Sally, how do you think it affects other students when you talk in class like that?

They also build social and emotional learning (SEL) activities into the curriculum to help students develop self-awareness and self-management skills.

Individual student planning

From early/mid-primary school, schools usually get students to prepare individual learning and development plans that include both individual development, behavioural and learning goals. The development of those plans often forms part of the school's SEL curriculum.

Students reflect on their performance against the goals set out in their plan periodically across the year.

The development and review of the above plans provide an opportunity for staff to work with students to help them to identify and work on disengaged, disruptive or challenging behaviours that inhibit their own or others' learning. It also provides an opening for staff to speak with students about how they, the staff member, can help students change their behaviour.

Reporting

Student reports are also structured to include student's personal development and behaviour as well as their academic performance.

Targeted instruction

Schools will often use their SEL curriculum to teach students how to:

- Become aware of and manage their own behaviour
- Be alert to the cues that staff give to help them manage their behaviour
- Listen and respond in a thoughtful and reflective way when staff intervene to redirect their behaviour and
- Respond when other students:
 - Act towards them in an inappropriate way or
 - Are not complying with school rules.

Some schools provide formal training for students to become peer mediators and involve students in helping to resolve issues relating to low level breaches of the school rules/code of conduct.

Using a restorative student management approach

Schools usually adopt a restorative approach when managing both staff and student behaviour.

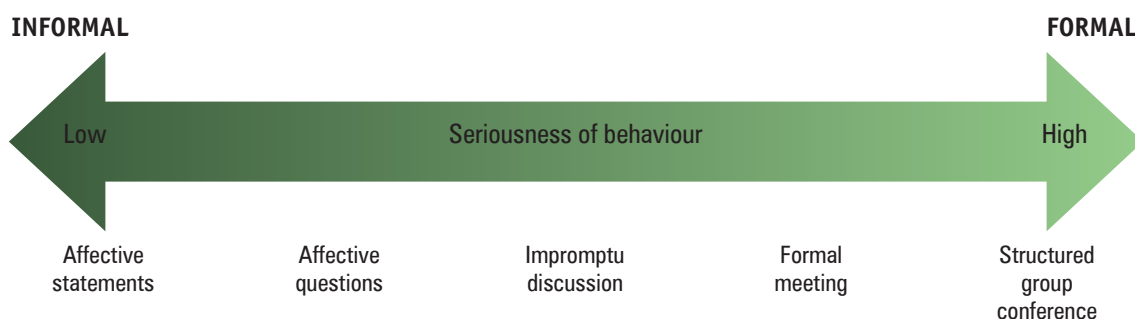
Table - Comparison of traditional punitive and restorative approaches

TRADITIONAL PUNITIVE APPROACH	RESTORATIVE APPROACH
Issue defined as breaking the school rules	Issue defined as adversely affecting others
Focus on the past and establishing blame or guilt	Focus on problem-solving and how to make things better and avoid the same thing happening in the future
Attention on due process	Attention on due process and relationships
Based on an adversarial process and relationship between the staff member and the student	Based on a supportive process and relationship between the staff member and the student
Punishment used to deter	Restitution used to make better and reconcile
Focus on taking responsibility	Focus on taking responsibility and learning from experience
Accountability defined in terms of receiving punishment	Accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right

Behaviour management approach

Where students behave inappropriately staff address that behaviour in a timely, consistent and constructive way. They match the nature of their response to the severity of the behaviour.

Figure - Intervention spectrum⁶⁴



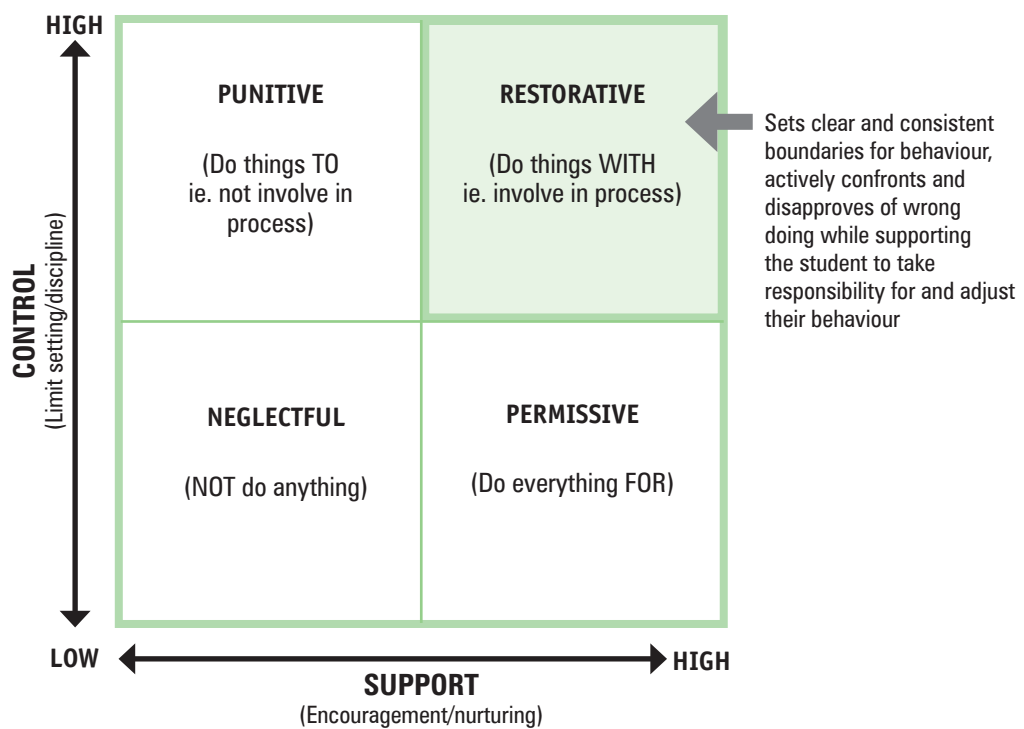
⁶⁴ Wachta et al 1999., p2.

Wherever possible, issues arising in the classroom or playground are dealt with by the staff member who observed the incident or the relevant teacher or playground supervisor. Where the seriousness of the incident warrants it, staff will “escalate” the matter in line with a set protocol and involve the appropriate year level or learning community/neighbourhood head, student welfare/wellbeing and support manager or school leadership team member.

The focus on having the staff member who observed or experienced the behaviour deal with it is significant. It helps to maintain the relationship between the staff member and the student, it means that incidents are dealt with promptly and avoids potentially having the authority of the staff member “undermined” by having to pass responsibility for dealing with an incident on to someone else.

All staff (including office administration, ground and other non-teaching staff) are trained to use a consistent approach and to manage disciplinary discussions in a way that reinforces the right of all students and staff to feel safe and secure, and the need for every person at the school to act in a way that respects and supports that. They use a restorative approach/response to support the student to understand, take responsibility for and adjust their behaviour.

Figure - Behaviour management/disciplinary approaches⁶⁵



⁶⁵ Wachtel et al 1999., p.1.

The restorative approach is based on the principle that students are better able to engage in a constructive discussion about their behaviour and are more likely to make positive changes in their behaviour when staff handle those discussions in a way that:

- Recognises and helps students to manage their emotional state
- Supports them to understand the effect that their actions have on themselves and others
- Helps them to think about why they are acting in a particular way
- Encourages them to take responsibility for their actions and the effect that they have on others and
- Involves them in determining what they need to do to make things right and avoid the same thing happening again.

In order to manage discussions in that way it is important that staff try to not take student behaviour personally and try to remember that, even if it appears to be directed at them, student behaviour is rarely about them. This is significantly easier to say than to do, but if staff can do it, it usually makes a significant difference in how well they can manage student behaviour.

Staff using a restorative approach structure discussions so that:⁶⁶

STUDENTS GET TO:		SO THAT THEY CAN:
Tell their side of the story		Feel listened to, valued and respected
Express their feelings		Work through their emotions
Reflect on the effect that their actions had on themselves and others		Process what happened, the role that they played in it and the harm it caused
		Take responsibility for the harm that they have done
Think about what they need to do to repair the harm that they have caused		Help identify strategies to repair that harm
Identify what they need to do to avoid the same thing happening again and to be able to move on and feel better about themselves		Help identify strategies to change their behaviour

Staff pay particular attention to how they structure their discussions with students, the language that they use and the tone of voice and body language that they adopt to reinforce their message.

They usually try to talk at an eye to eye level with the student (ie. to not stand over the student but adopt a more “even” stance) so that the student does not feel as intimidated by the discussion and so is more likely to be able to think about what is being said and reflect on their behaviour.

⁶⁶ Transforming Conflict., p.7.

The most effective schools develop a common protocol and language that staff use when they do that. They do that to make sure that staff are consistent in how they handle behavioural issues and to help students recognise consistent language cues.

Using a consistent process and common language cues helps:

STUDENTS	<ul style="list-style-type: none"> • Get used to how behaviour is managed • Learn to identify and respond to behaviour management cues more effectively
INDIVIDUAL STAFF	<ul style="list-style-type: none"> • Use a restorative approach • Manage student behaviour in a consistent way over time
BROADER STAFF GROUP	<ul style="list-style-type: none"> • Manage student behaviour in a consistent way across the staff group.

Table - Example protocol and script

STEPS	SCRIPT	TONE
Confirm what happened	<i>What just happened [in or with ...]?</i>	Calm and inquiring
Explore why it happened	<i>What were you thinking about or feeling when [reference events to identify triggers to behaviour]...?</i>	
Explore what could have done differently	<i>What do you think you could you have done differently?</i>	
What was the effect of what happened	<i>How do you think that made [name others involved] feel?</i>	
Express disappointment in behaviour	<i>You are capable of doing better than that. I am disappointed that you did that. I expect more from you.</i>	Firm voice
Reference mutual right and responsibility to feel safe	<i>You have a right to feel safe here and a responsibility to make sure that everyone else does too.</i>	Transition from firm voice to softer voice
Explore what needs to be done to repair harm	<i>What do you think you need to do to make things right?</i> [If the student struggles to respond give them time to think about it and come back to them later. If they still struggle then use a guided reflection process to explore what needs to be done to make things right with each person involved]	
Agree remedial actions	[Confirm actions including disciplinary response and follow up where required]	

Working through issues in this way means that students feel like they have a chance to be heard. Because of that they tend to be better able to overcome their emotional response to the situation and be more open to listen to others. That increased openness means that they are better able to reflect on what happened and so puts them in a better position to identify and explore options for how to change their behaviour next time around. It also provides an opportunity to (re)build the connection between the student and the other person. That is important to allowing them to move on from the incident in a constructive way.

Time outs

Schools recognise that students often need time to “cool down” after an incident that has required intervention by staff.

They often set up a “time out” space in the school for that purpose, either in a designated room or a separate area within a learning neighbourhood/ community space. The space is usually manned by student welfare/wellbeing and support staff and usually constitutes their office.

It is usually located in an area that is easily accessible. It is set up to be a quiet, welcoming space with desk areas that can be used for structured work, open spaces for reading or other activity, comfortable areas with beanbags or something similar where students can sit, calm down and reflect. It also usually contains a working area for wellbeing and support staff and a slightly separate space where staff can have a more private conversation with students, their parents/family or other staff when required.

Staff will send students to the time out space for different reasons. They may send them to the space for a designated period of time as part of a disciplinary action to give the student time to calm down and reflect on their behaviour. Alternatively, they may send them to the space or suggest that they go there of their own accord so that they can have a chance to calm down and speak with wellbeing and support staff about what has happened.

Teaching staff may also use the space on a prevention/early intervention basis. For example, where a teacher notices that a student is showing signs of frustration or early stage anger, they will

often speak with the student and suggest that they take time out in the space to (re)settle. They may also refer students to the space to talk to wellbeing and support staff where behaviour management is not an issue but they believe that the student would benefit from accessing personal support from the wellbeing and support staff member.

Some schools use “time out” cards to help students learn how to anticipate and manage their emotions and behaviour. For example, a teacher may give a student who has a tendency to get frustrated and act in a defensive, disruptive or challenging manner a “time out” card. If the student feels that they are getting frustrated they can show the teacher the card and then take 5 – 10 minutes out of the class (by moving to a time out space in the classroom or going outside but still in sight of the classroom) to calm down and recollect themselves. “Time out” cards are usually given as part of a student behaviour management plan and are given on the basis that they are used in an appropriate way. If students “take advantage” of their time out card and use it in an inappropriate way it is withdrawn.

Staff will usually either accompany the student to the time out space or send them there with a time out slip/pass that notes the referring staff member’s name, the name of the student, the reason for the referral (usually this is identified on a “tick a box” basis with space for comments if required) and any specified time out period. Staff are careful to make sure that anything that they write on the form is constructive in tone and complies with restorative principles on the basis that the student is likely to read it on route to the time out space. Copies of referral slips are retained by the referring and recipient staff member and are forwarded to the school office at the end of the day to be logged on the student’s electronic file and/or filed in a paper based file.

Depending on the state that students are in when they arrive at the time out space, student welfare/wellbeing and support staff will either speak to them about what has happened and debrief with them on that, or give them time to calm down and then debrief with them. Staff will often get students to complete a structured self-reflection worksheet as part of that process to help students

to think about what has happened, the role that they played in it, the harm caused by their actions and what they can do to make things right and avoid having the same thing happen again.

If students are referred to the time out space during recess/lunch or are held over a period so that they will miss part of a class the student welfare/wellbeing and support staff member will notify the relevant teacher to let them know that the student is in the time out space.

After the designated time out period has been completed, if the student has calmed down they will be allowed to return to class. They will either be allowed to return to their classroom on their own or will be accompanied back by a student welfare/wellbeing and support staff member (depending on the needs of the student and whether or not there are any other students in the time out space at that time). Where a student is sent back to class on their own, schools will usually require staff to use a referral slip confirming that the student has been allowed to return to class and noting the time that they have been sent back so that teaching staff can keep track of students. The relevant student welfare/wellbeing and support staff member will keep a record of the time that the student was sent back to class. They will make sure that students understand that they have kept a note of the time and that they will be speaking with the student's teacher later in the day so that the student has an incentive to return to class promptly.

Schools will usually have a standing arrangement in place so that if a staff member needs to leave the time out space when there is no other adult in the room they can call the administration office and either an office staff member will come down to cover the space or will arrange for another staff member to come and do that.

If students are referred to the time out space and no staff member is present they are required to wait quietly outside of the space until the staff member arrives. Comfortable seats are usually located outside of the space for this purpose.

Student welfare/wellbeing and support staff will follow up with the referring teacher after the student has returned to class to confirm that the student attended the space and to debrief on the student's behaviour and discuss strategies for ongoing support and management.

Student behaviour management plans

Where students demonstrate consistent disruptive or challenging behaviour or are involved in a serious incident, schools will set up a behaviour management plan with the student.

The need for a behaviour management plan will be triggered automatically when a student is involved in a serious incident. Where a student demonstrates ongoing disruptive or challenging behaviour the option of implementing a behaviour management plan will usually be raised by teaching and/or student welfare/wellbeing and support staff and implemented when there is agreement that it is likely to be a useful management strategy.

The development of behaviour management plans is often coordinated by a student welfare/wellbeing and support staff member in collaboration with the student's class or homeroom teacher. Meetings are convened involving relevant teaching and student welfare/wellbeing and support staff, the student and their parents/family. Sometimes this group is referred to as a student support group/team. The plans are developed collaboratively. They identify clear actions that will be taken by staff, students and their parents/family and build in regular review points. The frequency of these reviews depends on the nature of the behaviour that is being managed.

Teachers working with students who are on a behaviour management plan will often track student behaviour on a daily basis.

At primary school level students will usually meet with their teacher at the end of each day to reflect on their behaviour that day and set goals for the next one.

At middle and senior school level teachers will usually provide one on one feedback to the student's home room teacher at the end of each week (either through face to face discussion or by email) and the home room teacher will meet with the student either before or at the end of school on the following Monday to reflect on their behaviour over the previous week and set goals for the coming one.

When providing feedback during those regular sessions, and when conducting review sessions with parents/family members, staff are careful to make sure that they acknowledge and praise the

students positive behaviour as well as identifying and working through areas requiring ongoing focus.

Student detentions

Schools will use detention as a form of disciplinary intervention. When doing that they recognise, however, that it is important that the detention encourage students to adjust their behaviour and does not work as an added disincentive for students to attend or participate at school. Because of that schools are careful to make sure that students use the time that they have in detention productively and that the tasks that they perform during that time are structured to encourage the student to reflect on and/or redress their behaviour.

If using before or after school detentions schools are also careful to make sure that students can still get to/from school using their regular transport and that the timing of the detention does not interrupt any part time work commitments that they might have.

Student suspensions & expulsions

Schools using a holistic education model rarely suspend or expel students from school; however, they will do so where the student's behaviour puts other students or staff at risk.

Schools will sometimes use in-school suspensions where students are required to complete their classwork outside of their normal class, usually under the supervision of a student welfare/wellbeing and support staff member or leadership team member.

Out of school suspensions or expulsions usually require principal level sign off.

Some schools will adopt a policy of re-enrolling previously expelled students if they seek to return to the school. Re-enrolment is usually dealt with on a case by case basis and is not done as a matter of course. If students are re-enrolled it is usually done on the condition that a strict behaviour management plan is set up and reviewed on a regular and frequent basis. Often the principal will be involved in this process to reinforce the importance of having the student address their previous behaviour issues.

Staff training & development

Schools put particular focus on making sure that all staff, not just teaching staff, understand and are trained how to apply school wide behaviour management protocols.

They often train the school leadership team, student welfare/wellbeing and support staff and a core cohort of teachers to be skilled restorative conferencing facilitators. Those staff then play a lead role in conducting formal conferences with students and their parents/families to deal with serious behaviour issues. They also provide support to, or act as coaches for, other staff.

Schools make sure that new staff, relief staff, third party partners and volunteers are taken through the school's behaviour management protocols as part of their induction. They also usually periodically run refresher training sessions to help staff build on their skills.

Many schools also run "brown bag breakfasts/lunches" or allocate time at staff or professional development meetings to reflect on examples of how staff have managed particular incidents so that staff can share and learn from each other's experiences.

As well as making sure that staff understand the behaviour management protocols that they need to follow, schools also often run a mix of formal/informal training sessions to help staff understand how different factors both in and outside of school might be affecting student behaviour. They also focus on helping staff to read student body language and behaviour so that they can anticipate and proactively manage disengaged, disruptive or challenging student behaviour more effectively.

Where staff find managing student behaviour difficult or have particular issues working with a specific student, schools will often partner them with a more experienced teacher or student welfare/wellbeing and support staff member to help develop their skills and deal with the student(s) more effectively. That may involve regular professional coaching sessions where staff talk about behaviour that has occurred and how the teacher handled/could have handled it. It may also involve them sitting in and observing one another's classes or filming classes and reviewing footage together so that they can work through "real life" scenarios together. Sometimes schools

will actually set a teacher up with a remote earpiece as they teach their class so that an observer sitting at the back of the room can talk to the teacher during class and help them to identify and manage student behaviour on a real time basis.

Parent engagement, training & development

Schools usually also run information sessions for new parents/families to make sure that they understand the approach that the school takes to behaviour management and the expectations that the school has of parents/families in supporting staff to manage behavioural issues.

Some schools also provide training and information sessions for parents and families to help them develop their own behaviour management skills.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school has a documented code of conduct that sets clear boundaries and expectations for behaviour
- Staff spend time during school and year level induction activities to make sure that students understand the school's code of conduct and what is expected of them
- The school runs information sessions for new parents to make sure that they understand the approach that the school takes to behaviour management and the expectations that the school has of families in supporting staff to manage behavioural issues
- All staff take responsibility for reinforcing and enforcing school rules
- Wherever possible, issues are dealt with by the staff member who observes an incident or the relevant teacher or playground supervisor to whom it is reported
- Where the seriousness of an incident warrants it, staff consistently "escalate" the matter in line with the set protocol
- Staff consistently use a restorative approach when managing student behaviour
- Student management/discipline is based on principles of mutual respect and responsibility and the right of all students and staff to feel welcome, cared for and safe at school
- Staff actively acknowledge and encourage positive student behaviour and manage inappropriate behaviour in a timely, consistent and constructive way
- Staff use a consistent approach when managing inappropriate behaviour and manage like behaviour in like ways
- Protocols for how to manage inappropriate student behaviour are clearly defined and documented
- Formal and informal training is provided for all staff to make sure that they understand and are able to apply the school's behaviour management protocols and manage student behaviour
- Relief staff and volunteers are briefed to make sure that they are also aware of the school's behaviour management policy and approach
- Staff use time out spaces and behaviour management plans where appropriate to manage student behaviour
- In/out of school detention time is explicitly structured to encourage the student to reflect on and/or redress their behaviour
- The use of out of school suspensions/expulsions is avoided unless required to protect staff or students
- Home based learning plans are put in place for suspended students
- The school provides/partners with other service providers to provide training to help parents/families develop their behaviour management skills

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a safe, supportive school/classroom environment

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Provides regular opportunities for staff to share learning and experience
- Facilitates peer coaching
- Helps improve staff performance/teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>GETTING CONSISTENCY IN HOW STAFF MANAGE/ DISCIPLINE STUDENTS</p>	<ul style="list-style-type: none"> • Work with staff and parent/family representatives to develop and document clear guidelines for what sort of behaviour constitutes a minor, moderate, serious or critical breach of school rules and agree how the different types of breach should be managed • Provide staff with common classroom management tools, scripts and resources in line with those guidelines • Use staff and professional development meetings to review live case study examples of incidents that staff have managed to build a shared understanding of how the guidelines apply and how to manage different situations • Partner staff together and get them to debrief on behaviour management activities and work as peer coaches/mentors • Get staff to use self-reflection tools to “check” their own practice/behaviour
<p>HELPING TEACHERS WHO DO NOT NATURALLY APPLY RESTORATIVE APPROACHES TO CHANGE THEIR PERSONAL STYLE WHEN DISCIPLINING STUDENTS</p>	<ul style="list-style-type: none"> • Acknowledge that it is difficult to change how we respond to and manage student behaviour • Clearly explain the basis for adopting a restorative approach and using a common process and language cues for managing student behaviour • Highlight the benefits for staff and students • Provide staff with classroom management tools, scripts and resources to help them apply those processes • Provide formal and informal training for staff to help them to learn and practice behaviour management processes and skills • Partner staff together and get them to debrief on behaviour management activities and work as peer coaches/mentors • Where staff struggle to consistently use a restorative approach then provide intensive training and support to help them focus on that area • Use peer coaching, observation and professional supervision approaches to help the staff member to reflect on their practice, identify patterns in their behaviour that are inconsistent with a restorative practice, identify factors that trigger those responses and help develop strategies to help manage those factors

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
FINDING ROOM TO SET UP AN APPROPRIATE “TIME OUT” SPACE	<ul style="list-style-type: none"> • If a separate room is not available look for opportunities to block off space in another area (eg. library, learning neighbourhood) or set up a demountable block to perform that function.
FUNDING THE FIT OUT OF AN APPROPRIATE “TIME OUT” SPACE	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Seek financial and in kind donations from school families and local community members or organisations to help fit out the space • Partner with local TAFE and training organisations to help fund and complete basic fit out work using vocational students
STAFFING THE “TIME OUT” SPACE	<ul style="list-style-type: none"> • Base student welfare/wellbeing and support staff out of the time out space
HELPING TEACHING STAFF TO MAKE APPROPRIATE USE OF THE “TIME OUT” SPACE AND SUPPORT AND WELLBEING STAFF	<ul style="list-style-type: none"> • Be proactive in making sure that staff understand the purpose of the time out space • Highlight the benefits for staff and students • Encourage student welfare/wellbeing and support staff to talk to referring staff if/when they think that students are being sent to them when they should not be or could have benefited from being sent at an earlier point • Get student welfare/wellbeing and support staff to track utilisation of the space (students, cohorts, referring staff, reasons for referral) and report on usage on a regular basis (eg. at the end of each term). Staff can use a simple tracking table or spreadsheet to do that • Share reports with school leaders, year level/ faculty heads and teaching staff • School leaders and year level/faculty heads use reports to follow up with student welfare/wellbeing and support/ other staff if the space does not appear to be being used appropriately

POTENTIAL CHALLENGES:**MANAGING STUDENT
MOVEMENTS TO AND FROM
THE "TIME OUT" SPACE****POSSIBLE RESPONSES:**

- Work with staff to develop and document clear guidelines for how the referral/return process will work
- As a rule of thumb require that staff accompany students if they think that there is a risk that they will not move reasonably efficiently to or from the classroom on their own or if they are in an emotional state that means that it is not appropriate that they be left alone; otherwise allow the student to move between the spaces on their own (placing trust in and responsibility on the student to move between the two spaces can play a constructive role in reinforcing the positive expectation that staff have of the student)
- If a student needs to be accompanied to the space but the staff member is not able to leave other students unattended then the staff member referring the student to the time out space can choose to ask the student to sit quietly in the classroom or wait outside the classroom until they are free or they are able to get another staff member to take the student to the time out space or supervise their class
- If a student needs to be taken back to class but the time out space supervisor is not free they can either contact the office to get another staff member to cover the time out space or arrange for the student to undertake a constructive learning activity in the time out space until they are able to accompany them back to the class
- Use a referral slip/pass system to communicate between staff when a student is sent to the time out space or sent back to class
- Make sure that staff follow up with one another after a student has been referred to the time out space to confirm what happened and agree on any required follow up actions



















POTENTIAL CHALLENGES:

HELPING PARENTS TO SUPPORT THE ADOPTION OF A RESTORATIVE (RATHER THAN A PUNITIVE) APPROACH TO STUDENT DISCIPLINE

POSSIBLE RESPONSES:

- Include parent/family representatives in developing behaviour management policies
- Be proactive in running briefing sessions for parents to explain the school's behaviour management policy and approach
- Explain the basis for adopting a restorative approach
- Highlight the benefits for students, families and staff in adopting a restorative approach
- Outline the guidelines that the school uses to determine whether behaviour constitutes a minor, moderate or serious breach of school rules and the types of response that will apply at each level
- Be proactive in contacting parents when their child has been involved in an incident (either as an instigator or an involved party) and explaining the action that the school is/has taken and the reason for it. Relate the response to the behaviour management policy so that parents can understand how the response fits within the guidelines

TOOLS:

-  Staff Induction/Training Factsheet - Understanding student behaviour
-  Tool - Things to remember when working through issues with students, parents & staff
-  Tool - Example behaviour management protocol & script
-  Tool - Handy hints for managing challenging behaviour
-  Tool - Tick & dot chart
-  Tool - Time out space referral slip/pass (in & out)
-  Tool - Parent notification form
-  Tool - Student reflection sheet (primary, middle & senior school version)
-  Tool - Example behaviour & consequences table
-  Tool - Behaviour management plan template
-  Tool - Meeting planning, agenda & minutes
-  Tool - Meeting log
-  Tool - Student commitment to positive behaviour tracking sheet
-  Tool - Teacher self-reflection survey
-  Tool - Statement of school expectations for student behaviour (school norms)
-  Example Policy - Student management & detention policy
-  Example Policy - Student behaviour management policy
-  School Diagnostic - Student behaviour management/discipline

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Building Strong Teacher-Student Relationships
- Adopting a Reflective Teaching Practice
- Individual Student Planning

USEFUL RESOURCES:

- Blum, P., Anger and Conflict Management Pocketbook., Teachers' Pocketbooks., London., 2009. www.teacherspocketbooks.co.uk
- Hook, P. and Vass, A., Behaviour Management Pocketbook., Teachers' Pocketbooks, London., 2004. www.teacherspocketbooks.co.uk
- O'Regan, F., Challenging Behaviours Pocketbook., Teachers' Pocketbooks., London., 2006. www.teacherspocketbooks.co.uk
- Thorsborne, M. and Vinegrad, D., Restorative Justice Pocketbook., Teachers' Pocketbooks., London., 2009. www.teacherspocketbooks.co.uk
- www.transformingconflict.org

TOOL - THINGS TO REMEMBER WHEN WORKING THROUGH ISSUES WITH STUDENTS, PARENTS & STAFF⁶⁷

This tool is designed to provide staff with a short checklist of things to remember when dealing with sensitive issues, having difficult discussions or managing conflict.

THINGS TO REMEMBER		WHAT HAPPENS IF YOU DO	... AND IF YOU DON'T
Listen to and value different perspectives	<ul style="list-style-type: none"> • People view and experience things differently • They need to be able to express their view and feel that it has been listened to with an open mind 	The other person feels respected, valued and listened to	They don't feel respected, valued or listened to
Take into account how people are likely to be feeling	<ul style="list-style-type: none"> • How people feel influences how they behave, now and in the future • If someone is nervous, stressed, angry or caught up in emotion they will find it hard to move beyond that • It is important to think about how people are feeling and how that might affect their behaviour and their ability to engage in a constructive discussion when you want to talk about an issue with them • You need to give them time to calm down and/or help them to do that before you try to get into a reasoned discussion 	The other person is able to work through their emotion and so can better process things, understand what has happened and think about what they can do/do differently	They remain caught in emotion and so struggle to move beyond that
Identify what people need to move on	<ul style="list-style-type: none"> • Where people come into conflict or have a disagreement they will both have things that they will need to be able to move on • It is important to recognise that and make sure that the needs on both sides are addressed 	The people involved are both likely to feel that their needs have been recognised and addressed and be able to move on	One or both parties are likely to feel that their needs have not been recognised or met and so are less likely to be able to move on
Involve them in identifying what needs to be done to repair the harm that has been done and move on	<ul style="list-style-type: none"> • People involved in the conflict or disagreement are usually best placed to identify what needs to happen so that they can move on and the harm to their relationship can be repaired • It is important to involve them in developing strategies to do that rather than designing solutions for them or imposing solutions on them 	The people involved feel included in the decision and are more likely to accept and buy into it. Because of that they are more likely to learn from the experience	The people involved do not feel included in the decision and are more likely to resist it. Because of that they are less likely to learn from the experience

⁶⁷ Transforming Conflict., p.8.

TOOL - EXAMPLE BEHAVIOUR MANAGEMENT PROTOCOL & SCRIPT

This tool is designed to provide staff with a basic protocol or script for disciplinary discussions.

STEPS	SCRIPT	TONE
Confirm what happened	<i>What just happened [in or with ...]?</i>	Calm and inquiring
Explore why it happened	<i>What were you thinking about or feeling when [reference events to identify triggers to behaviour]...?</i>	
Explore what could have done differently	<i>What do you think you could you have done differently?</i>	
What was the effect of what happened	<i>How do you think that made [name others involved] feel?</i>	
Express disappointment in behaviour	<i>You are capable of doing better than that. I am disappointed that you did that. I expect more from you.</i>	Firm voice
Reference mutual right and responsibility to feel safe	<i>You have a right to feel safe here and a responsibility to make sure that everyone else does too.</i>	Transition from firm voice to softer voice
Explore what needs to be done to repair harm	<i>What do you think you need to do to make things right?</i> [If the student struggles to respond give them time to think about it and come back to them later. If they still struggle then use a guided reflection process to explore what needs to be done to make things right with each person involved]	
Agree remedial actions	[Confirm actions including disciplinary response and follow up where required]	

TOOL - HANDY HINTS FOR MANAGING CHALLENGING BEHAVIOUR⁶⁸

This tool is designed to provide staff with handy hints and things to remember when managing challenging behaviour.

Set clear boundaries and be consistent

It's important to set clear boundaries for what is and isn't acceptable and be consistent in terms of how those boundaries are defined and enforced.

Expect those boundaries to be tested

Because of their background experiences low SES and NESB students can sometimes come to school without some of the basic social and behavioural skills that they need to operate effectively in a school/classroom environment. Because of that they can take time to settle into school.

Some students adopt a distant, defensive or challenging attitude towards staff. That behaviour is often part of a subconscious self-protection mechanism requiring staff to "prove" their trustworthiness and commitment to the student before the student will open up and engage with them.

It's important to recognise that students do this, that it comes from their lived experience and is usually a defensive mechanism against getting hurt or shamed. It's usually not about you. It's important to interpret and respond to behaviour with that in mind and to persevere.

If you understand why a student is acting in this way you are less likely to make a negative attribution error or be (as) frustrated by their behaviour.

In most cases, the best response to defensive or "testing" behaviour is to remain calm, not rise to it and to prove your interest in and commitment to the student by not being put off by their behaviour.

Put yourself in the student's shoes

It's important to try to step outside of how you are experiencing and interpreting a student's behaviour and remember to ask yourself what factors might be driving that behaviour.

Doing that can sometimes give you a better understanding of what's happening and give you more options for dealing with it.

Be alert to the tendency to "self-sabotage"

Remember that marginalised or disadvantaged students often consciously or subconsciously "self-sabotage" and put up barriers.

Remember to question your own behaviour

It's important to be prepared to reflect on your own behaviour and how it may inadvertently contribute to your students' behaviour.

Set a positive expectation

Set a positive expectation for each student in terms of both how they'll behave and what they're capable of.

Focus on the behaviour not the person

If a student has a track record for disengaged or challenging behaviour then try to consciously reserve judgment and engage with the student for

⁶⁸ BE WaY Toolkit www.beyondempathy.org.au

who they are rather than what they have done or how they have behaved in the past.

It is significantly easier to say than to do, but by focusing on the person and what they bring to an activity, rather than on their past behaviour, you can put yourself in a different, more positive, relationship space with the student which makes it easier to avoid falling into the trap of negative stereotyping or negative attribution error.

“Target” the problem child

Getting the natural leader in a group on side can be a powerful thing.

It can often be useful to “target” the problem child in a class or group early on and try to get them on board. If you can get through to them and get them on board then they often will draw others on side and in line.

The natural leadership skills they demonstrate (albeit often in unconventional ways) also mean that once they are onside they often act as strong role models for other students.

Keep the lines of communication open

It’s important to try to keep the lines of communication open.

That doesn’t mean you have to be free to talk to students all of the time, but it does mean that you have to make it clear through what you and your body language say that you’re happy to talk and then make sure you set clear and consistent boundaries for when you can do that.

Always try to keep the end in mind ... and look for the opportunity not the challenge

Try to keep the end goal in mind when you’re working in any given situation and look for the opportunity to use the situation to help the student work towards that goal.

This is important, because it can help you step back from the intensity of the situation and (especially when things get tough) help you remember that there’s a bigger picture.

TOOL - TICK & DOT CHART

This tool is designed to help teaching staff to manage student behaviour in the classroom in a consistent way.

Tick and Dot Chart

Class:

Term:

NEGATIVES			STUDENT NAMES	POSITIVES										PRIVILEGES RECEIVED		
1	2	3		1	2	3	4	5	6	7	8	9	10	1	2	3

A tick is given for following the rules and behaving in a positive way that sets a good example for others. If students get [ten] ticks they will earn a reward. Rewards are negotiated between the student and the teacher and are linked to learning activities. They may involve a student being able to spend time working in the challenge lab or undertaking a learning activity of their own choice. Ticks can accumulate over the course of a [month] [term].

A dot is given for inappropriate behaviour. Dots are wiped out at the end of each day so that students can start of fresh each day. If a student gets [three] dots in one day then a parent notice slip will be sent home and a behaviour support conference will be scheduled with the parent.

TOOL - TIME OUT SPACE REFERRAL SLIP/PASS (IN)

This form is designed to be used to help keep track of students when they are referred to the time out space.

This form is completed in duplicate with one copy being given to the student to take with them to the time out space and the other being sent to administration (where it is usually entered into the student's online case note or attendance file). Using referral slips in this way allows the school to keep track of students and maintain a record of how often they are being referred to the timeout space.

Date: **Time:** **Referring Teacher:**

Telephone No:

Student Name:

Reason referred to time out space:

- Quiet time/support
- Cool down/self-reflection
- Disciplinary action
- Other

Minimum time allocation:

Comments:

Signed:

TOOL - TIME OUT SPACE REFERRAL SLIP/PASS (OUT)

This form is completed in duplicate with one copy being given to the student to take with them back to class and the other being sent to administration (where it is usually entered into the student's online case note or attendance file). Using referral slips in this way allows the school to keep track of students and maintain a record of how often they are being referred to the timeout space.

Date: **Student Name:**

Referred to time out space by:

Reason referred to time out space:

- Quiet time/support
- Cool down/self-reflection
- Disciplinary action
- Other

Minimum time allocation:

Time In:

Time Out:

- Return to class
- Return to recess/lunch
- Contact parents/family for collection
- Other

Comments:

Signed:

TOOL - PARENT NOTIFICATION FORM

This tool is designed to provide staff with a template that they can use to notify parents/family members when a student has been disciplined or referred to the time out space.

Dear [parent's name]

Date:

Your child [student's name] was [disciplined today][sent to the time out space today] for [specific reason]

Your child has completed a self-reflection worksheet and discussed positive behaviour strategies that they could use in the future with school staff. A copy of the worksheet that [student's name] completed is attached.

It is important that you support your child and the school by talking to [student's name] about this incident and about the importance of making better choices or decisions in the future.

As you know, we are committed to making [this school] a positive place where everyone feels welcome, safe and supported to learn.

Thank you for your support in this. If you would like to talk about this please contact me on the telephone number provided below.

[Signature]

Name:

Contact telephone number:

TOOL - STUDENT REFLECTION SHEET (PRIMARY SCHOOL VERSION)

This tool is designed to be used with primary school students who have been referred to the time out space/disciplined for inappropriate behaviour to get them to reflect on their behaviour.

Thinking About My Behaviour Worksheet

Name:

Date:

What happened in class/the playground that led to you being sent to the time out space?

How can you make it better?

What will you do/do differently next time?

Signed:

Supervising Teacher

Student



TOOL - STUDENT REFLECTION SHEET (MIDDLE & SENIOR SCHOOL VERSION)

This tool is designed to be used with middle and senior school students who have been referred to the time out space/disciplined for inappropriate behaviour to get them to reflect on their behaviour.

Thinking About My Behaviour Worksheet

Name:

Date:

What happened that led to you being sent to the time out space?

HOW DID YOU ACT/RESPOND?	WHO WAS AFFECTED BY THAT?	HOW WERE THEY AFFECTED?

What needs to happen to make things right?

What will you do/do differently if something similar happens again?

Signed:

Supervising Teacher

Student

TOOL - EXAMPLE BEHAVIOUR & CONSEQUENCES TABLE⁶⁹

This tool is designed to provide schools with a framework to help them classify and manage student behaviour in a consistent way.

We are committed to making [school name] a positive place where everyone feels welcome, cared for and safe. Helping students to become aware of, manage and take responsibility for their behaviour is an important part of how we do that. It is important for us both to acknowledge positive behaviour and to manage inappropriate behaviour in a consistent, constructive and timely way. This table provides a framework for staff to use when assessing and managing inappropriate student behaviour. It is important that all staff use this framework so that we manage student behaviour in a consistent way. Level 0 behaviour leads to a warning without a loss of privileges. Students engaging in Level 1 or Level 2 behaviours will be sent to the time out space for a designated period of time. Students engaging in Level 3 behaviours will be removed from the playground/class and disciplined on a case by case basis. When addressing inappropriate student behaviour remember to speak in a firm and respectful way. Clearly identify the inappropriate behaviour and consequence.

CATEGORIES OF BEHAVIOURS	RECOMMENDED LANGUAGE	CONSEQUENCES
LEVEL 0		
Low level breach of "hands off" policy	<i>This is a "hands off" school. Please keep your hands to yourself.</i>	Reinforce "hands off" policy with warning if necessary
Littering	<i>Please pick up the rubbish you dropped.</i>	Student asked to pick up litter
Playing active games in passive areas	<i>This is a passive play area. If you want to play that game you need to play it in an active play area like [identify alternative area].</i>	Reinforce correct play areas
LEVEL 1		
Offensive language including swearing, name calling, rude gesturing	<i>We don't accept offensive language like that at our school. You need to come with me now.</i>	10 minutes in the time out space
Pushing and shoving, play fighting	<i>This is a "hands off" school so we don't accept this sort of [identify behaviour]. You need to stop doing that and come with me now.</i>	
Disrespecting school property including climbing fences, tables, benches	<i>We need to respect school property and act safely. By [identify behaviour] you are not doing that. You need to stop doing that and come with me now.</i>	
Repeating Level 0 behaviour	<i>I've spoken to you about this already today. You need to come with me now.</i>	

⁶⁹ Broadmeadows Valley Primary School Playground Behaviour, Language and Consequences Sheet

LEVEL 2		
Intimidating and threatening behaviour	<i>Your behaviour is making others feel unsafe. You need to come with me now.</i>	15-20 minutes in the time out space with appropriate follow up by referring teacher or time out staff
Throwing things or other behaviour that may put others at risk	<i>You're putting other students at risk by [identify behaviour]. You need to come with me now.</i>	
Repeating Level 1 Behaviour	<i>I've spoken to you about this already today. You need to come with me now.</i>	
LEVEL 3		
Disobedient behaviour including failure to follow a teacher's instruction	<i>I've given you an instruction which I need you to follow. Don't let this situation get out of hand. I need you to do this now.</i>	If student complies when follow up instruction given then time out based on initial action If further warning or intervention is required then inappropriate behaviour is deemed Severe and is subject to a case by case response with appropriate follow up
Fighting and assault [call for staff support if staff are nearby or ask students to get another staff member to provide support]	<i>This is a "hands off" school. We don't accept this sort of [identify behaviour]. You need to come with me now.</i>	Deemed Severe and is subject to a case by case response with appropriate follow up
Vandalism or intentional damage to school property [call for staff support if staff are nearby or ask students to get another staff member to provide support]	<i>We need to respect school property and act safely. By [identify behaviour] you are not doing that. You need to stop doing that and come with me now.</i>	

TOOL - STUDENT COMMITMENT TO POSITIVE BEHAVIOUR TRACKING SHEET

This tool is designed to be used to monitor the behaviour of students who are on a behaviour management plan.

Student Name:

Supervising Teacher:

Week commencing:

FOCUS AREAS/GOALS FOR THIS WEEK:	STRATEGIES:
1.[List 3 areas for focus]	[identify strategies that the student will use and things the teacher will do to help the student (eg. verbal cues or hinting strategies that the teacher will use)]
2.	
3.	

REFLECTION	WHICH GOALS WERE MET TODAY?			STUDENT COMMENTS	TEACHER COMMENTS	
MONDAY	Student:	1	2	3		
	Teacher:	1	2	3		
TUESDAY	Student:	1	2	3		
	Teacher:	1	2	3		
WEDNESDAY	Student:	1	2	3		
	Teacher:	1	2	3		
THURSDAY	Student:	1	2	3		
	Teacher:	1	2	3		
FRIDAY	Student:	1	2	3		
	Teacher:	1	2	3		
TOTAL SCORE	Student:	/15				
	Teacher:	/15			OVERALL:	OVERALL:

Signed:

Student

Supervising Teacher

Parent/Guardian

TOOL - TEACHER SELF-REFLECTION SURVEY⁷⁰

This tool has been designed to help teachers to reflect on how they handled a particular behaviour management situation.

This tool can be used by individual staff as a self-reflection tool to think about how they can improve their behaviour management practices and/or by supervisors as an individual coaching and development tool to guide staff reflection.

1	Did you control any emotional response that you had to the incident and manage it logically rather than emotionally?	Yes / No
2	Did you reserve judgement and not take sides (did your body, tone and language reflect that)?	Yes / No
3	Did you ask the student(s) for their perspective on what happened?	Yes / No
4	Did you ask the student(s) about what they were thinking or feeling when they behaved in the way that they did?	Yes / No
5	Did you ask the student(s) how they were feeling now (ie. when you were speaking to them)?	Yes / No
6	Did you ask the student(s) to think about who might have been affected by their behaviour?	Yes / No
7	Did you ask the student(s) to think about how that person(s) might have been feeling at the time and since?	Yes / No
8	Did you clearly identify the unacceptable behaviour?	Yes / No
9	Did you encourage the student(s) to think about what they might need to do to put things right?	Yes / No
10	Did you encourage the student(s) to think about what they might need to do to make sure that the same thing did not happen again?	Yes / No
11	Did you involve the student(s) in developing a plan to put things right and avoid similar situations from happening again?	Yes / No
12	Did you communicate your disappointment in the student for the behaviour and your belief that they can do better in the future?	Yes / No

⁷⁰ Transforming Conflict., p.9.

TOOL - SCHOOL EXPECTATIONS FOR STUDENT BEHAVIOUR (SCHOOL NORMS)⁷¹

This tool has been designed to provide schools with an example of how they can define and communicate the minimum standard of behaviour that they expect from their students.

Every person at [school name] has the right to feel, and the responsibility to make others feel, welcome, cared for and safe.

Every [school name] student is expected to conduct themselves in a respectful and supportive way and to meet the following expectations for their behaviour every day.

Classroom Norms

- Arrive on time, prepared to begin before the bell rings.
- Enter the room quietly, be seated, and begin the assigned task.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class.
- Complete all assignments neatly and on time.
- Exit the classroom quietly and calmly after you are dismissed by the teacher.

Norms for Hallways & Stairwells

- Move calmly to and from each of your classes.
- Quiet conversation is acceptable; loud, raucous conversation is not.
- Walk through hallways and in stairwells - don't run.
- Discard rubbish in containers provided.
- Be aware of traffic flow; do not stand in groups and block other people.
- Follow the direction of all school staff members.
- Do not engage in inappropriate physical contact including both altercations and public displays of affection.
- Do not engage in horseplay or use obscene or vulgar language.

Norms for the Tuckshop/Canteen

- Treat all tuckshop/canteen staff and fellow students with courtesy and respect.
- Walk and never run to the tuckshop/canteen.
- Line up in a quiet and orderly way and wait to be served.
- Make sure that eating spaces are clean and neat when you leave.
- Exit the tuckshop/canteen in a quiet and orderly manner.

⁷¹ KIPP NYC Student and Family Handbook 2010-11.

This tool has been designed to provide schools with an example of how they can define and communicate the minimum standard of behaviour that they expect from their students.⁷²

EXPECTATIONS		CLASSROOM/ LEARNING ENVIRONMENT	LUNCH AREAS	WALKWAYS	SCHOOL ENTRANCE/ EXITS/BUS LINES TUCKSHOP/ADMIN & OFFICE	EXCURSIONS	TOILETS
R: RESPONSIBILITY	<ol style="list-style-type: none"> 1. Be prepared to learn 2. Own your actions 3. Set a good example 4. Care for self, others and the environment 	<ul style="list-style-type: none"> • Be on time • Respect others' right to learn • Follow instructions • Complete all your work • Listen actively • Complete all homework and assignments • Respect other people's property • Keep room tidy 	<ul style="list-style-type: none"> • Follow the rules • Use bins • Be a good role model • Use equipment and environment appropriately 	<ul style="list-style-type: none"> • Use walkways • Keep to the left • Move quickly and safely to classes 	<ul style="list-style-type: none"> • Follow directions • Act orderly and safely • Be where you are supposed to be • Be patient • Line up 	<ul style="list-style-type: none"> • Pay fees • Promote positive school image • Wear full uniform • Follow leaders' instructions • Leave environment as you found it or better • Stay with the group • Be where you should be 	<ul style="list-style-type: none"> • Use toilets appropriately • Leave clean and tidy
A: ACTIVE PARTICIPATION	<ol style="list-style-type: none"> 1. Attend school 2. Join in 3. Contribute positively 4. Do your best and encourage others 	<ul style="list-style-type: none"> • Get involved • Contribute ideas • Challenge yourself • Ask questions • Be a positive group member 	<ul style="list-style-type: none"> • Pick up litter • Participate in positive lunchtime activities • Be prepared to meet new people 	<ul style="list-style-type: none"> • Encourage others to do the right thing 	<ul style="list-style-type: none"> • Model appropriate behaviour and remind others to do the same • Help others 	<ul style="list-style-type: none"> • Ask appropriate questions • Complete all tasks for excursion • Assist others if required 	<ul style="list-style-type: none"> • Behave sensibly in toilet areas

⁷² Yeppoon SHS (Qld) Statement of Expectations by Setting

EXPECTATIONS		CLASSROOM/ LEARNING ENVIRONMENT	LUNCH AREAS	WALKWAYS	SCHOOL ENTRANCE/ EXITS/BUS LINES TUCKSHOP/ADMIN & OFFICE	EXCURSIONS	TOILETS
M: MANNERS	<ol style="list-style-type: none"> Thoughtful and caring actions Thoughtful and caring language 	<ul style="list-style-type: none"> Greet the teacher Say please and thank you Hand up to ask questions Say excuse me Use positive language Be courteous to everyone Have good eye contact 	<ul style="list-style-type: none"> Speak nicely to others Be kind to others Play fair 	<ul style="list-style-type: none"> Be polite when passing people Help others Give way 	<ul style="list-style-type: none"> Stand and wait quietly Say please and thank you Be courteous to everyone 	<ul style="list-style-type: none"> Be polite to community and to others Say please and thank you Be patient 	<ul style="list-style-type: none"> Wait your turn Flush toilet Be considerate of the cleaners
S: SAFETY	<ol style="list-style-type: none"> Use and handle equipment appropriately Move and act sensibly Follow directions and report incidents Be hygienic Be in the right place for the right activity 	<ul style="list-style-type: none"> Keep hands and feet to self Use equipment carefully Wear appropriate footwear Sit on chairs properly Push chairs in at end of lesson 	<ul style="list-style-type: none"> Play sports/games in appropriate areas Follow playground teachers' directions Running is for the oval Walk in lunch areas Do not spit Eat food or put in the bin 	<ul style="list-style-type: none"> Walking only in the walkways Walk sensibly and use walkways appropriately Be careful in wet weather Stay off bag racks Stay to the left 	<ul style="list-style-type: none"> Wait in designated areas Stay off the road Use walkways Line up quietly Follow teacher instructions Follow road rules Walk slowly Look where you are going 	<ul style="list-style-type: none"> Follow teacher directions Stay with your group Wear full school uniform including hat and closed in shoes 	<ul style="list-style-type: none"> Wash your hands Inform office of unsafe incidents Keep floor dry Behave sensibly in toilet areas

EXAMPLE POLICY - STUDENT MANAGEMENT & DETENTION POLICY⁷³

[This school] recognises that each individual student may be facing unique challenges in and out of the classroom. Because the school strives to find solutions for all of our students, a variety of disciplinary and supportive programs may be put in place to help students take responsibility for and manage their behaviour. These are not limited to, but may include the use of:

Student Behaviour Management Plans

Where students demonstrate consistent disruptive or challenging behaviour or are involved in a serious incident, the school will set up a behaviour management plan with the student. Under those plans students, their parents/family and school staff agree actions that the student will take to improve their behaviour. Students are then monitored and supported by the students' parents/family and staff to undertake those actions and actively work on their behaviour.

Detention

Detentions and time outs will be used to get students to reflect on and redress inappropriate behaviour. Parents/guardians will be notified when a student is required to serve detention. Detention may be required for students having attendance issues, behavioural problems, and/or homework issues. Detentions can take different forms:

- AM detention: students will be required to arrive at school earlier than the required time. Morning detention will be administered from [7:25 am until 8:25am].
- Lunch detention: during lunch time students will be required to spend time in the "time out" space or perform specified tasks and will not be allowed to participate in lunch activities.
- PM detention: students will be required to stay back after school. Afternoon detention will be administered from [3:45pm until 4:45pm] on Monday – Thursday.

Students are responsible for getting themselves to detention on time.

In School Suspension

In school suspensions will be used for more serious or repeated inappropriate behaviour issues (eg. fighting, stealing, swearing, major disruptions or violent temper outbursts). Students may spend all or a portion of the day in a quiet, supervised space in the school. Students will be given class work to complete but will not be able to attend class or participate in school excursions or extra-curricular activities until the suspension period is completed.

⁷³ KIPP NYC Student and Family Handbook 2010-11.

Short Term Suspension

In accordance with state/territory law the principal reserves the right to suspend a student. A student who has committed any of the actions listed below may be subject to short term suspension (defined as a period of five days or less):

- Attempt to assault any student or staff member or fighting with another student
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Engage in conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare or morals of others
- Engage in acts of verbal or physical sexual harassment
- Vandalise school property causing minor damage
- Engage in insubordination
- Fail to complete assignments, carry out directions or comply with disciplinary sanctions
- Cheat or commit plagiarism
- Used forged notes or excuses
- Steal, attempt to steal or possess property known by the student to be stolen
- Commit extortion
- Engage in gambling
- Abuse school property or equipment
- Use obscene or abusive language or gestures
- Make a false bomb threat or pull a false emergency alarm
- Possess tobacco or alcohol or other illegal drugs
- Possess and/or use pagers, beepers or mobile telephones other than in accordance with school policy
- Wear inappropriate, insufficient or disruptive clothing or attire or violate the dress code
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school
- Repeatedly commit minor behavioural infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Long Term Suspension

A student who has committed any of the actions listed below may be subject to long term suspension (defined as a period of more than five days) or expulsion from school. In addition, a student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension if the student has committed the act on multiple occasions. A student may be subject to long term suspension if they:

- Commit or attempt to commit arson on school property
- Possess, use, attempt to use or transfer any firearm, knife, razor blade, explosive, mace, tear gas or other dangerous object
- Assault any other student or staff member
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury
- Vandalize school property causing major damage
- Commit any act which school officials reasonably conclude warrants a long term suspension.

Procedures and Due Process for Suspension or Expulsion

Before imposing a suspension, the principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance for the student to present their version of events shall also be provided.

A written notice shall be provided within 24 hours of the decision to impose suspension to the last known address(es) of the student's parents or guardians. Wherever possible, notification also shall be provided by telephone. The parents or guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Alternate Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual for the delivery of services, pick-up/delivery of work, and the make-up of any missed assignments and classroom instruction support.

Expulsion

In extreme circumstances, the principal may expel a student from school. Upon determining that a student's action warrants a possible expulsion the principal shall verbally inform the student that he or she is being suspended and is being considered for an expulsion and state the reasons for such actions. The Principal shall within 24 hours notify the student's parent(s) or guardian(s) in writing of the suspension at their last known address. Wherever possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented, question witnesses and present evidence on his/her behalf.

EXAMPLE POLICY - STUDENT BEHAVIOUR MANAGEMENT POLICY⁷⁴

[School name] is committed to making the school a positive place where everyone feels welcome, cared for and safe. Helping students to become aware of, manage and take responsibility for their behaviour is an important part of how we do that. It is important for us both to acknowledge positive behaviour and to manage inappropriate behaviour in a consistent, constructive and timely way.

This policy provides a framework for staff to use when assessing and managing inappropriate student behaviour. It is important that all staff use this framework so that we manage student behaviour in a consistent way.

Responding to minor and major problem behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor. Minor problem behaviour is handled by staff members at the time it happens. Major problem behaviour is referred directly to the [identify relevant staff member(s)/team].

Minor problem behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or senior staff.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as:
 - Complete or partial removal from an activity or event for a specified period of time
 - Individual meeting with the student
 - Apology
 - Restitution or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
 1. Names the behaviour that student is displaying
 2. Asks student to name expected school behaviour
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour.

Major problem behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of School Administration.

Major behaviours result in an immediate referral to the [identify relevant staff member(s)/team] because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

Level One: Time in office, removal to “time out” room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

Level Two: Parent contact, referral to Guidance Officer, suspension from school.

Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

⁷⁴ Yeppoon SHS (Qld) Consequences for Unacceptable Behaviour

The following table outlines examples of major and minor problem behaviours:

AREA		MINOR	MAJOR
BEING SAFE	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg. pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs
BEING RESPONSIBLE	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg. lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Uncooperative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
BEING RESPECTFUL	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing/major theft • Wilful property damage • Vandalism
	Other	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying/harassment 	<ul style="list-style-type: none"> • Major bullying/harassment • Major disruption to class • Blatant disrespect • Major defiance

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour
- Describe the likely consequences if the problem behaviour continues and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Responding to emergency or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

AVOID ESCALATING THE PROBLEM BEHAVIOUR	Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
MAINTAIN CALM, RESPECT AND DETACHMENT	Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
APPROACH THE STUDENT IN A NON-THREATENING MANNER	Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation and withdraw if the situation escalates
FOLLOW THROUGH	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour
DEBRIEF	Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations

Physical intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation.

Physical intervention is not to be used as a response to:

- Class disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping

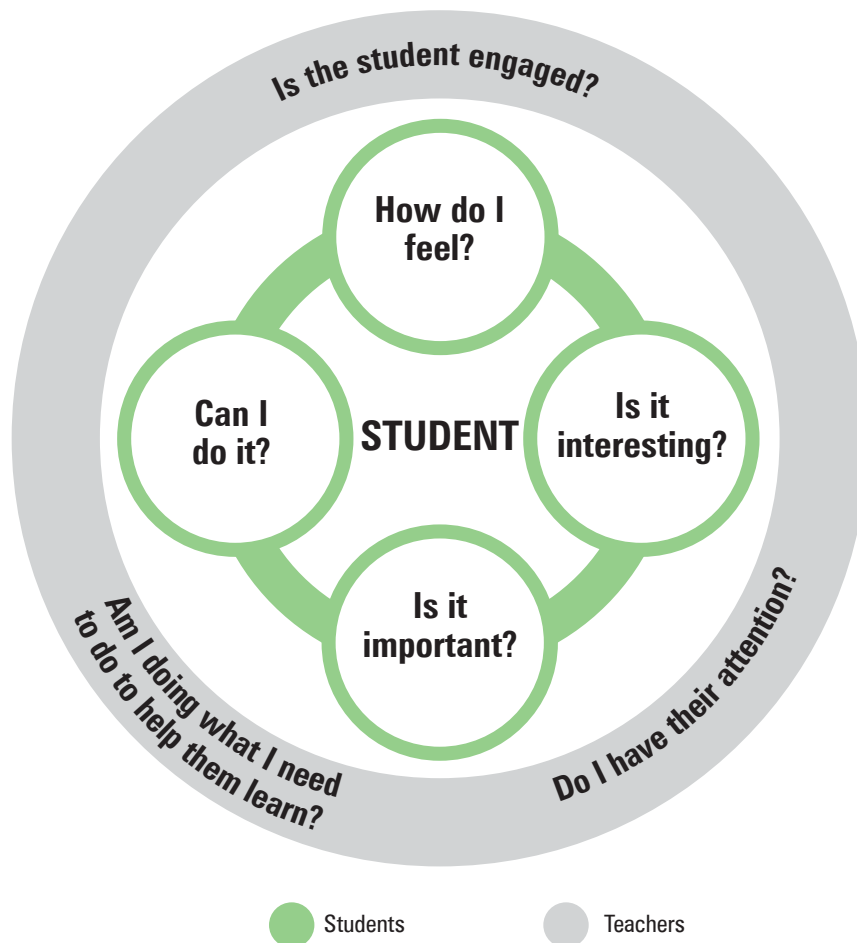
Each instance involving the use of physical intervention must be formally documented. [Note appropriate documentation.]

5.

TEACHING APPROACH

What How students engage in class and learn is affected by a number of factors including how they feel, whether they connect with the material that is being taught and whether they have confidence in their ability to master it. To be effective teachers need to address all of those factors.

Figure - Effective teaching both engages students and supports them to learn⁷⁵



Teachers need to establish a classroom environment where students feel safe and supported to learn and to tailor their teaching to engage students and cater for their different:

- Readiness to learn
- Learning needs
- Learning preferences/styles and interests
- Confidence levels and
- Capacity to self-manage their learning.

⁷⁵ Draws on Marzano and Pickering 2011., p.19.

While effective teaching is important in all schools, it becomes particularly important in schools working with low SES and NESB students where students are often starting at a disadvantage and need additional support to engage at school and to learn.

Because of that, schools adopting a holistic education model pay particular attention to how staff teach and work with them to help them teach well.

How They position effective teaching as being at the centre of what the school does.

School leaders work hard to make sure that staff have a clear, shared definition of what effective teaching looks like. They consciously model desired behaviours and develop a common language to describe it. They use that language in day to day discussion to reinforce appropriate practice and behaviour and use it to set clear expectations for what they require of staff.

The most effective schools focus on making sure that teachers set up and manage their classrooms and use teaching practices and instructional models that make it as easy as possible for students to engage in class and to learn.

Table - Elements of effective teaching

CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> • Set up the classroom environment to support student participation • Set clear and consistent boundaries and routines for classroom behaviour
TEACHING PRACTICE	<ul style="list-style-type: none"> • Build constructive relationships with their students • Set a high expectation for student behaviour, potential and performance • Use a reflective teaching practice
INSTRUCTIONAL MODEL	<ul style="list-style-type: none"> • Allocate time to teach students how to participate in classroom activities effectively and learn • Use small/flexible instruction groups and collaborative/team teaching to tailor/differentiate instruction to meet student learning needs/pace, learning preferences/styles and interests • Use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students learn • Provide additional scaffolding/extension support where appropriate • Use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching • Provide real time feedback to students and involve students in managing their own learning and • Celebrate effort, improvement and achievement

They support the delivery of effective teaching in a number of ways:

STAFFING	<ul style="list-style-type: none"> • Employ dedicated curriculum management staff to manage staff development and training (as well as coordinate student data collection and management and manage curriculum planning)
STAFF RECRUITMENT	<ul style="list-style-type: none"> • Structure recruitment and selection processes to test for subject and pedagogical knowledge, teaching practice and fit with the school including: <ul style="list-style-type: none"> - Communication skills - Capacity to establish strong teacher-student relationships - Teaching style (including ability to work in a highly flexible and responsive way using small group and collaborative teaching approaches) - Attitude towards students and perceived role/responsibility as a teacher
STAFF INDUCTION	<ul style="list-style-type: none"> • Provide new staff with a detailed introduction to how the school operates, what is expected of staff and what support is available to help them come to terms with their new role
STAFF ACCOUNTABILITY STRUCTURES	<ul style="list-style-type: none"> • Use individual and shared accountability structures to reinforce staff responsibility for student learning and development outcomes
PROFESSIONAL SUPERVISION PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Provide professional supervision, training and development to help staff to develop skills
CLASS STRUCTURE STUDENT ALLOCATION STAFF ALLOCATION TIMETABLING	<ul style="list-style-type: none"> • Use class, staffing and timetabling structures to facilitate collaborative teaching and flexible instruction approaches
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Structure the curriculum planning process to incorporate the development of differentiated instructional/class plans, teaching resources and tools

<p>STANDARDISED CLASSROOM ROUTINES</p> <p>STANDARDISED APPROACHES FOR FRAMING INSTRUCTION, ASSESSMENT AND FEEDBACK</p>	<ul style="list-style-type: none"> Standardise classroom routines and instruction approaches to build in classroom practices that support differentiated instruction and help students to engage in learning activities
<p>CLASS PREPARATION AND SET UP</p>	<ul style="list-style-type: none"> Provide appropriate resources to set up classrooms appropriately
<p>STUDENT DATA COLLECTION AND MANAGEMENT</p>	<ul style="list-style-type: none"> Put in place centrally coordinated data collation, analysis and reporting processes to monitor student performance and inform curriculum planning and instruction
<p>INDIVIDUAL STUDENT PLANNING</p>	<ul style="list-style-type: none"> Use individual student plans to tailor personal and instructional support
<p>INTENSIVE LEARNING SUPPORT</p>	<ul style="list-style-type: none"> Provide tiered scaffolding and extension support structures
<p>PROFESSIONAL TEACHING/LEARNING TEAMS</p>	<ul style="list-style-type: none"> Use professional teaching/learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs

When working with staff to help them to improve their teaching skills, school leaders/senior staff apply the same principles that they use when working with students to make sure that staff feel safe and supported to critically reflect on their teaching practice and learn.

Figure - Helping staff to critically reflect on their teaching practice and learn



This section looks at how schools support staff to set up and manage their classrooms and the teaching practice and instruction model that they use to make it as easy as possible for students to engage in class and learn.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff set up their classroom environment to support student participation (ie. remove as many barriers to engagement or opportunities for disengagement as possible)
- Staff set clear and consistent boundaries and routines for classroom behaviour
- Staff consistently establish strong, constructive relationships with their students
- Staff consistently maintain a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)
- Staff consistently use a reflective teaching practice and ask what they can do/do differently to help students both to engage at school effectively and to learn
- Staff allocate time to teach students how to participate in classroom activities effectively and to learn
- Staff use a mix of different teaching/learning formats to vary their instruction
- Staff consistently differentiate their instruction to meet students' different learning needs/pace, learning preferences/styles and interests
- Staff use small/flexible instruction groups and tiered assignments to differentiate their instruction
- Staff make sure that students' parents/families understand how and why differentiated instruction will be used and the benefits of doing so
- Staff use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students to learn
- Staff provide additional scaffolding/extension support where appropriate to help students to learn
- Staff use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching
- Staff provide real time feedback to students and involve students in monitoring and managing their own learning
- Staff actively encourage and celebrate student effort, improvement and achievement

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff
- Encourages staff and students to develop a sense of pride/shared ownership in their classroom

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students’ individual learning and development needs
- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being “drawn to the middle” and teaching to the needs of the average student
- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Improves ability to provide individual and small group instruction
- Allows students to move between different instructional groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Helps align teacher, student and parent/family understanding of where the student is up to and what they need to focus on to progress
- Helps parents/families to support their child’s learning

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Provides students with a consistent routine
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Improves students' ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
















TOPICS COVERED IN THIS SECTION:

- Setting up a Positive Classroom Environment
- Setting Clear Boundaries and Routines
- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential and Performance
- Using a Reflective Teaching Practice
- Teaching Students How to Learn
- Using Small/Flexible Instruction Groups and Tiered Assignments
- Using Explicit Instruction Techniques
- Monitoring Student Progress and Providing Real Time Feedback
- Celebrating Effort, Improvement and Achievement

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Student Performance Data Management & Mining
- Curriculum Structure & Content
- Differentiated Instruction/Class Planning
- Professional Teaching/Learning Team Review & Moderation
- Individual Student Planning
- Facilitating Class, Timetabling & Staff Allocation Structures
- Student Behaviour Management/Discipline
- Student Transition Management

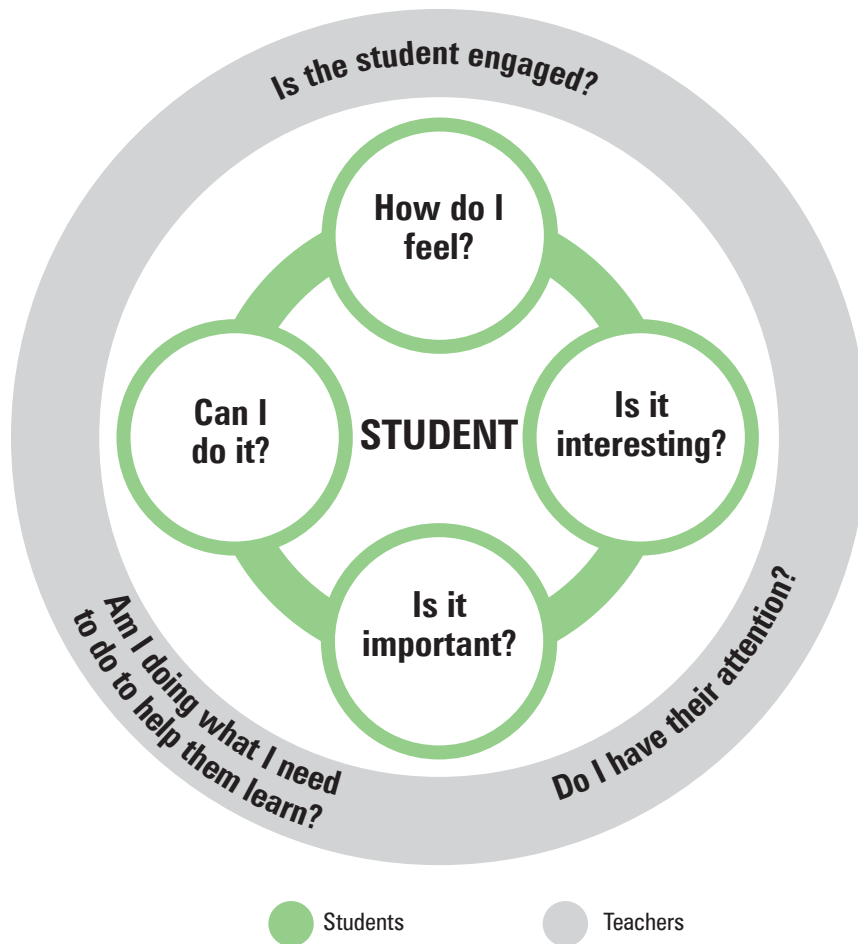
TOOLS:

-  Staff Induction/Training Factsheet - Teaching approach
-  Staff Induction/Training Factsheet - Building strong teacher-student relationships
-  Staff Induction/Training Factsheet - Understanding student behaviour
-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  Tool - Improving communication and building positive relationships – structured reflection tool
-  Tool - Handy hints for building a positive teacher-student relationship
-  Tool - Applying a reflective teaching practice – structured reflection tool
-  Tool - Tips for using small/flexible learning groups
-  Tool - Things to remember when structuring & delivering class activities
-  Staff Induction/Training Factsheet - Things to remember when giving & receiving feedback
-  Staff Induction/Training Factsheet - Using strengths based language & an optimistic explanatory style
-  Tool - Giving feedback - preparation template
-  Tool - Receiving feedback - reflection template
-  Tool - Evaluation how well you provide feedback
-  School Diagnostic - Teaching approach

STAFF INDUCTION/TRAINING FACTSHEET - TEACHING APPROACH

How students engage in class and learn is affected by a number of factors including how they feel, whether they connect with the material that is being taught and whether they have confidence in their ability to master it.

Figure - Effective teaching both engages students and supports them to learn⁷⁶



⁷⁶ Draws on Marzano and Pickering 2011., p.19.

At [school name] we work hard to make sure that we address all of those factors.

HOW DO I FEEL?	<ul style="list-style-type: none">• Invest time to develop strong teacher-student and peer relationships• Set up a positive classroom environment where students feel welcome, safe, cared for and valued• Set clear boundaries and routines for classroom behaviour to make it easier for students to understand what is expected of them and negotiate the classroom environment• Use group based activities to provide an opportunity for peer to peer engagement and encourage participation• Actively encourage and support students to participate
AM I INTERESTED?	<ul style="list-style-type: none">• Use culturally appropriate texts/integrate culturally appropriate activities, materials or themes wherever possible• Use activity-based teaching/learning approaches to help students to engage in activity
IS IT IMPORTANT?	<ul style="list-style-type: none">• Contextualise teaching/learning activity by linking it to prior learning/knowledge and showing how it relates to students' day to day experience and interests• Demonstrate links between school based learning and study and employment opportunities after school
CAN I DO IT?	<ul style="list-style-type: none">• Teach students basic study skills and show them how to engage in individual and group learning activities• Focus on the most important content, processes and skills• Differentiate instruction to meet the different needs of students in the class group• Use small/flexible instruction groups, tiered assignments and collaborative/team teaching approaches to tailor teaching to meet students' needs• Use explicit instruction techniques to break learning down into small components so that students can build up their knowledge and skills in small achievable steps• Structure teaching/learning activities so that they focus on students' proximal zone of development• Clearly define the focus and objective of activities• Set clear expectations of what students are required to do• Monitor student performance• Provide regular, real time feedback on their performance, identify what they have done well and what they need to focus on next to improve• Build in opportunities for practice, consolidation and extension• Provide 'one on one' support when needed• Acknowledge and celebrate effort, improvement and achievement

5.1

CLASSROOM SET UP & MANAGEMENT

5.1.1 Setting Up a Positive Classroom Environment

- Look & feel
- Layout & space allocation
- Resourcing
- Organisation

5.1.2 Setting Clear Boundaries & Routines

- Clearly define classroom rules & procedures
- Standardising common classroom practices

5.1.1

SETTING UP A POSITIVE CLASSROOM ENVIRONMENT

What How a classroom looks and feels can have a significant impact on how comfortable students feel about coming to class.

Schools adopting a holistic education model recognise that and consciously set up the classroom environment to make it as easy for students to engage in class as possible by removing as many barriers to engagement or opportunities for disengagement as they can.

How Classroom environments are set up as bright, vibrant, welcoming learning spaces.

Look & feel

Student work is displayed on classroom walls to celebrate student effort, improvement and achievement and to demonstrate what proficient and high quality work looks like.

Motivating signage and artwork is consciously used to reinforce the underlying values and ethos of the school and to encourage students to set high expectations for themselves in terms of both their personal and academic achievement.

Layout & space allocation

Wherever possible, classroom spaces are designed so that they can be changed around to support a range of different learning formats including whole of class, small group, paired or individual learning.

They usually include a “quiet learning corner” or space that can be used for individual learning or as a “time out” space for students who are not ready or able to engage constructively in class. They also usually include a “challenge centre” or “lab” that is set up to provide additional learning/extension activities for students who finish class work early.

Where classroom spaces have large window areas that open onto public walkways, blinds that allow in light but block out passing traffic will often be used to help avoid external distractions and manage student attention.

In secondary school, specialist classrooms are provided to support the delivery of a range of elective subjects.

Resourcing

Classrooms are well resourced. Teaching/learning resources are readily available to both students and staff in the classroom. Where possible classrooms are set up and teaching materials are set out before class so that they are readily at hand when they are required. If that is not possible, classroom routines are designed to involve students in helping to set up the class as part of the process of helping them to “get set” for learning.

Learning materials are usually provided as class sets so that students do not have to buy them. Basic equipment including writing materials and workbooks are also usually provided in the classroom to make sure that they are always on hand. Computing and IT equipment are also available.

Organisation

Common organisational systems are used in every classroom to help students feel comfortable and make it easy for them to engage in class.

In primary and middle school year levels where students work mainly out of a single classroom,

classroom filing systems are often used to store students' workbooks so that they are always available and are not left at home. In higher year levels where students move around more, subject-based teachers will sometimes use the same process with a mobile filing box. Students are required to collect their workbooks at the start of the class and either return them to the teacher for review or to the filing area at the end of class.

Separate homework or assignment books are used to cover homework.

Where these types of systems are used they are usually applied consistently across the school or year level and the process of getting students to collect their workbooks is used to form part of the routine that students follow when they enter the classroom to settle down and get set to learn.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff set up their classroom environment to support student participation (ie. remove as many barriers to engagement or opportunities for disengagement as possible)
- Classrooms are set up to be bright, vibrant and welcoming learning spaces
- Classrooms are well resourced
- Classrooms are designed and laid out in a way that supports student learning (ie. classrooms are well lit, acoustics allow students to hear from throughout the room, all students can see the board)
- Classroom spaces are large enough and/or can be changed around to support a range of different learning formats (eg. whole of class, small group, collaborative/team teaching)
- Classrooms include individual "time out" spaces
- Classrooms include individual "extension learning spaces/challenge labs"
- Common classroom organisational systems are used across the year level/year level groupings to help students feel comfortable and make it easy for them to engage in class
- Student work is displayed on classroom walls to celebrate student effort, improvement and achievement, demonstrate what proficient and high quality work looks like and encourage students to set high expectations for themselves

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a welcoming, safe and supportive school/classroom• Encourages staff and students to develop a sense of pride/shared ownership in their classroom
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Sets positive expectations for student behaviour, potential and performance• Improves students' ability to connect with/engage at school• Helps increase student attendance• Helps increase student attention and motivation• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps improve staff performance/teaching practice• Helps improve staff's ability to manage challenging behaviour• Helps improve staff confidence• Helps increase staff job satisfaction• Helps engage and motivate staff• Encourages staff effort

POTENTIAL CHALLENGES:

HELPING STUDENTS TO TAKE OWNERSHIP OF AND CARE FOR THEIR CLASSROOM


POSSIBLE RESPONSES:

- Involve students in helping to set up the space for class/clean up the space at the end of day
- Use student work to mark out the classroom space as their own
- Set up competitions within the school to recognise classes for maintaining their classrooms in good condition and setting them up as vibrant learning spaces

MANAGING SPACE CONSTRAINTS

- Consider teaching requirements when purchasing and designing new spaces
- Be creative when working with older spaces. Look for opportunities to adjust the layout of classroom spaces or equipment to increase the flexibility with which you can use the space
- Be prepared to use demountable or temporary building structures to provide additional space where required

TOOLS:

 School Diagnostic - Setting up a positive classroom environment

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Setting Clear Boundaries & Routines
- Physical School & Classroom Environment

5.1.2

SETTING CLEAR BOUNDARIES & ROUTINES

What Research indicates that students tend to engage more effectively when rules are clearly defined and they understand how things work and what is expected of them.

Because of that, schools adopting a holistic education model put particular focus on making sure that staff set clear and consistent boundaries and routines for students.

Doing this can be particularly important where students come from different cultural and language backgrounds or home environments that do not set clear boundaries for child behaviour, as children from those backgrounds will often not otherwise know or understand what is expected of them, or will act in a way that is allowed/appropriate at home but is not in a school/classroom environment.

How Schools adopting a holistic education model often work with staff to set up common classroom practices to make it easier for students to understand how things work and what is expected of them. They encourage staff to clearly define classroom rules and procedures and to work with students to make sure that they understand them.

Clearly define classroom rules & procedures

Teaching staff are encouraged to take time to set clear boundaries and routines for students to help them to engage in the classroom and learn.

Teaching time is allocated at the start of each year to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them. The process of working through those rules and procedures often forms part of an embedded social and emotional learning (SEL) curriculum and is used to reiterate desired behaviours and the need to establish a safe and supportive space where everyone can learn.

When setting up rules and procedures teaching staff often “build in” set processes or cues to help them to coordinate classroom activities associated with small group/differentiated instruction. For example they often set up processes and rules that cover:

PROCESSES	GUIDELINES/RULES
<ul style="list-style-type: none">• Allocating students to learning groups• Moving into/between learning groups• Collecting/returning resources• Using learning group instruction cards• Checking your work/learning rubric	<ul style="list-style-type: none">• Acceptable noise levels for different types of activity• How students can move around the room during small group time• How resources are shared within a group• How roles and responsibilities are assigned• How conflicts/disputes are managed• What to do if you finish early/don't finish a task during class time• How to ask questions/get the teacher's attention

Teaching staff reiterate classroom rules and procedures on a regular basis. They acknowledge student compliance and manage non-compliance in a timely, consistent and constructive way.

Standardising common classroom practices

Schools often standardise common classroom routines and procedures so that students can get used to how things work and what is expected of them. Examples of routines or processes where this is done include:

- Classroom set up (ie. how students are expected to get their learning materials and get set up to learn at the start of class)
- Taking attendance/late attendance
- Introducing/framing instruction
- Moving between learning spaces
- Setting/submitting homework
- End of class/day round up and
- Student behaviour management/discipline.

Those routines and practices are consciously designed to minimise potential barriers to engagement. For example, the process for managing late arrivals is kept as simple and low key as possible so that students do not feel awkward joining the class. For that reason, staff will usually consciously welcome students when they arrive and will follow up with them separately at the end of class where appropriate to discuss their late arrival and encourage them to be more punctual in future and/or help them to develop strategies to manage their attendance.

Most schools get teachers to use a consistent approach when they introduce/frame learning activities so that students are always clear on what the focus of the activity is, how it will be undertaken, what they will be required to do, what the objective of the work is, how it will be assessed and what criteria will be used to assess it. They use that process to make sure that students understand what they are going to learn, why they want to learn it and how they are going to learn it.

Table - Basic steps in framing learning activities

• Identify learning objectives (what going to learn and why want to learn it)
• Define approach (how going to learn it)
• Explain what the students are required to do
• Identify how their work will be assessed
• Define criteria that it will be assessed against
• Explain how the assessment will be used

Some schools also use common verbal cues to encourage students to participate in class in an engaged and respectful way. For example, some schools use the cue “SLANT” to remind students to **S**it up, **L**isten, **A**sk and answer questions, **N**od your head to indicate understanding, and **T**rack the speaker when they are participating in class.⁷⁷

Schools often set a school wide standard (varied appropriately according to year level) for the frequency and quantity of homework that is allocated and the process by which homework is set and parents/families are made aware of what homework is allocated. This is done so that both students and their parents/families can understand what to expect and so that parents can work with the school to help make sure that homework gets done.

Homework is usually:⁷⁸

CONSISTENTLY ALLOCATED	so that students and parents/families know what to expect
SET AT A FREQUENCY AND AMOUNT THAT IS CAPABLE OF BEING COMPLETED GIVEN STUDENTS’ HOME AND FAMILY SITUATION AND COMMITMENTS	so that students are able to complete the work
DIRECTLY RELATED TO CLASSROOM WORK USED TO HELP STUDENTS PRACTICE AND MASTER MATERIAL RATHER THAN INTRODUCE NEW MATERIAL	so that students have a known context in which to work and are able to complete the work with no/limited home based support
REVIEWED AND RETURNED TO STUDENTS WITH FEEDBACK AS PROMPTLY AS POSSIBLE	so that students recognise that teachers place importance on the work and they get feedback on it.

Schools also usually get teachers to use a consistent approach when managing student behaviour/discipline. The approach is often quite structured and requires staff to use common language cues and escalation approaches.

Where common routines or procedures are applied they are usually developed using a consultative process and are reviewed as part of the annual curriculum planning process or a regular professional practice development and review process.

⁷⁷ KIPP Infinity Elementary Handbook 2010-11.

⁷⁸ Redding., p.16.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff set clear and consistent boundaries and routines for classroom behaviour
- Common classroom routines and procedures are standardised so that students can get used to how things work and what is expected of them
- Classroom routines and practices are consciously designed to minimise potential barriers to engagement
- Dedicated class time is used to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them
- Students are given the opportunity to input into the development, implementation and enforcement of class rules and procedures
- Staff reinforce rules and procedures by explicitly acknowledging appropriate behaviour and managing inappropriate behaviour in a timely, consistent and constructive way

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a supportive school/classroom environment

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Provides students with a consistent routine
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Improves students’ ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance
- Helps increase student attention and motivation
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>GETTING CONSISTENCY IN CLASSROOM PRACTICE</p>	<ul style="list-style-type: none"> • Establish a staff working group to review common classroom practices and develop a set of standardised classroom procedures/routines that can be used across the school/ year level/year level groupings to make it easier for students to understand what is expected of them and negotiate the school/classroom environment • Focus on common coordinating and instruction activities. When deciding between different approaches that are based on differences in teaching approach or style make the decision based on what is going to be most appropriate from the students' perspective • Use professional teaching/learning teams to review and provide feedback to the proposed procedures/routines • Finalise routines and use professional teaching/learning teams to coordinate their implementation • Provide a mechanism for staff to recommend adjustments/ improvements to agreed practices/routines (eg. through their professional teaching/learning team leads)
<p>HELPING STAFF TO ADOPT COMMON CLASSROOM PRACTICES/ROUTINES</p> <p>HELPING TEACHERS TO ACCEPT THAT THEY DON'T HAVE SOLE CONTROL OVER THEIR CLASSROOM PROCEDURES</p>	<ul style="list-style-type: none"> • Set a clear expectation that teaching staff will use standard classroom processes/routines • Use the recruitment process to make sure that prospective staff understand that the school requires staff to use standard classroom processes/routines and check that they are prepared to teach in that way • Include the use of standard classroom processes/routines as a responsibility in all teaching based role descriptions • Cover those responsibilities as part of the school's standard staff induction process • Be proactive in explaining the basis for introducing/using common classroom processes/routines • Highlight the benefits for students and staff • Recognise that working in this way can require some staff to move outside their comfort zone (by requiring them forego autonomy/control over their classroom management and teaching practices) • Use professional supervision and professional teaching/ learning teams to support and encourage staff to integrate standard practices/routines into their classroom management and teaching practices • Be proactive in discussing staff concerns • Be clear about what staff do and do not have the ability to influence (ie. school leaders need to be clear about what is "your decision, our decision, my decision"⁷⁹) • If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that

⁷⁹ Hoerr 2010.

TOOLS:

-  School Diagnostic - Setting clear boundaries & routines

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Behaviour Management/Discipline

5.2

TEACHING PRACTICE

5.2.1 Building Strong Teacher-Student Relationships

- Investing time to get to know students
- Demonstrating interest & care for students
- Developing students' relationship skills
- Developing staff's relationship skills

5.2.2 Setting a High Expectation for Student Behaviour, Potential & Performance

- Maintaining & communicating high student expectations
- Setting stretch targets

5.2.3 Using a Reflective Teaching Practice

5.2.1

BUILDING STRONG TEACHER-STUDENT RELATIONSHIPS

What Research indicates that students learn best when they have a positive relationship with their teachers and they see them as⁸⁰:

- Acting in a clear and consistent manner
- Being warm and supportive
- Having a high expectation of their behaviour, potential and performance
- Positively encouraging attendance, effort and performance
- Making realistic demands of them and providing support to help them to understand what is required of them and
- Helping them to come to terms with the material that they are covering.

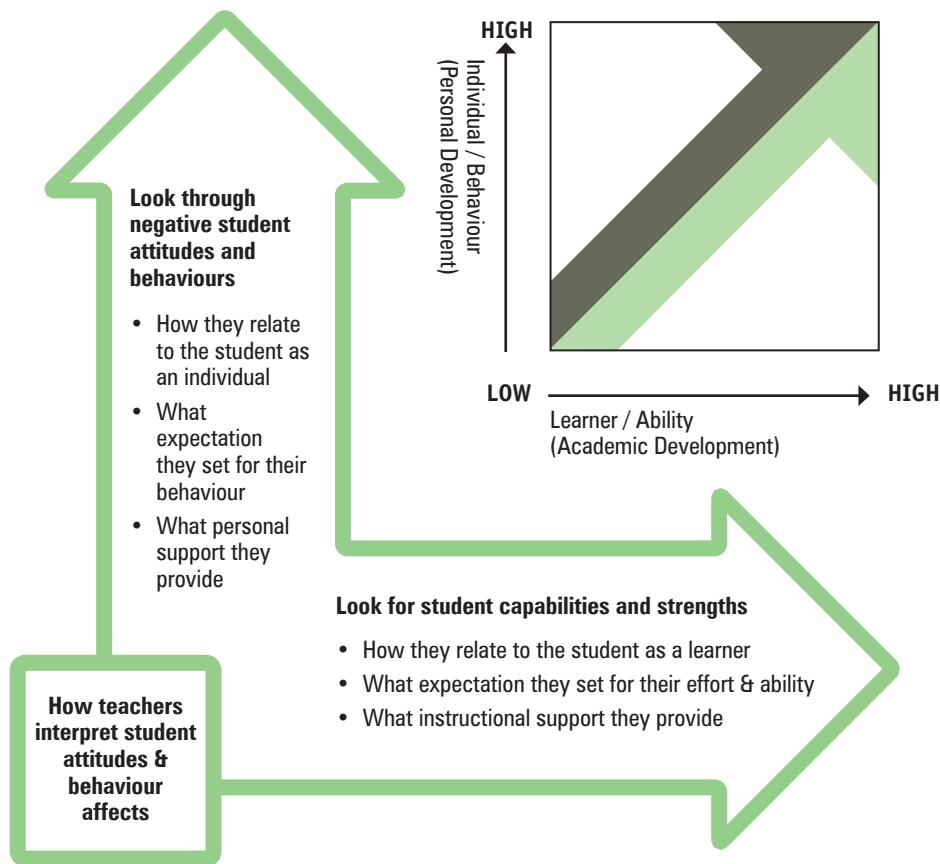
Building those relationships with students can sometimes be hard, particularly in the face of repeated distancing, defensive and/or challenging behaviour.

Because of their background experiences low SES and NESB students can sometimes come to school without some of the basic social and behavioural skills that they need to operate effectively in a school/classroom environment. Because of that they can take time to settle into school. Some students adopt a distant, defensive or challenging attitude towards staff and can behave in ways that makes it difficult for teachers to establish a constructive relationship. That behaviour is often part of a subconscious self-protection mechanism requiring staff to “prove” their trustworthiness and commitment to the student before the student will open up and engage with them.

To be effective staff need to establish constructive relationships with all of their students, even the most challenging ones. They need to be able to “look through” students’ negative attitudes and behaviours to maintain a positive attitude towards the student and “look for” students’ capabilities and strengths to maintain positive expectations about their ability and potential.

⁸⁰ Doyle & Hill 2008., p.46.

Figure - The imperatives for effective teaching



Because of that, schools applying a holistic education model put particular focus on making sure that staff have the understanding, skills and support that they need to establish constructive relationships with their students.

How They recognise that building constructive teacher-student relationships takes time and effort. The most effective schools actively encourage and support staff to invest time to get to know students as individuals as well as learners.

School leaders encourage teaching staff to interact with students in a way that:

- **Demonstrates interest** in their students, not just as a matter of obligation because they are the student's teacher but because they are interested in them in their own right
- **Builds a sense of trust** and
- **Shows** that they are **committed** to helping the student to develop and learn.

Figure - The building blocks of a strong teacher-student relationship⁸¹



Investing time to get to know students

Dedicated teaching time is usually allocated at the start of each school year to activities that help staff and students get to know one another. Some schools run these activities on a whole of year level basis; others run them on a class basis. The activities are usually designed to help teaching staff to get to know their students as individuals in terms of who they are, what their family looks like, what activities they are involved in both inside and outside of school, as well as to identify students' goals, interests and preferred learning styles.

They often are also structured to include pre-testing activities to help teachers to understand where students are up to in key learning areas (eg. writing, reading, language and numeracy).

⁸¹ BE Way Toolkit 2010. www.beyondempathy.org.au

Dedicated class time is also usually used to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them. The process of working through those rules and procedures often forms part of an embedded social and emotional learning (SEL) curriculum and is used to reiterate desired behaviours and the need to establish a safe and supportive space where everyone can learn.

Teachers are also encouraged to invest time in home room groups and at the start of each class to say hello to students and (re)connect with students before diving into their teaching/learning activities.

Demonstrating interest & care for students

School leaders and staff actively work to build a supportive school and classroom environment where students feel welcome, cared for and safe.

All staff are expected to take responsibility for every student at the school, not just students in their classes and to interact with students both in and outside of the classroom in a way that demonstrates respect and care.

Staff do that in a number of ways. They greet students by name as they move around the school grounds. When speaking with students they demonstrate respect for them by “asking” them to do things rather than “telling” them to. They use frequent non-verbal cues such as smiling, close body distance and appropriate physical contact to connect with students and communicate that they care for them. They actively look for opportunities to acknowledge and encourage students. If something appears wrong with a student they stop and check to make sure that they are ok and either provide direct support or help the student to access it.

Behaving in that way does not mean that staff do not exercise authority or discipline students. As is the case with good parenting, being supportive and caring means setting clear boundaries and expectations for students’ behaviour and managing inappropriate behaviour in a timely, consistent and constructive way. Some school leaders refer to this as a practice of “tough love”.

Because of the importance of establishing a supportive and caring environment schools/school leaders put particular focus on making sure that staff consistently behave in that way. They do that by:

STAFF RECRUITMENT	<ul style="list-style-type: none"> Using the recruitment process to test for fit with the school’s way of working
STAFF INDUCTION	<ul style="list-style-type: none"> Explicitly talking to new staff about how they are expected to interact with students as part of the induction process
SCHOOL LEADERSHIP	<ul style="list-style-type: none"> Consistently modelling desired behaviour
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> Using professional supervision to provide regular and frequent feedback to staff
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> Proactively working with staff who do not behave in an appropriate way to help them to become aware of, and change, their behaviour

Developing students' relationship skills

Schools usually incorporate a range of social and emotional learning (SEL) activities into their curriculum to help students develop their relationship skills. Those activities are usually designed to help students to⁸²:

- Develop respectful attitudes and values about themselves and others
- Recognise and manage their emotions and behaviour
- Demonstrate care and concern for others
- Respect the rights and perspectives of others
- Establish and maintain positive relationships
- Handle interpersonal situations effectively
- Set and achieve positive goals and
- Make responsible decisions.

Where individual students demonstrate challenging or anti-social behaviour on an ongoing basis schools usually provide them with additional support to work through those behaviours. They do that by linking students into dedicated student welfare/wellbeing and support and/or specialist counselling staff and setting up specific behaviour management plans with them.

Developing staff's relationship skills

Schools also usually work with staff to help them develop their ability to interact effectively with students and manage student behaviour. They do that by:

- Helping staff understand and interpret student behaviour
- Providing staff with tools and strategies to help them engage with students and manage their behaviour and
- Providing staff with coaching and support to change how they behave and engage with students.

They usually provide formal and informal training to help staff understand how students' background experience is likely to affect their behaviour and what that means for how staff should interpret student behaviour and respond to it. They make sure that they include a discussion about these factors when inducting new staff.

School leaders act as active coaches and role models and work with staff to help them interpret and respond to student behaviour effectively.

Where teachers struggle to engage with students or manage challenging behaviour, school leaders and senior staff work with them through professional supervision and one on one coaching sessions to help them reflect on the dynamics of the relationships that they are struggling with and develop strategies to connect more effectively with the student. They often put particular focus on helping staff to:

- Manage their natural emotional response to the student's challenging behaviour
- Think about the factors that are leading the student to behave in that way and
- Reflect on what they can do/do differently as adults to help the student to manage their behaviour more effectively.

⁸² BE Way Toolkit 2010. www.beyondempathy.org.au

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff consistently establish strong, constructive relationships with their students
- Staff consistently interact with students in a welcoming, caring and supportive way (ie. demonstrate interest in their students, work in a way that builds rapport and trust and demonstrate to students that they are committed to helping them to develop and learn)
- Teaching time at the start of each school year is allocated to activities that help staff get to know their students both as individuals and learners
- Teachers spend time at the start of each day/class to welcome students and connect with them as individuals before beginning their teaching/learning to help them settle and prepare to learn
- Staff work with students on a day to day basis to help them develop the social and behavioural skills that they need to establish and maintain positive relationships with other people
- Classroom practices and activities are consciously used to help develop students' social and behavioural skills and improve their ability to establish and maintain constructive relationships
- Staff are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
- Cultural awareness training is provided for all students, staff and volunteers
- Parent/family/community consultative groups are used to advise the school on cultural issues/considerations
- School and classroom management practices are designed to take into account appropriate cultural considerations
- The school proactively manages culturally inappropriate staff/student behaviour and cross-cultural issues

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets/reinforces positive expectations for student behaviour, potential and performance
- Improves students’ ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students’ personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour








STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO UNDERSTAND AND BUY INTO THE SCHOOL'S THEORY OF TEACHING AND WORK IN A STUDENT-CENTRED WAY</p> <p>HELPING STAFF TO DEVELOP STRONG STUDENT-TEACHER RELATIONSHIPS</p>	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to document your “way of working”. Document the principles that underlie how the school wants to work and how those principles are reflected in what staff do on a day to day basis (including how staff are expected to interact with students) • Use live case study examples to explore how staff build rapport and manage distant, disruptive and challenging behaviour • Use staff and professional development meetings to periodically reflect on how to develop and maintain positive teacher-student relationships. Use those discussions to acknowledge that it can be difficult to work in that way, reinforce the importance of doing so and share strategies that staff use to engage with students effectively • Use professional supervision to reflect on and coach staff to work in a student-centred way • Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them (eg. through professional teaching/learning teams, “brown bag” staff lunches)
<p>HELPING STAFF TO CONSISTENTLY WORK IN A STUDENT-CENTRED WAY</p>	<ul style="list-style-type: none"> • Acknowledge that it is difficult to work consistently in a student-centred way, particularly when working with a very challenging student/student group • Use the same principles that are used with students to manage staff behaviour to help staff adopt a consistent, student-centred practice. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent behaviour to help them to become aware of and change that behaviour • Use professional supervision/professional teaching/learning teams to debrief on student behaviour and support staff to deal with challenging students/situations • Partner more and less experienced staff together and get them to work as peer coaches/mentors • Encourage staff to use self-reflection tools to “check” their behaviour/practice (to encourage take up use tools in professional supervision and group sessions to demonstrate how they can be used)

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO IDENTIFY AND WORK ON “BLIND SPOTS” IN THEIR LANGUAGE AND BEHAVIOUR</p>	<ul style="list-style-type: none"> • Recognise that working in this way can require staff to step outside of their comfort zone and that it can take considerable time and effort to change established patterns of behaviour and language • Use professional supervision to provide regular and frequent feedback to staff • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff
<p>MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff behaviour or language is consistently out of line with the school’s way of working then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that

TOOLS:

-  Staff Induction/Training Factsheet - Building strong teacher-student relationships
-  Staff Induction/Training Factsheet - Understanding student behaviour
-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  Staff Induction/Training Factsheet - Using strengths based language & an optimistic explanatory style
-  Tool - Improving communication and building positive relationships – structured reflection tool
-  Tool - Handy hints for building a positive teacher-student relationship
-  School Diagnostic - Teacher-student relationships

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staff Expectations, Attitudes & Behaviours
- Setting a High Expectation for Student Behaviour, Potential & Performance
- Using a Reflective Teaching Practice

USEFUL RESOURCES:

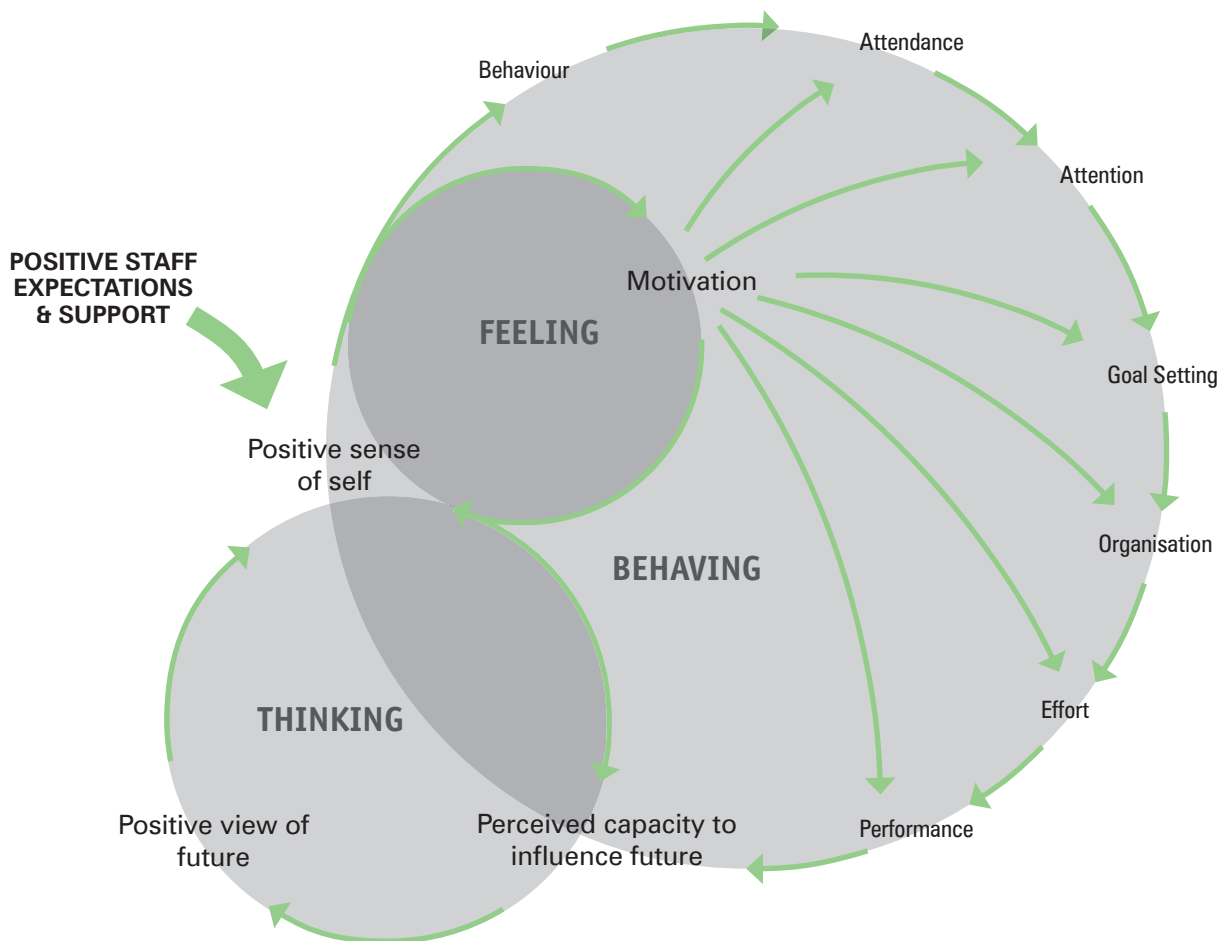
- The Arbinger Institute www.arbinger.com
- Park, J. and Tew, M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatized Children., State Government of Victoria., Victoria 2001.

STAFF INDUCTION/TRAINING FACTSHEET - BUILDING STRONG TEACHER-STUDENT RELATIONSHIPS

Good relationships are the key to making sure that our students feel welcome and safe. If we can make our students feel welcome, cared for, safe and supported then they will think and feel more positively about themselves and being at school, they will feel more comfortable participating in class, they will behave better and they will be better able to learn.

Figure - The critical role that positive teacher-student expectations and relationships play

How teachers interact with students and what they expect of them play a critical role in how students think and feel about themselves and how they behave. If students feel welcome, cared for, safe and supported and know that their teachers believe that they can, and expect them to, succeed they are likely to think and feel more positively about themselves and what they can achieve, try harder and achieve more.



As staff, there are some things that we need to remember to do to make our school and classrooms a positive place to be. They are basic things - but they are important.

As you walk around the school remember to:

WHAT	WHY
Smile Say hello to students by name	It makes students feel welcome
Check in with them to see how they are going If a student looks down or like something is wrong ask if they are ok and do what you can to help	It shows you care about them
Acknowledge positive behaviour If you know about something positive that a student has done or achieved congratulate them on it	It makes students feel positive and motivated
If you need to get students to do something "ask" them rather than "tell" them to do it	It makes students feel valued and respected
If you need to discipline students focus on the behaviour not the person; be clear about what they have done wrong and the fact that you expect more of them And be consistent	It helps students understand what is expected of them and reinforces that you have a positive expectation of them

In your classroom remember to:

WHAT	WHY
Smile Say hello to students by name and show that you are pleased to see them, especially if they have been absent from class If students have been absent from class make sure that you tell them that you are pleased to see them back	It makes students feel welcome If they have been away it shows that you noticed they were gone
Take time at the start of class to check in with students to see how they are going If a student looks down or like something is wrong ask if they are ok and do what you can to help	It shows you care about them
Actively encourage all students to participate in class Make sure that you call on everyone equally When giving instructions "ask" students rather than "tell" them to do something	It makes students feel valued and respected
Acknowledge positive behaviour and effort Celebrate achievements	It makes students feel positive and motivated
If you need to discipline students focus on the behaviour not the person; be clear about what they have done wrong and the fact that you expect more of them And be consistent	It helps students understand what is expected of them and reinforces that you have a positive expectation of them

TOOL - HANDY HINTS FOR BUILDING A POSITIVE TEACHER-STUDENT RELATIONSHIP⁸³

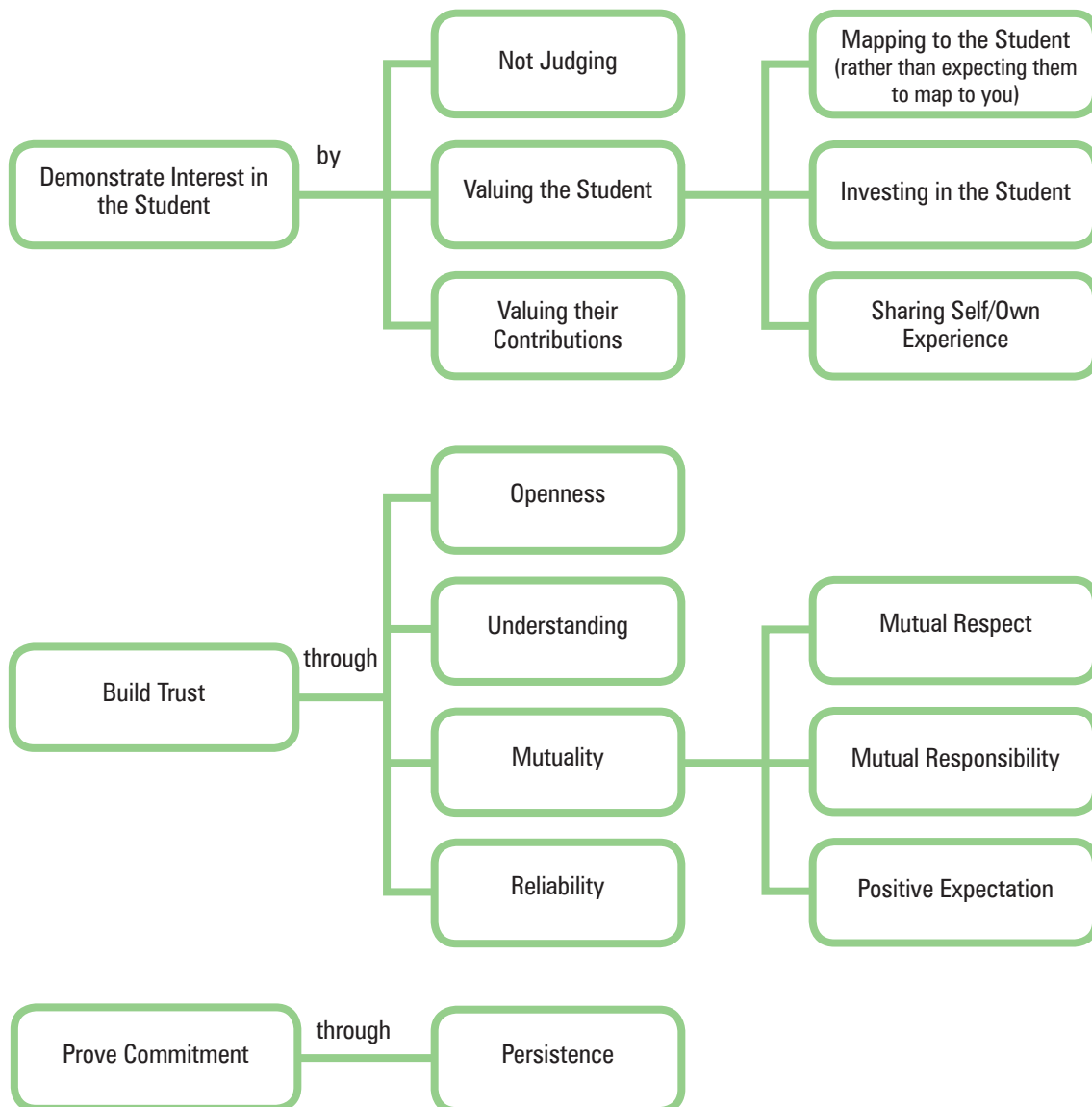
This tool is designed to provide staff with handy hints and things to remember to help them build constructive relationships with their students.

Get to know students as individuals as well as learners

To be able to build a positive relationship with your students you need to get to know them both as individuals and as learners and engage with them in a way that demonstrates that you are:

- Interested in and value them as both individuals and learners
- Trustworthy and
- Committed to them.

Figure - The building blocks of a strong teacher-student relationship



⁸³ Based on BE WaY Toolkit., www.beyondempathy.org.au


Work one on one

Although activities in the classroom often take place in groups, it is important to find time to connect with students and work with them one on one.

Base relationships on commitment rather than control

Students will often engage more strongly where relationships are based on a commitment rather than a control model.⁸⁴

CONTROL MODEL	COMMITMENT MODEL
Power is derived from position	Power flows from expertise and contribution, not position
Students are motivated by the task at hand	Students are motivated by their commitment to the relationship
Students respond most to short term rewards in relation to task achievement	Students respond most to long term rewards or objectives



Control dynamic, control vested in one party, discourages collaborative input	Cooperative dynamics, mutual control, encourages collaborative input
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Using a commitment-based model means that the relationship can be built on the student's terms. Because of that, the student usually has a stronger sense of ownership or control over the relationship (rather than being subject to, or dependent on, it) and so, as a result, often feels more comfortable engaging in the relationship.

Establishing a commitment based relationship takes time. It requires you to get to know the student and allow the student to get to know you.

It also means that you need to try to avoid establishing a more traditional, hierarchical teacher-student relationship and work more as an expert companion and guide.

Work at both an explicit and an implicit level

It's important to work at both an explicit and an implicit level. That means you need to look for and read both verbal and non-verbal messages. It also means that you need to send consistent verbal and non-verbal messages.

What you do is as important as what you say.

⁸⁴ Stacey 1993., p.186.

Think about the language you use

Language is important. Always try to use positive, strengths based rather than negative, deficits based language.

For example rather than say:

“You spelt 5 out of the 10 words wrong. You need to work harder on your spelling.”

say *“You spelt 5 of the 10 words right. You need to focus on these 5 so you can get them right next time.”*

Language can play an important role in helping you to set up a commitment rather than a control based relationship model. When giving instructions, always try to start by “asking” students rather than “telling” them to do something. If students don’t comply then move to more directive language by saying “I need you to...” or “We need to...”. Try to avoid using language that starts with “You need to...” as it can be perceived as being more confrontational and shifts the discussion from a commitment to a control based mode.

Encourage and value student contributions

Encourage students to participate in class. Try to make sure that you call on students equally so that no one feels left out.

If you ask for a student’s input then always acknowledge it. If you need to correct or redirect the student then use strengths based language to do that.

Recognise effort ... as well as achievement

Recognise, affirm and celebrate what students do. Focus on the value of trying, not just succeeding at, things.

Focus on the person not the behaviour

If a student has a track record for disengaged or challenging behaviour then try to consciously reserve judgment and engage with the student for who they are rather than what they have done or how they have behaved in the past.

It is significantly easier to say than to do, but by focusing on the person and what they bring to an activity, rather than on their past behaviour, you can put yourself in a different, more positive, relationship space with the student which makes it easier to avoid falling into the trap of negative stereotyping or negative attribution error.

Set a positive expectation

Set a positive expectation for each student in terms of both how they’ll behave and what they’re capable of.

Take a strengths based approach

Focus on the strengths that each student has and what they have taken from their lived experience (rather than the experience itself).

Often that means working with students to reframe their past experiences from being sources of difficulty to being sources of potential strength or assets (when you are marginalised or disadvantaged sometimes your only asset is your story).

The conscious adoption of a strengths based approach helps you to:

- Separate the person from their behaviour
- Shift the focus from the student’s past experience to what they have taken from it
- Set a positive expectation of the student and
- Challenge the student to focus on their positive traits and skills.

Be alert to the tendency to “self-sabotage”

Remember that marginalised or disadvantaged students often consciously or subconsciously “self-sabotage” and put up barriers.

It’s important to recognise that students do this, that it comes from their lived experience and is usually a defensive mechanism against getting hurt or shamed. It’s usually not about you. It’s important to interpret and respond to behaviour with that in mind and to persevere.

Be prepared to invest in the relationship

You need to be prepared to invest in the relationship. You can do that by spending time and effort getting to know students both as individuals and as learners and sharing something of yourself with your students – even if that is just a discussion about what you did on the weekend.

Be prepared to share something of yourself/your own experience

Be prepared to share something of yourself and your lived experience to help connect with the student. Draw on your lived experience to communicate an understanding of and an empathy with the student.

Be yourself

Make sure that you stay true to yourself and don’t try to take on a style or way of being with students that is not true to your own personal style.

Students know when you try to be something or someone you’re not and they won’t engage with you if they think you’re not genuine.

Look for opportunities to demonstrate trust

You should actively look for opportunities to communicate trust and to let your students know that they can trust you.

Be prepared to prove yourself ... again, and again, and again

As noted above, students often exhibit disinterest and confronting, disruptive and/or self-sabotaging behaviour, challenging you and requiring you to “prove” yourself.

In most cases, the best response to defensive (testing) behaviour is to remain calm and not rise to it and to prove your interest and commitment in the student by not being put off by their behaviour.

Be prepared to prove your commitment to your students ... again and again and again.

Be aware of group dynamics

You need to be aware of both the good and the bad side of group dynamics.

It’s important to read the class group and make the most of the good dynamics and manage the bad dynamics.

If a student is leading the group astray, it’s important to try to harness that leadership ability in a positive way. Sometimes a good offense is better than defence in these situations. Trying to get the student to take on a leadership role in the teaching/learning activity can sometimes work to bring things back under control; especially when you move to do that at an early stage.

Be careful of putting people on the spot

Remember to think about what you say and ask of students in a group environment in order to avoid putting them in an awkward situation or one where they feel exposed or might lose face.

Remember that passion is contagious

Your passion for an activity can provide a point of resonance from which to build a relationship with your students. It can help build rapport. Be prepared to express and share your passion for what you do and the things that you teach. This will help you to connect with your students and engage them in the activities that you are working on.

5.2.2

SETTING A HIGH EXPECTATION FOR STUDENT BEHAVIOUR, POTENTIAL & PERFORMANCE

What Research indicates that students are more motivated to learn and perform better when they feel that their teachers believe that they can achieve and have confidence in their ability to learn.

“Students who say to themselves, ‘I can do this, I can figure this out, I am good at this’ learn very differently and are usually more successful than students who tell themselves, ‘I’m not good at this, this is too hard, I don’t get it’. Confident students know that even if they don’t succeed in learning something the first time, they will learn it eventually. Students who lack confidence tend to give up or give in to failure.”⁸⁵

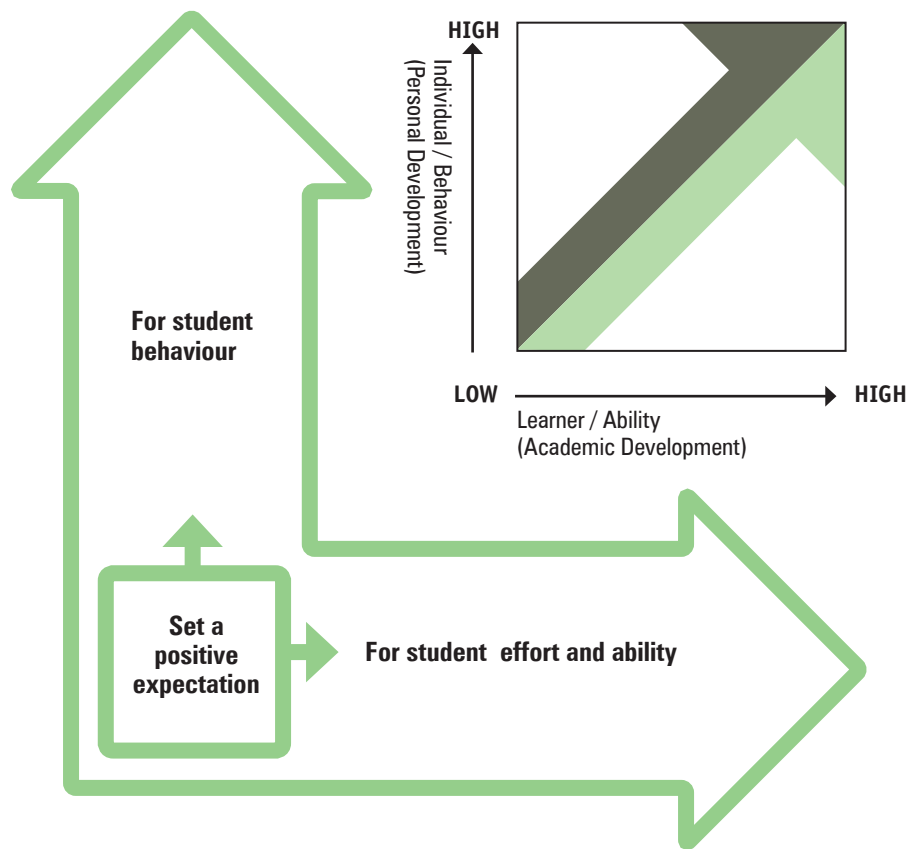
“Whether you think you can or think you can’t, you are probably right”⁸⁶

Because of that, schools adopting a holistic education model put particular focus on making sure that staff consistently maintain a high expectation for student behaviour, potential and performance and that they reflect that expectation in the way that they interact with students, the language that they use and the approach that they bring to their teaching.

⁸⁵ Heacox 2002., p.10.

⁸⁶ Barwood 2005., p.21.

Figure - Maintaining high expectations for students as individuals and learners



How They put particular focus on the attitudes and behaviours that staff bring to their work and the targets that they set for their students.

Maintaining & communicating high student expectations

Teachers set and communicate a positive expectation for students on a day to day basis in a number of ways:

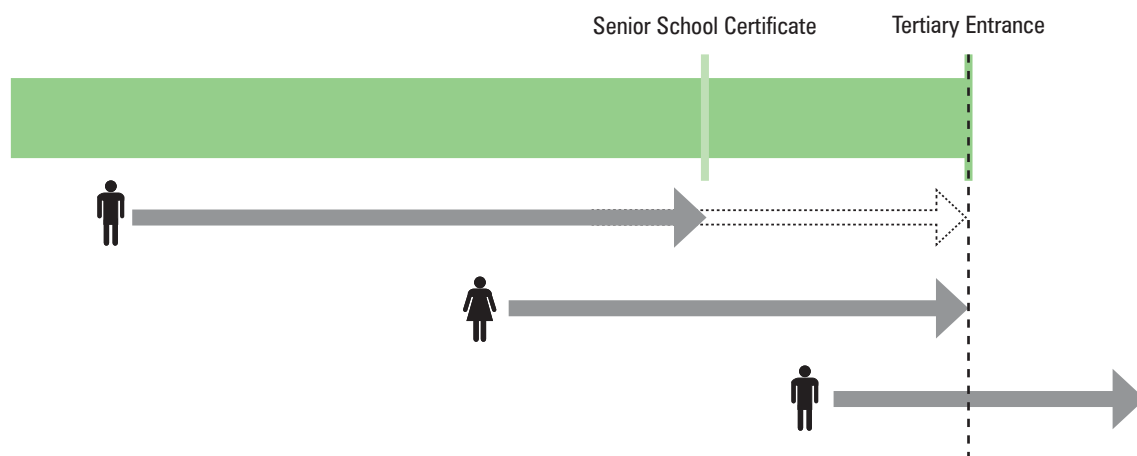
<p>EXPECTATION AND BOUNDARY SETTING</p>	<ul style="list-style-type: none"> • Base all interactions with students on principles of mutual respect and responsibility • Set clear boundaries and expectations for student behaviour • Maintain a positive expectation for student effort and behaviour
<p>COMMUNICATION STYLE</p>	<ul style="list-style-type: none"> • Communicate with students in a friendly and respectful way • Use strengths based language and an optimistic explanatory style when talking to the student about their behaviour and work • Maintain a respectful and supportive tone of voice and body language • Consciously avoid indications of frustration, annoyance or dislike

STUDENT ENGAGEMENT	<ul style="list-style-type: none"> • Express interest in the student as an individual and learner • Actively encourage all students to participate in class/school activities • Call upon students equally in class to reinforce the expectation that all students can and should participate • Where students struggle to engage in class, develop strategies to support students to do so • Be conscious of the need to avoid students feeling shame or losing face so use questioning and engagement techniques that provide students with a range of opportunities to participate without putting them on the spot
TASK DESIGN	<ul style="list-style-type: none"> • Structure teaching/learning activities to fall within the students' zone of proximal development so that it is not too easy or too difficult but extends the students' understanding • Tailor instructional support so that they provide sufficient help to engage with the material without undermining the student's confidence in their ability to complete the work on their own
POSITIVE AFFIRMATION	<ul style="list-style-type: none"> • Recognise and celebrate effort, improvement and achievement • Acknowledge students' positive behaviour • Regularly affirm confidence in students' behaviour and ability to master material
FEEDBACK	<ul style="list-style-type: none"> • Use an optimistic explanatory style when providing feedback on students' work that recognises what students can do, identifies what they need to work on and provides them with strategies to help them work on those areas
STUDENT MANAGEMENT	<ul style="list-style-type: none"> • Manage inappropriate behaviour in a timely, consistent and constructive way using a restorative approach to support the student to understand, take responsibility for and adjust their behaviour

Setting stretch targets

When developing course and instructional/class plans teachers take into consideration where students are starting from and seek to work with them to extend their learning as far as possible. The targets that they set for different students will therefore vary depending on what their starting knowledge base is and the time and support that they need to achieve proficiency. In doing that staff make sure that they always set “stretch targets” and that they continue to move the bar forward as students progress to make sure that they and their students are always working to achieve as much as they can.

Figure - Setting stretch targets



The most effective teachers make sure that they “meet students where they are at” on the learning and development spectrum and work with each student to help them to reach their full potential. They do not target their teaching just to the low, middle or top end of the learning and development spectrum but make sure that they work at each part of the spectrum to help all students to develop and learn. Their focus is on both equity and excellence and giving every student the best opportunity to reach their full potential.

Schools/school leaders encourage and support staff to make sure that they consistently maintain a high expectation for students’ behaviour, potential and performance and set stretch targets for them in a number of ways:

THEORY OF TEACHING

- Clearly articulate the underlying principles that inform how the school works and the fact that every student is of value and has the potential to succeed at school given sufficient time and the right support
- Develop a common language to describe the school’s theory of teaching and how staff are expected to work (ie. how staff relate to students, what they expect of them and how they reflect on their interactions with them)

SCHOOL LEADERSHIP

- Consistently model desired attitudes, language and behaviour
- Set clear expectations for how staff are required to interact with students, their parents/families and other staff

STAFF RECRUITMENT	<ul style="list-style-type: none"> • Use the recruitment process to test for fit with the school’s theory of teaching and the preparedness and ability to buy into the school’s way of working
STAFF INDUCTION	<ul style="list-style-type: none"> • Use the induction process to help staff to translate the school’s theory of teaching into practice • Brief relief staff, third party partners and volunteers to make sure that they also understand the school’s way of working
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams to make sure that staff constantly work to extend their students as far as possible and act as a control point to make sure that staff do not “cap” student potential and performance in how they structure and pace their teaching/instruction
PROFESSIONAL SUPERVISION PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Use professional supervision to provide regular and frequent feedback to staff • Have school leadership team members regularly drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings so that they can get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff • Make sure that staff understand the way that students’ background and lived experience affects their behaviour and how they are likely to see and respond to others • Provide training to help staff understand and manage their own emotions and behaviours and those of their students • Actively work with staff to help them to reflect on their behaviour and teaching practice and identify where their own attitudes and behaviour and/or interpretation of student attitudes and behaviour may be constraining their ability to work effectively with a student/ student group (eg. through professional supervision, day to day feedback and coaching) • Help staff to identify strategies to change the way that they behave/ interpret and respond to student behaviour where appropriate • Use professional supervision, observation, collaborative teaching and (peer) coaching approaches to help staff to do that • Encourage staff to use self-reflection tools to “check” their behaviour/practice
PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement and drive accountability for student performance

STAFF SUPPORT

- Acknowledge the effort involved in consistently working in this way
- Recognise and celebrate staff efforts and achievements
- Empathise with and support staff when they find work challenging and help them to see and focus on the positive side of their work and the outcomes that they achieve with students
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and support staff to deal with challenging students/situations
- Partner more and less experienced staff together and get them to work as peer coaches/mentors
- Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector)

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflect a positive expectation of students)
- Staff actively encourage a commitment to effort, improvement and achievement in all of their students
- Staff set “stretch targets”/learning goals for all of their students based on their individual ability
- Staff take a “no excuses” approach and do not accept or use students’ backgrounds as a justification for poor school outcomes
- Professional teaching/learning teams are used to help staff continue to extend students and develop teaching strategies to support individual student/cohort learning and development

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a safe and supportive school/classroom environment

STUDENT ENGAGEMENT AND PERFORMANCE



- Sets/reinforces positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students’ personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO UNDERSTAND AND BUY INTO THE SCHOOL'S THEORY OF TEACHING AND WORK IN A STUDENT-CENTRED WAY</p>	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to document your “way of working”. Document the principles that underlie how the school wants to work and how those principles are reflected in what staff do on a day to day basis (including what expectations staff set for students) • Use live case study examples to explore what expectations staff set for students and how they are reflected in the way they interact with students, the language that they use and the approach that they bring to their teaching
<p>HELPING STAFF TO MAINTAIN A HIGH EXPECTATION FOR STUDENT BEHAVIOUR, POTENTIAL AND PERFORMANCE</p>	<ul style="list-style-type: none"> • Use staff and professional development meetings to periodically reflect on how to set and maintain high expectations for student behaviour, potential and performance • Use those discussions to acknowledge that it can be difficult to work in that way, reinforce the importance of doing so and share strategies that staff use to engage with students effectively • Use professional supervision to reflect on and coach staff to maintain and communicate high expectations for their students and set appropriate stretch targets for them
<p>HELPING STAFF TO IDENTIFY AND WORK ON “BLIND SPOTS” IN THEIR LANGUAGE AND BEHAVIOUR</p>	<ul style="list-style-type: none"> • Use professional supervision to provide regular and frequent feedback to staff • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff
<p>MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff behaviour or language is consistently out of line with the school's way of working then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that

TOOLS:

-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  School Diagnostic - High student expectations

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staff Expectations, Attitudes & Behaviours
- Building Strong Teacher-Student Relationships
- Using a Reflective Teaching Practice

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Victorian Child Safety Commissioner., Calmer Classrooms: A Guide to Working with Traumatised Children., State Government of Victoria., Victoria 2001.

5.2.3

USING A REFLECTIVE TEACHING PRACTICE

What Teachers are constantly interpreting student behaviour to check for engagement and understanding so that they can tailor their teaching to meet students' needs.

How effectively teachers are able to do that depends not only on the technical skill that they bring to their role, but also on the underlying assumptions/mental models that they apply when interpreting students' behaviour and responding to it.

For example, the way that a teacher responds to a student can be significantly different depending on:

- The attitude that they have towards the student:

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
<ul style="list-style-type: none">• Is worth investing time in• Has the potential to master the material• Is making an effort to learn/can do so if appropriately supported	<ul style="list-style-type: none">• Is not worth investing time in• Does not have the potential to master the material• Is not making an effort to learn

- Whether they focus on what the student can/should do to improve or what they can/should do to help the student to do that:

TEACHER FOCUSED	STUDENT FOCUSED
<ul style="list-style-type: none">• The class was not sufficiently engaging or structured in a way that allowed the student to understand the relevance of what was being covered• The instructions were not sufficiently clear or provided in a way that allowed the student to easily revisit them if they forgot where they were up to or got confused• I did not allocate sufficient time to the activity to allow students to complete it• The activity was not tiered in a way that allowed students to work at their own pace to cover the material in a way that allowed them to understand it• I need to revisit some of the more basic concepts that need to be understood to master the material• I need to structure the activity differently so that concepts can be broken down more for students who need to work at a lower level of complexity	<ul style="list-style-type: none">• The student was distracted and did not pay attention• The student did not pay attention to or follow the instructions that they were given• The student did not work consistently throughout the class/did not work fast enough to finish the activity• The student did not understand some of the basic concepts that they needed to be able to master the material• The student can't break down the concepts into smaller units

It is important for teachers to be aware of how their attitudes and experiences can influence/colour how they interpret and respond to student attitudes, language and behaviour and influence how effectively they relate to students and what they expect of them.

This can become particularly important when staff are working with low SES and NESB students where discouraged, distancing, defensive or challenging behaviour can make it difficult for teachers to engage students.

Because of that, schools adopting a holistic education model encourage and support staff to adopt a highly reflective teaching practice that maintains a positive expectation of student potential and consistently asks what they can do/do differently as teachers to help their students to learn.

How Schools leaders/senior staff actively work with staff to help them to develop their technical teaching skills and to develop a highly reflective teaching practice.

Good teaching requires real skill. It requires a blend of structure and flexibility, an ability to multi-task, to anticipate and manage student behaviour and to operate in a dynamic environment in a calm and motivating way.

Even though experienced teachers can make teaching look easy and intuitive, the underlying strategies and practices that they use are actually quite deliberate and structured. They use a number of different techniques to set up and manage the classroom, deliver teaching/learning activities, engage students and manage student behaviour.

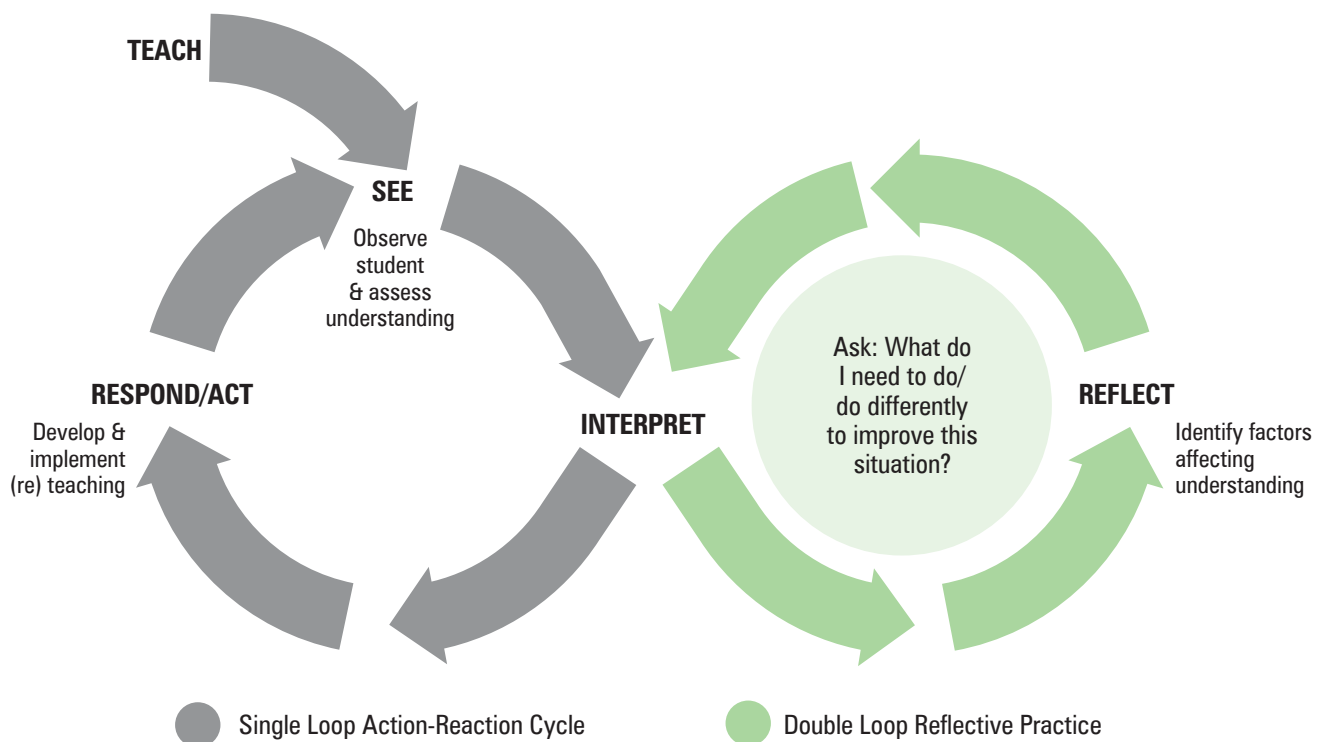
Table - Teaching strategies⁸⁷

ROUTINE STRATEGIES	CONTENT STRATEGIES	ENGAGEMENT STRATEGIES
<ul style="list-style-type: none"> • Setting clear boundaries and expectations • Setting up the learning environment • Managing small/flexible instruction group allocations and set up • Structuring the learning process • Tracking student progress • Recognising effort, improvement and achievement 	<ul style="list-style-type: none"> • Testing for existing knowledge • Introducing new content • Building understanding • Providing intensive learning support/scaffolding • Extending learning 	<ul style="list-style-type: none"> • Communicating high expectations for all students • Establishing teacher-student relationships • Monitoring and managing student engagement • Anticipating and managing student behaviour

⁸⁷ Marzano 2010.

The most effective teachers combine strong professional teaching skills with a reflective teaching practice. They assess student performance on a regular and frequent basis to understand where each student is up to and what they need to be able to progress. Where their students struggle to come to terms with an area, they start by looking at what they are doing as teachers and ask themselves what they can do/do differently to help the student to learn. They then adapt their teaching strategies and practices to help make that happen. They take responsibility for their students' learning and look to themselves and what they can control to help their students to develop and learn.

Figure - Reflective teaching practice⁸⁸



⁸⁸ Draws on Argyris 1991.

Adopting a reflective teaching practice does not mean that staff do not also reflect on what students and their parents/families can or should do/do differently. What it does mean, is that staff never focus only on what the student and/or their parents/families can or should do. They always take responsibility for their students' learning and, as the adult in the teacher-student relationship, ask what they can do/do differently to help the student to engage at school more effectively and learn.

Teaching in this way is not something that just happens. It requires teaching staff to bring a specific attitude to their work that sees every student as having the potential to learn and positions the teacher as an expert companion or guide who has responsibility for doing whatever it takes to help the student do that, no matter how challenging that task may be.

The most effective schools/school leaders encourage and support staff to adopt those attitudes and apply a reflective teaching practice in a number of ways:

THEORY OF TEACHING	<ul style="list-style-type: none"> • Clearly articulate the underlying principles that inform how the school works and the fact that every student is of value and has the potential to succeed at school given sufficient time and the right support • Develop a common language to describe the school's theory of teaching and how staff are expected to work (ie. how staff relate to students, what they expect of them and how they reflect on their interactions with them)
SCHOOL LEADERSHIP	<ul style="list-style-type: none"> • Consistently model desired attitudes, language and behaviour • Set clear expectations for how staff are required to interact with students, their parents/families and other staff
STAFF ROLE DEFINITION	<ul style="list-style-type: none"> • Use staff role descriptions to clearly define and document staff roles and responsibilities • Reinforce individual and shared staff responsibility for student learning and development outcomes
STAFF RECRUITMENT	<ul style="list-style-type: none"> • Use the recruitment process to test for fit with the school's theory of teaching and the preparedness and ability to buy into the school's way of working
STAFF INDUCTION	<ul style="list-style-type: none"> • Use the induction process to help staff to translate the school's theory of teaching into practice • Brief relief staff, third party partners and volunteers to make sure that they also understand the school's way of working

PROFESSIONAL SUPERVISION**PROFESSIONAL DEVELOPMENT AND TRAINING**

- Use professional supervision to provide regular and frequent feedback to staff
- Have school leadership team members regularly drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings so that they can get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff
- Make sure that staff understand the way that students' background and lived experience affects their behaviour and how they are likely to see and respond to others
- Provide training to help staff understand and manage their own emotions and behaviours and those of their students
- Actively work with staff to help them to reflect on their behaviour and teaching practice and identify where their own attitudes and behaviour and/or interpretation of student attitudes and behaviour may be constraining their ability to work effectively with a student/student group (eg. through professional supervision, day to day feedback and coaching)
- Help staff to identify strategies to change the way that they behave/interpret and respond to student behaviour where appropriate
- Use professional supervision, observation, collaborative teaching and (peer) coaching approaches to help staff to do that
- Encourage staff to use self-reflection tools to "check" their behaviour/practice

PERFORMANCE EVALUATION

- Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement and drive accountability for student performance

STAFF SUPPORT

- Acknowledge the effort involved in consistently working in this way
- Recognise and celebrate staff efforts and achievements
- Empathise with and support staff when they find work challenging and help them to see and focus on the positive side of their work and the outcomes that they achieve with students
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and support staff to deal with challenging students/situations
- Partner more and less experienced staff together and get them to work as peer coaches/mentors
- Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector)

School leaders relentlessly reinforce the principle that every child is of value and has the potential to achieve given the right time and support. They work with staff to develop a reflective teaching practice that consistently asks what they can do/do differently as a school and as teachers to help students to learn.

Where staff use language or behave in a way that indicates that they might be dropping into a defensive mode of thinking (ie. taking a negative orientation towards a student or applying an external rather than an internal frame of reference) they explicitly identify that and work with staff to help them to “reframe” their thinking and develop teaching and classroom management strategies to work with the student.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School leaders consistently model desired attitudes, language and behaviour
- School leaders set clear expectations for how staff are required to interact with students, their parents/families and other staff
- Staff consistently use a reflective teaching practice and ask what they can do/do differently to help students to engage at school effectively and to learn
- Professional teaching/learning teams are used to help staff reflect on their teaching practice
- Staff work collaboratively to develop and reinforce effective reflective teaching practices
- School leaders proactively manage staff behaviour that is not consistent with the school’s way of working

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students’ individual learning and development needs
- Helps align curriculum/instructional activity to students’ needs and interests
- Stops teachers from being “drawn to the middle” and teaching to the needs of the average student
- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets/reinforces positive expectations for student behaviour, potential and performance
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort

POTENTIAL CHALLENGES:**HELPING STAFF TO IDENTIFY AND WORK ON "BLIND SPOTS" IN THEIR LANGUAGE AND BEHAVIOUR****POSSIBLE RESPONSES:**

- Recognise that working in this way can require staff to step outside of their comfort zone and that it can take considerable time and effort to change established patterns of behaviour and language
- Provide real time feedback to staff
- Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings
- Leadership team members use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide regular and frequent feedback to staff on their teaching practice




POTENTIAL CHALLENGES:

MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR

POSSIBLE RESPONSES:

- Where staff behaviour or language is consistently out of line with the school's way of working then be proactive in discussing that with the staff member
- Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work
- Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language
- Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change
- Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that
- If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that

TOOLS:

-  Staff Induction/Training Factsheet - Mental models, attribution errors & double loop learning
-  Tool - Applying a reflective teaching practice – structured reflection tool
-  School Diagnostic - Reflective teaching practice

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staff Expectations, Attitudes & Behaviours
- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential & Performance

USEFUL RESOURCES:

- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", Harvard Business Review., Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Park, J. and Tew., M., Emotional Literacy Pocketbook., Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk

TOOL - APPLYING A REFLECTIVE TEACHING PRACTICE - STRUCTURED REFLECTION TOOL

This tool is designed to help teachers to reflect on their teaching practice and identify what they can do/ do differently to help students to engage more effectively and learn.

This tool can be used by individual staff as a self-reflection tool, by supervisors as a coaching and development tool or as a group reflection or change management tool.

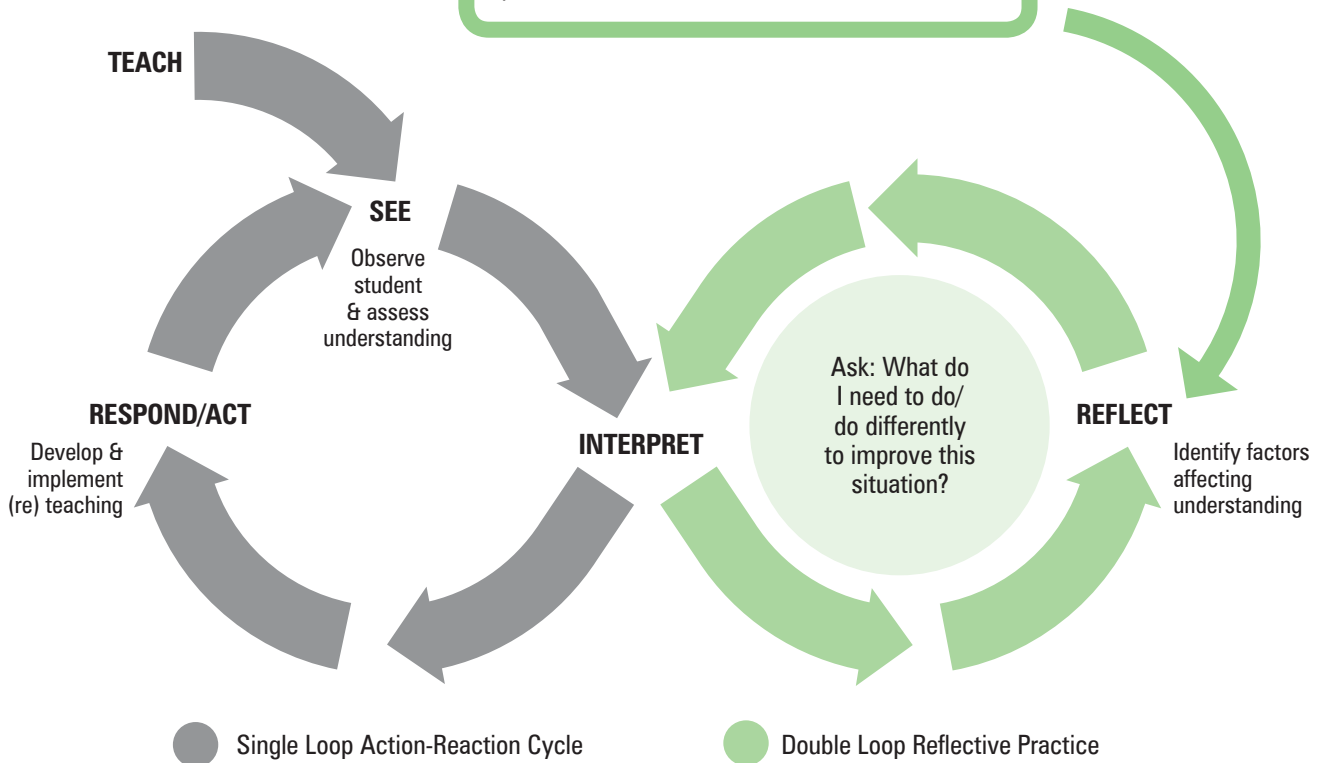
How reflective is your teaching practice?

What type of thinking are you bringing to the classroom/situation?

		REFLECTIVE FOCUS	
		Student	Self
VIEW OF STUDENT	Positive	<input type="checkbox"/>	<input type="checkbox"/>
	Negative	<input type="checkbox"/>	<input type="checkbox"/>

Are you taking a positive or negative view of the student?

Are you focusing on the student's behaviour or how you can influence that behaviour?



1. What is happening in your classroom?

2. What type of thinking are you bringing to the situation?

3. How is that influencing what is happening in the classroom?

4. What can you do/do differently to help the student engage/learn?



5.3

INSTRUCTIONAL MODEL

5.3.1 Using a Reflective Teaching Practice

Documentation and knowledge management

5.3.2 Using Small/Flexible Instruction Groups & Tiered Assignments

Using small group teaching

Preparing students to work in groups

Allocating students to instruction groups

Monitoring and assessing student progress and performance

5.3.3 Using Explicit Instruction Techniques

Structuring instruction to work within students' zone of proximal development

Using explicit instruction techniques

5.3.4 Monitoring Student Progress & Providing Real Time Feedback

Monitoring student progress

Providing real time feedback

Assessing student performance

Formal reporting

5.3.5 Celebrating Student Effort, Improvement & Achievement

Incentive & reinforcement programs

5.3.1

USING A REFLECTIVE TEACHING PRACTICE

What Low SES and NESB students often do not get the same level of support as students from higher SES backgrounds to develop some of the basic skills that they need to be able to learn effectively.

Because of that, schools adopting a holistic education model put particular focus on making sure that teachers explicitly teach students how to learn.

How Teachers do not rely on students “picking up” learning skills as they go. They explicitly model learning skills in how they structure and run classroom activities, they include activities designed to teach students those skills in their instructional/class plans and they get students to apply and practice those skills as they complete activities that are focused on other learning areas.

Table - Example learning skills

STUDY SKILLS	INDEPENDENT LEARNING SKILLS	GROUP/TEAM SKILLS
<ul style="list-style-type: none">• Setting up a learning space• Staying focused• Note taking• Mind mapping• Summarising• Using practice questions and test papers to build and check understanding• Reviewing own/other's work	<ul style="list-style-type: none">• Listening• Following instructions• Interpreting questions• Breaking down a task and working out how to approach it• Goal setting and planning• Writing assignments• Sitting tests	<ul style="list-style-type: none">• How to work in teams• Giving and receiving constructive advice/feedback• Managing disagreements

Where students come from different cultural and language backgrounds staff often find that it is necessary to spend more time making sure that students understand what they are being asked to do when they are set tasks and that they are actively taught how to break down and interpret questions on activity sheets, assignments and tests so that they are not limited in their performance by gaps in their understanding of mainstream culture and language.

Because of that, schools working with students from different cultural and language backgrounds will often invest time to understand how those differences influence how students engage at school and process and work with material so that teachers can take that into account in how they structure and teach their curriculum.

Documentation & knowledge management

Schools will often build up a collection of tools and resources that teaching staff use to cover these basic learning areas as part of their central knowledge management system.

Structured file storage and naming conventions are used to make sure that documents are easily identifiable and accessible.

Accountability for the set up and management of the central system usually sits with the curriculum manager. Day to day responsibility for keeping the files updated usually sits with the relevant year level and faculty heads and teaching staff. General management of the database (to check for compliance with file location and naming conventions etc.) is usually undertaken by a designated member of the office administration staff.

Allocating roles and responsibilities in this way means that there is a single, senior staff member accountable for the overall oversight and operation of the documentation management system while still ensuring that relevant teaching staff have responsibility for making sure that documentation is appropriately captured, recorded and stored. Using administrative staff to check that documentation is being correctly stored helps free up senior staff time to focus on more substantive issues.

Managing documentation in this way allows the school to build up a collection of resources and tools that can be used by teaching staff from year to year and means that staff knowledge and expertise can be captured and shared more effectively and is not lost when staff move away from the school.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff allocate time to teach students how to participate in classroom activities effectively and how to learn
- Teachers explicitly teach students how to learn
- Staff use teaching/learning activities to demonstrate and reinforce techniques that students can use to learn (eg. note taking, summarising, memory techniques etc.)
- Professional teaching/learning teams are used to check for gaps in student learning skills and develop teaching strategies to address them

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a supportive school/classroom environment
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps identify students’ individual learning and development needs• Helps align curriculum/instructional activity to students’ needs and interests• Improves students’ ability to engage with the curriculum
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Sets/reinforces positive expectations for student behaviour, potential and performance• Encourages students to take responsibility for their own learning and development• Helps increase student attendance, retention and completion• Helps increase student attention and motivation• Helps improve student effort and performance• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps improve staff performance/teaching practice

POTENTIAL CHALLENGES:

HELPING TEACHERS TO ALLOCATE TIME TO TEACH STUDENTS HOW TO LEARN

POSSIBLE RESPONSES:

- Use professional teaching/learning teams to periodically review students’ general learning skills, identify areas of weakness and develop strategies to address those gaps
- Include basic study/learning skills as part of the basic social and emotional learning curriculum
- Encourage staff to prioritise basic study/learning skills by requiring staff to include skill areas in standard student performance reports and transition briefings

POTENTIAL CHALLENGES:

MANAGING PLANNING DOCUMENTATION AND TEACHING RESOURCES

POSSIBLE RESPONSES:

- Use professional development meetings to review and share teaching resources and tools
- Set up a centralised documentation and knowledge management system to collate and store instruction tools and resources so that it is easy for staff to access and build on existing tools and resources
- Require professional teaching/learning teams to coordinate the collection of teaching resources and tools on a regular basis (eg. at the end of each unit/term)
- Allocate responsibility for coordinating the collation and management of those resources to professional teaching/learning team leads
- Use office administration staff to help teaching staff to scan/upload planning documentation and teaching resources onto a central data management system so that it is easy for staff to access and share documentation

TOOLS:



School Diagnostic – Teaching students how to learn

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Designing a Culturally & Contextually Appropriate Curriculum
- Using Explicit Instruction Techniques

USEFUL RESOURCES:

- Barwood, T., Learning to Learn Pocketbook., Teachers' Pocketbooks., London., 2005. www.teacherspocketbooks.co.uk
- De A'Echearria, A. and Patience, I., Teaching Thinking Pocketbook., Teachers' Pocketbooks., London., 2008. www.teacherspocketbooks.co.uk

5.3.2

USING SMALL/FLEXIBLE INSTRUCTION GROUPS & TIERED ASSIGNMENTS

What Teaching staff ordinarily use a range of teaching formats to support student learning, including:

- Whole of class teaching
- Small group teaching, using both flexible instruction and collaborative learning groups
- Paired or peer based learning
- One on one instruction and
- Individual learning.

Schools adopting a holistic education model make particular use of small/flexible group teaching and tiered assignments so that they can vary instruction to accommodate differences in student learning needs, learning preferences/styles and interests. They also take care to use a mix of different teaching/ learning formats to vary their instruction so that they can keep students interested and engaged and accommodate differences in individual learning preferences/styles.

Table - Description of different learning group structures⁸⁹

CLASS GROUPS	FLEXIBLE INSTRUCTION GROUPS	COOPERATIVE LEARNING GROUPS
<ul style="list-style-type: none"> • Based on general performance or learning ability overall or in a given subject area • Determined by school administrators and teaching staff • Relatively fixed group (class) membership • Groups work on the same or similar curriculum • Students may be reallocated to different class groups based on performance 	<ul style="list-style-type: none"> • Based on specific learning needs, ability, learning styles/ preferences or interests • Determined by teacher • Fluid group membership • Groups work on different activities based on learning needs, abilities, learning styles/preferences and interests • Students are grouped and regrouped based on learning need as appropriate for particular activities 	<ul style="list-style-type: none"> • Usually heterogeneous for the purpose of completing a collaborative activity • May be determined by teacher or students • Fluid group membership • Groups all tend to work on the same or similar activities or a facet of the same activity • Students may be purposefully mixed to vary student interaction and/ or provide opportunities for peer instruction/learning

Adapted from *Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners, grades 3 - 12*. By Diane Heacox, Ed.D., ©2002. Used with permission of Free Spirit Publishing Inc., Minneapolis, MW; 800-735-7323; www.freespirit.com All rights reserved.

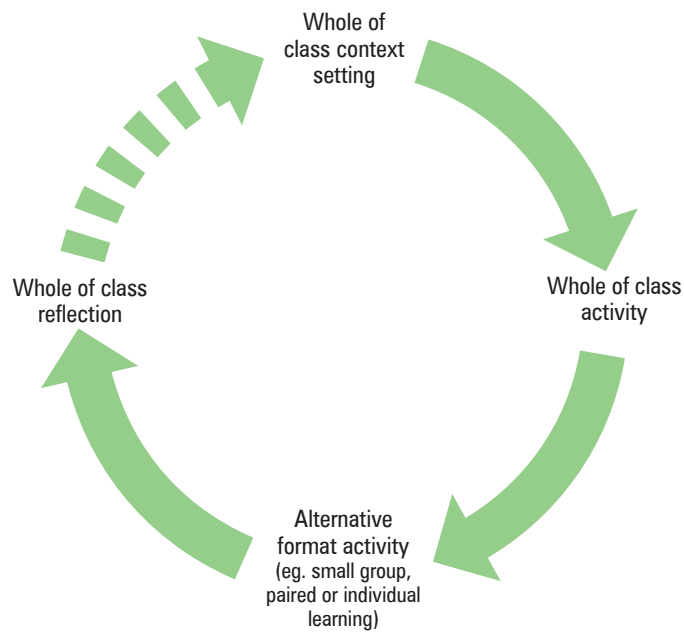
⁸⁹ Heacox 2002., p.87.

How Small/flexible learning group structures are used at all year levels (primary, middle and senior school) to help teaching staff to tailor their instruction to the needs of different students.

Teachers often use a mix of formats within a single session to help target and vary instruction. They tend to use:⁹⁰

WHOLE CLASS INSTRUCTION WHEN:	FLEXIBLE INSTRUCTION GROUPS WHEN:	COLLABORATIVE LEARNING GROUPS WHEN:
<ul style="list-style-type: none"> • Introducing new units, concepts or skills • Discussing important content • Using common activities or experiences to build a sense of community 	<ul style="list-style-type: none"> • They are likely to need to vary instruction to accommodate differences in students' learning needs and pace 	<ul style="list-style-type: none"> • They want to vary instruction to accommodate differences in students' learning styles and interests.

Figure - Standard lesson cycle



Working in that way allows teaching staff to structure/coordinate activities and maintain or vary group composition as appropriate.

⁹⁰ Heacox 2002., p.88.

Using small group teaching

Teachers use small/flexible learning groups in different ways. For example, they:

INDIVIDUAL TIERED ASSIGNMENT WORK	<ul style="list-style-type: none">• Run whole of class instruction groups to teach new content and then get all of the students to complete tiered learning assignments/activities that are designed so that they include tasks at different levels of complexity that students can work through at their own pace in line with their ability level
ABILITY BASED LEARNING GROUP WORK	<ul style="list-style-type: none">• Break students into groups based on their ability level and have them work on separate activities tailored to their level• The teacher may either move around the groups providing scaffolding and extension support on a targeted basis or run one of the groups, tailoring their instruction to the learning level of that group
ROTATING GROUP WORK	<ul style="list-style-type: none">• Use a similar structure to the two previous examples but instead of having the students work on one task have them rotate through the different activities. Where this is done teaching staff are careful to structure the tasks as tiered assignments so that the different groups can work at a level and pace that is suited to their ability• The teacher may either move around the groups providing scaffolding and extension support on a targeted basis or run one of the groups.

Most teachers use a mix of these approaches. They also usually use a mix of flexible instruction and collaborative learning group structures to avoid any potential negative connotation associated with being in a “lower” learning group.

When designing tiered activities teachers are careful to structure them so that they are “fair” in terms of the effort and time required to complete them successfully. They make sure that the different activities involve different work, not more or less work, and that they are equally active, interesting and engaging.

Preparing students to work in groups

The most effective teachers invest time to prepare their students for group work. They talk to students about the fact that different people learn differently and explain that the class will work in different groups because of that.

They set clear guidelines for working in small groups.

When using small/flexible learning group activities:⁹¹

- Use a mix of different student groupings
- Introduce the different activities with equal enthusiasm
- Vary which group you set up first
- Get students to do different work, not more or less work
- Make activities “fair” in terms of the effort and time required to complete them successfully
- Make activities equally active, interesting and engaging
- Allow for choice

⁹¹ Heacox 2002., p.98-99.

They discuss what they expect of students and work with students to build their individual and group work skills.

They also make sure that students' parents/families understand that they will be using small group teaching so that they can tailor what they cover to meet the needs of individual students.

Allocating students to instruction groups

Teachers often allocate students to pre-set class groups or teams to make it easy to set up and run split activities (eg. in primary school level they often have reading, writing and maths teams, in middle and senior school they often have broader based research groups or learning teams). They will move students between groups where appropriate.

When allocating students to different groupings teachers take into account a range of factors, including students':

- Specific content, process and skill based understanding and proficiency level
- Any specific learning needs
- Learning styles/preferences
- Interests
- Ability to work effectively on their own or in groups
- Social and behavioural maturity
- Interpersonal factors including, for example, whether it makes sense to group certain students together in the same class to leverage positive peer relationships or manage negative ones
- Cultural/family considerations including, for example, whether it is appropriate to mix female and male students or combine or separate family members.

To help make the class run smoothly, teachers usually establish a standard routine that they use to identify and allocate students to different activity groups and set clear boundaries and expectations for student behaviour when moving into, working in and changing between activity groups.

To help make it easier to run tiered activities/assignments, teachers often use written (often colour coded) activity instruction cards to make it easy to allocate different activities or steps within activities to different students or student groups.

Monitoring & assessing student progress & performance

In order to make sure that assessment is appropriately managed schools often develop a whole of school policy covering how student performance is to be assessed.

Formative and summative assessments are usually structured on a tiered basis to accommodate differences in learning pace across the group.

The most effective schools often develop essential learning skill/competency tables for each subject/learning area by year level that identify the key skills and understandings that students need to have at the end of the year to meet prescribed learning standards.⁹² They also prepare assessment frameworks/rubrics that identify what levels of proficiency students are required to achieve across different content and skill areas for students to be eligible for a given grade.

The above skill/competency tables and assessment rubrics are used track student performance and make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels. They are also used to manage student and parent expectations about potential grades given the level of work that they are doing and their performance.

⁹² Once developed these tables do not tend to change substantially from year to year unless there are significant adjustments to the national or state/territory curriculum.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff use small/flexible instruction groups and tiered assignments to differentiate their instruction
 - Staff use small/flexible learning group structures to allow them to tailor instruction to the different needs of different students/student groups
 - Staff use collaborative/team teaching approaches to support small group/flexible learning group teaching where appropriate
 - Staff vary teaching/learning activity resources, processes and products to accommodate differences in students' learning needs, preferences/styles and interests
 - Staff use tiered activities/assignments where appropriate to tailor instruction to different students/student groups
- Staff structure tiered activities so that they are "fair" in terms of the effort and time required to complete them successfully (ie. they make sure that tasks involve different work, not more or less work and are equally active, interesting and engaging)
- Staff use tailored teaching tools and instruction cards to support the use of small group instruction and tiered assignments
- Wherever possible staff structure teaching/learning activities to allow students choice
- Staff invest time to prepare their students for small group work and help them develop individual and group work skills
- Staff use pre-defined assessment frameworks/rubrics to make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being "drawn to the middle" and teaching to the needs of the average student
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Allows students to move between different instructional groups within and across classes according to their level of proficiency in a given learning area
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets/reinforces positive expectations for student behaviour, potential and performance
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice

POTENTIAL CHALLENGES:

HELPING PARENTS TO UNDERSTAND/ACCEPT WHY DIFFERENT STUDENTS ARE TAUGHT DIFFERENT THINGS/ IN DIFFERENT WAYS

POSSIBLE RESPONSES:

- Be proactive in explaining to parents/families how the school uses small/flexible instruction groups to tailor instruction to students' different learning needs (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options)
- Write to parents before the start of each year to introduce their child's class/home room teacher and explain how their child's class(es) will work, including how teachers will use small group teaching/tiered assignments to tailor instruction to the needs of different students in the class group
- Make sure that parents and families understand the reason for using differentiated instruction and how it works
- Highlight the benefits for students
- Explain how small/flexible instruction groups, tiered assignments and tiered learning support/extension structures are used to help students to achieve their full potential and how assessment works when students are completing different teaching/learning activities and assignment tasks

HELPING STUDENTS TO FEEL COMFORTABLE BEING TAUGHT DIFFERENT THINGS/ IN DIFFERENT WAYS

- Get teaching staff to spend time at the start of each year explaining how the class will work
- Explain that different people learn in different ways and because of that they will use a mix of individual, small group and whole of class activities to cover different material
- Use a mix of different teaching formats and vary teaching/ learning group composition to avoid any negative association with being in a "lower skilled" group

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING THE WORKLOAD ASSOCIATED WITH PLANNING/PREPARING FOR SMALL GROUP TEACHING</p>	<ul style="list-style-type: none"> • Acknowledge that there is additional work involved in building differentiation into instruction/teaching plans and developing teaching resources and tools to support the use of small/flexible instruction and tiered assignments • Reinforce that it is not about starting from scratch but about building on what staff already do • If introducing/putting focus on differentiated instruction/small group teaching for the first time develop a plan to work through the development of differentiated plans and resources on a rolling basis over a 12 – 18 month period • Use professional teaching/learning teams to coordinate that activity • Focus on one or two teams first and use the work that is done in those areas to provide a template/example for other areas • Get those teams to review their existing instruction plans and collate existing teaching tools and resources and use those as a starting point • Where appropriate/possible provide additional release time for teachers to support the development of those plans and tools over the course of that year (eg. through the provision of additional relief teaching support or the employment of specialist staff to work with teachers to help develop tailored plans and teaching resources and tools)
<p>MANAGING PLANNING DOCUMENTATION AND TEACHING RESOURCES</p>	<ul style="list-style-type: none"> • Set up a centralised documentation and knowledge management system to collate and store instruction tools and resources so that it is easy for staff to access and build on existing tools and resources • Encourage staff to update and annotate instruction plans, resources and tools as they use them to inform future planning and teaching activities • Use professional development meetings to review and share teaching resources and tools • Require professional teaching/learning teams to coordinate the collection of teaching resources and tools on a regular basis (eg. at the end of each unit/term) • Allocate responsibility for coordinating the collation and management of those resources to professional teaching/learning team leads • Use office administration staff to help teaching staff to scan/upload planning documentation and teaching resources onto a central data management system so that it is easy for staff to access and share documentation

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>GETTING TO KNOW STUDENTS WELL ENOUGH TO BE ABLE TO GROUP THEM APPROPRIATELY AND TAILOR INSTRUCTION TO MEET THEIR NEEDS</p>	<ul style="list-style-type: none"> • Employ a dedicated curriculum and professional development manager to coordinate the data collection, analysis and reporting process • Develop tools to help coordinate the collection of data across the school so that teaching staff can enter their data into an electronic system that can be accessed easily to analyse student performance • Train staff how to access and analyse data on an ongoing basis to inform student grouping, instructional planning and professional teaching/learning team review and moderation • Use professional teaching/learning teams to help less experienced staff or staff who are less experienced working in this way to analyse and group students
<p>HELPING STAFF TO BE COMFORTABLE USING SMALL GROUP TEACHING AND MANAGING MULTIPLE GROUPS OF STUDENTS AT THE SAME TIME</p>	<ul style="list-style-type: none"> • Set a clear expectation that staff will use small/flexible instruction groups to differentiate instruction • Use the recruitment process to make sure that teachers are expected to use small/flexible instruction groups and check that they are prepared to teach in that way • Include the use of differentiated instruction in all teaching based role descriptions • Cover those responsibilities as part of the school's standard staff induction process • Make sure that staff understand how small flexible instruction groups can be used to support differentiated instruction • Highlight the benefits for students and staff • Recognise that working in this way can require some staff to move outside their comfort zone (by requiring them to change their standard classroom management and teaching practices) • Provide staff with support and training to help them develop small group instruction skills • Provide planning tools and resources to help staff to plan and run classes using small/flexible instruction groups (including planning templates, example class plans and teaching/learning activities) • Use professional teaching/learning teams to help staff to develop class plans and teaching strategies • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies)

POTENTIAL CHALLENGES:

POSSIBLE RESPONSES:

- Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers
- Use professional supervision to help staff reflect on and improve their planning and instruction practices
- Be proactive in discussing staff concerns
- Be clear about what staff do and do not have the ability to influence (ie. school leaders need to be clear about what is “your decision, our decision, my decision”⁹³)
- If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that

TOOLS:



Tool - Tips for using small/flexible learning groups

School Diagnostic - Using flexible instruction groups & tiered assignments

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Explicit Instruction Techniques
- Monitoring Student Progress & Providing Real Time Feedback

⁹³ Hoerr 2010.

TOOL - TIPS FOR USING SMALL/FLEXIBLE LEARNING GROUPS⁹⁴

This tool is designed to provide teaching staff with a short checklist/overview of things to take into consideration when using small/flexible instruction groups.

LESSON FORMAT	<ul style="list-style-type: none"> • Use whole class format to present new concepts and skills
GROUPING STRUCTURE	<ul style="list-style-type: none"> • Avoid creating perception of “high” and “low” learning groups <ul style="list-style-type: none"> - Move between whole of class, small group, paired and individual learning activities - Use a mix of different student groupings (don’t always split on ability, use mixed ability groupings for collaborative learning activities) - Tailor group composition to suit the nature of the activity - Name groups neutrally (use naming conventions that do not identify learning level) • Build in opportunities for choice by allowing students to self-select groupings when working in collaborative groups
STUDENT SET UP	<ul style="list-style-type: none"> • Teach students how to work independently in groups
ACTIVITY GUIDELINES	<ul style="list-style-type: none"> • Establish clear behaviour guidelines for group work <ul style="list-style-type: none"> - How students know what group to move into - What to do when moving to or between groups - How students can move around the room during small group time - What to do if you finish early/don’t finish a task during class time - How to ask questions/get the teacher’s attention - What is an acceptable noise level (eg. no one outside your group should be able to hear you) • Develop a signal to get student’s attention and for quiet
CLASSROOM SET UP	<ul style="list-style-type: none"> • Prepare classroom for differentiation <ul style="list-style-type: none"> - Set up workstations and resource boxes - Lay out classroom so you can see all groups (and they can see you) • Set routines for distributing student folders, getting and returning materials and submitting completed work
ACTIVITY STRUCTURE	<ul style="list-style-type: none"> • Get students to do different work, not more or less work • Make activities “fair” in terms of the effort and time required to complete them successfully • Make activities equally active, interesting and engaging • Allow for choice
ACTIVITY INTRODUCTION	<ul style="list-style-type: none"> • Introduce all activities with the same level of enthusiasm • Mix up which group activity you introduce first

⁹⁴ Heacox 2002., p. 98.

<p>GROUP SET UP</p>	<ul style="list-style-type: none"> • Use warm up and cool down activities to provide time to set up flexible instruction groups and get students working, for example: <ul style="list-style-type: none"> - Word of the day - Journaling - Creative thinking or writing activities - Group discussion - Free reading - Skill based competitions or challenges - Note taking - Logic problems or quizzes • Provide instruction cards with process steps and checklists to help students track through activities independently • Provide worked examples/samples and assessment criteria that help students to understand what is expected of them and provide a basis for them to self-assess their work
<p>RESERVE ACTIVITIES</p>	<ul style="list-style-type: none"> • Use challenge centres/labs to provide practice and extension activities for students who finish early • Make sure that those activities: <ul style="list-style-type: none"> - Relate to the topic area/unit being covered - Focus on significant learning outcomes - Use materials and activities that cover a range of challenge, complexity, skill, learning preference and interest areas - Support individual, pair and small group activities
<p>TEACHING TIME ALLOCATION</p>	<ul style="list-style-type: none"> • Be flexible about how much time you spend with each group • Vary the amount of direction based on student readiness • Allocate time based on the groups' need for direct instruction • If you think that one group is going to need significant support then plan other groups' activities so that they are likely to require less support
<p>PROGRESS TRACKING AND ASSESSMENT</p>	<ul style="list-style-type: none"> • Use competency rubrics and activity trackers based on class plans to track student activity • Use tiered assessments to accommodate differences in learning pace across the group

5.3.3

USING EXPLICIT INSTRUCTION TECHNIQUES

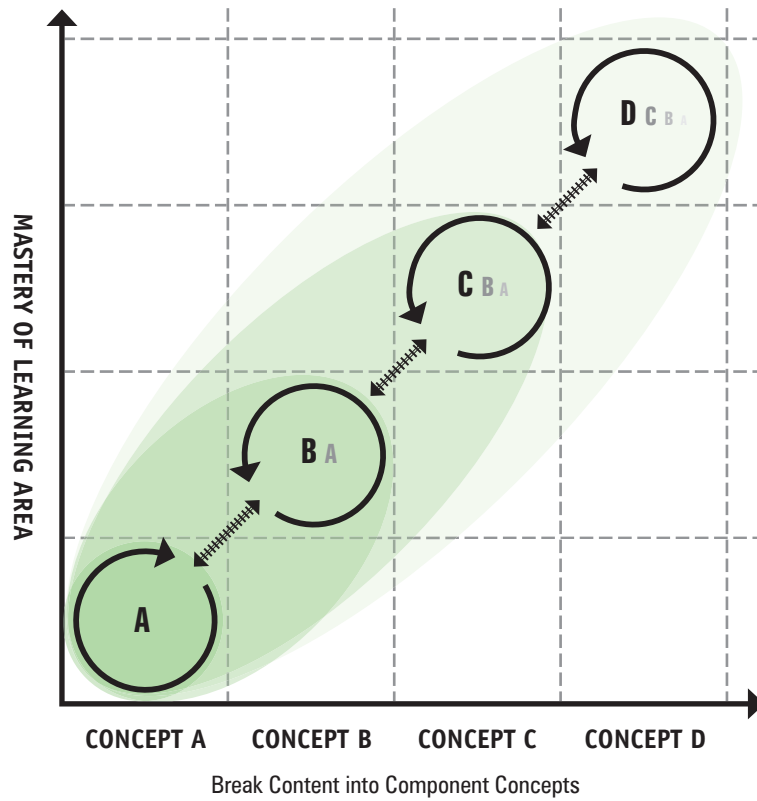
What Research indicates that student learning can be improved and accelerated when the objectives of what is being taught are clear and material is presented in a way that avoids misinterpretation.

Where students do not have a strong grounding in basic literacy or numeracy skills or have gaps in basic skills, using more structured forms of instruction that break learning down into small steps can be particularly important to help build their understanding and confidence.

Because of that, schools adopting a holistic education model often use explicit instruction techniques to cover basic reading, writing, mathematics and other foundation knowledge and skills that form the basis for more complex concepts and learning.

How Teachers “chunk” learning into small logically sequenced components that they move through step by step. They work with students on each component, teaching and re-teaching material in different ways until they have achieved sufficient understanding to be able to grasp the next concept before moving on. When students do move onto a new concept the teacher makes sure that they understand how it fits with the previous one. As students step through the different components teachers use iterative revision processes to consolidate earlier learning.

Figure - Iterative learning process



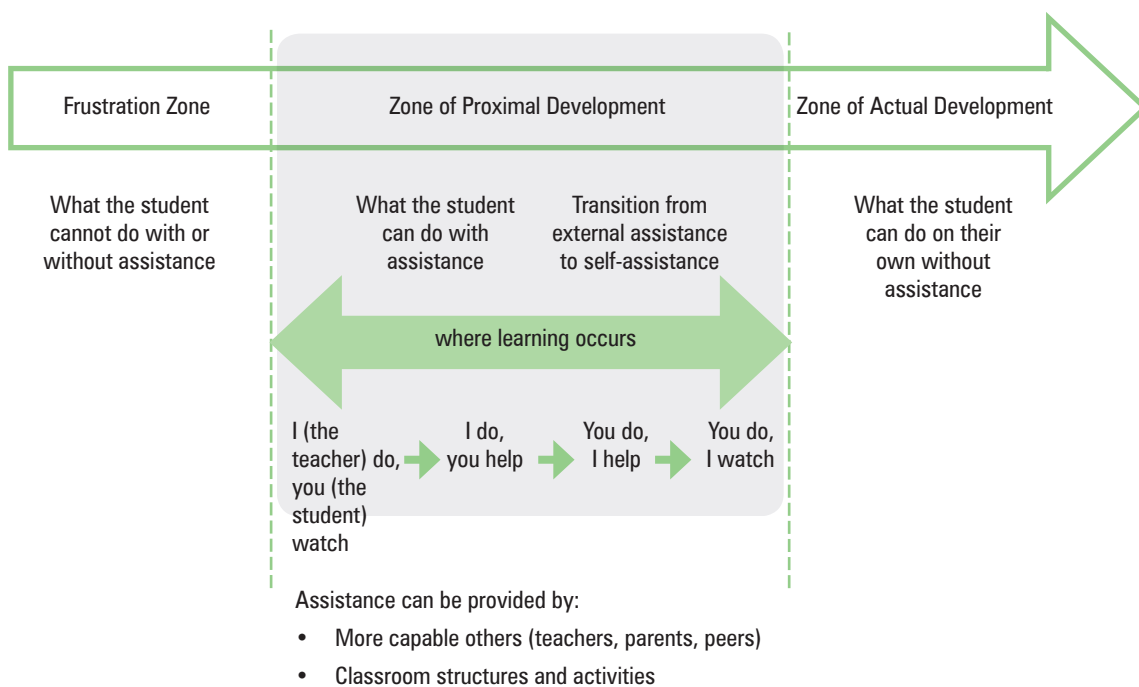
Step 1	Preview new content
Step 2	Relate new content to prior learning
Step 3	Pre-test for pre-existing understanding
Step 4	Teach content
Step 5	Provide opportunities for practice, enrichment and extension
Step 6	Reflect on / review learning
Step 7	Assess for understanding
Step 8	Provide targeted corrective instruction to address errors in understanding
Step 9	Re-teach content if required
Step 10	Repeat until achieve sufficient understanding

Structuring instruction to work within students' zone of proximal development

Teachers start by splitting students in small, flexible instruction groups based on their skill level and tailor the complexity of the material that they present to the skill level of the group.

They structure the content to fall within the students' zone of proximal development so that it is not too easy or too difficult but extends the students' understanding.

Figure - Zone of proximal development⁹⁵



The zone of proximal development is the area below a student's actual developmental level where they can solve problems independently, where they can solve them with guidance or support.

In the classroom, teachers structure tasks so that they allow students to build on their existing knowledge (ie. concepts and processes that are within their zone of actual development). They design teaching/learning activities that students can do with guidance or support (ie. are within their zone of proximal development). They provide support to help the student complete the task and then gradually remove support until they are able to complete the task on their own.

Often that is done through a staged process of demonstration, collaboration and independent practice.

I do, you watch → I do, you help → You do, I help → You do, I watch⁹⁶

⁹⁵ Wilhelm and Dube 2001.

⁹⁶ Wilhelm and Dube 2001.

Using explicit instruction techniques

Teachers clearly explain the objectives of each learning activity and how it fits with the tasks that the students have already completed. As they work through the material, they focus on explaining concepts clearly. They pay particular attention to the vocabulary that they use to make sure that students understand what they are saying and provide clear and simple examples and illustrations of what they mean.

Whenever possible, teachers relate the learning to students' day to day experience to make it relevant to them. Where teachers are working with NESB students they take care to make sure that students fully understand what is being presented and do not "lose meaning" because of gaps in language or cultural understanding.

They usually build in a "hook activity" at the start of the lesson to get students engaged in the activity.

They ask frequent questions to check for understanding or misunderstanding and provide real time feedback to correct any errors/ misunderstandings that students may have.

When they get students to perform specific learning tasks, teachers give clear, step by step directions and provide tools for students to use so that they can revisit those directions as they work through the task. They tailor the level of guidance that they give students based on their ability.

They often "interleave" solved problems with

unsolved problems to help students to understand how to approach them and help them extend their learning in incremental steps.

They also often allow students to record and represent their work in different ways to accommodate different learning styles.

Teachers consciously structure learning activities so that students have multiple opportunities to practice what they have learned and use a mix of class based observation and formative and summative assessment to monitor student progress.

They continue to work with students on each component, teaching and re-teaching material in different ways until they have achieved proficiency before moving onto the next concept. In doing that, they implicitly prioritise understanding over coverage on the basis that students need to have a sound understanding of lower level concepts, processes and skills before they can understand and master more complex ones.

When they move on to the next concept they make sure that the students understand how it fits with the previous concept and use iterative revision processes to consolidate earlier learning.

Some schools use highly structured, scripted forms of explicit instruction such as Direct Instruction. Direct Instruction is a scientifically-based model of instruction developed by Siegfried Engelmann. It can be distinguished from other models of explicit instruction by its focus on curriculum design and tightly defined instruction delivery requirements.

Table - Characteristics of Direct Instruction⁹⁷

INSTRUCTION DESIGN	ORGANISATION OF INSTRUCTION	TEACHER-STUDENT INTERACTIONS
<ul style="list-style-type: none"> • Content carefully designed to break material into individual concepts • Clear communication (the “wording of instruction” as well as how instruction is sequenced and examples are specified) • Clear instruction formats (instruction scripts specify what teachers are to do/ say and what responses students should produce) • Careful sequencing of skills (easy skills are taught before more difficult skills; strategies/ information that are likely to be confused are separated; instances consistent with a rule are taught before exceptions) • Track organisation (activity sequences are structured so that they can be (re)taught and reviewed over multiple lessons) 	<ul style="list-style-type: none"> • Flexible instruction groups are used to target instruction • Instruction time (blocks of instruction time are set aside to promote learning) • Continuous assessment is used to monitor student progress and inform teaching 	<ul style="list-style-type: none"> • Active student participation (frequent questioning is used to provide opportunities for students to respond and receive feedback) • Unison responding (students respond in unison) • Signals (teachers use visual and verbal cues to trigger oral responses) • Pacing (rapid pacing is used to encourage/ maintain student engagement) • Teach to mastery • Error corrections (minimise student errors by carefully sequencing instruction; when errors do occur, use careful error correction procedures to promote understanding) • Motivation (acknowledge student effort and achievement to encourage ongoing effort)

⁹⁷ Marchand-Martella, et al 2005., pp.1-2.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students learn
 - Staff structure teaching/learning tasks to come within students' proximal zone of development
 - Staff break teaching/learning into components to help students build understanding and skills on a step by step basis
 - Staff clearly explain the objectives of each teaching/learning activity and how it fits with the tasks that the students have already completed
- Wherever possible staff relate teaching/learning activities to students' day to day experience to make it relevant to them
- Staff ask frequent questions to check for understanding/misunderstanding and provide real time feedback
- Staff give clear, step by step directions and provide tools for students to use so that they can revisit those directions as they work through the task
- Staff tailor the level of guidance that they give students based on their ability
- Staff structure teaching/learning activities so that students have multiple opportunities to practice what they have learned
- Staff use a mix of class based observation and frequent formative and summative assessment to monitor student progress so that they can determine when students are ready to move on to the next concept
- Staff (re)teach material in different ways until students have achieved sufficient understanding to be able to move on to the next concept before doing so
- When they move on to the next concept staff make sure that the students understand how it fits with the previous concept and use iterative revision processes to consolidate earlier learning
- Staff use essential learning/capability tables and activity trackers based on their class plans to track student activity and progress

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a safe, supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students’ individual learning and development needs
- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Stops teachers from being “drawn to the middle” and teaching to the needs of the average student
- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Allows students to move between different instructional groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets/reinforces positive expectations for student behaviour, potential and performance
- Helps increase student attendance, retention and completion
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice

POTENTIAL CHALLENGES:

**MANAGING STAFF
OPPOSITION WHERE
TEACHERS SEE THE USE OF
EXPLICIT INSTRUCTION
TECHNIQUES AS BEING TOO
RIGID OR TOO BASIC**

POSSIBLE RESPONSES:

- Set a clear expectation that staff will use explicit instruction techniques
- Use the recruitment process to make sure that teachers understand that they are expected to use explicit instruction and check that they are prepared to teach in that way
- Include the use of explicit instruction in all teaching based role descriptions
- Cover those responsibilities as part of the school's standard staff induction process
- Make sure that staff understand the form of explicit instruction that the school requires staff to use
- Highlight the benefits for students and staff
- Recognise that working in this way can require some staff to move outside their comfort zone (by requiring them to change their standard classroom management and teaching practices)
- Provide staff with support and training to help them to use explicit instruction techniques
- Provide planning tools and resources to help staff to plan and run classes using explicit instruction techniques (including planning templates, example class plans and teaching/learning activities)
- Use professional teaching/learning teams to help staff to develop class plans and teaching strategies
- Use specialist learning support staff to help staff to review and develop teaching strategies
- Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies)
- Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers
- Use professional supervision to help staff reflect on and improve their planning and instruction practices

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Be proactive in discussing staff concerns • Be clear about what staff do and do not have the ability to influence (ie. school leaders need to be clear about what is “your decision, our decision, my decision”⁹⁸) • If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that
<p>HELPING STAFF TO IDENTIFY AND TAILOR INSTRUCTION TO STUDENTS’ ZONE OF PROXIMAL DEVELOPMENT</p> <p>HELPING STAFF TO DIAGNOSE GAPS IN STUDENT LEARNING/ERRORS IN UNDERSTANDING</p>	<ul style="list-style-type: none"> • Use professional learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students’ different learning needs • Partner staff together and get them to review one another’s instruction/teaching plans and work as peer coaches/mentors to help tailor instruction to students’ learning needs • Where appropriate get specialist learning support staff to work with teaching staff to help assess student learning levels and/or diagnose specific learning gaps/errors in understanding • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies) • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Use professional supervision to help staff reflect on and improve their planning and instruction practices

⁹⁸ Hoerr 2010.

TOOLS:



Tool –Things to remember when structuring & delivering class activities

School Diagnostic - Using explicit instruction

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Small/Flexible Instruction Groups & Tiered Assignments

USEFUL RESOURCES:

- Engelmann S., Teaching Needy Kids in our Backward System: 42 Years of Trying., ADI Press., USA., 2007.

TOOL –THINGS TO REMEMBER WHEN STRUCTURING & DELIVERING CLASS ACTIVITIES

This tool is designed to provide teaching staff with a short checklist/overview of things to take into consideration when using structured teaching/learning activities.

SET UP GROUPS	<ul style="list-style-type: none"> • Split students in small, flexible instruction groups based on their skill level
TARGET CONTENT	<ul style="list-style-type: none"> • Tailor the complexity of the material that you present to the skill level of the group • Structure content to fall within the students' zone of proximal development so that it is not too easy or too difficult but extends students' understanding
CLEARLY EXPLAIN CONCEPT	<ul style="list-style-type: none"> • Clearly explain the objectives of each learning activity and how it fits with what you have already done before you start teaching • Build in a "hook activity" at the start of the lesson to get students engaged in the activity • Explain concepts clearly • Pay particular attention to the vocabulary that you use to make sure that students understand what you are saying • Provide clear and simple examples and illustrations • Relate the learning to your students' day to day experience to make it relevant to them
CHECKING FOR UNDERSTANDING	<ul style="list-style-type: none"> • Ask frequent questions to check for understanding/misunderstanding • Provide real time feedback to correct any misunderstandings that students may have
PROVIDE OPPORTUNITIES FOR PRACTICE	<ul style="list-style-type: none"> • Provide multiple opportunities for learning and practice • When getting students to perform specific learning tasks, make sure that you give clear, step by step directions and provide tools for students to use to be able to revisit those directions as they work through the task • Tailor the level of guidance that you give students based on their ability • Allow students to record and represent their work in different ways to accommodate different learning styles
MONITOR PROGRESS	<ul style="list-style-type: none"> • Use a mix of class based observation and formative and summative assessment to monitor student progress
TEACH TO PROFICIENCY	<ul style="list-style-type: none"> • Continue to work with students on each component teaching and re-teaching material (in different ways) until they have achieved proficiency before moving on to the next concept
LINK NEW CONTENT TO EXISTING KNOWLEDGE	<ul style="list-style-type: none"> • When you move on to the next concept make sure that the students understand how it fits with the previous concept and use iterative revision processes to consolidate earlier learning.

5.3.4

MONITORING STUDENT PROGRESS & PROVIDING REAL TIME FEEDBACK

What Fundamentally teachers and students both need to understand the same things to be able to teach and learn effectively.

TEACHER	STUDENT
<ul style="list-style-type: none">• Understand what students already know and can do• Identify what students need to understand or be able to do to progress• Develop teaching strategies to help students to do that• Implement strategies• Check for progress and adjust strategies if required	<ul style="list-style-type: none">• Understand what they already know and can do• Identify what they need to understand or be able to do to progress• Develop learning strategies to do that• Implement strategies• Check for progress and adjust strategies if required

In order to tailor instruction to meet the individual learning needs of students, teachers need to understand what students understand and can do on an ongoing basis. Because of that, schools adopting a holistic education model put particular focus on tracking student progress.

How They use pre-testing, classroom observation and regular formative and summative assessments to understand and monitor student progress, inform teaching and provide feedback to students.

Monitoring student progress

Teaching staff use pre-testing, classroom observation and regular formative and summative assessments to understand and monitor student progress. Formative and summative assessments are usually structured on a tiered basis to accommodate differences in learning pace across the group.

Teachers often build specific strategies into their classes to make sure that they work one on one with each student every week to make sure that they understand exactly where they are up to.

Assessment tends to be done more often and cover less content each time than in more traditional schooling models. It is used to help teachers to understand “where the student is up to today and how can I help the student improve on that tomorrow.”

Assessment activities are built into most learning tasks, with the form of assessment, the assessment criteria and the purpose of the assessment being explained as part of each task.

Common summative assessments are used to compare student results across different class groups. They are usually designed as tiered assessment tools so that they can test students at different levels.

Often teachers will provide students with evaluation checklists or self-reflection tools and encourage them to use them to review their work as a way of helping them to take responsibility for their own learning. Peer and self-assessment techniques are often used in later primary, middle and senior school to encourage students to critically review their own work.

Teaching staff put a strong emphasis on student effort, improvement and achievement. Where students do not achieve proficiency on a particular learning task they are usually given multiple opportunities to improve their performance so that they learn that making mistakes is part of learning. Some schools use an “R (Resubmit) Grade” to provide students who have not achieved at the level that staff think that they should with an opportunity to resubmit their work without penalty.⁹⁹

Some teachers structure their class activities so that there is a time each day/class where students will be involved in individual work. They identify a small number of students that they will “check in” with during those times during each session. They use that time to identify how the student is tracking and whether or not they need to build in additional time with that student to work on specific learning areas.

Where appropriate they then schedule in additional time with the student during or outside of class to follow up on any specific issues requiring additional investigation or support.

By doing that teachers are able to rotate through all of the students in their class each week, even if only for a short period of time.

Providing real time feedback

Teaching staff focus on providing real time feedback that is accurate and constructive. Often schools adopting a holistic education model coach staff on providing feedback and encourage them to use a consistent formula for doing that where they:

FOCUS ON WHAT THE STUDENT CAN DO	Identify what students have done right
IDENTIFY AND WORK THROUGH MISUNDERSTANDINGS/MISTAKES	Identify where they require more work, focusing on specific errors/misunderstandings
IDENTIFY STRATEGIES TO ADDRESS THEM	Identify what they need to focus on next to progress
CHECK FOR UNDERSTANDING	Check that the student has understood the feedback that has been provided and knows what they need to focus on next and how to go about doing that

⁹⁹ Christenbury 2010., p.49.

Using a structured feedback approach helps staff to avoid falling into the trap of making positive distortions¹⁰⁰ to try to motivate students by over emphasising what students get right without explaining where they need to focus their effort to progress.

Assessing student performance

In order to make sure that assessment is appropriately managed schools often develop a whole of school policy covering how student performance is to be assessed.

The most effective schools often develop essential learning skill/competency tables for each subject/learning area by year level that identify the key skills and understandings that students need to have at the end of the year to meet prescribed learning standards.¹⁰¹ They also prepare assessment frameworks/rubrics that identify what levels of proficiency students are required to achieve across different content and skill areas for students to be eligible for a given grade.

The above skill/competency tables and assessment rubrics are used track student performance and make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels. They are also used to manage student and parent expectations about potential grades given the level of work that they are doing and their performance.

Some schools require teachers from mid-primary school level and above to use skill/competency, tables and assessment rubrics as a tool to engage in discussion with students (and their parents/family) about their performance.

Where that is done, teachers take time to introduce students to the skill/rubric table and explain how it is used to identify the content and skills that students need to understand and be able to do at the end of the year/unit/activity. They then use the skill/rubric table to engage students in discussion about their work and help them understand where they are up to and what they need to focus on next to progress.

Working through the skill/rubric tables with students in this way is used to:

- Help students to focus on what they know and understand and what they need to focus on next
- Allow them to take ownership of their learning
- Reinforce high expectations of student potential and performance
- Encourage effort
- Celebrate improvement and achievement and
- Manage grading expectations given reliance on tiered learning and assessment tasks.

Formal reporting

Schools usually provide students and their parents/families with a formal report on their progress at least two times a year, usually at the end of each semester.

Reports are structured to meet state and territory based reporting requirements. Particular focus is placed on making sure that the reports are written in clear and simple language so that they are easy to follow and understand. Those reports usually include assessments of both the student's personal and academic development.

In addition to the above reports schools also often provide short form progress reports at the end of terms one and three.

They also usually provide a range of opportunities for parents/families and students to meet with teachers. They usually schedule formal teacher-student-parent meetings early in term one and at the end of each semester.

Where students are identified as having specific learning or extension needs, teachers will usually contact the student's parent/family to set up a separate session to talk about those needs and develop specific plans to work with the student and their parents/family on them. Teachers will then stay in contact with parents on a more regular basis to track how things are going.

Staff stay in contact with parents/families as otherwise required during the term.

¹⁰⁰ Reeve 2003., p.10.

¹⁰¹ Once developed these tables do not tend to change substantially from year to year unless there are significant adjustments to the national or state/territory curriculum.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school places a strong emphasis on student effort, improvement and achievement
- Staff monitor student progress on a regular and frequent basis to inform teaching
- Staff use baseline testing where appropriate to check for prior knowledge and understanding and inform class planning and/or identify specific instructional support requirements
- Staff use classroom observation and regular formative assessments to understand and monitor student progress
- Staff build formative assessment activities into most learning tasks
- Staff provide students with assessment checklists and use peer and self-assessment techniques to encourage students to critically review their own work
- Staff use common summative assessments to compare student results within and across different class groups
- Staff use tiered assessment approaches to accommodate students working on different tasks/at different levels
- Staff use pre-defined assessment frameworks/rubrics to make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels
- Staff provide frequent real time feedback to students on a formal and informal basis
- Staff use essential learning skill/competency tables and/or assessment rubrics to involve students in tracking their own performance (ie. they use them to reinforce the progress that the individual student is making, help them identify what they need to focus on next and encourage them to take responsibility for their own learning)

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a supportive school/classroom environment• Helps students and their parents/families feel comfortable dealing with the school/school staff
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none">• Helps identify students’ individual learning and development needs• Helps align curriculum/instructional activity to students’ needs and interests• Stops teachers from being “drawn to the middle” and teaching to the needs of the average student• Increases teachers’ ability to identify gaps or errors in understanding• Helps teachers develop strategies to close those gaps/correct errors in understanding
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child’s learning• Helps align teacher, student and parent/family understanding of where the student is up to and what they need to focus on to progress• Helps parents/families to support their child’s learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Sets/reinforces positive expectations for student behaviour, potential and performance• Encourages students to take responsibility for their own learning and development• Helps increase student attendance, retention and completion• Helps increase student attention and motivation• Helps improve student effort and performance• Supports students’ personal and academic development• Helps students to develop a positive sense of self, potential and future• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports quality instructional/class planning and teaching• Helps improve staff performance/teaching practice• Helps increase staff job satisfaction• Helps engage and motivate staff• Encourages staff effort

POTENTIAL CHALLENGES:

HELPING STAFF TO TAKE THE TIME TO INCORPORATE REGULAR ASSESSMENT INTO THEIR DAY TO DAY TEACHING PRACTICE

POSSIBLE RESPONSES:







- Set a clear expectation that teaching staff will incorporate regular formative and summative assessment into their teaching practice to support student learning and inform teaching
- Use the recruitment process to make sure that teachers understand that the school uses assessment in this way and check that they are prepared to teach in that way
- Include the regular and frequent use of formative and summative assessment in all teaching based role descriptions
- Cover those responsibilities as part of the school's standard staff induction process
- Make sure that staff understand how assessment is required to be used
- Highlight the benefits for students and staff
- Encourage staff to work collaboratively to develop/source appropriate formative and summative assessment tools and resources
- Use professional teaching/learning teams to coordinate that activity
- Recognise that working in this way can require some staff to move outside their comfort zone (by requiring them to change their standard teaching practices)
- Provide staff with support and training to help them to do that
- Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies)
- Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers
- Use professional supervision to help staff reflect on and improve their assessment practices
- Be proactive in discussing staff concerns
- Be clear about what staff do and do not have the ability to influence (ie. school leaders need to be clear about what is "your decision, our decision, my decision"¹⁰²)
- If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that

¹⁰² Hoerr 2010.

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING PLANNING DOCUMENTATION AND TEACHING RESOURCES</p>	<ul style="list-style-type: none"> • Set up a centralised documentation and knowledge management system to collate and store assessment tools so that it is easy for staff to access and build on existing tools and resources • Encourage staff to update and annotate assessment tools as they use them to inform future planning and teaching activities • Use professional development meetings to review and share teaching resources and tools including assessment tools • Require professional teaching/learning teams to coordinate the collection of those resources and tools on a regular basis (eg. at the end of each unit) • Allocate responsibility for coordinating the collation and management of those resources to a member of the curriculum management/office administration staff • Use office administration staff to help teaching staff to scan/upload resources and tools onto a central data management system so that it is easy for staff to access and share documentation
<p>HELPING STAFF TO RECORD AND MANAGE STUDENT PERFORMANCE DATA IN A WAY THAT ALLOWS DATA TO BE ANALYSED AND SHARED EFFICIENTLY</p>	<ul style="list-style-type: none"> • Automate teacher record books so that data can be easily shared between different staff and processed to inform instruction planning and student performance review and moderation

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO ASSESS STUDENT PERFORMANCE CONSISTENTLY WHEN STUDENTS ARE DOING DIFFERENT ACTIVITIES</p>	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to develop and document a whole of school policy covering how student performance is to be assessed • Prepare essential learning skill/competency tables and assessment frameworks/rubrics using a common format as part of the curriculum/instruction planning process that identify what levels of proficiency are required across which content/skill/process areas to achieve a given grade • Use the above skill tables and standard assessment rubric format to develop a common language for talking about student performance amongst staff and with students and their parents/family • Provide training for staff to help them: <ul style="list-style-type: none"> - Develop assessment rubrics - Use essential learning skill/capability tables and assessment rubrics to monitor and assess student performance - Use essential learning skill/capability tables and assessment rubrics to provide feedback to students about their performance and set and manage expectations about their potential grades • Use professional teaching/learning teams to review assessment frameworks and review and moderate student performance and grades • Partner staff together and get them to review their grading and assessment practices and work as peer coaches/mentors • Use professional supervision to help staff reflect on and improve their assessment practices
<p>MANAGING STUDENT AND PARENTS'/FAMILIES' EXPECTATIONS ABOUT GRADES</p>	<ul style="list-style-type: none"> • Conduct information/briefing sessions with parents/families to explain how assessment works when students are being taught using differentiated instruction/teaching approaches • Use assessment frameworks/rubrics to explain how grading works and develop a common language for talking about student performance • Use essential learning skill/competency tables and assessment rubrics to track student performance and manage student and parent/family expectations about potential grades

TOOLS:

-  Staff Induction/Training Factsheet - Things to remember when giving & receiving feedback
-  Staff Induction/Training Factsheet - Using strengths based language & an optimistic explanatory style
-  Tool - Giving feedback - preparation template
-  Tool - Receiving feedback - reflection template
-  Tool - Evaluation of how well you provide feedback
-  School diagnostic/checklist - Providing regular feedback & assessment

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Feedback & Reporting

USEFUL RESOURCES:

- <http://www.makeworksheets.com>
- <http://www.rubrics4teachers.com>
- <http://www.teach-nology.com>

STAFF INDUCTION/TRAINING FACTSHEET - THINGS TO REMEMBER WHEN GIVING & RECEIVING FEEDBACK

Most people want to know how they are doing. They want to know if other people like what they're doing. They also want to know if they could do things more effectively or build on what they are doing. Having said that, it can still be difficult to give and receive feedback.

It is important to remember the following things when giving and receiving feedback.

Structuring feedback

Feedback is most effective when it:

TIMELY	<ul style="list-style-type: none">• Is given as close to the behaviour/activity/work that you are referring to as possible, taking account of the person's state of mind and readiness to receive feedback
SELECTIVE	<ul style="list-style-type: none">• Addresses only one or two key issues so that the recipient can process the feedback effectively
BALANCED	<ul style="list-style-type: none">• Balances good and bad feedback by acknowledging what the receiver is doing well and areas that they can improve on
IMPERSONAL	<ul style="list-style-type: none">• Is linked to observed and demonstrable behaviour/activity/work (rather than the person)
DESCRIPTIVE	<ul style="list-style-type: none">• Describes (rather than interprets or judges) the behaviour/activity/work, how you perceive it and (where appropriate) what kind of reaction it evokes in you
SPECIFIC	<ul style="list-style-type: none">• Is specific (rather than general) and refers to concrete and clearly defined behaviours/activities/work
ACTIONABLE	<ul style="list-style-type: none">• Is directed towards behaviour/activity/work that can be changed
SUGGESTS (RATHER THAN PRESCRIBES) RESPONSES	<ul style="list-style-type: none">• Is formulated in a way that invites the receiver to act on the feedback and helps the receiver to do something with it

Giving feedback

Before you give feedback ask yourself:

- What is my intention in giving this person feedback?
- What do I want them to take away from the discussion?
- How am I feeling about giving it; am I likely to deliver it in a constructive way?
- How is the recipient likely to be feeling; are they likely to be in the right frame of mind to receive and process it?
- How might they respond to it (with acceptance, action, dejection, anger, denial, blame, rationalisation)?
- How will I deal with those responses?

When giving feedback take your time to think about - and where possible write down - what you want to say. You can use the following worksheet to do that.

Feedback Worksheet

What are the key things (good and bad) that you want the receiver to take away from your discussion?

1	
2	
3	

How are you going to communicate those things?

OBSERVED BEHAVIOUR/ACTIVITY/WORK	POSITIVE ASPECTS (WHAT IS WORKING WELL)	NEGATIVE ASPECTS (EVEN BETTER IF)	POTENTIAL STRATEGIES/RESPONSES

Things to remember when giving feedback

Make sure that you set things up to make it as easy to give and receive feedback as possible. Make sure that:

EMOTIONAL STATE	Both you and the recipient are calm and are in an emotional space where you will be able to engage in a constructive discussion
LOCATION	You are in a physical space where you both feel comfortable and will not be overheard or interrupted
TIMING	You will not be rushed and will have time to discuss and reflect on the feedback that is being given

It can often help to use a structured approach when giving feedback to make sure that you cover the points that you need to and avoid falling into the trap of making positive distortions¹⁰³ to try to motivate recipients or make them feel more positive by over emphasising what is going well without explaining where they need to focus their effort to progress.

WHAT WENT WELL?	Identify what the recipient can do
WHAT CAN BE IMPROVED?	Identify where they require more work, focusing on specific areas for improvement/errors/misunderstandings
HOW CAN YOU IMPROVE?	Identify what they need to focus on next to progress and help identify strategies to work on those areas
IS IT CLEAR?	Check that the recipient understands what you are trying to explain

Try to use "I" based language "*I see/think/feel that...*" when giving feedback rather than using descriptions that start with "*You...*" as the latter can easily be perceived as being accusing or judgmental.

Prime yourself so that you are ready to give the feedback. Remind yourself that receiving feedback can be difficult and that even if the person is keen to hear and learn from the feedback they may still have an emotional reaction to it that influences how they respond to it. Remind yourself that it is important to be, and come across as being, helpful and constructive.

Take care to listen carefully and openly to the recipient when giving feedback. Use reflective listening techniques to check for understanding and communicate to the recipient that you are listening to them and have heard what they have said.

Pay attention to your language and body language to make sure that you remain calm, open and constructive.

Try to avoid arguing or getting frustrated or defensive.

Be prepared to take a break or bring the session to an end on the basis that you will hold a follow up meeting to continue the discussion once the recipient has had time to reflect on the feedback if that is appropriate.

¹⁰³ Reeve 2003., p.10.

Receiving feedback

When receiving feedback be proactive and make sure that things are set up to make it as easy to give and receive feedback as possible. Make sure that:

EMOTIONAL STATE	Both you and the person giving the feedback are calm and are in an emotional space where you will be able to engage in a constructive discussion
LOCATION	You are in a physical space where you both feel comfortable and will not be overheard or interrupted
TIMING	You will not be rushed and will have time to discuss and reflect on the feedback that is being given

If things are not set up in a way that will work, then talk with the person giving the feedback and re-arrange things so that you are better placed to take on board their feedback.

Prime yourself so that you are ready to receive feedback. Remind yourself that while receiving feedback can be difficult you can only improve if you understand what you are doing well and where you can do better. Acknowledge that giving feedback can also be difficult and remind yourself that the intention of the person giving the feedback is to be helpful and constructive, even if it may not feel that way at times during the discussion.

Listen carefully to what is being said. Take notes to help you to focus on what is being said rather than any emotional response that you might have to it.

Try to avoid arguing or getting frustrated or defensive.

Ask questions to clarify what is being said and ask for examples to help you understand.

Use reflective listening techniques to check for understanding and give yourself time to process what is being said.

Take the opportunity to brainstorm ways of building on your strengths and/or addressing any areas that you need to improve on with the person providing the feedback.

Give yourself time to think about/reflect on the feedback and try to translate it into action.

Be prepared to take a break or bring the session to an end on the basis that you will hold a follow up meeting to continue the discussion once you have had time to reflect on the feedback if that is appropriate.

STAFF INDUCTION/TRAINING FACTSHEET - USING STRENGTHS BASED LANGUAGE & AN OPTIMISTIC EXPLANATORY STYLE

Language can play an important role in influencing how students (and people more generally) think about themselves and the confidence that they have in their ability to do things.

Martin Seligman¹⁰⁴ has identified three aspects of language that reflect the explanatory style that people use to describe good and bad events or experiences:

	CONTRASTING PERSPECTIVES	
PERSONALISATION	Internal attribution – caused or attributed to the individual	External attribution – caused or contributed to by external factors
PERMANENCE	Temporary states – subject to change	Permanent states – not readily subject to change
PERVASIVENESS	Specific – relevant or applicable to a particular situation	Global – relevant or applicable to all situations

He notes that people’s wellbeing and the capacity to respond proactively to what comes their way tends to be improved when they take appropriate responsibility for their behaviour and use explanatory language that characterises events or experiences in an optimistic way.

Table: Optimistic versus pessimistic explanatory styles

EXPLANATORY STYLE	OPTIMISTIC EXPLANATORY STYLE		PESSIMISTIC EXPLANATORY STYLE	
	GOOD EVENT	BAD EVENT	GOOD EVENT	BAD EVENT
PERSONALISATION	Internal	External	External	Internal
PERMANENCE	Permanent	Temporary	Temporary	Permanent
PERVASIVENESS	Global	Specific	Specific	Global

It is important for teachers to encourage students to take appropriate responsibility for their actions. It is also important for teachers to use an optimistic explanatory style when they are speaking with students – particularly when they are providing them with feedback on their work – and to encourage students to do the same.

For example, if a student struggles with a mathematics problem, gets the wrong answer and responds using a pessimistic explanatory style by saying:

“It is no good. I am terrible at maths. I always get things wrong.”
(Internal, permanent and global)

The teacher should respond in a way that helps the student identify and work through their error and also helps them to reframe their explanatory language by saying:

“I realise you feel disappointed that you didn’t get the right answer for this problem.
(Make the issue specific – this problem – rather than global – all mathematics)

It can take a while to get the hang of problems like this.
(Contextualise the challenge that the student is experiencing so that it is not them that is the problem but something that others can have trouble with too)

Let’s work out where you went wrong so you can try it again.”
(Make the issue temporary not permanent)

The same principle of using strengths based language and an optimistic explanatory style can – and should – be applied equally to all of the interactions that we have with students, parents/families and other staff.

¹⁰⁴ Seligman 1995.

TOOL - GIVING FEEDBACK - PREPARATION TEMPLATE

This tool is designed to help staff work through what and how they will give feedback to someone so that it has the best chance of being received well, understood and acted on.

What are the key things (good and bad) that you want the receiver to take away from your discussion?

1	
2	
3	

How are you going to communicate those things?

OBSERVED BEHAVIOUR/ ACTIVITY/OUTPUT	POSITIVE ASPECTS (what is working well)	NEGATIVE ASPECTS (even better if)	POTENTIAL STRATEGIES/ RESPONSES

TOOL - RECEIVING FEEDBACK - REFLECTION TEMPLATE

This tool is designed to help staff receiving feedback to listen openly, work through what they are being told and translate it into action.

What are the key things that you took away from the feedback discussion?

OBSERVED BEHAVIOUR/ ACTIVITY/OUTPUT	POSITIVE ASPECTS (what is working well)	NEGATIVE ASPECTS (even better if)	POTENTIAL STRATEGIES/ RESPONSES

General Notes:

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What will you do based on the feedback you received?

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TOOL - EVALUATION OF HOW WELL YOU PROVIDE FEEDBACK¹⁰⁵

This tool has been designed to provide staff with a checklist that they can use to test how effectively they provide feedback.

This tool can be used by staff to self-assess how well they provide feedback or provided to feedback recipients for an assessment of their experience of receiving feedback.

Did I/the person providing feedback:

Establish and maintain a climate of trust	Yes/No
Use a proper setting for providing feedback	Yes/No
Invite feedback from the recipient	Yes/No
Identify both what the recipient did well as well as areas needing further work	Yes/No
Provide feedback in a timely way	Yes/No
Link feedback to the recipient's learning/development goals	Yes/No
Present feedback in nonjudgmental language, being as specific as possible	Yes/No
Present objective evidence to support feedback	Yes/No
Focus on the recipient's behaviour and performance (not make judgments about the recipient as a person)	Yes/No
Avoid overloading the recipient with feedback	Yes/No
Convey support when providing feedback	Yes/No
Help the recipient turn negative feedback into constructive challenges	Yes/No
Provide follow up to feedback when appropriate	Yes/No

¹⁰⁵ Based on WA Country Health Service., 2009., Appendix 6.

5.3.5

CELEBRATING STUDENT EFFORT, IMPROVEMENT & ACHIEVEMENT

What Confidence plays a significant role in how students engage at school. Research indicates that students participate more actively and perform better at school when they think that their teachers believe they can succeed and they feel supported and able to do the work.

Because of that, schools adopting a holistic education model put particular focus on making sure that teachers:

- Set a positive expectation for student behaviour, performance and potential
- Actively encourage and motivate students to participate in class and
- Recognise and celebrate student effort, improvement and achievement.

How Staff actively encourage, recognise and celebrate student effort, improvement and achievement across a wide range of activities, academic, sporting, cultural or personal. They do that in a number of ways by:

- Acknowledging and congratulating students one on one
- Contacting parents and family members to let them know about the student's performance
- Recognising students publically in class and at school assemblies
- Rewarding students by giving them awards or certificates acknowledging their effort, improvement or achievement and
- Publicly displaying students' work in classrooms, hallways and offices.

Staff consciously work to make sure that students' effort and achievement are recognised and celebrated by the individual student, their parents/families and their teachers and peers and use that as a mechanism to motivate students to put in more effort at school.

They work hard to make sure that "good news" about students' behaviour and achievements travels as far and as fast as "bad news" ordinarily does. Staff share information about students both formally, through professional teaching/learning teams, and informally, through discussions about students. Staff who hear positive feedback about students' efforts and achievements make a point of complimenting students when they see them so that the student knows that their efforts have been recognised and talked about.

Incentive & reinforcement programs

Some schools also use structured incentive and reinforcement programs to help motivate students to attend school, participate constructively in class and put in additional effort to learn.

INCENTIVE PROGRAMS	Provide the promise of a reward in recognition of student effort or performance (eg. attendance or test scores) over time
REINFORCEMENT PROGRAMS	Provide a reward immediately following a desired behaviour to reinforce that behaviour

Schools often use a mix of these programs as well as a mix of both intrinsic and extrinsic rewards.

INTRINSIC REWARDS	Public praise and recognition, certificates acknowledging effort, improvement and/or achievement, the ability to choose between teaching/learning activities or tasks
EXTRINSIC REWARDS	Gift vouchers, movie tickets, tuckshop vouchers, bookshop vouchers, small monetary prizes etc.

Sometimes schools will actively harness students' competitive tendencies and run individual and class challenges as a way of motivating student attendance and effort.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff actively encourage and celebrate student effort, improvement and achievement
- Staff actively encourage and motivate students to participate in class
- Staff recognise and celebrate student effort, improvement and achievement on a day to day basis
- Staff proactively contact parents and family members to recognise effort and improvement and let them know about their child's performance
- The school recognises students publicly in class and at school assemblies
- The school uses structured incentive, recognition and reinforcement programs to help motivate students to participate constructively in class and put in additional effort to learn

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Reinforces the value placed on students
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a welcoming, safe and supportive school/classroom environment
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child's learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Sets positive expectations for student behaviour, potential and performance• Encourages students to take responsibility for their own learning and development• Helps students to develop a positive sense of self, potential and future• Helps increase student attendance, retention and completion• Helps increase student attention and motivation• Helps improve student effort and performance• Supports students' personal and academic development• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Helps increase staff job satisfaction• Helps engage and motivate staff• Encourages staff effort

POTENTIAL CHALLENGES:

HELPING STAFF TO PRIORITISE TIME TO IDENTIFY STUDENTS FOR PUBLIC RECOGNITION

HELPING STAFF TO SPREAD RECOGNITION TO INCLUDE STUDENTS THAT WOULD NOT ORDINARILY RECEIVE PRAISE OR RECOGNITION

POSSIBLE RESPONSES:

- Set up a structured process that allows/requires staff from each year level to nominate students for public recognition at assembly or inclusion in the school bulletin/newsletter

- Track those nominations through a central year level database maintained by office administration staff
- Provide teaching staff with a summary listing at the end of each term so that staff can check to make sure that recognition has been appropriately spread across the student group and avoid any subconscious bias

FINDING TIME TO KEEP PARENTS/FAMILIES INFORMED ABOUT THEIR CHILD'S ACHIEVEMENTS GIVEN TEACHERS' EXISTING COMMITMENTS AND THE DIFFICULTY IN CONTACTING PARENTS/FAMILIES IN SOME CASES

- Include a regular item in the school bulletin/newsletter recognising students' effort, improvement and achievement
- Set up standardised certificates/award templates that staff can print off directly from their computer or have standardised cards that staff can fill in and hand to students recognising their effort, improvement or achievement that they can take home and show their parents/families
- Encourage staff to use email or intranet tools to provide a forum for teachers to keep in contact with parents and families

TOOLS:



School Diagnostic - Celebrating student effort, improvement & achievement

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Building Strong Teacher-Student Relationships
- Setting a High Expectation for Student Behaviour, Potential & Performance

6.

STUDENT TRANSITION MANAGEMENT

What Schools work hard to help students to make a smooth transition into school, to progress up through school from year to year and to prepare students to make the step from school into post-school study or work.

Figure - School-based learning and development pathway¹⁰⁶

Kindergarten/Pre-school → Prep → Primary school → Middle school → Senior school → Post-school

PRE-PREP – YEAR 4	YEAR 5 – 7/8	YEAR 8/9 – 10	YEAR 11 – 12	POST-SCHOOL
LAYING THE FOUNDATION	BUILDING BREADTH AND DEPTH	DEVELOPING PATHWAYS	PREPARING FOR TRANSITION	TRANSITION
Students develop the fundamental knowledge, skills and behaviours in literacy and numeracy and the basic physical and social capacities that underpin all future learning	Students progress beyond the foundations to where their literacy and numeracy becomes more sophisticated and important interdisciplinary capacities are progressively developed	Students begin to focus more clearly on areas of particular interest related to their future schooling and intended pathways beyond school	Students prepare for the transition to further study, training or employment and life-long learning	Students transition into further study, training or employment

Research indicates that low SES and NESB students often find the transition into school difficult and that on average they are at greater risk of early exit than students from higher SES backgrounds.¹⁰⁷

Because of that, schools adopting a holistic education model put particular focus on making sure that they support students:

- When they start school or transfer into the school from another school
- As they move from year level to year level and
- At key transition points (eg. from kindergarten/pre-school into prep, prep into primary school, primary school into middle school, middle school into senior school and on exit into further education or work).

¹⁰⁶ Stages of Learning identified in DE&T 2005., p.6.

¹⁰⁷ Considine and Zappala 2002., p.130.

How They take into account the need to support those transitions in a number of ways:

ENROLMENT	<ul style="list-style-type: none">• Design enrolment process to be as simple and welcoming as possible so that students and their parents/families find it easy to negotiate and are comfortable working through it• Provide parents/families with support to work through those processes (eg. by explaining the process and documentation, translating materials, providing access to interpreters and helping families to complete paperwork)• Use those processes to make sure that students and their parents/families understand how things work, what they can expect from the school and what the school will expect of them
STUDENT AND FAMILY INDUCTION	<ul style="list-style-type: none">• Provide students and their parents/families with information about their classes and teachers before the start of the school year• Run pre-day one and day/week one induction activities to help students get to know their teachers and peers• Stagger the commencement of different year levels at the start of the year to allow teaching staff to support students to transition from teacher to teacher and year to year
PARENT/FAMILY BRIEFINGS	<ul style="list-style-type: none">• Conduct information sessions for parents/families to help them understand the transitions that their child is going through at school and assist them to support their child across the different stages of learning and development
CLASS STRUCTURE	<ul style="list-style-type: none">• Use learning neighbourhoods/communities incorporating adjacent year levels or combined/composite classes to build greater flexibility into how schools can track students through different year levels• Stage the transition to split, subject based class structures in middle school to support students to make the transition from primary to middle school
STAFF ALLOCATION	<ul style="list-style-type: none">• Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches• “Roll over” some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships
STUDENT TRANSITION BRIEFINGS	<ul style="list-style-type: none">• Use a structured transition management/briefing process linked to the end of year reporting cycle to make sure that staff transfer information about individual student’s specific learning needs, learning preferences/styles and interests to the incoming teaching group

**STUDENT DATA
COLLECTION AND
MANAGEMENT**

- Use central data collection and knowledge management systems to retain and share student information

**CURRICULUM
PLANNING**

- Use the curriculum planning process to match subject offerings, course curriculum and instruction plans to individual student cohort needs and coordinate curriculum from year to year to avoid instruction gaps

This section looks at how schools structure their enrolment, induction and transition briefing processes and use class, staffing and timetabling structures to support students to make a smooth transition into and through school.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school actively manages student transitions into and through school (ie. when students begin or transfer into the school from another school, move from year level to year level and at key learner transition points)
- The school's enrolment process is specifically designed and used to help students and their parents/family feel welcome and start to build a positive relationship with the school and school staff
- School and year level inductions are used to help students and their parents/families get to know school staff and how things work
- School start dates are staggered across lower year levels so that teaching and wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level
- Teacher allocations take into consideration student needs
- Learning neighbourhoods/learning communities/combined class structures and flexible learning groups are used to build in flexibility into student learning pathways
- Structured transition briefing processes are used to help teachers share/transfer information about students' learning needs, preferences/styles and interests when students move from year level to year level

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students’ individual learning and development needs
- Helps align curriculum/instructional activity to students’ needs and interests
- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

PARENT/FAMILY ENGAGEMENT

- Helps parents/families to support their child’s learning
- Encourages parent/family involvement in the school/their child’s learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students’ readiness to learn
- Improves students’ ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff confidence
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Means that teachers are better prepared to support students at the start of each year and at key transition points
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence










OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps the school to coordinate instruction and support activities

TOPICS COVERED IN THIS SECTION:

- Gathering Student Information at Enrolment
- Managing School & Year Level Inductions
- Staggering Year Level Start Dates
- Using Class Structures to Build In Flexibility
- Staging the Transition to Split Subject-based Teaching Structures
- Rolling Over Teaching Staff with the Student Group
- Conducting Student Transition Briefings

TOOLS:

-  Tool - Welcome letter template (student & parent/family) (primary & middle/senior school versions)
-  Tool - Example getting to know you worksheet
-  Tool - Student cohort transition summary
-  Tool - Individual student transition summary
-  Tool - Individual student transition summary – short form school transfer form
-  School Diagnostic - Transition management
-  Tool - Student learning compact (school/student/parent & family)
-  Tool - Tips for using small/flexible learning groups
-  Tool - Student (class/learning group) allocation worksheet

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Individual Student Planning

6.1

GATHERING STUDENT INFORMATION AT ENROLMENT

What For most people school is a familiar place. Although the process of starting school or transferring from one school to another can sometimes be a little bit daunting, students and their parents/families are usually comfortable negotiating the education system and engaging with school staff. For some students and their parents/families, however, this is not the case.

This can be particularly true for low SES and NESB students and their parents/families, whose past experiences at school, language barriers or other factors can stop them from feeling comfortable coming into the school or engaging with school staff.

Schools adopting a holistic education model understand the importance of making a good first impression. They recognise that the relationship that students and their parents/families have with the school starts well before the student's first day at school and that the enrolment process plays an important role in defining the type of relationship that they will have with the school. In particular, they understand that it will influence:

- How students and their parents/family feel about the school
- How they define their role in the relationship that they have with the school and
- How comfortable they feel coming to the school and engaging with staff.

Because of that, schools adopting a holistic education model take particular care to make sure that their enrolment process is as welcoming and easy to negotiate as possible.

How They design their enrolment process so that it is as simple as possible and provide families with whatever support they need to complete it.

Enrolment process

Schools often designate a senior staff member(s) to take responsibility for the enrolment process. The allocation of this role varies from school to school depending on the size of the school and the staffing model being applied. In smaller schools it is often undertaken by the principal; in larger schools it is often undertaken by a senior member of the student welfare/wellbeing and support team.

The enrolment process is often split into two stages, the first requiring parents/families to complete a short form application and the second involving a meeting between school staff and the prospective student and their parents/families.

Schools usually try to keep the initial paperwork that parents/families have to complete to a minimum and provide parents/families with support through the school office to complete that documentation if

they need help. Where school families tend not to speak English or have English as a second language, schools will often translate enrolment materials, make sure that they have multicultural staff or community members that they can draw on to act as interpreters and/or link families into publically available interpretation services and help parents/families work through the written material and forms.

Schools usually require parents/family members to meet with the designated enrolment manager at the school (unless the family lives remotely or is not otherwise able to come to the school because of illness etc., in which case the meeting will often be held by telephone or staff will meet with the family on an outreach basis at their home). Schools use that meeting to start to build rapport with the family, provide an opportunity for the student and parents/family members to visit the school grounds and help them to feel comfortable coming

into the school. School staff usually work through more detailed enrolment paperwork with the family in the meeting to make sure that they understand everything and help them to overcome any issues that they might have completing the paperwork on their own.

Schools will often involve current students in this stage of the enrolment process by having them conduct introductory tours of the school grounds for new students and their parents/families. Doing that has the dual benefit of providing development opportunities for existing students and reinforcing the underlying ethos and values of the school in terms of the expectations that the school has of its students and the sense of pride and ownership that students take in the school.

Relationship building, commitment & context setting

Schools consciously use the enrolment process to set the scene for what the student and their parents/family can expect from the school and how the school will work with them.

They use the process to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them.

In many cases schools will formalise this process by documenting the commitment that the school, the student and their parents/family make to support the student to learn in a formal statement of commitment.

In some cases wellbeing and support staff will go and visit students and their parents/family at their home as part of the enrolment/induction process to help get to know them and build a supportive relationship with them.

Background data collection

Schools also use the enrolment process to collect a range of information to help them to understand:

- Where the student is up to in the learning and development continuum
- What sorts of support the child will need to engage with the school and learn effectively and

- How well positioned the family is to support the student to engage at school and learn and what support they need to do that.

Schools collect this information in a number of different ways, through:

- School enrolment forms
- Student and family interviews
- Student records and
- Standardised testing.

Where students are transferring from another school, schools often contact the student's previous school to help build an understanding of the student's past attendance record, their performance at school, any particular learning or development strengths/challenges including any special learning needs or modifications, their learning style/preferences and performance history. Often this task will be undertaken by members of the office administration team. Those staff will often use a structured data collection form to help guide their inquiries and will be briefed in advance so that they have a clear understanding of what it is that the school is seeking to understand about students, why they are interested in understanding that information and how it will be used to inform how the school works with students. Doing that means that staff understand and are able to explain why they are seeking the information.

Schools that have a strong relationship with their feeder schools will sometimes work with them on a collaborative basis and put in place processes through which teaching staff at the feeder school will complete a short transition summary form for transferring students. Some schools will also meet with their feeder schools as part of their annual planning cycle to discuss broader curriculum issues as a way of helping both schools to support student learning and inter-school transitions.

“Out of cycle” enrolments

Out of cycle enrolments are usually handled in the same way as standard enrolments with the exception that students will often be asked to complete standardised student testing activities that would otherwise be done during induction as part of the enrolment process to identify where the student is up to in key learning areas (eg. reading, writing, language and numeracy).

Documentation & knowledge management

Information collected during the enrolment process is recorded on the student's file and is collated and provided to teaching staff to give them an understanding of their new students. It is also used to feed into the student planning process and inform the development of student welfare support and learning support/extension plans where they are appropriate.

The most effective schools set up a centralised documentation and knowledge management system to collate and store student information.

Accountability for the set up and management of the central system usually sits with the curriculum manager (on the basis that the data is used to inform the curriculum and student planning process) or the administration manager. Day to day responsibility for entering enrolment related data sits with the staff responsible for the enrolment process.

The most effective schools will use information collected through the enrolment process to produce "briefing packs" for teaching and student welfare/wellbeing and support staff, providing them with transition summaries for each student in their class/year level before the start of each year or for new students transferring to the school during the course of the year. The packs are designed to help staff get to know their students so that they can make them feel welcome and help staff to better support them from day one. They usually include photographs of each student to help staff learn their names and be able to identify them.

School leaders usually receive copies of all student briefing packs and use them to get to know students across the school.

Responsibility for coordinating the preparation of those packs usually sits with the staff responsible for the enrolment process, with the packs themselves usually being produced and disseminated by members of the office administration team.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them
- Enrolment processes are designed to be welcoming and easy to follow
- Wherever possible staff meet with students and their parents/families at the school as part of the enrolment process
- The school provides parents/families with whatever support they need to complete enrolment documentation
- Enrolment forms/materials are translated into the main languages spoken by families at the school
- Interpreters are provided to help parents/families work through enrolment forms/materials (eg. through government based services and/or multicultural aides, school and/or community members)
- The school, students and their parents/families formally recognise their shared responsibility for the student's learning as part of the enrolment process (eg. through a written compact)
- The enrolment process is used to collect background information about students' learning and development status to inform student planning
- Where students are transferring from another school, the school will contact that school to build an understanding of where the student is up to and what their learning and support needs are
- Student information collected during the enrolment process is used to prepare "briefing packs" for school leaders, teaching and student welfare/wellbeing and support staff to help staff identify and engage effectively with new students
- Where appropriate student welfare/wellbeing and support staff meet with students and their parents/families (sometimes on an outreach basis) during the enrolment process to build rapport, and start the student planning and support process

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests

PARENT/FAMILY ENGAGEMENT





- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child’s learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Reinforces the importance of regular school attendance
- Encourages students to take responsibility for their own learning and development

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>STRUCTURING THE ENROLMENT PROCESS SO THAT IT IS EASY FOR PARENTS/FAMILIES TO ACCESS AND FOLLOW</p> <p>MAKING STAFF TIME AVAILABLE TO SUPPORT NEW STUDENTS AND THEIR PARENTS/FAMILIES THROUGH THE ENROLMENT PROCESS</p>	<ul style="list-style-type: none"> • Explicitly recognise the importance of making a good first impression and prioritise the allocation of staff resources and time to the enrolment process • Set up a parent/family advisory group that new parents/families can talk to about the school and get information about how to go about enrolling their child at the school • Make sure that you have access to staff or community members who can act as interpreters • Translate key documents into foreign languages where appropriate and/or access publically available translation/interpretation services to make it easier for parents/families to follow the enrolment process • Allocate responsibility for the enrolment process to a specific staff member(s) so that it is clear who parents/families need to talk to about enrolment and so that the process is run in a consistent and structured way • Provide dedicated office administration staff to support the process so that it runs efficiently and parents/families are contacted and applications dealt with in a timely way
<p>MAKING SURE THAT INFORMATION COLLECTED DURING THE ENROLMENT PROCESS IS SHARED WITH RELEVANT STAFF</p>	<ul style="list-style-type: none"> • Position the enrolment process as an important first step in the individual student planning process • Use a central data management system to collate student data collected during the enrolment process • Require office administration staff supporting the enrolment process to enter student background data into the central data management system and produce “briefing packs” for staff to make it easy for staff to access and process the data • Incorporate discussion about information provided in the packs in staff planning and preparation activities at the start of the year (before the commencement of school) to encourage staff to review briefing pack material
<p>GETTING FEEDER SCHOOLS TO PROVIDE INFORMATION ABOUT STUDENTS’ PAST PERFORMANCE</p>	<ul style="list-style-type: none"> • Work to establish a collaborative relationship with feeder schools • Highlight the benefits for students, parents/families and schools in sharing student information effectively • Proactively discuss how best to collaborate to share student information and negotiate a process for doing that • Incorporate as many data collection steps as possible into transition briefing activities that are run by your own school so that you limit reliance on feeder schools to collect and share transferring student information

TOOLS:

-  Tool - School, student & parent/family statement of commitment & support
-  Tool - Student learning compact (school/student/parent & family)
-  Tool - Individual student transition summary – short form school transfer form
-  School Diagnostic - Enrolment process

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Induction
- Individual Student Planning

MANAGING SCHOOL & YEAR LEVEL INDUCTIONS

What For most people school is a familiar place. Although the process of starting school or transferring from one school to another can sometimes be a little bit daunting, students and their parents/families are usually comfortable negotiating the education system and engaging with school staff. For some students and their parents/families, however, this is not the case.

This can be particularly true for low SES and NESB students and their parents/families, whose past experiences at school, language barriers or other factors can stop them from feeling comfortable coming into the school or engaging with school staff.

Schools adopting a holistic education model recognise that. Because of that, they put particular focus on creating a welcoming and supportive learning environment so that students and their parents/families feel comfortable coming into the school, engaging with school staff and getting involved in school activities.

They try to remove as many potential barriers to students attending school as possible. They make sure that students and their parents/families understand what to expect when they come to school and try to make them feel welcome, cared for and safe.

How They usually provide students and their families with information about their classes before the start of the year and run pre-day one and day/week one induction activities to help students get to know their teachers and peers.

Welcome letters & information packs

Schools usually contact students and their families before the school year starts to make sure that they have as much information as possible about the coming school year. They often provide parents/families with information packs including a calendar setting out school term dates and key events, a staff contact list, a copy of the school's code of conduct or short form reminder sheet of what is expected of students when they come to school and a list of what their child will need for school.

In some cases class/home room teachers write to students and their parents/families to introduce themselves and welcome the student to their class and make sure that the parents know who their child's teacher is and how to contact them. Some schools make a point of writing to students and parents separately to reinforce the value that the school places on the student, to help make the student feel welcome and cared for and encourage them to take responsibility for their own learning.

Schools often provide a pro forma template to help teachers draft these letters and coordinate the preparation and postage of them through the school office. Where possible, schools often provide students with a copy of their class list so that students know who is expected to be in their class at the same time.

Some schools require teachers to contact each of their student's families by telephone or talk with them when they drop off or pick up their child before or after school within the first few weeks of school to establish a point of contact with them.

Most schools also hold a student-parent-teacher evening at some point during the first term to provide an opportunity for parents to meet with teachers face to face.

Pre-day one activities

Schools often allocate time towards the end of each year (term four) to allow students to spend time with students in the next year level.

This is most often used to support children to make key transitions between:

- Kindergarten (pre-school) and prep (where schools are linked to a pre-school program)
- Prep and year one and
- Primary school and middle school.

It can also be used at other stages where there are changes in the physical location/space that children will be working in and/or the structure or style of instruction that is used with students. This is often the case when students are moving into year three for example, where there tends to be a change in the way that teaching/learning is structured.

It is used to a lesser extent, but can still be useful for some students, to support the transition between middle and senior school, particularly where the senior school is run out of a separate campus.

In younger year levels, combined teaching/learning activities are often used to allow incoming students to:

- Experience the classroom space/school area that they will be moving into
- Get to know a different set of teaching staff and
- See some of the sorts of activity/work that students in the higher year level do.

In higher year levels, rather than combined teaching/learning activities, students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction process.

Kindergarten to prep

Where schools run a kindergarten (pre-school) program or have a strong relationship with their feeder programs, staff from the primary school often go along to a series of kindergarten sessions across the year to meet parents and the child, answer any questions that parents may have about their child's transition to primary school and how to enrol their child at school.

Some schools arrange days where students from the primary school come and visit the kindergarten to talk about what it is like to go to school. Some

schools conduct a series of prep level classes in the kindergarten space (for example one morning a week over the course of term 4) so that the younger children can see what children are doing at school. They sometimes structure the classes to be run as composite class activities to provide the younger children with a gradual introduction to school.

Primary school

At primary school level, staff from the higher year level will often come and visit students in their existing classroom and participate in activities in that space before inviting the students to come and "visit" their class.

Teaching staff from the current year level then usually come along to the higher class with their students and either participate in the class with the students or join in group teaching activities with the other staff to help the students feel more comfortable.

It is often useful if teaching staff from the lower year level meet with teaching staff from the higher year level and conduct a short transition briefing with them prior to these sessions so that staff can be alerted to specific behavioural and learning needs of the incoming student group and be better able to engage with students and anticipate and deal with any potential issues. Staff will often use staff administration or professional teaching/learning team meeting time to conduct those briefings.

Primary school to middle school

Where schools run on a K - 10/12 basis or have a strong relationship with their feeder primary schools, staff from the middle school often conduct briefing sessions with students and their parents/families from the primary school to talk about the transition from primary to middle school and answer any questions that they may have.

Some schools arrange an open day where students from the primary school can visit the middle school and join in an activity program with middle school students that is designed to introduce the younger students to the school grounds, allow them to get to know students at the school and potential peers

and introduce them to school staff. Alternatively, schools may run a joint school or holiday camp or outdoor activity.

Middle school

At middle school level, staff usually conduct briefing sessions with students and their parents/families to talk about changes in subject offerings and activities from year to year and answer any questions that they may have.

Where schools have staged the transition to split, subject based classes in early middle school, schools often run a specific induction process to help students to prepare for the change in class structure in later middle school. Students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction process.

Middle school to senior school

At senior school levels, students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction.

Schools usually run a tailored leadership based induction program for transitioning students at the ends of year 10 and year 11 to help them to prepare for the move into senior school and into year 12 respectively and the additional responsibilities that come with those transitions. In some cases schools may run a school or holiday camp or outdoor activity to do that.

Day/week one inductions

Schools usually adopt a structured day/week one induction process to help students to:

- Settle into school
- Get to know their teacher(s) and classmates and
- Understand how things work and what is expected of them.

Dedicated teaching time is usually allocated at the start of each school year to activities that help staff and students get to know one another. Some schools run these activities on a whole of year

level basis; others run them on a class basis. The activities are usually designed to help teaching staff to get to know their students as individuals in terms of who they are, what their family looks like, what activities they are involved in both inside and outside of school, as well as identify students' goals, interests and preferred learning styles.

They often are also structured to include pre-testing activities to help teachers to understand where students are up to in key learning areas (eg. writing, reading, language and numeracy).

Dedicated class time is also usually used to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them. The process of working through those rules and procedures often forms part of an embedded social and emotional learning curriculum and is used to reiterate desired behaviours and the need to establish a safe and supportive space where everyone can learn.

“Out of cycle” inductions

Schools usually have a separate induction process to cover students who transfer into school out of cycle (ie. not at the start of the school year).

The student's class or home room teacher will usually meet with the student and their parents/family before they start school and show them around the school, introduce them to the classroom space and talk to them about how the class works.

New students will usually be required to complete pre-testing activities to help teachers to understand where they are up to in key learning areas as part of this process (or as part of their out of cycle enrolment process).

On day one the new students will usually be matched/buddied up with another student in the class who will be responsible for showing the new student how things work.

Teaching and wellbeing and support staff will pay particular attention to help the student fit into the class/school.

Some schools require teachers to follow up with the student's family by telephone or talk with them before or after school within the first few weeks of school to let them know how their child is fitting in so that they can start to establish a relationship with them.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School and year level inductions are used to help students and their parents/families get to know school staff and how things work
- The school contacts students and their parents/families before/at the start of the school year to make sure that they have the information that they need about the coming school year
- Class/home room teachers write to students and their parents/families to introduce themselves
- Class/home room teachers contact each of their student's families (eg. by telephone) or talk with them when they drop off or pick up their child before or after school within the first few weeks of school to establish a point of contact with them (with assistance from multi-cultural aides where appropriate)
- A student-parent-teacher evening is held early in the first term to provide an opportunity for parents to meet with their child's teacher(s)
- The school builds in activities towards the end of each year to allow students to spend time with students in the next year level and get to know what it is like to work at that level
- The school runs structured day/week one induction activities to help students to settle into school, get to know their teacher(s) and classmates and understand how things work and what is expected of them
- Structured out of cycle induction processes are used to help students transferring to the school part way through the year to settle into school

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Improves students' ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff confidence
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Means that teachers are better prepared to support students at the start of each year and at key transition points

POTENTIAL CHALLENGES:

POSSIBLE RESPONSES:

FINDING STAFF TIME TO VISIT FEEDER SCHOOLS AND CONDUCT PARENT/FAMILY BRIEFINGS

- Use relief staff to provide release time for staff to visit feeder schools and conduct parent/family briefings
- Conduct before/after hours briefings/information sessions for parents/families to help make it easier for parents to attend them

COORDINATING INDUCTION ACTIVITY

- Establish a staff working group to coordinate induction activity (including both pre-day one and day/week one activity) including curriculum and student welfare/wellbeing and support managers and year level heads as well as other interested staff
- Liaise with professional teaching/learning teams to coordinate class visits and pre-day one induction activities
- Use common home room or extra-curricular activity blocks to run pre-day one class visits/activities
- Collaborate with local third party organisations to help run/support activities

PREPARING OLDER STUDENTS TO "HOST" YOUNGER STUDENTS

- Use social and emotional learning curriculum/teaching time to prepare and brief older students on how to host younger students




COORDINATING PRE-TESTING ACTIVITY

- Use curriculum planning process to identify pre-testing requirements and select testing tools
- Use data from tools to support curriculum and instructional planning as well as track value add skill development

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>GETTING ON TOP OF THE DATA</p>	<ul style="list-style-type: none"> • Use office administration staff to collate/process pre-testing data • Employ specialist staff on a short term contract or involve administrative and teaching staff who are experienced in data analysis to help analyse pre-testing data • Provide data summaries for each year level and subject area to inform student and instruction planning
<p>HELPING STAFF TO FOLLOW UP WITH PARENTS/FAMILIES</p>	<ul style="list-style-type: none"> • Set a clear expectation that teaching staff will contact parents/families within a defined time window to make contact with them and let them know how their child is settling into class • Acknowledge that it takes time to do that • Highlight the benefits for students, their parents/families and staff • Be proactive in discussing staff concerns • Use professional supervision to help staff to manage workload and confirm compliance with requirement • Proactively manage non-compliance



TOOLS:

-  Tool - Welcome letter template (student & parent/family) (primary & middle/senior school versions)
-  Tool - Example getting to know you worksheet
-  School Diagnostic - School and year level inductions

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Gathering Student Information at Enrolment
- Staggering Year Level Start Dates
- Using Class Structures to Build In Flexibility
- Staging the Transition to Split Subject-based Teaching Structures
- Rolling Over Teaching Staff with the Student Group
- Conducting Transition Briefings

TOOL - EXAMPLE WELCOME LETTER – PRIMARY SCHOOL VERSION (STUDENT)

This tool is designed to provide a template that schools can use to write to primary school students at the start of the year.

[Address]

[Date]

Dear [student name],

Hello. My name is [teacher's name]. I am going to be your [home teacher][teacher] this year. I am looking forward to working with you!

The coming year will be an exciting one for us. We will be [exploring][covering] a lot of interesting things including [list example topics].

Our classroom will be [identify classroom or school block]. I have attached a list with the names of the other students who will be in our class.

School starts at [time] on [date]. I am looking forward to seeing you then.

Don't forget to bring along the following things when you come to school:

- [list things to remember].

I am looking forward to a positive and exciting school year ahead.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – PRIMARY SCHOOL VERSION (PARENT/FAMILY)

This tool is designed to provide a template that schools can use to write to primary school parents/families at the start of the year.

[Address]

[Date]

Dear [parent's/guardian's name],

My name is [teacher's name]. I am going to be [student's name]'s [home room teacher][teacher] this year. I am looking forward to working with [student's name].

School starts at [time] on [date]. [Student's name]'s classroom will be [identify classroom/classroom block]. I have attached a map of the school so that you can help [student's name] find it easily. [I have also enclosed a list of the other students that will be in [student's name] class this year.]

The coming year will be an exciting one for us. We will be [exploring][covering] a lot of interesting topics and subject areas including [list examples].

I am committed to doing all that I can to help make this year a positive and successful one for [student's name].

In class this year I will be using a mix of different teaching techniques to make sure that everyone in the class is able to learn as much as they can. Sometimes I will work with the whole class on things together and other times I will break the class into small groups so that I can focus on helping students to work through things that they are finding more difficult or move on to new material if they have mastered what we are covering. My focus will be on making sure that everyone has a chance to do the best that they can.

If you have any questions or concerns at any time through the year please feel free to contact me. You can get in touch with me through the school, by telephone on [telephone number] or by email [email address]. I have enclosed a copy of the school contact list to help make it easy for you to contact me or other staff at the school. The school is keen to work closely with parents and families to help our students to do and be the best that they can. Please keep in touch with us through the year.

As you know, [school's name] is committed to making sure that everyone at the school feels welcome, cared for and supported to learn. I have enclosed a copy of the school's [handbook and/or student's expectation checklist]. Can you please take a moment to read through this with [student's name] before the start of term as a reminder of what we expect of our students.

Please make sure that [student's name] brings along the following things on the first day of school:

- [list things to remember].

I am looking forward to working with you and [student's name] over the year ahead.

Yours faithfully,
[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – MIDDLE & SENIOR SCHOOL VERSION (STUDENT)

This tool is designed to provide a template that schools can use to write to middle and senior school students at the start of the year.

[Address]

[Date]

Dear [student's name],

I hope that you have had a good summer break. My name is [teacher's name]. I am going to be your home room teacher this year.

The coming year is shaping up to be an exciting and positive one. [Comment on the coming year with reference to the relevant year level].

School starts at [time] on [date]. Your home room will be [identify classroom or classroom block]. I have attached a map of the school so that you can find it easily. [I have also enclosed a list of the other students that will be in our home room class this year.]

Please make sure that you bring along the following things when you come to school:

- [list things to remember].

Remember that as a [school name] student we have high expectations of you. It is important that you work hard and do and be the best that you can this year. I am looking forward to working with you over the year ahead to help you do that.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – MIDDLE & SENIOR SCHOOL VERSION (PARENT/FAMILY)

This tool is designed to provide a template that schools can use to write to middle and senior school parents/families at the start of the year.

[Address]

[Date]

Dear [parent's/guardian's name],

My name is [teacher's name]. I am going to be [student's name]'s home room teacher this year. I am looking forward to working with [student's name].

School starts at [time] on [date]. [Student's name]'s classroom will be [identify classroom/classroom block]. I have attached a map of the school so that you can help [student's name] find it easily. [I have also enclosed a list of the other students that will be in [student's name] home room class this year.]

The coming year will be an exciting one for us. [Comment on the coming year with reference to the relevant year level].

I am committed to doing all that I can to help make this year a positive and successful one for [student's name].

In class this year I will be using a mix of different teaching techniques to make sure that everyone in the class is able to learn as much as they can. Sometimes I will work with the whole class on things together and other times I will break the class into small groups so that I can focus on helping students to work through things that they are finding more difficult or move on to new material if they have mastered what we are covering. My focus will be on making sure that everyone has a chance to do the best that they can.

If you have any questions or concerns at any time through the year please feel free to contact me. You can get in touch with me through the school, by telephone on [telephone number] or by email [email address]. I have enclosed a copy of the school contact list to help make it easy for you to contact me or other staff at the school. The school is keen to work closely with parents and families to help our students to do and be the best that they can. Please keep in touch with us through the year.

As you know, [school's name] is committed to making sure that everyone at the school feels welcome, cared for and supported to learn. I have enclosed a copy of the school's [handbook and/or student's expectation checklist]. Can you please take a moment to read through this with [student's name] before the start of term as a reminder of what we expect of our students.

Please make sure that [student's name] brings along the following things on the first day of school:

- [list things to remember].

I am looking forward to working with you and [student's name] over the year ahead.

Yours faithfully,
[teacher's name]

TOOL - EXAMPLE GETTING TO KNOW YOU WORKSHEET

This tool is designed to help teachers to get to know their students at the start of the year

The tool can be used to support an activity based question and answer session or as a written/online survey tool to help teaching staff to get to know their students.

Name:

Class:

Where do you live?

What does your family look like?

What do you like to do outside of school?

What is your favourite subject/activity at school? Why? What about it do you like?



What is your least favourite subject/activity at school? Why? What about it don't you like?

What subjects do you do best at?

What is it about those subjects that helps you do better at them?

What types of activities do you enjoy doing most in class? Why? What about them do you like?

What is something about you that others in the class might not know or would find surprising?



6.3

STAGGERING YEAR LEVEL START DATES

What Teacher-student relationships play an important role in helping students to feel comfortable engaging in the classroom.

Because of that, some schools stagger the day that they start school across different year levels so that teaching and student welfare/wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level.

How Staggered start dates are most often used to support children to make key transitions between:

- Kindergarten (pre-school) and prep (where schools are linked to a pre-school program)
- Prep and year one and
- Primary school and middle school.

It can also be used at other stages where there are changes in the physical location/space that children will be working in and/or the structure or style of instruction that is used with students. This is often the case when students are moving into year three for example, where there tends to be a change in the way that teaching/learning is structured.

Different schools manage this in different ways. Some schools use a “rolling start date” and start different year level groups on different days. Other schools use a “day on, day off” approach where they start some year levels on day one and then let them have the next day off or get them to participate in a group activity while they start off another set of year levels.

Staggering the start date for kindergarten, prep, primary and middle school allows teaching and/or support staff from the lower year level to attend day one with the transitioning cohort. The management of the transition in this way provides a point of connection for students as they move into their new class. It also means that there are additional staff to provide support in the initial transition and class set up period and it provides an opportunity for lower year level staff to work with the new teaching cohort to help them to identify, interpret and manage student behaviour adverse to individual or group learning in a real time setting.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School start dates are staggered across lower year levels so that teaching and student welfare/wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level

BENEFITS OF WORKING IN THIS WAY:

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to settle into school/class
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:

MANAGING PARENT CONCERNS AT HAVING TO MANAGE THE FACT THAT THEIR CHILDREN START AT DIFFERENT TIMES

POSSIBLE RESPONSES:

- Write to parents before the start of each year to confirm when their child will start school
- Be proactive in explaining the reason for using staggered start dates to parents/families
- Highlight the benefits for students
- Work with local community organisations to coordinate the provision of out of school activity/child care programs for students who have not started school yet

COORDINATING INDUCTION ACTIVITY

- Establish a staff working group to coordinate induction activity (including both pre-day one and day/week one activity) including curriculum and student welfare/wellbeing and support managers and year level heads as well as other interested staff

MANAGING STAFF ALLOCATIONS

- Use an adjusted staff timetable in week one to allow staff from lower year levels to support students' transition/induction into the next year level (eg. allocate school leadership, specialist learning support and student welfare/wellbeing and support staff to cover classroom activity)
- Use relief staff to provide additional support where required
- Collaborate with local third party organisations to help run/support activities

TOOLS:

 School Diagnostic - Staggering year level start dates

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Gathering Student Information at Enrolment
- Managing School & Year Level Inductions
- Using Class Structures to Build In Flexibility
- Staging the Transition to Split Subject-based Teaching Structures
- Rolling Over Teaching Staff with the Student Group
- Conducting Student Transition Briefings

6.4

USING CLASS STRUCTURES TO BUILD IN FLEXIBILITY

What How schools structure classes within and across year levels is constrained by a number of factors, including the number of children that the school is catering for, the physical infrastructure that the school has in terms of the number and layout of their classrooms, the breadth of curriculum that it offers and the number of teaching staff that it has.

Schools adopting a holistic education model pay particular attention to how they structure and timetable classes to build flexibility into how they deliver instruction and how they track students through school.

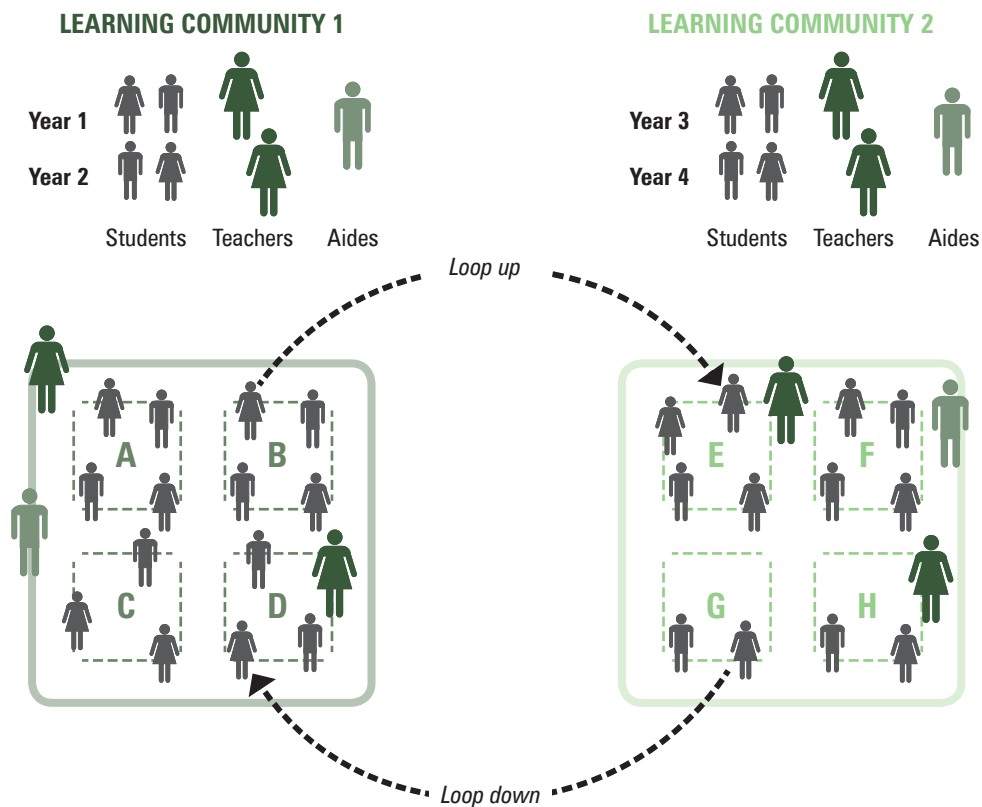
How They often use learning neighbourhoods/communities incorporating adjacent year levels or combined/composite classes to build greater flexibility into their class structure.

Learning neighbourhoods/communities

Schools that have access to larger open or linked learning spaces often co-locate classes from the same or adjacent year levels to form learning neighbourhoods/communities. They use block timetabling so that classes in the neighbourhood cover the same subject at the same time and allow students to move between different instruction groups within the neighbourhood according to their level of proficiency in that learning area.

In some cases block timetabling is used across neighbourhood groups to allow movement both within and between neighbourhoods. For example, when timetabling core subjects like English or Mathematics schools will often timetable those classes so that they will be on at the same time so that students can move (“loop”) up and down between year levels in different learning communities if that is appropriate based on their skill level.

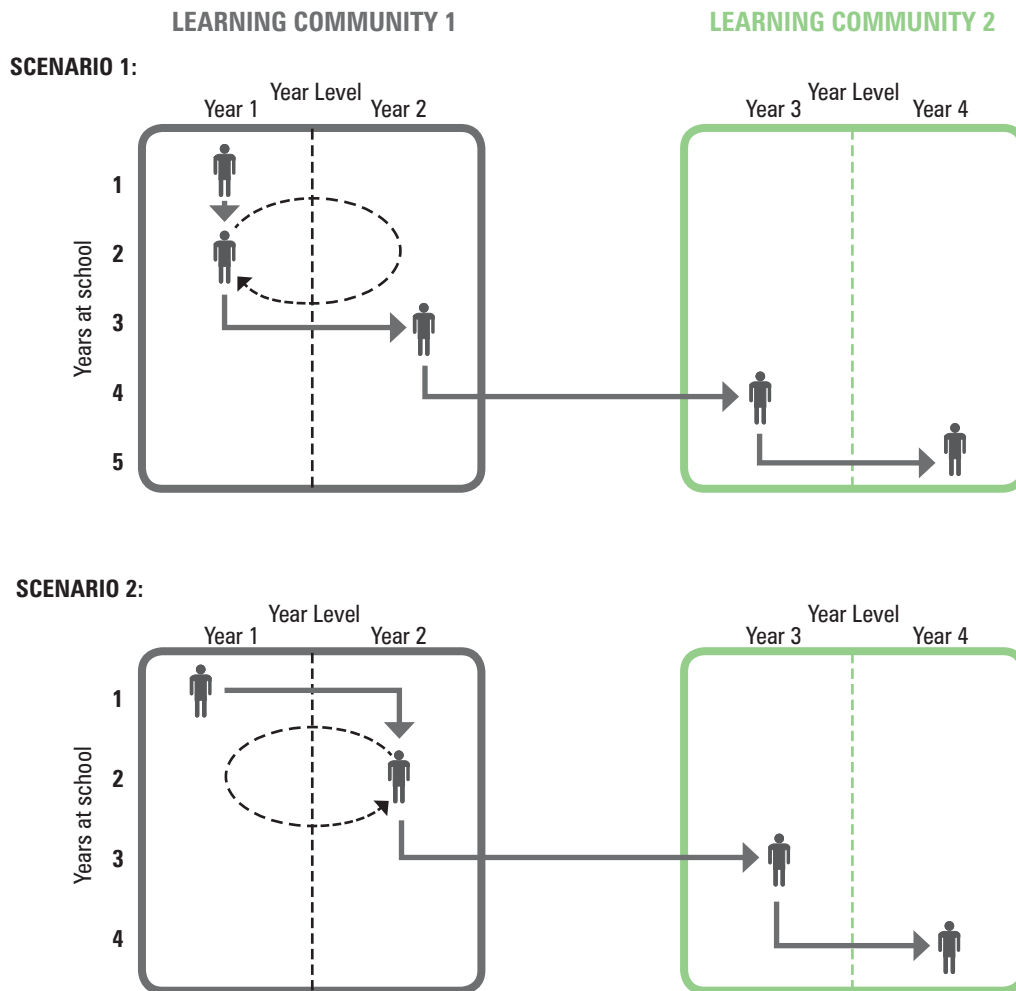
Figure - Example learning neighbourhood structure



Schools that do not have access to physical learning spaces designed for that purpose often use adjacently located classrooms in the same way. Where they do that they often paint the classrooms or otherwise mark them out in some way to draw a visual link between the learning spaces and make sure that there is ready access between them. Wherever possible they try to make sure that there is a “clean line of sight” between the classrooms so that students are less likely to “get lost” as they move between them.

As well as giving staff greater flexibility in terms of how they can structure and run flexible instruction groups, structuring classes in this way also allows staff to have greater flexibility in how they can track students through school. Because students are accustomed to being in different groups at different times, it is easier for teaching staff to progress (or track) students through year levels at different paces depending on their ability.

Figure - Example of how learning communities can be used to support alternative learning pathways



For example:

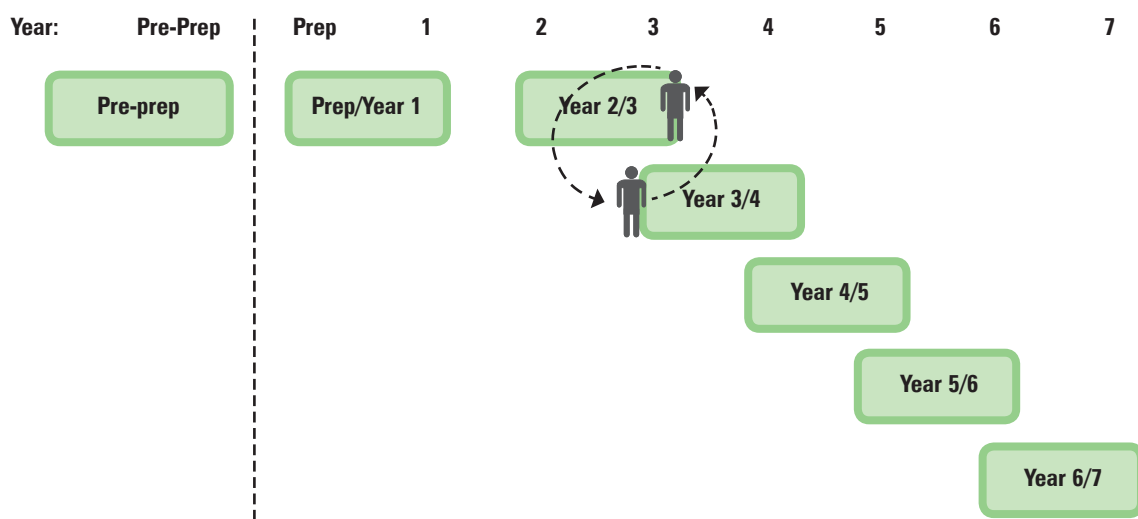
<p>SCENARIO 1</p>	<p>If a student is struggling to master a number of key Year 1 skills teaching staff can choose to keep the student in the Year 1 class for another year and loop him “up” into higher level instruction groups as he achieves proficiency</p>
<p>SCENARIO 2</p>	<p>If he has a number of the key Year 1 skills mastered but there are some areas that he is still struggling with, they can move him up to the Year 2 class and loop him “down” to a lower instruction group for those specific areas where he is having difficulty.</p>

Combined/composite class structures

Other schools use combined/composite classes and run small/flexible instruction groups within the combined class to achieve the same effect. Where student numbers allow, they often overlap the classes to increase the flexibility that they have to use flexible instruction groups and track students through different year levels at different paces.

Composite classes work like small learning neighbourhoods. Teachers can use small/flexible instruction group teaching and tiered assignments to meet the different needs of students within the class. They can also collaborate with “overlapping” classes to move students “up” and “down” between instruction groups in the different classes.

Figure - Example overlapping composite class structure



In each of the above cases, schools often use neighbourhood/class names instead of year levels to avoid any negative connotation that might be associated with working in a “lower” neighbourhood/class.

Collaborative/team teaching approaches

By using class structures and block timetabling in this way, schools can “team up” staff and group students from across different classes/year levels. By doing that, they can build flexibility into not only how they group students for different teaching/learning activities but also how they match teaching staff to particular learning groups.

Matching staff to student needs

For example, teaching staff who are good at working with students that need additional instruction and practice in a particular skill area can be allocated to work with students requiring additional support to achieve proficiency in that skill.

Similarly, if a teacher is struggling to get a group to understand a particular skill area, teaching staff can be rotated to work with the group and make use of different teaching styles and approaches to help students to build their understanding of that area. The same rotation approach can be used to build variety into the “teach, re-teach, review” process by allowing students to work with different teachers to practice and review what they have learned.

Rotating staff

Some schools use staff rotations in a different way. They rotate teaching staff across different learning groups within a learning neighbourhood on a set calendar cycle (ie. at the start and middle of each term) so that they have an opportunity to work with all of the students in the learning group. They do that to:

STAFF ACCOUNTABILITY	<ul style="list-style-type: none">• Encourage staff to take responsibility for the learning outcomes of all students in the neighbourhood, not just those in their immediate teaching group
STAFF EXPERIENCE/ DEVELOPMENT	<ul style="list-style-type: none">• Balance the time that teachers spend working with higher and lower performing groups
STAFF EFFORT/ BURNOUT	<ul style="list-style-type: none">• Spread/share the responsibility for working with more or less challenging students

Supporting staff learning & development

Teaming teachers together can also provide opportunities for teaching staff to work together and develop one another's skills using both formal and informal peer teaching and coaching approaches.

Schools support team teaching and collaboration in a number of ways:

CURRICULUM PLANNING	<ul style="list-style-type: none">• Structure curriculum and instruction planning processes so that year level and faculty staff work together to develop course and instruction plans
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none">• Use professional teaching/learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
CLASS STRUCTURE STUDENT ALLOCATION STAFF ALLOCATION TIMETABLING	<ul style="list-style-type: none">• Use class structure, timetabling and staffing structures to support the use of collaborative teaching and flexible instruction approaches
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none">• Encourage teachers to discuss teaching strategies and share teaching experiences and practices in formal and informal contexts to support professional learning and development• Use peer coaching, observation and professional supervision approaches to help teachers to develop their teaching skills

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Class structures (such as learning neighbourhoods/learning communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught
- Small/flexible instruction groups and collaborative/team teaching are used to allow students to move within and between class groups in line with their ability
- Learning neighbourhood/learning community/combined class structures are used to allow staff to move students through year levels at different paces in line with ability (primary and middle school)

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Improves ability to provide individual and small group instruction
- Allows students to move between different instruction groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Gives staff greater flexibility in how they can track students through school

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Provides an inbuilt peer support network
- Helps staff feel supported

OPERATIONAL EFFECTIVENESS

- Facilitates the use of professional teaching/learning teams
- Allows schools to “match” teaching staff to particular learning groups to best support student learning

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING PARENT/FAMILY CONCERNS ABOUT HAVING THEIR CHILD IN A COMBINED/COMPOSITE CLASS OR LEARNING NEIGHBOURHOOD</p>	<ul style="list-style-type: none"> • Be proactive in explaining the basis for using learning neighbourhood/composite class structures (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options) • Make sure that parents understand how learning neighbourhoods/communities/composite classes will be structured and used to tailor instruction to the needs of the individual student group • Highlight the benefits for students at all ability levels • Note extension options available for students that have mastered material so that parents can be confident that their child will be appropriately extended • Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns
<p>HELPING STAFF TO USE FLEXIBLE INSTRUCTION GROUP AND COLLABORATIVE/TEAM TEACHING APPROACHES</p> <p>HELPING STAFF TO FEEL COMFORTABLE USING COLLABORATIVE/TEAM TEACHING APPROACHES</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school structures and runs its classes and check that they are prepared to use collaborative/team teaching approaches • Include the use of collaborative/team teaching in all teaching based role descriptions • Cover the use of collaborative/team teaching approaches as part of the school's standard staff induction process • If introducing collaborative/team teaching structures for the first time then be proactive in explaining the reason for doing that • Make sure that staff have a common understanding of what collaborative/team teaching is and how it works • Highlight the benefits for students and staff • Provide staff with support and training to work in that way • Provide planning tools and resources to help staff to plan and run classes using collaborative/team teaching approaches (including planning templates, example class plans and teaching/learning activities) • Acknowledge that it can take time for teaching staff to learn new ways of working and develop skills associated with teaching in this way • Use professional teaching/learning teams to help coordinate activity and support the ongoing development and review of instruction plans and teaching resources and tools

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies) • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Use professional supervision to help staff reflect on and improve their collaborative/team teaching practices
GETTING CONSISTENCY IN CLASSROOM PRACTICE	<ul style="list-style-type: none"> • Standardise common classroom procedures/routines across the school to make it easier for students to understand what is expected of them and negotiate the school/classroom environment • Encourage teachers to discuss and agree how to coordinate/manage other classroom practices where things need to be done consistently to make it easier to coordinate teaching activity and/or avoid student confusion • Use professional teaching/learning team meetings to review and agree those practices • When deciding between different approaches that are based on differences in teaching approach or style make the decision based on what is going to be most appropriate from the students' perspective
MANAGING STUDENT MOVEMENTS BETWEEN FLEXIBLE INSTRUCTION GROUPS	<ul style="list-style-type: none"> • Work with teaching staff to develop and document common classroom protocols/routines to manage student movements between instruction groups • Include training on those protocols/routines as part of the induction process for new staff • Use professional teaching/learning teams to review the effectiveness of those protocols on an ongoing basis and provide recommendations for changes/improvements over time

TOOLS:



Tool - Tips for using small/flexible learning groups

School Diagnostic - Class structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Small/Flexible Instruction Groups & Tiered Assignment
- Timetabling for Function & Flexibility
- Staff Allocations
- Allocating Students to Class Groups

USEFUL RESOURCES:

- Anstee., P., *Differentiation Pocketbook.*, Teachers' Pocketbooks., London., 2011. www.teacherspocketbooks.co.uk
- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", *Harvard Business Review.*, Vol. 69(5)., May – June 1991., pp.99 – 109. www.hbr.org
- Heacox, D., *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 – 12.*, Free Spirit Publishing., USA., 2002.
- Park, J. and Tew., M., *Emotional Literacy Pocketbook.*, Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., *Calmer Classrooms: A Guide to Working with Traumatized Children.*, State Government of Victoria., Victoria 2001.

STAGING THE TRANSITION TO SPLIT SUBJECT-BASED TEACHING STRUCTURES

What In most mainstream schools, primary school classes have one main teacher who will cover most subject areas. In middle and senior school, the curriculum is usually split into different subject areas with different teachers covering each area, often requiring students to move between different classroom locations.

Many students find the transition from primary school into the more complex timetable structure and curriculum and often less personal environment in middle school challenging. The transition from primary to secondary school can be particularly challenging for low SES and NESB students where gaps in foundation learning skills can make the transition even more daunting.

Because of that, schools adopting a holistic education model often try to stage the transition from single to split subject-based classes/teaching structures in middle school to help students make the transition from primary to secondary school.

How They structure classes and teacher allocations so that students have one/two main teachers in the first year or two of middle school. In order to do that they often offer a narrower curriculum in those years or combine subjects requiring specialist teachers and offer them on a term/semester based rotation. They move to a more traditional model in late middle school to prepare students for the transition to senior school, although they often still offer fewer subjects than in a traditional schooling environment. They then move to a broader curriculum with different teachers for each subject in senior school.

The staged approach is designed to support students to make the transition from primary to middle school by maintaining a core student-teacher relationship structure and increasing relationship stability and security.

The extent to which schools are able to do this varies depending on the state or territory syllabus requirements that they need to work within.

Staging the transition to subject-based teaching in this way can be particularly useful in standalone secondary schools and K – 12 schools that take in/incorporate a new cohort of students at the commencement of middle school, where the commencing students may need more intensive support to engage with the new schooling environment.

Home group set up & staff allocations

In early middle school home groups are used as teaching groups. Schools try to structure home room and teacher allocations to maximise the number of classes that a teacher has with a particular student group so that they can get to know them well and build supportive relationships with them.

Often schools will “roll over” some teaching or teaching support staff with students when they move from one year level to the next to provide some consistency/continuity in teacher-student relationships.

Classroom allocations

Class movements are usually limited; with teaching staff (rather than students) being required to move between classrooms. Reducing the need for students to move around the school in this way can help increase students' attachment to their physical learning space and reduce the opportunity for truancy that comes with students moving around the school between classes.

Managing knock on timetabling & staffing effects

Structuring classes in this way reduces the flexibility that schools have when they set up their timetable and has implications for how staff allocations and subject lines are structured.

To make the timetable work schools usually need to:

REDUCE THE NUMBER OF DIFFERENT TEACHING/SUBJECT BLOCKS IN THE FIRST YEAR OR TWO OF MIDDLE SCHOOL

This means that schools often need to combine/rotate subject areas over the course of the year to meet syllabus and essential learning requirements

ALLOCATE TEACHING STAFF SO THAT THEY WORK WITHIN SET YEAR LEVELS OR YEAR LEVEL GROUPINGS

This means that staff are often allocated to work in the middle or the senior school but not across both areas

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The transition from single to split subject-based classes/teaching structures in middle school is staged to help students make the transition from primary to secondary school
- Home room groups are used as teaching groups in early middle school
- Class timetables, room and staff allocations are used to minimise the number of teacher and classroom changes that students need to make at the start of middle school

BENEFITS OF WORKING IN THIS WAY:

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students' needs and interests
- Stages the transition from primary to middle school

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Maintains a strong central student-teacher relationship
- Increases relationship stability and security
- Helps increase student attendance, retention and completion
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:

MANAGING PARENT AND STUDENT EXPECTATIONS WHEN WORKING WITH A REDUCED SUBJECT OFFERING

POSSIBLE RESPONSES:

- Be proactive in explaining the basis for deferring the transition to a traditional split, subject-based class structure and reduced subject offering (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options)
- Highlight the benefits for students
- Note that extension learning options will be made available for students that have mastered material so that parents can be confident that their child will be appropriately extended
- Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns
- Use extra-curricular program to provide students with access to additional/varied learning experiences

POTENTIAL CHALLENGES:**MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS****POSSIBLE RESPONSES:**

- Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared to teach in that way
- If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that
- Highlight the benefits for students and staff
- Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met
- Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development

TOOLS:

School Diagnostic - Staged transition to split, subject based class structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Transition Management

6.6

ROLLING OVER TEACHING STAFF WITH THE STUDENT GROUP

What Research indicates that students learn best when they have a positive and secure relationship with their teachers, where their teachers know them well both as individuals and as learners and are familiar with their individual learning needs, learning preferences/styles and interests.

Schools adopting a holistic education model recognise that and try to structure teaching teams in a way that meets students' instruction needs while still providing some consistency/continuity in teacher-student relationships.

How They do that in a number of ways:

STAFF ALLOCATIONS	<ul style="list-style-type: none">• Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches• Manage home room and teacher allocations to take into account pre-existing teacher-student relationships and support the development of strong supportive relationships
TEACHING TEAM COMPOSITION AND STRUCTURE	<ul style="list-style-type: none">• Structure professional teaching/learning teams to provide a mix of experience and skills
STAFF "ROLL OVER" ARRANGEMENTS	<ul style="list-style-type: none">• "Roll over" some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships• Rotate staff between year level groupings over time so that staff can get experience working at different year levels and account for staff preferences to teach across different year levels. Where that is done schools often try to rotate staff up with a particular student cohort as a way of maintaining continuity in teacher-student relationships

Staff allocations

Schools tend to allocate staff so that they work within given year levels or year level groupings. As well as making it easier to block timetable classes and support the use of flexible instruction groups and collaborative/team teaching approaches, allocating staff in that way has the added benefit of meaning that staff tend to spend more time with a smaller group of students. That means that staff are able to get to know students better and so tends to help strengthen student-teacher relationships.

Teaching team composition & structure

Schools usually try to make sure that they structure teaching teams in a way that provides a mix of:

- Subject expertise (including both content and pedagogical knowledge)
- Experience
- Teaching style and
- Knowledge of the student group.

When allocating teaching staff to different year levels and subject areas, schools try to match staff to the role that best meets their abilities and background. They take into consideration not only the subject areas that teachers are experienced in and their content knowledge and pedagogical skills in those areas, but also the attributes of the particular student group and the relationship that the teacher has and/or the likely fit that the teacher will have with the group. Schools also think about the mix of skills and teaching styles across the staff group and try and make sure that they have a balance of skills, experience and teaching styles in each teaching team.

Staff “roll overs”

Some schools “roll over” some teaching or support staff with students when they move from year to year within a given year level grouping to provide some consistency/continuity in teacher-student relationships.

Allocating staff in this way reduces the need for students to build new student-teacher relationships as they move from one year level to another. It increases relationship stability and security and helps to transition staff knowledge about the students, where they are up to on the learning and development continuum, their learning needs and preferences.

Schools also often use a strategy of rotating staff between year level groupings and varying teaching teams over time so that staff can get experience working in different areas with different staff. They will often try to time those rotations so that staff can track through with a particular student cohort.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Teaching teams are structured to try to match teachers’ skills with student needs
- Teaching teams are structured to try to get an appropriate mix of skills (ie. try to balance subject expertise, experience, teaching style and prior relationship with/knowledge of the student group)
- Where appropriate the school tries to “roll over” some teaching/teaching support staff with students when they move from one year to the next to provide some consistency/continuity in the teaching group and maintain/strengthen teacher-student relationships
- Staff allocations are structured to support the use of block timetabling and planning
- Staff are allocated to work within a given year level/year level grouping (eg. middle school vs. senior school) to support the use of block timetabling and planning
- Staff are rotated between year levels/year level groupings over time so that they can get experience working at different levels with different staff

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

STUDENT ENGAGEMENT AND PERFORMANCE



- Helps students to settle into school/class
- Improves students’ ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Increases relationship stability and security
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Helps improve staff’s ability to manage challenging behaviour
- Provides an inbuilt peer support network
- Helps staff feel supported

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared teach in that way • If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that • Highlight the benefits for students and staff • Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met • Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development
<p>MANAGING STAFF-STUDENT CONFLICTS</p>	<ul style="list-style-type: none"> • Take teacher-student relationships into consideration when allocating staff • Provide formal and informal training for staff to help them to learn how to establish and maintain supportive teacher-student relationships and understand and manage student behaviour • Where staff have difficulty working with a particular student(s) then provide intensive training and support to help them focus on that area • Use peer coaching, observation and professional supervision approaches to help the staff member to reflect on their practice and help develop strategies to (re)establish a relationship with the student/manage their behaviour more effectively • Be prepared to change staff/student allocations where relationships have broken down and the breakdown in relationship is likely to act as a barrier to the student being able to engage and learn

TOOLS:

-  Tool - Staff (professional teaching/learning team) allocation worksheet
-  School Diagnostic - Staff allocation

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Transition Management
- Staffing Model
- Using Class Structures to Build In Flexibility
- Timetabling for Function & Flexibility
- Allocating Students to Class Groups

CONDUCTING STAFF TRANSITION BRIEFINGS

What Teaching, teaching support, specialist learning support and student welfare/wellbeing and support staff build up a detailed understanding of the students that they work with, their learning and support needs, learning preferences/styles and interests. It is important that that understanding is not lost as students move from year level to year level.

This is particularly true in the case of low SES and NESB students where students often need more support than other students both to engage in school and to learn.

Because of that, schools adopting a holistic education model often build a step into their end/start of year planning cycle to get staff from each year level to brief staff in the next year level about the transitioning student cohort.

How Some schools prepare formal transition summaries that break down how the transitioning student cohort is performing against key learning and development areas. They identify student groupings based on overall performance and identify key learning gaps/focus areas overall and by sub-group. These cohort level transition summaries are usually based on the work that is already being done as part of the standard review and moderation process used by professional teaching/learning teams to track student performance.

Some schools also prepare individual student transition summaries as part of their term four reporting process to provide staff in the next year level with an overview of individual students' learning needs, learning preferences/styles and interests. Student photographs are usually attached to the individual summaries to help staff in the higher year level identify students.

Formal transition briefings are often held at the end/start of the year. The timing of those briefings depends on how individual schools manage their start/end of year workload.

At primary school level, those briefings are usually held as a single staff group. At middle and secondary school level they are often structured so that there is an initial overview session involving all staff (covering overall performance, general literacy and numeracy, emotional maturity and behavioural management issues) that is then followed up by individual faculty/subject based meetings. Individual student transition summaries may be discussed in those meetings one by one or on a by exception basis.

Staff from the higher year level are encouraged to follow up with staff from the lower level in the new school year to draw on their knowledge and experience on an as needs basis as they get to know their incoming student group.

In some cases, schools will take the step of formally allocating time for staff from the two year levels to meet sometime in term one to provide an opportunity for staff to review how students are transitioning into their new class and discuss any specific issues that might be emerging. They will often do that by scheduling in time as part of their regular staff meeting cycle.

Student welfare/wellbeing and support staff proactively touch base with teaching staff during the first few weeks of term one to check that students are settling in well and help staff develop strategies to manage any transition issues where appropriate.

Where new students join a class out of cycle student welfare/wellbeing and support staff usually do the same thing, to check that the new student is settling in well and help identify and address any issues.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Structured transition briefing processes are used to help teachers share/transfer information about students' learning needs, preferences/styles and interests when students move from year level to year level
 - Year level (cohort) transition summaries are prepared as part of the standard student assessment and class planning and moderation process to inform curriculum and instruction planning
 - Individual student transition summaries are also prepared as part of the term four reporting process to provide staff in the next level with an overview of the student's learning needs, learning preferences/styles and interests
 - Formal transition briefings are held at the end/start of the year so that staff can share information about their students (eg. as part of the standard curriculum planning process)
- Staff from the higher year level proactively follow up with staff from the lower level in the new school year on an as needs basis to draw on their knowledge and experience
- Student welfare/wellbeing and support staff proactively touch base with teaching staff during the first few weeks of term one to check that students are settling in well and help staff develop strategies to manage any transition issues where appropriate
- Where new students join a class out of cycle student welfare/wellbeing and support staff visit the students to check that the new student is settling in well and help identify and address any issues

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to settle into school/class
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' readiness to learn

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Means that teachers are better prepared to support students at the start of each year and at key transition points
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence

OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities

POTENTIAL CHALLENGES:

HELPING STAFF BUY IN TO THE TRANSITION REPORTING/ BRIEFING PROCESS

POSSIBLE RESPONSES:





- Set a clear expectation that teaching and student welfare/ wellbeing and support staff are expected to complete transition reports and conduct transition briefings to support student transitions from year level to year level
- If introducing transition briefings for the first time be proactive in explaining the basis for introducing the transition reporting process
- Highlight the benefits for students and staff
- Encourage staff input into the process and reporting templates to make sure that they work as smoothly as possible
- Link the preparation of transition documents into the standard professional teaching/learning team review and student reporting cycle
- Schedule reporting and briefing activities into the annual planning and reporting calendar
- Use professional teaching/learning teams to coordinate the reporting process

FINDING TIME TO PREPARE INDIVIDUAL STUDENT TRANSITION REPORTS

- Incorporate the preparation of student transition reports into the standard student reporting cycle (eg. include individual transition summaries as an additional section of the standard term four report)
- Encourage teaching staff to spread the completion of their students' transition reports over the course of the year so that they can just update them at the end of the year rather than have to write them up from scratch in term four

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
FINDING TIME TO PREPARE STUDENT COHORT TRANSITION REPORTS	<ul style="list-style-type: none"> • Base cohort transition reports on standard professional teaching/learning team analysis tools and templates in order to minimise the additional work required to complete those reports • Build the development of cohort transition summaries into the annual professional teaching/learning team review cycle • Use relief teachers to provide addition release time for teaching staff if required to prepare cohort summaries
FINDING TIME TO CONDUCT TRANSITION BRIEFINGS	<ul style="list-style-type: none"> • Allocate staff meeting and/or professional teaching/learning team meeting time to conduct transition briefings • Use relief teachers to provide addition release time for teaching staff if required to allow staff to prepare for and participate in transition meetings

TOOLS:

-  Tool - Student cohort transition summary
-  Tool - Individual student transition summary
-  School Diagnostic - Staff transition briefings
-  Tool - Staff (professional teaching/learning team) allocation worksheet

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Gathering Student Information at Enrolment
- Managing School & Year Level Inductions
- Staggering Year Level Start Dates
- Using Class Structures to Build In Flexibility
- Staging the Transition to Split Subject-based Teaching Structures
- Rolling Over Teaching Staff with the Student Group
- Conducting Student Transition Briefings

TOOL - STUDENT COHORT TRANSITION SUMMARY

This tool is designed to provide a template that schools can use to prepare an overview of how a given student cohort is performing.

Year Level Transition Summary:

Year Level:

Year:

Student #: #

Male: # (%)

Female: # (%)

ESL: # (%)

Students with special needs: # (%)

Identify the main student groupings based on cultural background.

STUDENT BACKGROUND:	#	%
[List main student groups]		
Other		

ATTENDANCE PROFILE:	VERY POOR	POOR	GOOD	VERY GOOD
	[insert school definition]	[insert school definition]	[insert school definition]	[insert school definition]
	# (%)	# (%)	# (%)	# (%)

OVERALL ACADEMIC PERFORMANCE:	SIGNIFICANTLY BELOW	BELOW	AT STANDARD	ABOVE
	# (%)	# (%)	# (%)	# (%)

Sub-group performance:

Complete separate performance summaries for relevant student sub-groups (eg. based on performance - significantly below, below, at or above target level – or other relevant groupings)

Sub-group: [above target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [at target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [below target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [other]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:



TOOL - INDIVIDUAL STUDENT TRANSITION SUMMARY

This tool is designed to provide a template that schools can use to prepare student transition summaries.

Coversheet:

Name:

Academic History:

YEAR LEVEL	SCHOOL ATTENDED	CLASS	TEACHER	ATTENDANCE (%)	COMMENTS
KINDERGARTEN					
PREP					
YEAR 1					
YEAR 2					
YEAR 3					
YEAR 4					
YEAR 5					
YEAR 6					
YEAR 7					
YEAR 8					
YEAR 9					
YEAR 10					
YEAR 11					
YEAR 12					

Year Level Transition Summary:

Name:

Year Level:

Class:

PAST TEACHING STAFF	ROLE

Circle the option that best describes this students attendance over the last 12 months:

GENERAL ATTENDANCE RECORD: (over the last 12 mths)	VERY POOR	POOR	GOOD	VERY GOOD
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Learning Support/Extension Plan currently in place: Yes/No

Student Welfare Support Plan currently in place: Yes/No

Behaviour Management Plan currently in place: Yes/No

Academic development summary:

Circle the option that reflects the students overall academic performance against the target level for their year level:

OVERALL ACADEMIC PERFORMANCE:	BELOW	AT STANDARD	ABOVE
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General comments:

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Provide details of the student's performance by subject/skill area:

SUBJECT/SKILL AREA	PERFORMANCE (align with reporting req.)	STRENGTHS	DEVELOPMENT NEEDS

Attach capability matrices, standardised test results etc.

Identify any specific learning support needs or modifications:

Circle the option that best describes the student's:

CLASSROOM PARTICIPATION:	NEEDS WORK	OK	GOOD	VERY GOOD
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LEARNING STYLE/ PREFERENCE:	VISUAL	AUDITORY	TACTILE
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Ability to work effectively (based on age):

Tick the box that best describes the students ability to work in the following ways:

WORK TYPE	NEEDS WORK	OK	GOOD	VERY GOOD
Independently				
Paired work				
Small group				
Large group				

Individual development summary:

Circle the option that best describes the students classroom behaviour:

GENERAL BEHAVIOUR:	VERY POOR	POOR	GOOD	VERY GOOD
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Individual development summary (based on age):

Tick the box that best describes the students skill level:

AREA	NEEDS WORK	OK	GOOD	VERY GOOD
Self-awareness – ability to assess own feelings and emotions				
Self-management – ability to manage own emotions/behaviour				
Social awareness – ability to interpret and respond appropriately to other’s feelings/behaviours				
Relationship skills – ability to establish and maintain relationships				
Responsible decision making – ability to make decisions based on appropriate considerations and likely consequences				

General comments:

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7.

STAFFING MODEL

What Getting the staffing level and mix right in schools is often an ongoing challenge. Government funding arrangements mean that schools' core funding for teaching staff is generally calculated using a formula based on a fixed cost per teacher and teacher-student ratio. Although additional equity based funding is available for extra teaching and specialist learning support staff in low SES areas it is almost always lower than schools would like it to be.

Because of that, schools adopting a holistic education model use a mix of strategies to make the best possible use of the skills that they have in their staff team.

How They do that in a number of ways:

ORGANISATIONAL STRUCTURE	<ul style="list-style-type: none">• Structure school staffing and operations to cover school operations/administration, curriculum and teaching and student welfare/wellbeing and support
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none">• Set up cross-functional teaching teams on a year level and/or faculty basis (including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity• Structure teaching teams to balance subject expertise, teacher experience, teaching style and knowledge of the student group• Use professional teaching/learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
STAFFING	<ul style="list-style-type: none">• Employ dedicated curriculum management staff to coordinate student data collection and management and manage curriculum planning and curriculum related staff development and training• Employ teaching support staff (ie. teacher and multicultural aides) to support classroom set up and management and assist in the provision of small group and one on one support in the classroom• Get multicultural aides to help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way• Employ specialist teaching/learning support staff to provide targeted scaffolding and extension support for students• Leverage specialist teaching/learning support staff to help provide informal and formal training for other staff• Employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establish student welfare support teams to help students engage at school effectively

	<ul style="list-style-type: none"> • Employ/allocate a dedicated staff member(s) to design and coordinate extra-curricular, careers/vocational development and post-school transition programs (ie. those areas are treated as discrete subject areas and are coordinated as part of the standard curriculum planning and management process) • Employ/allocate a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular, careers/vocational development and post-school transition program activities
CLASS STRUCTURE TIMETABLING	<ul style="list-style-type: none"> • Use class, staffing and timetabling structures to facilitate collaborative teaching and flexible instruction approaches
STAFF ALLOCATION	<ul style="list-style-type: none"> • Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches • “Roll over” some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships • Rotate staff between year level groupings over time so that staff can get experience working at different year levels
RELEASE TIME COVERAGE PROFESSIONAL TRAINING AND DEVELOPMENT	<ul style="list-style-type: none"> • Use relief staff to free up staff time to undertake planning, moderation and professional development activities • Employ an experienced teacher to release staff, provide additional classroom support and/or coaching
VOLUNTEER ENGAGEMENT	<ul style="list-style-type: none"> • Use volunteers to provide additional support in the classroom and help run intensive learning support and extra-curricular activities
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> • Partner with local community organisations, technical and further education (TAFE) and registered training organisations (RTOs) to broaden the school’s subject and extra-curricular program offering and access additional resources

Schools also usually work hard to access as much ancillary funding and support as possible from both government and non-government sources to allow them to employ additional staff and access extra resources.

This section looks at how schools manage their staffing model to best leverage available resources and support students' different learning needs.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staff responsibilities are clearly defined and documented
- Staff consistently take responsibility for students' learning and development outcomes
- Staffing and coordination structures support the delivery of an integrated support + instruction model
- Senior staff are employed/have explicit responsibility for school administration, curriculum and teaching and/or student welfare/wellbeing and support
- Staff work collaboratively with each other
- Cross-functional teaching teams are set up on a year level and/or faculty basis (including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity
- Teaching support staff (ie. teacher and multicultural aides) support classroom set up and management and assist in the provision of small group and one on one support in the classroom
- Multicultural aides help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way
- Specialist teaching/learning support staff provide targeted scaffolding and extension support for students
- The school leverages specialist teaching/learning support staff to help provide informal and formal training for other staff
- The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively
- The school employs/allocates a dedicated staff member(s) to design and coordinate its extra-curricular, careers/vocational development and post-school transition programs (ie. those areas are treated as discrete subject areas and are coordinated as part of the standard curriculum planning and management process)
- The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular, careers/vocational development and post-school transition program activities
- The school uses part of its relief teaching budget to release staff to participate in curriculum and instructional planning, moderation and professional development activities
- The school makes use of third party resources, programs and volunteers to expand its resource and activity base

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Helps articulate the school's "way of working"
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students' learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Improves ability to provide individual and small group instruction
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Facilitates collaborative/team teaching
- Supports quality instructional/class planning and teaching
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities
- Leverages staff knowledge and expertise
- Helps increase staff : student ratios








TOPICS COVERED IN THIS SECTION:

- Staff Accountability Framework
- Staffing Structure
- Making the Most of Available Staff Resources & Skills
- Leveraging External Resources & Volunteers

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Facilitating Class, Timetabling & Staff Allocation Structures
- Professional Teaching/Learning Team Review & Moderation
- Staff Recruitment, Training & Development

TOOLS:

-  Staff Induction/Training Factsheet - Staff accountability framework
-  Staff Roles/Functions Summary - Curriculum management staff
-  Staff Roles/Functions Summary - Teacher aides
-  Staff Roles/Functions Summary - Multicultural aides
-  Staff Roles/Functions Summary - Specialist learning support staff
-  Staff Role/Function Summary - Student welfare/wellbeing & support staff
-  School Diagnostic - Staffing model

7.1

STAFF ACCOUNTABILITY FRAMEWORK

What Research indicates that there is a strong link between teacher accountability, quality and performance and student learning outcomes.¹⁰⁹

While teacher accountability, quality and performance are important for all schools, they are particularly important for schools working with low SES and NESB students, where students are often starting at a disadvantage.

Because of that, schools adopting a holistic education model put particular focus on making sure that all staff take responsibility for student learning and development outcomes. They take a “no excuses” approach and do not allow students or staff to use students’ background or behaviour as a justification for poor learning outcomes.

How They define staff roles and responsibilities in a way that takes into account the need to provide students with both personal and instructional support to help them to engage effectively at school and require all staff to be accountable for students’ learning and development outcomes.

Staff accountability framework

Schools adopting a holistic education model operate on the basis that teaching/learning is a collaborative exercise involving the student and more capable others, including the student’s teacher, parents/family and peers.

School-based learning relies on both the teacher and the student; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress. Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and to help them to learn.

Assuming this responsibility does not mean that the student and their parents/family do not have a role to play in the child’s learning; they obviously do. Rather it means that staff cannot abdicate their responsibility as the experts in the teaching/learning relationship to support the student to learn and to help their parents/family support that learning as best they can.

¹⁰⁹ OECD 2009.

Table - Accountability framework¹¹⁰

TEACHING/LEARNING MODEL	<ul style="list-style-type: none"> • Teaching/learning is a collaborative exercise involving the student and more capable others including the student's teacher, parents/ family and peers
TEACHER'S ROLE	<ul style="list-style-type: none"> • The teacher's role is to: <ul style="list-style-type: none"> - Create a learning environment that sets a high expectation for student behaviour, potential and performance in which the student is engaged and supported to learn - Observe the student, identify what they know and what they need to learn - Develop teaching/learning activities to help the student to learn within their zone of <i>proximal development</i> and - Provide support so that the student can master that material
STUDENT'S ROLE	<ul style="list-style-type: none"> • The student's role is to be a collaborative participant in the learning activity, to listen and to participate constructively in the activity
WHO IS RESPONSIBLE AND ACCOUNTABLE IF THE STUDENT DOES NOT PROGRESS	<ul style="list-style-type: none"> • Learning relies on both the teacher and the student meeting their responsibilities; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress • Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and help them to learn.

School leaders and staff consistently take responsibility for the learning and development outcomes of their students and do "whatever it takes" to provide the right support, in the right way at the right time to help their students to learn.

The responsibility to help students both to engage and to learn requires staff to work with students as both individuals and learners and provide them with the personal and instructional support that they need to be able to do that.

¹¹⁰ Wilhelm and Dube 2001., p.2.

Staff roles & responsibilities

The adoption of the above accountability framework has important implications for how schools adopting a holistic education model define staff roles and responsibilities.

Staff roles

Staff roles tend to be more broadly defined to take into account the mix of personal support and instruction functions that the school covers.

Staff are usually required to work in a highly collaborative and responsive way. They:

COLLABORATIVE	<ul style="list-style-type: none">• Work collaboratively with other staff, students' parents/families and other community members and organisations to support student learning
RESPONSIVE	<ul style="list-style-type: none">• Are highly responsive and flexible in terms of how they operate and are prepared to try new things and change how things are done if that is likely to help improve students' learning and development outcomes
SUPPORTIVE	<ul style="list-style-type: none">• Provide students with both the personal and the instructional support that they need to engage effectively at school and to learn• Work with parents/families to help them support their child to learn
REFLECTIVE	<ul style="list-style-type: none">• Use a reflective process when making decisions and think about what they can do/do differently to achieve a better outcome.

Staff autonomy

The structured approach that schools take to designing curriculum and setting up and managing classroom environments to support student learning (eg. through the adoption of common student management approaches, set classroom routines and protocols and collaborative instruction planning, teaching, assessment, review and moderation processes) means that teachers do not have the same level of classroom autonomy that they do in more traditional teaching environments.

Teaching staff are expected to contribute to, and comply with, a shared way of working. Although there is flexibility in the way that staff teach, and staff are usually encouraged to try different approaches to identify teaching strategies that work with their particular group of students, the boundaries within which teaching staff work and the level of collaboration that is required of them tends to be higher than in more traditional schools.

Staff responsibilities

All staff are seen as being responsible for the wellbeing and development of every student at the school, either directly through the one on one involvement that they have with students or through the contribution that they make to the development of a supportive learning environment.

Student welfare/wellbeing & support

All staff have a responsibility to do what they can to make sure that the school is a welcoming, safe and supportive place for students, their parents and families and other staff.

At an overall level that responsibility is shared. At an individual level, each staff member has a responsibility to make sure that they contribute to that on a day to day basis as they move around the school by:

- Interacting with students, their parents and families and staff in a friendly and welcoming way
- Actively acknowledging positive student behaviour
- Managing inappropriate behaviour in a timely, constructive and consistent way
- Inquiring into students' wellbeing if something seems wrong and
- Providing support to students, their parents and families and other staff where appropriate.

The above responsibility applies whether you are a principal, a teacher, an administration officer or a maintenance person.

Student learning

School leaders are responsible for providing a working environment that allows teaching staff to engage with students effectively and help them to learn, and as such they have shared responsibility for the learning and development outcomes of all students.

To the extent that their roles help facilitate or support teaching staff to engage with students and teach effectively, other administrative and support staff have a similar shared responsibility.

At an individual level teachers are responsible for the performance of the students that they work with directly in their classes. They also have shared responsibility for the progress of students that they work with indirectly through the collaborative role that they play in their professional teaching/learning teams and through the contribution that they make to curriculum, teaching practice and peer-based professional development.

The most effective schools/school leaders work hard to make sure that staff have a clear, shared understanding of, and accept, the responsibilities that come with working in this way. They do that in a number of ways:

THEORY OF TEACHING

- Clearly articulate the underlying principles and accountability framework that inform how the school works
- Consistently reinforce those principles through their day to day decision making and discussion with students, their parents/families and staff
- Develop a common language to describe the school's theory of teaching and how staff are expected to work (ie. how staff relate to students, what they expect of them and how they reflect on their interactions with them)

SCHOOL LEADERSHIP

- School leadership team members consistently lead by example and assume responsibility for student learning outcomes when talking to third parties, parents/families and staff about student performance
- Set clear expectations for how staff are required to interact with students, their parents/families and other staff

STAFF ROLE DEFINITION	<ul style="list-style-type: none"> • Use staff role descriptions to clearly define and document staff roles and responsibilities • Explicitly identify all staff as having responsibility for providing a supportive learning environment as part of their formal role description • Reinforce individual and shared staff responsibility for student learning and development outcomes
STAFF RECRUITMENT	<ul style="list-style-type: none"> • Use the recruitment process to test for fit with the school’s theory of teaching and the preparedness and ability to buy into the school’s way of working
STAFF INDUCTION	<ul style="list-style-type: none"> • Use the induction process to help staff to translate the school’s theory of teaching into practice • Brief relief staff, third party partners and volunteers to make sure that they also understand the school’s way of working
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams and staff working groups to reinforce shared responsibility for student outcomes and ongoing operational and performance improvement
PROFESSIONAL SUPERVISION PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Use professional supervision to provide regular and frequent feedback to staff • Have school leadership team members regularly drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings so that they can get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff • Make sure that staff understand the way that students’ background and lived experience affects their behaviour and how they are likely to see and respond to others • Provide training to help staff understand and manage their own emotions and behaviours and those of their students • Actively work with staff to help them to reflect on their behaviour and teaching practice and identify where their own attitudes and behaviour and/or interpretation of student attitudes and behaviour may be constraining their ability to work effectively with a student/ student group (eg. through professional supervision, day to day feedback and coaching) • Help staff to identify strategies to change the way that they behave/ interpret and respond to student behaviour where appropriate • Use professional supervision, observation, collaborative teaching and (peer) coaching approaches to help staff to do that • Encourage staff to use self-reflection tools to “check” their behaviour/practice
PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement and drive accountability for student performance

STAFF SUPPORT

- Acknowledge the effort involved in consistently working in this way
- Recognise and celebrate staff efforts and achievements
- Empathise with and support staff when they find work challenging and help them to see and focus on the positive side of their work and the outcomes that they achieve with students
- Provide formal and informal forums where staff can debrief on day to day situations and seek advice on how to handle them
- Use professional supervision and professional teaching/learning teams to actively debrief on student behaviour and support staff to deal with challenging students/situations
- Partner more and less experienced staff together and get them to work as peer coaches/mentors
- Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector)

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school has a clearly articulated and documented accountability framework under which all staff have individual and/or shared responsibility for students' learning and development outcomes
- Staff responsibilities are clearly communicated during the staff recruitment and induction process
- Staff responsibilities are clearly articulated and documented in staff role descriptions
- School leaders clearly communicate what they expect of staff on a day to day basis
- Staff have a clear understanding of what their roles and responsibilities are and what is expected of them
- Staff evaluation, professional development and performance management processes are used to reinforce staff responsibility for student learning and development
- Staff consistently take responsibility for students' learning and development outcomes

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Helps articulate the school's "way of working"
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students' learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching

POTENTIAL CHALLENGES:



HELPING STAFF TO UNDERTAKE ACTIVITIES THAT FALL OUTSIDE OF THE TRADITIONAL TEACHING ROLE

POSSIBLE RESPONSES:

- Set a clear expectation that staff are expected to do everything that they can to help students to engage at school and to learn
- Use the recruitment process to make sure that prospective staff understand the school's theory of teaching and test for preparedness to buy into and comply with it
- Include additional responsibility areas in all role descriptions
- Structure staff contracting arrangements to cover those areas
- Cover those responsibilities as part of the school's standard staff induction process

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO BUY INTO A “NO EXCUSES” THEORY OF TEACHING AND TAKE RESPONSIBILITY FOR STUDENT LEARNING AND DEVELOPMENT OUTCOMES</p>	<ul style="list-style-type: none"> • Make sure that leadership team members lead by example and assume responsibility for student learning outcomes when talking to third parties, parents/families and staff about student performance • Structure internal data collection and reporting processes so that leadership team members are kept up to date on student performance • Make it a common practice for leadership team members to participate in professional teaching/learning team meetings so that they can get a sense of where students are up to • Use those times to get to know staff and students and model desired behaviours and language when talking about student performance to encourage staff to take responsibility for student’s learning and development outcomes • Use professional supervision/professional teaching/learning team processes to reinforce staff responsibility for student’s learning and development outcomes and set a high expectation for student behaviour, potential and performance
<p>MANAGING INCONSISTENT/ INAPPROPRIATE STAFF BEHAVIOUR</p>	<ul style="list-style-type: none"> • Where staff behaviour or language is consistently out of line with the school’s way of working then be proactive in discussing that with the staff member • Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work • Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language • Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change • Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that • If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that

TOOLS:

-  Staff Induction/Training Factsheet - Staff accountability framework
-  School Diagnostic - Staff accountability framework

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staff Expectations, Attitudes & Behaviours
- Teaching Approach

7.2

STAFFING STRUCTURE

What Low SES and NESB students often need additional support to address personal barriers that limit their readiness to learn and instructional support to help them to master the knowledge, skills and processes that they need to succeed academically.

Because of that, schools adopting a holistic education model adopt a dual support + instruction model to help students to engage at school and to learn. The dual focus that they place on support and instruction is reflected in the staffing model that schools use.

How They set up their organisational structure, internal coordinating mechanisms and staffing mix to make sure that they are able to provide students with the personal support that they need to engage at school and the instructional support that they need to learn.

Organisational structure

Schools adopting a holistic education model usually structure school staffing and operations around three core functional areas:

OPERATIONS AND ADMINISTRATION	CURRICULUM AND TEACHING	STUDENT WELFARE/ WELLBEING AND SUPPORT
<ul style="list-style-type: none"> • Office administration • Human resource management • Finance • Grounds and facilities management/maintenance • Information technology • Marketing and communications 	<ul style="list-style-type: none"> • Curriculum management • Specialist learning support/extension programming • Extra-curricular programming • Student data management and reporting • Timetabling • Professional teaching/ learning team management • Professional supervision, training and development • Documentation and knowledge management 	<ul style="list-style-type: none"> • Student welfare • Third party support service network set up and coordination • Student behaviour management • Vocational planning and transition support • Alumni support

As the head of the school, the school principal or chief operating officer (CEO) is ultimately accountable for each of those areas. To make sure that appropriate focus and priority is placed on each area, schools often have management level positions responsible for each of those three functional areas. In smaller schools resourcing constraints may limit the ability to have a separate management level position in each area; however, focus is still explicitly placed on each area.

Office administration staff are often specifically allocated to provide support across each of the three areas, with dedicated staff often being allocated to support the curriculum and student welfare functions.

Staffing

Staffing levels and structures vary from school to school depending on the size and needs of the student population.

Teaching & teaching support staff

Teacher : student ratios vary depending on available funding. Schools working with low SES and NESB students often employ more teaching support staff (eg. teacher and multicultural aides) than other schools as a cost effective way of increasing their classroom staff : student ratio and improving their capacity to support small group and one on one instruction. Teaching and teaching support staff work together closely as a teaching unit.

Multicultural aides often perform a mixed role, providing support for students inside the classroom as well as working with teaching, student welfare/wellbeing and support and administrative staff outside of the classroom to help them to liaise with parents/families and to make sure that curriculum and other school operations are designed and delivered in a culturally appropriate way.

Specialist learning support staff

Schools also often make greater use of specialist learning support staff (eg. specialist English as a second language (ESL) or languages other than English (LOTE) teachers).

They use specialist learning support staff to provide direct instructional support for students. They also leverage their skills by involving them in curriculum planning, moderation and review processes and having them work with teaching

staff to help them to diagnose student learning needs and tailor their instruction to meet those needs.

Schools often use specialist learning support staff as peer coaches and get them to run formal/informal training to help teaching staff to develop their teaching skills.

Dedicated student welfare/wellbeing & support staff

Schools often employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team.

Those staff are usually employed in addition to specialist counselling staff. They perform a case management style support function and work with students and their parents/families to help identify and address factors that prevent students from engaging effectively at school.

The intention in employing dedicated student welfare/wellbeing and support staff is to make sure that sufficient attention is paid to helping students and their parents/families address personal barriers to learning and to allow teachers to focus on teaching rather than having to work with students to address those issues.

Where schools do not have sufficient funds to employ additional student welfare staff, they will often establish student welfare teams made up of core teaching and professional counselling staff to fill a similar function. Those teams will often be set up to cover a given year level/year level grouping. They will meet on a regular and frequent basis (eg. weekly), often at lunchtime. They will discuss students that are presenting as needing support and will develop strategies to address those needs on an as required basis. Members of the student welfare team will be allocated on a case by case basis to

oversee the implementation of those strategies.

Where dedicated student welfare/wellbeing and support staff are employed, they will often act as faculty heads to design and coordinate the school's social and emotional learning curriculum.

Specialist program staff

Schools often run their extra-curricular and careers/vocational development and post-school transition programs as a discrete subject area and coordinate them as part of the standard curriculum planning and management process.

They therefore often employ/allocate a dedicated staff member(s) to design and coordinate those programs. Because there is often a significant amount of purely administrative work involved in running those programs, schools often employ/allocate a dedicated staff member/member of the office administration team to help manage those tasks.

Floating relief & training staff

Some schools employ "floating" staff on a part or full time basis that they use to:

- Release staff so that they can participate in planning, moderation and/or professional development activities
- Provide additional classroom based instruction support
- Help develop instruction resources and tools and/or
- Provide professional development/coaching support for staff.

Often the staff employed in these roles are quite experienced and as a result are able to work in a very flexible way across a range of functions.

Office & administrative support staff

Schools often employ a slightly larger administrative support team than other schools. They use those staff to support the coordination of curriculum and student welfare/wellbeing and support activities and to assist teaching teams to coordinate professional teaching/learning team activities. They also cover the additional work and time that is usually required to communicate/liaise with students' parents/families.

Building in additional support in this way allows schools to optimise the use of professional staff time and improve process efficiency and teaching effectiveness.

External resources & volunteers

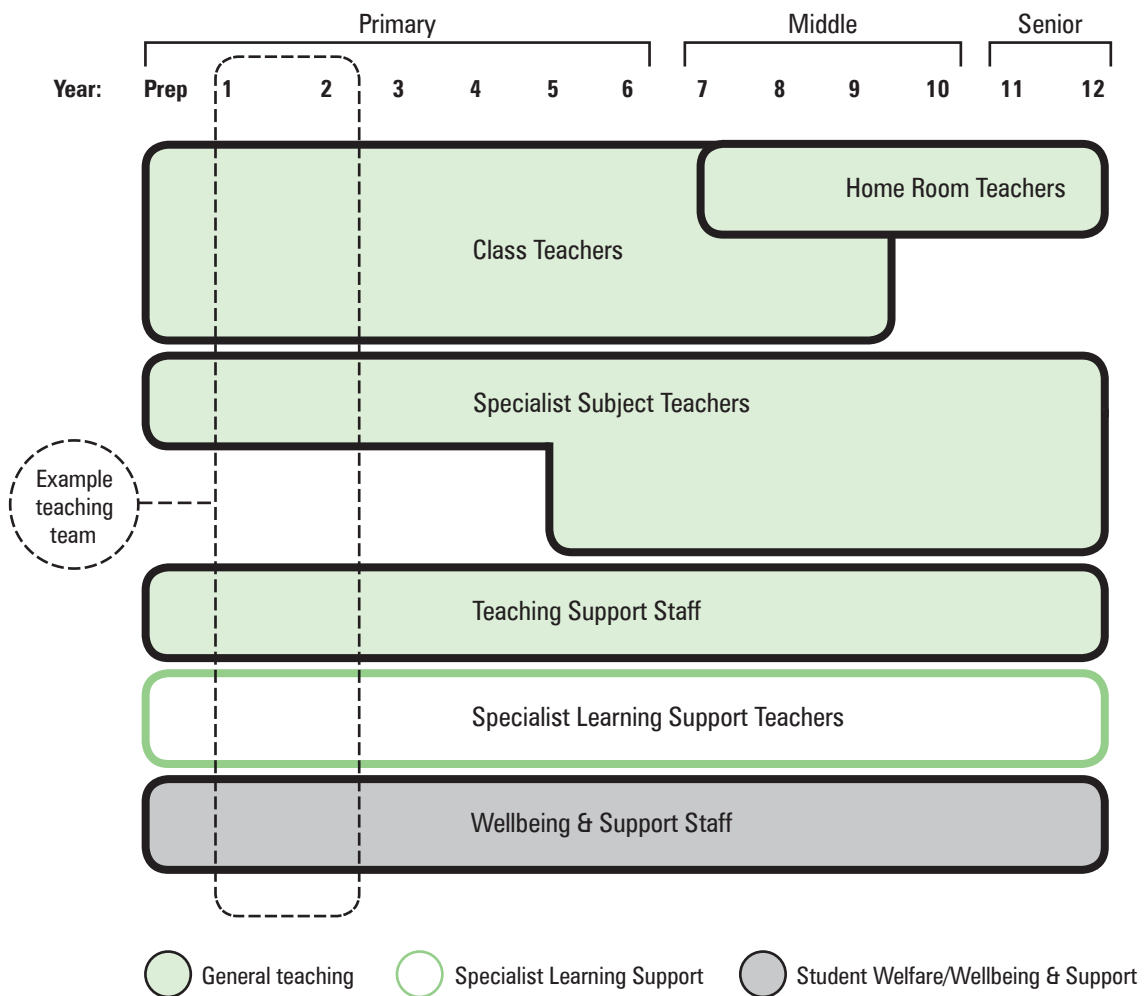
Schools also tend to make greater use of volunteers to provide additional support for classroom and intensive learning support activities and often link up with third party training and extra-curricular program providers to broaden out their subject and extra-curricular program offering.

Teaching team composition

Teaching teams are usually set up on a matrix basis by year level or year level grouping (year level) and faculty/subject area (specialisation).

Year level teams usually involve a mix of teachers, teaching support staff, specialist learning support teachers and student welfare/wellbeing and support staff.

Figure - Example year level team structures



Primary school staffing structures

At primary school level, teaching teams are usually set up in blocks on a year level basis.

A classroom teacher is usually allocated to each class. Teaching and multi-cultural aides are usually paired with an individual class, learning neighbourhood or year level.

Specialist subject teachers usually work on rotation across multiple year levels, often within defined year level groupings (eg. Prep – Year 2, Year 3 – 4, Year 5 – 6).

Specialist learning support teachers also tend to be allocated on a year level basis, although like specialist subject teachers, they usually work on rotation across multiple years levels or within defined year level groupings.

Student welfare/wellbeing and support staff also usually work across multiple year levels.

Figure - Example primary staff allocation:

Year:	Prep	1	2	3	4	5	6
Class Neighbourhood Structure	1	1 + 1		1 + 1		1 + 1	
Neighbourhood Leader*	← 1 →			1		1	
Class Teachers	2	2		2		2	
Teacher Aides	1	1		1		1	
Multicultural Aides	← 1 →			← 1 →			
Specialist Subject Teachers	1	← 3 →					
Specialist Learning Support	← 1 →			← 1 →			
Wellbeing and Support Staff	← 1 →						

* Note the neighbourhood lead may be a class teacher or may sit in addition to class teaching staff and move across the neighbourhood and provide additional teaching support and one on one instruction as required

Where schools use learning neighbourhood/ community structures, they usually appoint a lead teacher to coordinate neighbourhood activity. That teacher will usually be given responsibility for coordinating professional teaching/learning team and curriculum related activities within the neighbourhood. In most cases that teacher will be one of the class teachers working in the learning neighbourhood. In some cases, instead of being allocated to a particular class the neighbourhood leader will constitute an additional teaching resource and will work across the neighbourhood on an as needed basis to support teaching and learning support activities and assist with intensive student management and ongoing staff learning and development.

The allocation of experienced staff in this way can be particularly useful when schools are trying to change teaching practices (eg. to introduce differentiated instruction or collaborative/team teaching, focus on making better use of student performance data to inform teaching or start to use professional teaching/learning teams). Schools' ability to employ staff in this way usually depends on the funding that they are able to source to cover the additional staff cost.

Professional teaching/learning teams are used to coordinate curriculum and instructional planning, review and moderate student performance and develop targeted teaching strategies to address student group needs. At primary school level, those teams are usually structured on a year level basis. Periodically teams will come together on a cross year level or faculty basis to support curriculum planning and student transition planning and coordination.

Middle & senior school staffing structures

At middle school level structures can vary. Where schools defer the transition to subject based classes, classroom staffing arrangements are run in a similar way to primary school. Schools allocate one or two teachers to cover core subject areas like English, Mathematics and Study of Society and the Environment (SOSE) and use specialist teachers on rotation to cover other subject areas.

In schools that do not defer the transition to subject based classes in middle school and at higher levels, schools usually allocate students to a home room class and teacher. Subject based teaching staff work on a rotation basis.

Teacher and multi-cultural aides are usually allocated on a subject and year level basis and so end up partnering with particular teaching or specialist learning support staff.

Specialist learning support teachers also tend to be allocated on a year level basis, although like specialist subject teachers, they usually work on rotation across multiple year levels or within defined year level groupings.

Student welfare/wellbeing and support staff also usually work across multiple year levels.

In middle and senior school, professional teaching/learning teams are usually structured on a faculty basis. Periodically teams will come together on a whole of year basis to review overall student performance trends. They will also come together on a cross year level or faculty basis to support curriculum planning and student transition planning and coordination.

Schools usually try to make sure that they structure teaching teams in a way that provides a mix of:

- Subject expertise (including both content and pedagogical knowledge)
- Experience
- Teaching style and
- Knowledge of the student group.

When allocating teaching staff to different year levels and subject areas, schools try to match staff to the role that best meets their abilities and background. They take into consideration not only the subject areas that teachers are experienced in and their content knowledge and pedagogical skills in those areas, but also the attributes of the particular student group and the relationship that the teacher has and/or the likely fit that the teacher will have with the group. Schools also think about the mix of skills and teaching styles across the staff group and try and make sure that they have a balance of skills, experience and teaching styles in each teaching team.

Managing funding requirements

The benefits of employing dedicated student welfare/wellbeing and support staff and building in additional teaching support, specialist learning support and administration staff are significant. It helps improve students' readiness to learn, it frees up teachers to focus on teaching and allows staff to do more work on an individual/small group level to address students' learning needs.

Staffing in this way does, however, build additional costs into the staffing model. Schools try to address that in a number of ways:

FUNDING	<ul style="list-style-type: none">• Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)• Partner with other schools in the area to jointly cover the cost of specialist learning support staff and then have those staff work on a rotating basis across the contributing schools
STAFF PROFILE	<ul style="list-style-type: none">• Balance the mix of experienced and less experienced/entry level teaching staff that they employ to make government funding stretch as far as possible
STAFF ALLOCATION	<ul style="list-style-type: none">• "Share" teaching support and specialist learning support staff across different classes/year levels and coordinate teaching/learning activities to make the best use of available resources based on student group needs• Set up learning labs/intensive learning support/extension classes that draw students from across multiple levels
VOLUNTEER ENGAGEMENT	<ul style="list-style-type: none">• Use volunteers to provide additional support in the classroom and help provide intensive learning support and extra-curricular activities (eg. MULTILIT)
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none">• Partner with local community organisations, technical and further education (TAFE) and registered training organisations (RTOs) to broaden their subject and extra-curricular program offering and access additional resources

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Staffing and coordination structures support the delivery of an integrated support + instruction model
- Senior staff are employed/have explicit responsibility for school administration, curriculum and teaching and/or student welfare/wellbeing and support
- Staff work collaboratively with each other
- Cross-functional teaching teams are set up on a year level and/or faculty basis (eg. including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity
- Teaching support staff (ie. teacher and multicultural aides) support classroom set up and management and assist in the provision of small group and one on one support in the classroom
- Multicultural aides also help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way
- Specialist teaching/learning support staff provide targeted scaffolding and extension support for students
- The school leverages specialist teaching/learning support staff to help provide informal and formal training for other staff
- The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively
- The school employs/allocates a dedicated staff member(s) to design and coordinate its extra-curricular, careers/vocational development and post-school transition programs (ie. those areas are treated as discrete subject areas and are coordinated as part of the standard curriculum planning and management process)
- The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular, careers/vocational development and post-school transition program activities
- The school uses part of its relief teaching budget to release staff to participate in curriculum and instructional planning, moderation and professional development activities
- The school makes use of third party resources, programs and volunteers to expand its resource and activity base

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Improves ability to provide individual and small group instruction
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

STUDENT ENGAGEMENT AND PERFORMANCE

- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students’ readiness to learn
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students’ personal and academic development
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE


- Supports staff learning and development
- Facilitates collaborative/team teaching
- Supports quality instructional/class planning and teaching
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Increases job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

OPERATIONAL EFFECTIVENESS

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities
- Leverages staff knowledge and expertise
- Helps increase staff : student ratios

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING STAFF TO WORK IN A COLLABORATIVE WAY</p>	<ul style="list-style-type: none"> • Set up formal professional teaching/learning teams including teaching, teaching support, specialist learning support and student welfare/wellbeing and support staff to help coordinate teaching and support activity • Use professional teaching/learning team structures to build a collaborative/team based culture • Be thoughtful in setting up teams and try to put together staff with complementary working styles, skills and experience • Appoint a lead teacher to coordinate professional teaching/learning team activity in each team • Work with staff to develop professional teaching/learning team protocols to support collaborative planning and teaching activity • Build in time during student free days at the start of each year to bring those teams together so that staff can start to form a team and agree how they will work together using those protocols • Where possible co-locate staff workspaces to make it easier for them to collaborate/coordinate activity • Timetable in dedicated time for professional teaching/learning team meetings • Use those meetings to monitor student progress, moderate teaching/learning outcomes, coordinate teaching activities and review and adjust teaching strategies to meet students' different learning needs • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff
<p>MANAGING STAFF DISAGREEMENT/CONFLICT</p>	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to develop guidelines for managing staff disagreement/conflict • As a starting point, encourage staff to raise concerns directly with one another. If staff are not comfortable raising an issue with their peers, or have tried to do so but have not been able to resolve the issue, then encourage staff to use the professional supervision process to access support • Encourage staff to use the same restorative principles that they would use with students when working through any disagreements/conflicts that they have with other staff • Where there is significant conflict then use a formal group conferencing process to work through the issue • Provide training for staff in how to manage difficult discussions (sometimes schools include this as part of their behaviour management training)

TOOLS:

 School Diagnostic – Staffing structure

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Making the Most of Available Staff Resources & Skills
- Leveraging External Resources & Volunteers
- Professional Teaching/Learning Team Review & Moderation
- Facilitating Class, Timetabling & Staff Allocation Structures

7.3

MAKING THE MOST OF AVAILABLE STAFF RESOURCES & SKILLS

7.3.1 Setting Up Teaching Teams

- Staff allocations
- Teaching team composition & structure
- Staff “roll overs”

7.3.2 Using Teaching Support Staff to Leverage Classroom Teaching

- Teacher aides
- Multicultural aides

7.3.3 Harnessing Specialist Learning Support Staff Expertise

7.3.4 Employing Dedicated Student Wellbeing & Support Staff

- Dedicated student welfare/wellbeing and support staff
- Student welfare teams
- Specialist support staff

7.3.1

SETTING UP TEACHING TEAMS

What Research indicates that students learn best when they have a positive and secure relationship with their teachers, where their teachers know them well both as individuals and as learners and are familiar with their individual learning needs, learning preferences/styles and interests.

Schools adopting a holistic education model recognise that and try to structure teaching teams in a way that meets students' instruction needs while still providing some consistency/continuity in teacher-student relationships.

How They do that in a number of ways:

STAFF ALLOCATIONS	<ul style="list-style-type: none">• Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches• Manage home room and teacher allocations to take into account pre-existing teacher-student relationships and support the development of strong supportive relationships
TEACHING TEAM COMPOSITION AND STRUCTURE	<ul style="list-style-type: none">• Structure professional teaching/learning teams to provide a mix of experience and skills
STAFF "ROLL OVER" ARRANGEMENTS	<ul style="list-style-type: none">• "Roll over" some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships• Rotate staff between year level groupings over time so that staff can get experience working at different year levels and account for staff preferences to teach across different year levels. Where that is done schools often try to rotate staff up with a particular student cohort as a way of maintaining continuity in teacher-student relationships

Staff allocations

Schools tend to allocate staff so that they work within given year levels or year level groupings. As well as making it easier to block timetable classes and support the use of flexible instruction groups and collaborative/team teaching approaches, allocating staff in that way has the added benefit of meaning that staff tend to spend more time with a smaller group of students. That means that staff are able to get to know students better and so tends to help strengthen student-teacher relationships.

Teaching team composition & structure

Schools usually try to make sure that they structure teaching teams in a way that provides a mix of:

- Subject expertise (including both content and pedagogical knowledge)
- Experience
- Teaching style and
- Knowledge of the student group.

When allocating teaching staff to different year levels and subject areas, schools try to match staff to the role that best meets their abilities and background. They take into consideration not only the subject areas that teachers are experienced in and their content knowledge and pedagogical skills in those areas, but also the attributes of the particular student group and the relationship that the teacher has and/or the likely fit that the teacher will have with the group. Schools also think about the mix of skills and teaching styles across the staff group and try and make sure that they have a balance of skills, experience and teaching styles in each teaching team.

Staff “roll overs”

Some schools “roll over” some teaching or support staff with students when they move from year to year within a given year level grouping to provide some consistency/continuity in teacher-student relationships.

Allocating staff in this way reduces the need for students to build new student-teacher relationships as they move from one year level to another. It increases relationship stability and security and helps to transition staff knowledge about the students, where they are up to on the learning and development continuum, their learning needs and preferences.

Schools also often use a strategy of rotating staff between year level groupings and varying teaching teams over time so that staff can get experience working in different areas with different staff. They will often try to time those rotations so that staff can track through with a particular student cohort.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Teaching teams are structured to try to match teachers’ skills with student needs
- Teaching teams are structured to try to get an appropriate mix of skills (ie. try to balance subject expertise, experience, teaching style and prior relationship with/knowledge of the student group)
- Where appropriate the school tries to “roll over” some teaching/teaching support staff with students when they move from one year to the next to provide some consistency/continuity in the teaching group and maintain/strengthen teacher-student relationships
- Staff allocations are structured to support the use of block timetabling and planning
- Staff are allocated to work within a given year level/year level grouping (eg. middle school vs. senior school) to support the use of block timetabling and planning
- Staff are rotated between year levels/year level groupings over time so that they can get experience working at different levels with different staff

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

STUDENT ENGAGEMENT AND PERFORMANCE



- Helps students to settle into school/class
- Improves students’ ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Increases relationship stability and security
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Helps improve staff’s ability to manage challenging behaviour
- Provides an inbuilt peer support network
- Helps staff feel supported

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared to teach in that way • If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that • Highlight the benefits for students and staff • Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met • Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development
<p>MANAGING STAFF-STUDENT CONFLICTS</p>	<ul style="list-style-type: none"> • Take teacher-student relationships into consideration when allocating staff • Provide formal and informal training for staff to help them to learn how to establish and maintain supportive teacher-student relationships and understand and manage student behaviour • Where staff have difficulty working with a particular student(s) then provide intensive training and support to help them focus on that area • Use peer coaching, observation and professional supervision approaches to help the staff member to reflect on their practice and help develop strategies to (re)establish a relationship with the student/manage their behaviour more effectively • Be prepared to change staff/student allocations where relationships have broken down and the breakdown in relationship is likely to act as a barrier to the student being able to engage and learn

TOOLS:

-  Tool - Staff (professional teaching/learning team) allocation worksheet
-  School Diagnostic - Staff allocation

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Transition Management
- Staffing Model
- Using Class Structures to Build In Flexibility
- Timetabling for Function & Flexibility
- Allocating Students to Class Groups

7.3.2

USING TEACHING SUPPORT STAFF TO LEVERAGE CLASSROOM TEACHING

What Low SES and NESB students often require more support to engage in classroom activities and to learn.

Because of that, schools adopting a holistic education model often employ more teaching and multi-cultural aides than other schools as a way of increasing their staff : student ratio and improving their capacity to support small group and one on one instruction.

How Depending on the level of funding available, teaching support staff will usually either be:

- Paired with a particular teacher or class group or
- Allocated to work across a particular learning neighbourhood(s)/year level(s) on a rotating basis.

Teaching support staff form an important part of the teaching team and work with teaching staff to help set up the classroom, support small group teaching and/or do one on one work with particular students requiring extra instruction or practice, or assistance undertaking extension tasks.

Wherever possible, schools will tend to allocate teaching support staff so that they work with the same group of students so that they can get to know the students that they work with and build a stable and secure relationship with them.

Teacher aides

At primary school level teacher aides tend to work across all subject areas. At middle school level they tend to do the same until classes start to be split on a subject basis. Once that is done teacher aides will tend to be allocated on a subject basis.

Teacher aides are also often allocated to work with specialist learning support teachers in dedicated learning labs to help work with students requiring additional learning support.

Where possible, schools usually try to co-locate teaching and teaching support staff workspaces to make it easy for staff to coordinate their activity.

Teaching schedules are usually structured to allow teaching and teaching support staff to touch base on a weekly basis to review instructional/class plans, coordinate classroom activity and identify and discuss particular student learning needs and teaching strategies.

In addition to those set coordination times, teaching and teaching support staff usually try to touch base, even if only briefly, at the start and/or end of each day or teaching session to set up and debrief on what has occurred during the day/session. If they identify issues requiring further discussion then they usually make arrangements to follow up with one another at another time.

Some schools set up internal online discussion/networking forums to help staff communicate with one another given their different work schedules.

Table - Teacher aide functions

ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none"> • Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none"> • Manage teaching/learning equipment and materials
CLASSROOM SET UP	<ul style="list-style-type: none"> • Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none"> • Assist teachers with class activities and class supervision • Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher) • Assist students with special needs
SUPERVISION	<ul style="list-style-type: none"> • Supervise playground, excursion, extra-curricular activity etc.
STUDENT BEHAVIOUR MANAGEMENT/ DISCIPLINE	<ul style="list-style-type: none"> • Manage student behaviour/discipline where appropriate

Multicultural aides

Multicultural aides often work on a more fluid basis depending on the specific language and support needs of the student group.

They often perform a mixed role, providing support for students inside the classroom as well as working with teaching, wellbeing and support and administrative staff outside of the classroom to help them to liaise with parents/families and to make sure that curriculum and other school operations are designed in a culturally appropriate way.

Table - Multicultural aide functions

CROSS-CULTURAL AWARENESS BUILDING	<ul style="list-style-type: none"> • Assist staff to understand students' home cultures and the influence that has on student, parent and family behaviour
CROSS-CULTURAL COMMUNICATION AND ENGAGEMENT	<ul style="list-style-type: none"> • Help the school/staff to communicate and engage with parents/families • Support students and their parents/families to understand the education system, complete enrolment and induction processes, participate in student-parent-teacher meetings, understand reports, communicate with the school/staff etc.
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none"> • Help source culturally appropriate resources and materials • Manage teaching/learning equipment and materials
STUDENT ENGAGEMENT	<ul style="list-style-type: none"> • Help teaching staff to communicate and engage with students effectively in the classroom • Support NESB students to engage in teaching/learning activities • Help NESB students to build their understanding of the mainstream language and culture
ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none"> • Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
CLASSROOM SET UP	<ul style="list-style-type: none"> • Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none"> • Assist teachers with class activities and class supervision • Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher) • Assist students with special needs

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses teaching support staff (ie. teacher and multicultural aides) to support classroom set up and management and leverage classroom teaching
- Teaching support staff assist with small group and one on one instruction
- Teaching support staff are allocated in a way so that they can get to know the students and staff that they work with and build a stable and secure relationship with them
- Teaching and teaching support staff work collaboratively as a team
- Teaching and teaching support staff meet on a weekly (or more frequent basis) to discuss the teaching plan for the coming week and coordinate teaching/learning activities
- Teaching and teaching support staff workspaces are co-located to make it easy for staff to coordinate their activities
- Teaching and teaching support staff touch base before and/or after each day/class to set up and debrief on what has occurred and identify follow up actions where appropriate
- When timetabling multicultural aides appropriate provision is made for them to have out of class time to help liaise with parents/families and input into general school operations

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Improves ability to provide individual and small group instruction
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Supports quality instructional/class planning and teaching
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Increases job satisfaction

OPERATIONAL EFFECTIVENESS

- Helps schools to resource and coordinate instruction activities
- Helps increase staff : student ratios

POTENTIAL CHALLENGES:

HELPING TEACHING STAFF TO WORK EFFECTIVELY WITH TEACHING SUPPORT STAFF (EG. TEACHER AND MULTICULTURAL AIDES)




POSSIBLE RESPONSES:

- Use professional teaching/learning team structures to build a collaborative/team based culture
- Where possible partner teaching and teaching support staff on a classroom/year level basis and co-locate staff workspaces to make it easier for them to collaborate/coordinate activity
- Build in meeting time at the start of each week for teaching staff to meet with teaching support staff to discuss the teaching plan for the week and coordinate activity
- Encourage teaching and teaching support staff to touch base at the start and/or end of each day to set up and debrief on what has occurred that day
- Emphasise the importance of the teaching support role and actively encourage teaching staff to value the skills and support that staff in that role provide
- Use professional supervision sessions with teaching and teaching support staff to check that they are working together effectively

FUNDING TEACHING SUPPORT STAFF REQUIREMENTS

- Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)
- Balance the mix of experienced and less experienced/entry level staff that the school employs to make government funding stretch as far as possible
- "Share" teaching support staff across different classes/year levels and coordinate teaching/learning activities to make the best use of available resources based on student group needs

TOOLS:

-  Staff Roles/Functions Summary – Teacher aides
-  Staff Roles/Functions Summary – Multicultural aides
-  School Diagnostic - Teaching support staff

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Structure
- Setting Up Teaching Teams
- Harnessing Specialist Learning Support Staff Expertise
- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Leveraging External Resources & Volunteers
- Staff Allocations

STAFF ROLES/FUNCTIONS SUMMARY – TEACHER AIDES

ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none">• Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none">• Manage teaching/learning equipment and materials
CLASSROOM SET UP	<ul style="list-style-type: none">• Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none">• Assist teachers with class activities and class supervision• Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher)• Assist students with special needs
SUPERVISION	<ul style="list-style-type: none">• Supervise playground, excursion, extra-curricular activity etc.
STUDENT BEHAVIOUR MANAGEMENT/ DISCIPLINE	<ul style="list-style-type: none">• Manage student behaviour/discipline where appropriate

STAFF ROLES/FUNCTIONS SUMMARY – MULTICULTURAL AIDES

CROSS-CULTURAL AWARENESS BUILDING	<ul style="list-style-type: none"> • Assist staff to understand students' home cultures and the influence that has on student, parent and family behaviour
CROSS-CULTURAL COMMUNICATION AND ENGAGEMENT	<ul style="list-style-type: none"> • Help the school/staff to communicate and engage with parents/families • Support students and their parents/families to understand the education system, complete enrolment and induction processes, participate in student-parent-teacher meetings, understand reports, communicate with the school/staff etc.
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none"> • Help source culturally appropriate resources and materials • Manage teaching/learning equipment and materials
STUDENT ENGAGEMENT	<ul style="list-style-type: none"> • Help teaching staff to communicate and engage with students effectively in the classroom • Support NESB students to engage in teaching/learning activities • Help NESB students to build their understanding of the mainstream language and culture
ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none"> • Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
CLASSROOM SET UP	<ul style="list-style-type: none"> • Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none"> • Assist teachers with class activities and class supervision • Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher) • Assist students with special needs

7.3.3

HARNESSING SPECIALIST LEARNING SUPPORT STAFF EXPERTISE

What Low SES and NESB students often come to school without the same foundation reading, writing, language or numeracy skills as students from higher SES backgrounds. If not addressed, those gaps in understanding that can widen year by year as curriculum becomes more demanding, causing students to fall further and further behind.

Because of that, schools adopting a holistic education model often make greater use of specialist learning support staff to help address “gaps” in students’ learning.

How Specialist learning support staff are often allocated to work with a particular class group or year level/year level grouping.

In some schools specialist learning support staff’s time will be split so that they spend some time working in classrooms with teachers and students on a regular rotation basis and have the balance of their time structured so that they can work more flexibly one on one with specific students or groups requiring additional support.

Specialist learning support staff form an important part of the teaching team. They participate in professional teaching/learning team meetings. They help review and moderate student performance and develop strategies to respond to group and individual learning needs.

Teaching staff draw on specialist learning support staff skills and work with them to incorporate appropriate teaching strategies into their classes. Specialist learning support staff also work one on one with teachers in the classroom to develop their teaching skills.

Where schools have a number of students that have foundation literacy and numeracy gaps that require more intensive support, they will sometimes set up a dedicated learning lab. The lab is usually staffed by at least one specialist learning support teacher. Students requiring additional learning support will then be scheduled to work in the learning lab for set periods to help them improve those skills either in place of another class or as a flexible instruction group rotation as part of an existing class.

The learning lab will usually support students from a mix of year levels. It will be set up and run to be a dynamic learning space. Teaching/learning activities will be designed to support students’ specific learning needs and will involve a mix of whole class, small group, paired and one on one teaching/learning activities depending on the mix of students attending the lab.

In cases where schools often have students who miss extended periods of school, they will sometimes use the learning lab to provide a mechanism for students to “catch up” on essential content or skill areas that they have missed while they are away so that they can slot back into class more easily.

Some schools will also set up learning labs as a means of providing accelerated learning opportunities for students who would benefit from more complex extension work.

Table - Specialist learning support staff functions

LEARNING NEED IDENTIFICATION AND TEACHING STRATEGY DEVELOPMENT	<ul style="list-style-type: none"> • Work with teaching staff to help diagnose individual student learning needs and develop teaching/learning strategies to address those needs
SPECIALIST INSTRUCTION	<ul style="list-style-type: none"> • Provide specialist instruction (eg. English as a second language (ESL), literacy, numeracy etc.) • Work with students one on one and/or work in small groups with students requiring additional assistance/supervision/extension in the mainstream classroom environment and/or in specialist classes/ learning labs • Assist students with special needs
TAILORED TEACHING/ LEARNING RESOURCE DEVELOPMENT	<ul style="list-style-type: none"> • Develop tailored teaching/learning materials to help develop foundation literacy/numeracy skills and address gaps in foundation learning areas (content/skills/processes)
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support curriculum and instructional planning
PROFESSIONAL TEACHING/LEARNING TEAM MEETINGS	<ul style="list-style-type: none"> • Participate in professional teaching/learning team review and moderation activity to help tailor classroom instruction to students needs
STAFF TRAINING AND DEVELOPMENT	<ul style="list-style-type: none"> • Provide peer coaching/training to general teaching staff

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses specialist learning support staff to provide targeted scaffolding and extension support for students
- Specialist learning support staff are used to provide small group and one on one instruction for students who need additional support or extension work
- Specialist learning support staff are allocated in a way so that they can get to know the students and staff that they work with and build a stable and secure relationship with them
- Specialist learning support staff timetables are structured so that they can provide class based support on a regular rotation
- Dedicated classes/flexible instruction groups are held to provide additional scaffolding/ extension learning support for students where appropriate based on student numbers
- Specialist learning support members are included in professional teaching/learning teams and attend meetings by request or on a rotating basis
- Specialist learning support staff help teaching staff to develop and implement teaching strategies to respond to specific group and individual learning needs
- Specialist learning support staff provide formal and informal training for staff to help them develop their teaching skills

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Increases teachers’ ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps improve students’ foundation language, literacy, numeracy and social skills
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE



- Supports staff learning and development
- Supports quality instructional/class planning and teaching
- Helps improve staff confidence
- Increases job satisfaction

OPERATIONAL EFFECTIVENESS

- Helps schools to resource and coordinate instruction activities
- Leverages staff knowledge and expertise

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>COORDINATING STUDENT ACCESS TO SPECIALIST LEARNING/EXTENSION SUPPORT ACTIVITIES</p>	<ul style="list-style-type: none"> • Develop clearly defined processes by which teaching and/or specialist learning support staff can identify and nominate a student for additional learning/extension support • Use professional teaching/learning team meetings to coordinate classroom and specialist learning support teacher activity • Develop learning support/extension plans to coordinate learning support activity at an individual student level • Use student support groups to implement and monitor those plans
<p>HELPING TEACHING STAFF TO WORK EFFECTIVELY WITH SPECIALIST LEARNING SUPPORT STAFF</p>	<ul style="list-style-type: none"> • Use professional teaching/learning team structures to build a collaborative/team based culture and encourage staff to work collaboratively • Where possible allocate specialist learning support staff so that they work across a defined year level/year level grouping to make it easier for staff to collaborate/coordinate activity • Use professional teaching/learning team meetings to provide opportunities for teaching staff to draw on specialist learning support staff expertise and coordinate teaching and specialist learning support staff activity • Encourage teaching and specialist learning support staff to touch base after each class/session to debrief on where students are up to and what the logical next steps are. Staff may do that face to face or by using online communication tools • Use professional supervision sessions with teaching and specialist learning support staff to check that they are working together effectively
<p>FUNDING SPECIALIST LEARNING SUPPORT STAFF</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • “Share” specialist learning support staff across different classes/year levels and coordinate teaching/learning activities to make the best use of available resources based on student group needs • Partner with other schools in the area to jointly cover the cost of specialist learning support staff and then have those staff work on a rotating basis across the contributing schools

TOOLS:

-  Staff Roles/Functions Summary - Specialist learning support staff
-  School Diagnostic - Learning support staff

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Structure
- Setting Up Teaching Teams
- Using Teaching Support Staff to Leverage Classroom Teaching
- Employing Dedicated Student Welfare/Wellbeing & Support Staff
- Leveraging External Resources & Volunteers
- Staff Allocations
- Using Tiered Scaffolding & Extension Learning Structures

STAFF ROLES/FUNCTIONS SUMMARY – SPECIALIST LEARNING SUPPORT STAFF

LEARNING NEED IDENTIFICATION AND TEACHING STRATEGY DEVELOPMENT	<ul style="list-style-type: none"> • Work with teaching staff to help diagnose individual student learning needs and develop teaching/learning strategies to address those needs
SPECIALIST INSTRUCTION	<ul style="list-style-type: none"> • Provide specialist instruction (eg. English as a second language (ESL), literacy, numeracy etc.) • Work with students one on one and/or work in small groups with students requiring additional assistance/supervision/extension in the mainstream classroom environment and/or in specialist classes/learning labs • Assist students with special needs
TAILORED TEACHING/ LEARNING RESOURCE DEVELOPMENT	<ul style="list-style-type: none"> • Develop tailored teaching/learning materials to help develop foundation literacy/ numeracy skills and address gaps in foundation learning areas (content/skills/ processes)
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support curriculum and instructional planning
PROFESSIONAL TEACHING/LEARNING TEAM MEETINGS	<ul style="list-style-type: none"> • Participate in professional teaching/learning team review and moderation activity to help tailor classroom instruction to students needs
STAFF TRAINING AND DEVELOPMENT	<ul style="list-style-type: none"> • Provide peer coaching/training to general teaching staff

7.3.4

EMPLOYING DEDICATED STUDENT WELLBEING & SUPPORT STAFF

What Because of their background experiences, low SES and NESB students often are not armed with some of the basic social and behavioural skills that they need to be able to engage effectively at school and learn. If not addressed that can lead to lower school attendance, more challenging student behaviour, poorer participation and performance and early disengagement and exit from school.¹¹¹

Because of that, schools adopting a holistic education model usually take steps to provide students with additional support to help them to address factors adversely affecting student attendance, behaviour, participation and learning.

How The staffing structures that schools use to build in these positions vary depending on the size of the school and the funding that they have available.

Dedicated student welfare/wellbeing & support staff

Some schools employ dedicated student welfare/wellbeing and support staff in addition to their core teaching team to work with students and their parents/families.

The intention in employing dedicated student welfare/wellbeing and support staff is to make sure that sufficient attention is paid to helping students and their families to address personal barriers to learning and to allow teachers to focus on teaching rather than having to work with students to address those issues.

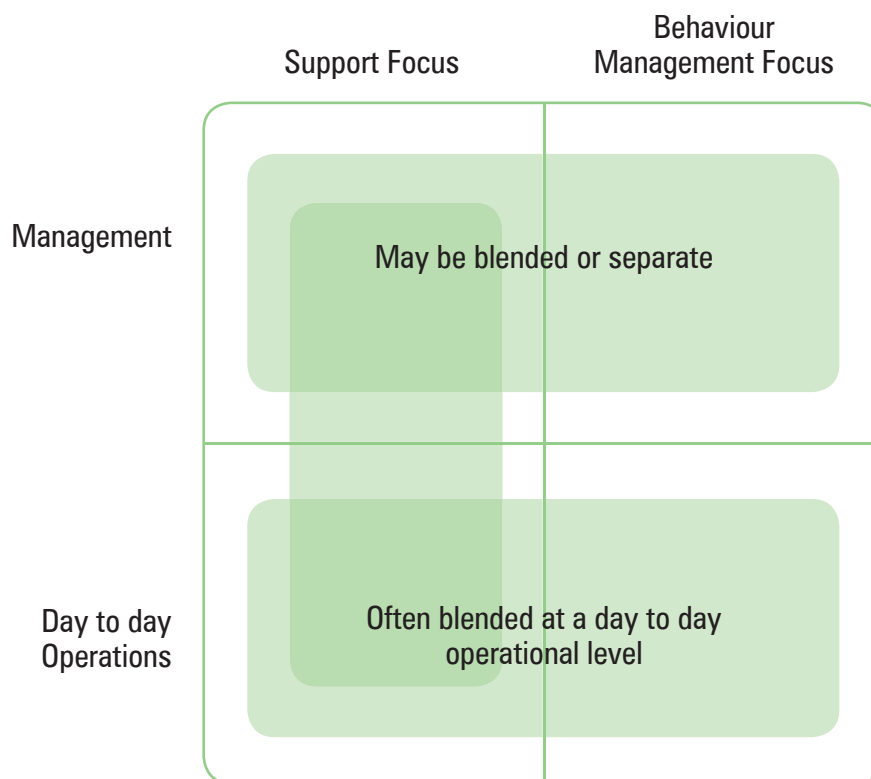
Staffing structures vary. Some schools employ a single senior student welfare manager (assistant principal) to perform a blended student wellbeing and behaviour management function. That staff

member takes the lead on managing serious personal and behavioural management issues. They also work with teaching staff to identify students who need more intensive support and then work with those students and their families to link them into appropriate support. They perform a case management style support function, helping to assess student needs, identify potential support options and link them into support within the school or through third party service providers.

Other schools use more than one position. In some cases schools allocate separate staff to work with students across different year level groupings. In others, they appoint separate staff to manage different parts of the support role. Where that is done functions are often split on a functional and/or administrative basis.

¹¹¹ Zins et al 2004., pp.3-6.

Figure - Example role separation



Often a member(s) of the office administration staff will be allocated to provide ongoing administrative support to the student welfare function.

Student welfare/wellbeing and support staff work closely with teaching staff on a day to day basis. In many ways, they act as the “glue” that makes sure that the different staff and functions that need to come together to support students to engage at school and learn link up effectively.

Student welfare/wellbeing and support staff usually play a significant role in the enrolment, induction and transition management process. They work with students and their families to help them complete those processes, understand how things work, what they can expect of the school, who to contact about different things and what is expected of them. They often act as an ongoing contact point for parents and families, particularly where their child is having problems at school.

Student welfare/wellbeing and support staff often work with teaching staff to help them to develop individual learning and development plans with their students. Where appropriate, they coordinate specialist assessments to identify

individual student’s learning and development issues (eg. eyesight and hearing tests, speech therapy, occupational therapy, learning difficulty/disability assessments) and help to coordinate the development and implementation of learning and/or welfare support plans to address those needs.

They perform a case management style function to link students and their parents/families into appropriate support services to help address physical and mental health, behaviour and specialist learning support needs.

They also provide support in managing student behaviour and usually coordinate and oversee the implementation of formal behaviour management plans where they are required. Where appropriate, wellbeing and support staff sit in on professional teaching/learning team meetings to help teaching staff work through personal and behaviour management issues and help develop strategies to address them.

Student welfare/wellbeing and support staff are often involved in the development and implementation of the schools social and emotional learning curriculum and will sometimes be appointed to formally coordinate the social

and emotional learning curriculum. They also often run or coordinate related learning and development programs for staff and parents/families and may be given responsibility for coordinating aspects of the schools extra-curricular program.

Table - Student welfare/wellbeing and support staff functions

PRE-ENROLMENT AND ENROLMENT SUPPORT	<ul style="list-style-type: none"> • Meet with parents and students as part of the pre-enrolment/ enrolment process to help understand what the student’s learning and support needs are, explain how things work, what they can expect from the school and what the school expects from them • Support families to complete the enrolment process
STUDENT INDUCTION	<ul style="list-style-type: none"> • Support student induction activities • Follow up with students where appropriate to make sure that they are settling into school and proactively address any issues
INDIVIDUAL STUDENT LEARNING AND DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Support teaching staff to work with students to develop individual learning and development plans
CASE MANAGEMENT STYLE SUPPORT	<ul style="list-style-type: none"> • Coordinate assessments to identify individual student’s learning and development needs where that is appropriate and work with parents/ family to help coordinate the development and implementation of plans to address those needs
SUPPORT NETWORK	<ul style="list-style-type: none"> • Establish and maintain relationships with a network of specialist service providers • Coordinate student referrals and specialist assessments
BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • Support teachers to anticipate and manage challenging student behaviours • Participate in professional teaching/learning team meetings to help develop classroom based behaviour management strategies • Run “time out” spaces to support student behaviour management • Coordinate the development and implementation of behaviour management plans
COACHING/INFORMAL COUNSELLING	<ul style="list-style-type: none"> • Provide one on one coaching/informal counselling to students to help them deal with barriers to learning and/or address inappropriate behaviour
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support the development and implementation of the social and emotional learning (SEL) curriculum • Act as the SEL curriculum coordinator

PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct staff briefings to improve awareness of issues affecting students' readiness and ability to learn, attend regularly, behave appropriately, participate etc. • Make sure that staff are aware of available specialist support services • Coordinate or run professional learning and development programs to help staff develop their behaviour management and SEL skills
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none"> • Coordinate or run parent/family briefings or education programs to help them understand the support structures available through the school, student development and transition experiences and requirements and behaviour management protocols etc. • Coordinate or run training and development programs to help parents/families support their children learn and develop their behaviour management and SEL skills
EXTRA-CURRICULAR PROGRAM	<ul style="list-style-type: none"> • Identify behavioural and support issues that can/should be addressed through the extra-curricular program • Identify and coordinate program delivery

Staff filling this role can come from either a teaching or a social work background. They usually have strong inter-personal and relationship management skills.

Student welfare teams

Where schools do not have sufficient funds to employ additional student welfare staff, they will often establish student welfare teams made up of core teaching and professional counselling staff to fill a similar function.

Those teams are often be set up to cover a given year level/year level grouping. They will meet on a regular and frequent basis (eg. weekly), often at lunchtime. They will discuss students that are presenting as needing support and will develop strategies to address those needs on an as required basis. Members of the student welfare team will be allocated on a case by case basis to oversee the implementation of those strategies.

Specialist support staff

Schools also often either employ a qualified counsellor or have an established relationship with a local third party service provider that they can call on when required. Where third party service providers are used, schools work hard to establish a long term relationship with them so that they are able to provide the continuity in support that is required to work with students effectively.

Schools will also usually employ a school nurse. Some schools go as far as having a full health centre co-located on the school site. Often those centres will be run by an external service provider.

Schools often access a range of other specialist services either through regional school service networks or partnerships with local third party service providers (including community services organisations).

Table - Example specialist services used by schools

PHYSICAL HEALTH	Doctors Dentists Drug and alcohol treatment services
MENTAL HEALTH	Counsellors Psychologists Psychiatrists Trauma specialists
OTHER	Speech therapists Occupational therapists
TESTING	Hearing tests Eye tests Cognitive development assessments Special needs (disability) assessments

In some cases, schools will actually employ dedicated specialist staff, or partner with local service providers, so that they are available to work at the school on a regular rotation. This is often the case at primary school level where schools will make arrangements for speech and occupational therapy services to be provided on site.

Parents are consulted and their approval is obtained before students are referred to any specialist support service providers. Where possible service costs are covered through Medicare or government subsidised health programs.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively
- Student welfare/wellbeing and support staff provide students with personal case management style support where appropriate to help them to address any personal barriers to learning
- Student welfare/wellbeing and support staff support the development and implementation of student learning support, support and behaviour management plans
- Student welfare/wellbeing and support staff operate dedicated “time out” spaces and support student behaviour management/discipline processes
- Student welfare/wellbeing and support staff are included in professional teaching/learning teams and attend meetings by request or on a rotating basis
- Student welfare/wellbeing and support staff help teaching staff to develop and implement teaching strategies to respond to specific group and individual behaviour management and support needs



BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none">• Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
LEARNING ENVIRONMENT	<ul style="list-style-type: none">• Helps establish a welcoming, safe and supportive school/classroom/working environment
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none">• Helps establish/strengthen school-home relationships• Encourages parent/family involvement in the school/their child’s learning• Helps parents/families to support their child’s learning
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports problem prevention and helps improve student health and wellbeing• Helps improve students’ readiness to learn• Improves students’ ability to connect with/engage at school• Helps increase student attention and motivation• Helps improve student effort and performance• Supports students’ personal and academic development• Encourages constructive classroom participation• Helps reduce challenging student behaviour
STAFF ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none">• Supports staff learning and development• Helps improve staff’s ability to manage challenging behaviour• Helps improve staff confidence• Increases job satisfaction
OPERATIONAL EFFECTIVENESS	<ul style="list-style-type: none">• Helps coordinate instruction and support activities• Leverages staff knowledge and expertise

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>HELPING TEACHING STAFF TO WORK EFFECTIVELY WITH STUDENT WELFARE/WELLBEING AND SUPPORT STAFF</p>	<ul style="list-style-type: none"> • Include student welfare/wellbeing and support staff in professional teaching/learning teams • Use professional teaching/learning team structures to build a collaborative/team based culture and provide a formal structure through which student welfare/wellbeing and support staff can “link into” the teaching group • Emphasise the importance of the student welfare/wellbeing and support role and actively encourage teaching staff to value the skills and support that staff in that role provide • Use professional supervision sessions with teaching and student welfare/wellbeing and support staff to check that they are working together effectively
<p>HELPING TEACHING STAFF TO MAKE APPROPRIATE USE OF THE “TIME OUT” SPACE AND STUDENT WELFARE/SUPPORT AND WELLBEING STAFF</p>	<ul style="list-style-type: none"> • Be proactive in making sure that staff understand the purpose of the time out space • Highlight the benefits for staff and students • Encourage student welfare/wellbeing and support staff to talk to referring staff if/when they think that students are being sent to them when they should not be or could have benefited from being sent at an earlier point • Get student welfare/wellbeing and support staff to track utilisation of the space (students, cohorts, referring staff, reasons for referral) and report on usage on a regular basis (eg. at the end of each term). Staff can use a simple tracking table or spreadsheet to do that • Share reports with school leaders, year level and teaching staff • School leaders and year level heads use reports to follow up with wellbeing and support/other staff if the space does not appear to be being used appropriately

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
FUNDING STUDENT WELFARE/WELLBEING AND SUPPORT STAFF	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with local community organisations to provide student welfare/wellbeing and support activity • Access/leverage regional education department resources
FUNDING THIRD PARTY/SPECIALIST SERVICES	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Partner with other schools in the area to jointly cover the cost of specialist service providers (eg. speech therapists, counsellors) and then have those staff work on a rotating basis across the contributing schools • Use Medicare based funding to cover standard medical appointments

TOOLS:

-  Staff Role/Function Summary - Student welfare/wellbeing and support staff
-  School Diagnostic - Dedicated student welfare/wellbeing & support staff &/or student welfare support team structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Structure
- Setting Up Teaching Teams
- Using Teaching Support Staff to Leverage Classroom Teaching
- Leveraging External Resources & Volunteers
- Addressing Student's Basic Material Needs
- Providing Case Management Style Support
- Linking Students & their Families into Support Services

USEFUL RESOURCES:

- Zins, J., Bloodworth, M., Weissberg, R. and Walberg, H., "Chapter 1: The Scientific Base Linking Social and Emotional Learning to School Success" in *Building Academic Success on Social and Emotional Learning: What Does Research Say?*, MA USA., Teachers College, Columbia University., 2004. (Zins et al 2004)

STAFF ROLE/FUNCTION SUMMARY - WELLBEING AND SUPPORT STAFF FUNCTIONS

PRE-ENROLMENT AND ENROLMENT SUPPORT	<ul style="list-style-type: none"> • Meet with parents and students as part of the pre-enrolment/enrolment process to help understand what the student's learning and support needs are, explain how things work, what they can expect from the school and what the school expects from them • Support families to complete the enrolment process
STUDENT INDUCTION	<ul style="list-style-type: none"> • Support student induction activities • Follow up with students where appropriate to make sure that they are settling into school and proactively address any issues
INDIVIDUAL STUDENT LEARNING AND DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Support teaching staff to work with students to develop individual learning and development plans
CASE MANAGEMENT STYLE SUPPORT	<ul style="list-style-type: none"> • Coordinate assessments to identify individual student's learning and development needs where that is appropriate and work with parents/family to help coordinate the development and implementation of plans to address those needs
SUPPORT NETWORK	<ul style="list-style-type: none"> • Establish and maintain relationships with a network of specialist service providers • Coordinate student referrals and specialist assessments
BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • Support teachers to anticipate and manage challenging student behaviours • Participate in professional teaching/learning team meetings to help develop classroom based behaviour management strategies • Run "time out" spaces to support student behaviour management • Coordinate the development and implementation of behaviour management plans
COACHING/INFORMAL COUNSELLING	<ul style="list-style-type: none"> • Provide one on one coaching/informal counselling to students to help them deal with barriers to learning and/or address inappropriate behaviour
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support the development and implementation of the social and emotional learning (SEL) curriculum • Act as the SEL curriculum coordinator
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct staff briefings to improve awareness of issues affecting students' readiness (and ability) to learn, attendance, behaviour, participation etc. • Make sure that staff are aware of available specialist support services • Coordinate or run professional learning and development programs to help staff develop their behaviour management and SEL skills
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none"> • Coordinate or run parent/family briefings or education programs to help them understand the support structures available through the school, student development and transition experiences and requirements and behaviour management protocols etc. • Coordinate or run training and development programs to help parents/families support their children to learn and develop their behaviour management and SEL skills
EXTRA-CURRICULAR PROGRAM	<ul style="list-style-type: none"> • Identify behavioural and support issues that can/should be addressed through the extra-curricular program • Identify and coordinate program delivery

7.4

LEVERAGING EXTERNAL RESOURCES & VOLUNTEERS

What Although additional equity based funding is available for extra teaching and specialist learning support staff in low SES and NESB areas it is almost always lower than schools would like it to be.

Because of that, schools adopting a holistic education model tend to make greater use of volunteers than other schools and partner more with local community organisations, technical and further education (TAFE) providers and registered training organisations (RTOs) to access additional resources and programs.

How Schools often use a range of strategies to link into local volunteer networks and organisations to access additional resources and staff.

They often partner with tertiary providers to provide pre-service teacher placements as a way of accessing additional resources to support one on one/small group instruction. Some schools also partner with other tertiary or TAFE programs to access volunteers by providing opportunities for students to complete practical course requirements/obtain work experience at the school. Working in that way allows the school to access a regular pool of appropriately skilled volunteers and allows them to build those volunteers into its planning process.

Middle and senior schools also often link up with local TAFE and RTOs to access their training programs so that the school can extend the range of subjects that they offer by getting them to provide (or accredit) vocational/other training courses for their students. Where they do this, schools make sure

that they have a process for coordinating with third party training providers to monitor student progress. Usually they do that by formally tasking a member of the teaching team to act as a link between the third party training provider and the relevant year level or faculty professional teaching/learning team.

Schools also look for opportunities to partner with local community organisations that run specialist programs that will augment the curriculum and student welfare/wellbeing and support services being offered by the school. For example, schools will often coordinate with local community organisations to access specialist health services, extra-curricular activity programs (sports, arts, youth development, leadership etc.), mentoring and homework support programs.

Table - Examples of community services program areas that schools link into

HEALTH AND WELLBEING	ACTIVITY	INSTRUCTION	VOCATIONAL DEVELOPMENT	THIRD PARTY ENGAGEMENT
<ul style="list-style-type: none"> • Drug and alcohol treatment • Counselling 	<ul style="list-style-type: none"> • Sporting programs • Cultural/arts activities • Youth/leadership development programs • Camps 	<ul style="list-style-type: none"> • English as a second language (ESL) reading/writing support • Homework support • Mentoring 	<ul style="list-style-type: none"> • Work experience/ placement • Vocational training 	<ul style="list-style-type: none"> • Volunteer coordination • Parent, family and community engagements

The most effective schools have structured processes through which they induct and manage volunteers and third party partners to make sure that they act in accordance with the ethos and values of the school.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school makes use of third party resources, programs and volunteers to expand its resource and activity base
- The school provides a range of volunteering opportunities, school and extra-curricular activities that parents/families, community organisations and community members can be involved in
- The school uses volunteers to provide additional support for learning activities
- The school partners with local tertiary and TAFE providers to access a regular pool of volunteers
- The school uses structured induction and management processes to make sure that volunteers and third party partners act in accordance with the ethos and values of the school and comply with occupation, health and safety (OH&S), mandatory reporting and other regulatory requirements

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING	<ul style="list-style-type: none"> • Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT	<ul style="list-style-type: none"> • Provides access to a range of subjects/learning options • Provides students with additional intensive learning/extension support where appropriate to support learning and development • Provides additional learning time before/during/after school
STUDENT ENGAGEMENT AND PERFORMANCE	<ul style="list-style-type: none"> • Helps increase student attention and motivation • Helps improve student effort and performance • Supports students’ personal and academic development • Encourages constructive classroom participation • Helps reduce challenging student behaviour
OPERATIONAL EFFECTIVENESS	<ul style="list-style-type: none"> • Helps increase staff : student ratios

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
ACCREDITING VOLUNTEERS	<ul style="list-style-type: none"> • Establish a set process for registering and accrediting volunteers (including completion of appropriate police and working with children checks) • Coordinate the registration and accreditation process through the school office/administration • Maintain a central volunteer register/database
COORDINATING AND MANAGING VOLUNTEER ACTIVITY	<ul style="list-style-type: none"> • Develop a volunteer induction pack that includes general information about how the school operates and what is expected of students, volunteers and staff as well as specific information about the specific activities that the volunteers will be involved in • Use a structured volunteer induction process to make sure that volunteers are well positioned to engage with students and staff effectively • Make sure that all volunteers have a clear, documented role description and have signed onto a volunteer code of conduct • Require all volunteers to have a designated supervising staff member • Require supervising staff to build in time to meet with volunteers on a regular basis to coordinate activities • Encourage staff to touch base with volunteers at the start and/or end of each day or session to set up and debrief on what has occurred during the day/session • Use professional supervision sessions with school staff to check that volunteers are being appropriately managed
FUNDING THIRD PARTY TRAINING OR EXTRA-CURRICULAR PROGRAMS	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Use partnerships with third party training providers to access alternative funding sources through them

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>COORDINATING ACTIVITY WITH THIRD PARTY TRAINING AND PROGRAM PROVIDERS</p>	<ul style="list-style-type: none"> • Establish a set process for negotiating and documenting partnership arrangements with third party service providers • Coordinate negotiation and documentation processes through office administration staff • Use a standard letter of agreement or contract template to make sure that staff work through all of the relevant considerations when setting up a relationship with a third party provider • Make sure that partners' roles are clearly documented and that they have agreed to comply with the school's code of conduct as part of any agreement • Maintain a central partner register/database
<p>MAKING SURE THAT THIRD PARTY PROVIDERS OPERATE IN A WAY THAT IS CONSISTENT WITH THE UNDERLYING ETHOS AND CULTURE OF THE SCHOOL</p>	<ul style="list-style-type: none"> • Develop a partner induction pack that includes general information about how the school operates and what is expected of students, third party contractors/partners and staff • Use a structured partner induction process to make sure that partners/third party staff are well positioned to engage with students and staff effectively • Require all third party staff/contractors to have a designated supervising staff member/contact person • Require the supervising staff/contact person to build in time to meet with partner staff on a regular basis to coordinate activity and debrief on activity • Use professional supervision sessions with school staff to check that third party partners are being appropriately managed

TOOLS:

-  School Diagnostic - Leveraging external resources & volunteers

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Structure

8.

FACILITATING CLASS, TIMETABLING & STAFF ALLOCATION STRUCTURES

What Class, timetabling and staff allocation structures form the operational backbone to how schools operate. Structuring class groups, setting timetables and allocating students and staff to classes is a complex process. It requires schools to balance a range of factors, including the number of students the school is catering for, the physical infrastructure that it has in terms of the number and layout of its classrooms, the breadth of curriculum that it offers, the number of teaching staff that it has and their mix of teaching skills and preferences.

All schools work under slightly different constraints and have different ways of prioritising the trade-offs that go into designing class structures, setting timetables and allocating staff.

Schools adopting a holistic education model prioritise student needs over staff preferences and manage those constraints and trade-offs to design class structures, timetables and staffing allocations that reinforce the development of strong teacher-student relationships and support the delivery of differentiated instruction.

How They do that in a number of ways:

CLASS STRUCTURE	<ul style="list-style-type: none">• Use learning neighbourhoods/communities or combined/composite class structures to support the use of flexible instruction groups, facilitate collaborative/team teaching approaches and build greater flexibility into how schools can track students through different year levels
TIMETABLING	<ul style="list-style-type: none">• Block timetable classes to allow students to move between different instruction groups according to their level of proficiency in a given learning area• Timetable in planning time to allow professional teaching/learning teams to monitor student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs

STAFF ALLOCATION

- Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches
- Structure professional teaching/learning teams to provide a mix of experience and skills
- Manage home room and teacher allocations to take into account pre-existing teacher-student relationships and support the development of strong supportive relationships
- “Roll over” some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships
- Rotate staff between year level groupings over time so that staff can get experience working across different year levels and account for staff preferences to teach across different year levels

STUDENT ALLOCATION

- Allocate students to classes based on ability, personal, inter-personal and cultural factors to take into account individual and group considerations and improve class dynamics
- Use flexible instruction groups to allow students to move between learning groups within and between classes in line with their ability.

This section looks at how schools use their class structures, timetable, student and staffing allocations to reinforce the delivery of a holistic education model.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Class, timetabling and staff allocation structures are used to support the use of small/flexible instruction group and collaborative/team teaching
- Class structures (such as learning neighbourhoods/communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught
- The timetable is structured to maximise student engagement
- Subject lines are designed to provide students with an appropriate mix of subject options
- Block teaching and planning time is provided (particularly in subject areas such as English and Mathematics) to support the use of small/flexible instruction group and collaborative/team teaching
- Staff allocations are structured to support the use of block timetabling and planning
- Teaching teams are structured to try to match teachers’ skills with student needs
- Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Improves ability to provide individual and small group instruction
- Allows students to move between different instruction groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Gives staff greater flexibility in how they can track students through school

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to settle into school/class
- Improves students’ ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Increases relationship stability and security
- Helps increase student attendance
- Reduces the opportunity for truancy
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

BENEFITS OF WORKING IN THIS WAY:

STAFF ENGAGEMENT AND PERFORMANCE

- Supports staff learning and development
- Facilitates collaborative/team teaching
- Provides regular opportunities for staff to share learning and experience
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Helps improve staff's ability to manage challenging behaviour
- Provides an inbuilt peer support network
- Helps staff feel supported

OPERATIONAL EFFECTIVENESS

- Facilitates the use of professional teaching/learning teams
- Allows schools to "match" teaching staff to particular learning groups to best support student learning
- Makes it easier to manage non-attendance and truancy





TOPICS COVERED IN THIS SECTION:

- Using Class Structures to Build in Flexibility
- Timetabling for Function and Flexibility
- Allocating Students to Class Groups
- Managing Staff Allocations

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Staffing Model

TOOLS:

-  Tool - Tips for using small/flexible learning groups
-  Tool - Staff (professional teaching/learning team) allocation worksheet
-  Tool - Student (class) allocation worksheet
-  School Diagnostic - Facilitating class, timetabling & staff allocation structures

8.1

USING CLASS STRUCTURES TO BUILD IN FLEXIBILITY

What How schools structure classes within and across year levels is constrained by a number of factors, including the number of children that the school is catering for, the physical infrastructure that the school has in terms of the number and layout of their classrooms, the breadth of curriculum that it offers and the number of teaching staff that it has.

Schools adopting a holistic education model pay particular attention to how they structure and timetable classes to build flexibility into how they deliver instruction and how they track students through school.

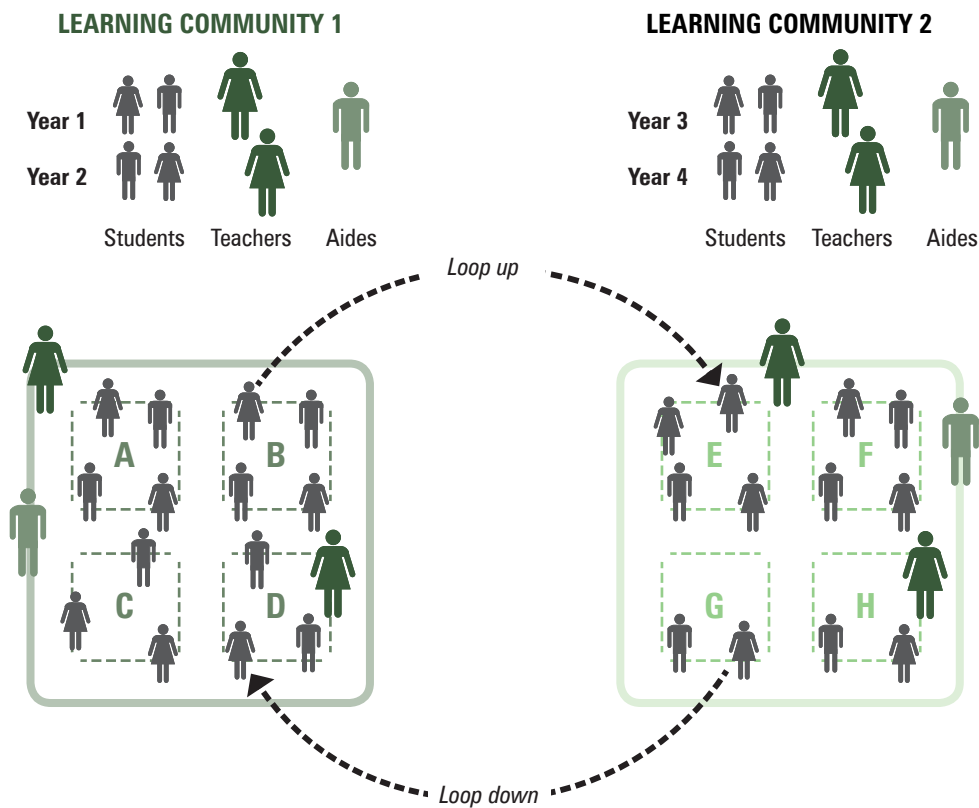
How They often use learning neighbourhoods/communities incorporating adjacent year levels or combined/composite classes to build greater flexibility into their class structure.

Learning neighbourhoods/communities

Schools that have access to larger open or linked learning spaces often co-locate classes from the same or adjacent year levels to form learning neighbourhoods/communities. They use block timetabling so that classes in the neighbourhood cover the same subject at the same time and allow students to move between different instruction groups within the neighbourhood according to their level of proficiency in that learning area.

In some cases block timetabling is used across neighbourhood groups to allow movement both within and between neighbourhoods. For example, when timetabling core subjects like English or Mathematics schools will often timetable those classes so that they will be on at the same time so that students can move (“loop”) up and down between year levels in different learning communities if that is appropriate based on their skill level.

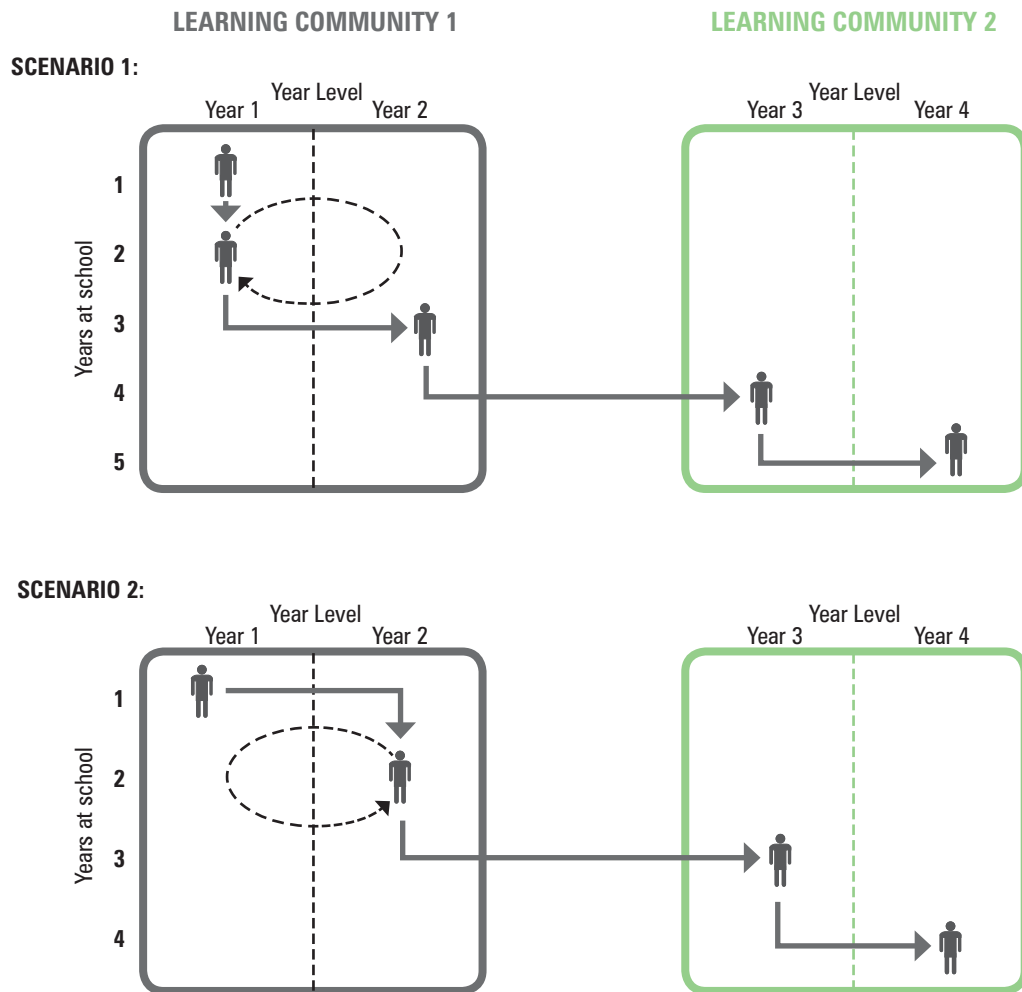
Figure - Example learning neighbourhood structure



Schools that do not have access to physical learning spaces designed for that purpose often use adjacently located classrooms in the same way. Where they do that they often paint the classrooms or otherwise mark them out in some way to draw a visual link between the learning spaces and make sure that there is ready access between them. Wherever possible they try to make sure that there is a “clean line of sight” between the classrooms so that students are less likely to “get lost” as they move between them.

As well as giving staff greater flexibility in terms of how they can structure and run flexible instruction groups, structuring classes in this way also allows staff to have greater flexibility in how they can track students through school. Because students are accustomed to being in different groups at different times, it is easier for teaching staff to progress (or track) students through year levels at different paces depending on their ability.

Figure - Example of how learning communities can be used to support alternative learning pathways



For example:

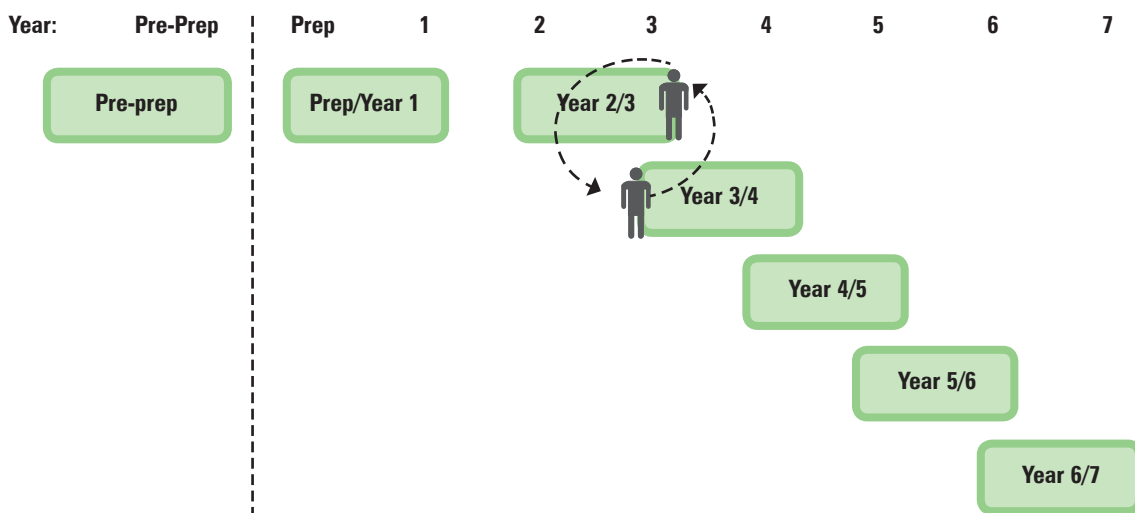
SCENARIO 1	If a student is struggling to master a number of key Year 1 skills teaching staff can choose to keep the student in the Year 1 class for another year and loop him “up” into higher level instruction groups as he achieves proficiency
SCENARIO 2	If he has a number of the key Year 1 skills mastered but there are some areas that he is still struggling with, they can move him up to the Year 2 class and loop him “down” to a lower instruction group for those specific areas where he is having difficulty.

Combined/composite class structures

Other schools use combined/composite classes and run small/flexible instruction groups within the combined class to achieve the same effect. Where student numbers allow, they often overlap the classes to increase the flexibility that they have to use flexible instruction groups and track students through different year levels at different paces.

Composite classes work like small learning neighbourhoods. Teachers can use small/flexible instruction group teaching and tiered assignments to meet the different needs of students within the class. They can also collaborate with “overlapping” classes to move students “up” and “down” between instruction groups in the different classes.

Figure - Example overlapping composite class structure



In each of the above cases, schools often use neighbourhood/class names instead of year levels to avoid any negative connotation that might be associated with working in a “lower” neighbourhood/class.

Collaborative/team teaching approaches

By using class structures and block timetabling in this way, schools can “team up” staff and group students from across different classes/year levels. By doing that, they can build flexibility into not only how they group students for different teaching/learning activities but also how they match teaching staff to particular learning groups.

Matching staff to student needs

For example, teaching staff who are good at working with students that need additional instruction and practice in a particular skill area can be allocated to work with students requiring additional support to achieve proficiency in that skill.

Similarly, if a teacher is struggling to get a group to understand a particular skill area, teaching staff can be rotated to work with the group and make use of different teaching styles and approaches to help students to build their understanding of that area. The same rotation approach can be used to build variety into the “teach, re-teach, review” process by allowing students to work with different teachers to practice and review what they have learned.

Rotating staff

Some schools use staff rotations in a different way. They rotate teaching staff across different learning groups within a learning neighbourhood on a set calendar cycle (ie. at the start and middle of each term) so that they have an opportunity to work with all of the students in the learning group. They do that to:

STAFF ACCOUNTABILITY	<ul style="list-style-type: none">• Encourage staff to take responsibility for the learning outcomes of all students in the neighbourhood, not just those in their immediate teaching group
STAFF EXPERIENCE/ DEVELOPMENT	<ul style="list-style-type: none">• Balance the time that teachers spend working with higher and lower performing groups
STAFF EFFORT/ BURNOUT	<ul style="list-style-type: none">• Spread/share the responsibility for working with more or less challenging students

Supporting staff learning & development

Teaming teachers together can also provide opportunities for teaching staff to work together and develop one another's skills using both formal and informal peer teaching and coaching approaches.

Schools support team teaching and collaboration in a number of ways:

CURRICULUM PLANNING	<ul style="list-style-type: none">• Structure curriculum and instruction planning processes so that year level and faculty staff work together to develop course and instruction plans
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none">• Use professional teaching/learning teams to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs
CLASS STRUCTURE STUDENT ALLOCATION STAFF ALLOCATION TIMETABLING	<ul style="list-style-type: none">• Use class structure, timetabling and staffing structures to support the use of collaborative teaching and flexible instruction approaches
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none">• Encourage teachers to discuss teaching strategies and share teaching experiences and practices in formal and informal contexts to support professional learning and development• Use peer coaching, observation and professional supervision approaches to help teachers to develop their teaching skills

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Class structures (such as learning neighbourhoods/learning communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught
- Small/flexible instruction groups and collaborative/team teaching are used to allow students to move within and between class groups in line with their ability
- Learning neighbourhood/learning community/combined class structures are used to allow staff to move students through year levels at different paces in line with ability (primary and middle school)

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Improves ability to provide individual and small group instruction
- Allows students to move between different instruction groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Gives staff greater flexibility in how they can track students through school

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Provides an inbuilt peer support network
- Helps staff feel supported



OPERATIONAL EFFECTIVENESS

- Facilitates the use of professional teaching/learning teams
- Allows schools to “match” teaching staff to particular learning groups to best support student learning

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING PARENT/FAMILY CONCERNS ABOUT HAVING THEIR CHILD IN A COMBINED/COMPOSITE CLASS OR LEARNING NEIGHBOURHOOD</p>	<ul style="list-style-type: none"> • Be proactive in explaining the basis for using learning neighbourhood/composite class structures (eg. when conducting parent briefings and information sessions for new parents/families, explaining subject selection options) • Make sure that parents understand how learning neighbourhoods/communities/composite classes will be structured and used to tailor instruction to the needs of the individual student group • Highlight the benefits for students at all ability levels • Note extension options available for students that have mastered material so that parents can be confident that their child will be appropriately extended • Provide an opportunity for parents to raise any concerns that they may have and speak with them one on one to address their concerns
<p>HELPING STAFF TO USE FLEXIBLE INSTRUCTION GROUP AND COLLABORATIVE/TEAM TEACHING APPROACHES</p> <p>HELPING STAFF TO FEEL COMFORTABLE USING COLLABORATIVE/TEAM TEACHING APPROACHES</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school structures and runs its classes and check that they are prepared to use collaborative/team teaching approaches • Include the use of collaborative/team teaching in all teaching based role descriptions • Cover the use of collaborative/team teaching approaches as part of the school's standard staff induction process • If introducing collaborative/team teaching structures for the first time then be proactive in explaining the reason for doing that • Make sure that staff have a common understanding of what collaborative/team teaching is and how it works • Highlight the benefits for students and staff • Provide staff with support and training to work in that way • Provide planning tools and resources to help staff to plan and run classes using collaborative/team teaching approaches (including planning templates, example class plans and teaching/learning activities) • Acknowledge that it can take time for teaching staff to learn new ways of working and develop skills associated with teaching in this way • Use professional teaching/learning teams to help coordinate activity and support the ongoing development and review of instruction plans and teaching resources and tools

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
	<ul style="list-style-type: none"> • Use observation, collaborative/team teaching and (peer) coaching to help staff to develop the skills and experience that they need to teach in that way (eg. build in opportunities for the teacher to observe or team teach with more experienced staff, provide teachers with additional support in the classroom while they trial teaching strategies) • Rotate teaching staff or use relief teachers to allow less experienced/skilled staff to co-teach with/observe more skilled teachers • Use professional supervision to help staff reflect on and improve their collaborative/team teaching practices
GETTING CONSISTENCY IN CLASSROOM PRACTICE	<ul style="list-style-type: none"> • Standardise common classroom procedures/routines across the school to make it easier for students to understand what is expected of them and negotiate the school/classroom environment • Encourage teachers to discuss and agree how to coordinate/manage other classroom practices where things need to be done consistently to make it easier to coordinate teaching activity and/or avoid student confusion • Use professional teaching/learning team meetings to review and agree those practices • When deciding between different approaches that are based on differences in teaching approach or style make the decision based on what is going to be most appropriate from the students' perspective
MANAGING STUDENT MOVEMENTS BETWEEN FLEXIBLE INSTRUCTION GROUPS	<ul style="list-style-type: none"> • Work with teaching staff to develop and document common classroom protocols/routines to manage student movements between instruction groups • Include training on those protocols/routines as part of the induction process for new staff • Use professional teaching/learning teams to review the effectiveness of those protocols on an ongoing basis and provide recommendations for changes/improvements over time

TOOLS:

-  Tool - Tips for using small/flexible learning groups
-  School Diagnostic - Class structures

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Small/Flexible Instruction Groups & Tiered Assignment
- Timetabling for Function & Flexibility
- Staff Allocations
- Allocating Students to Class Groups

USEFUL RESOURCES:

- Anstee, P., *Differentiation Pocketbook*, Teachers' Pocketbooks., London., 2011. www.teacherspocketbooks.co.uk
- The Arbinger Institute www.arbinger.com
- Argyris, C., "Teaching Smart People How to Learn.", *Harvard Business Review*, Vol. 69(5), May – June 1991., pp.99 – 109. www.hbr.org
- Heacox, D., *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 – 12.*, Free Spirit Publishing., USA., 2002.
- Park, J. and Tew, M., *Emotional Literacy Pocketbook*, Teachers' Pocketbooks., London., 2007. www.teacherspocketbooks.co.uk
- Victorian Child Safety Commissioner., *Calmer Classrooms: A Guide to Working with Traumatized Children.*, State Government of Victoria., Victoria 2001.

8.2

TIMETABLING FOR FUNCTION & FLEXIBILITY

What Timetabling is a complex activity. It requires schools to balance class and subject timetable requirements with physical infrastructure constraints in terms of the number and layout of their classrooms, staff skills, availability and teaching preferences.

All schools work under slightly different constraints and have different ways of prioritising the trade-offs that go into building a timetable.

Schools adopting a holistic education model prioritise student needs over staff preferences and manage their timetable to balance curriculum and teaching requirements based on the specific needs of the student group.

How They do that in a number of ways:

SCHEDULING

- Structure daily and weekly/fortnightly schedules so that class activities run on a consistent pattern
- Build in home room periods at the start/end of the day and after lunch to help (re)settle students and/or monitor student attendance
- Take into account student learning patterns when timetabling activities through the day to optimise student attention and learning

BLOCK TIMETABLING CLASSES

- Timetable English and Mathematics classes in the same year level or year level grouping on at the same time so that students can move between flexible learning groups within and across those year levels
- Extend standard teaching periods or schedule classes as double periods to provide sufficient time for staff to use (rotation based) small group teaching approaches and/or provide consolidated time for (re)teaching and practice

BLOCK TIMETABLING STAFF PLANNING AND MODERATION

- Schedule blocks of time for professional teaching/learning team meetings so that teaching staff in the same year level or subject area can come together during school time for planning and moderation purposes

Managing student attendance & engagement

It is common for schools to structure their daily and weekly/fortnightly schedules so that class activities run on a consistent pattern. They specifically structure the school day to try to:

- Provide time for students to (re)connect with school
- Manage (non)attendance/truancy and
- Accommodate student attention levels and learning patterns

They often do that by building in a short home room period at the start of the day where teachers welcome students, take attendance and help them to prepare for and settle into class. Some schools will include a similar period immediately after lunch both to help students (re)engage in class for the afternoon session and (particularly where truancy is an issue) track attendance. Most schools will also have a similar session at the end of the day to check for attendance and coordinate homework and after school activity.

Class/home room staff use those touch point sessions to check in with students. If students do not attend, they notify the office and administration staff who then follow up to find out where the student is and whether or not they are ok. If a student attends and is not ok or ready to learn, the class/home room teacher takes time to speak with the student and either helps them to work through the issues that are affecting them or connects them with student welfare/wellbeing and support staff members who are able to do that.

Schools try to timetable classes so that students move around the school as little as possible. They do that to help increase students' attachment to their physical learning space and reduce the opportunity for truancy that comes with students moving around the school between classes. It is easier to do that at primary and middle school year levels where students' home group is usually the same as their teaching group. It becomes more complex in higher year levels where the move to subject based classes means that teaching groups are based on subject lines rather than home groups.

Block timetabling classes

Schools will often block timetable classes to make it easier for staff to use flexible instruction groups and collaborative/team teaching approaches.

Primary school level

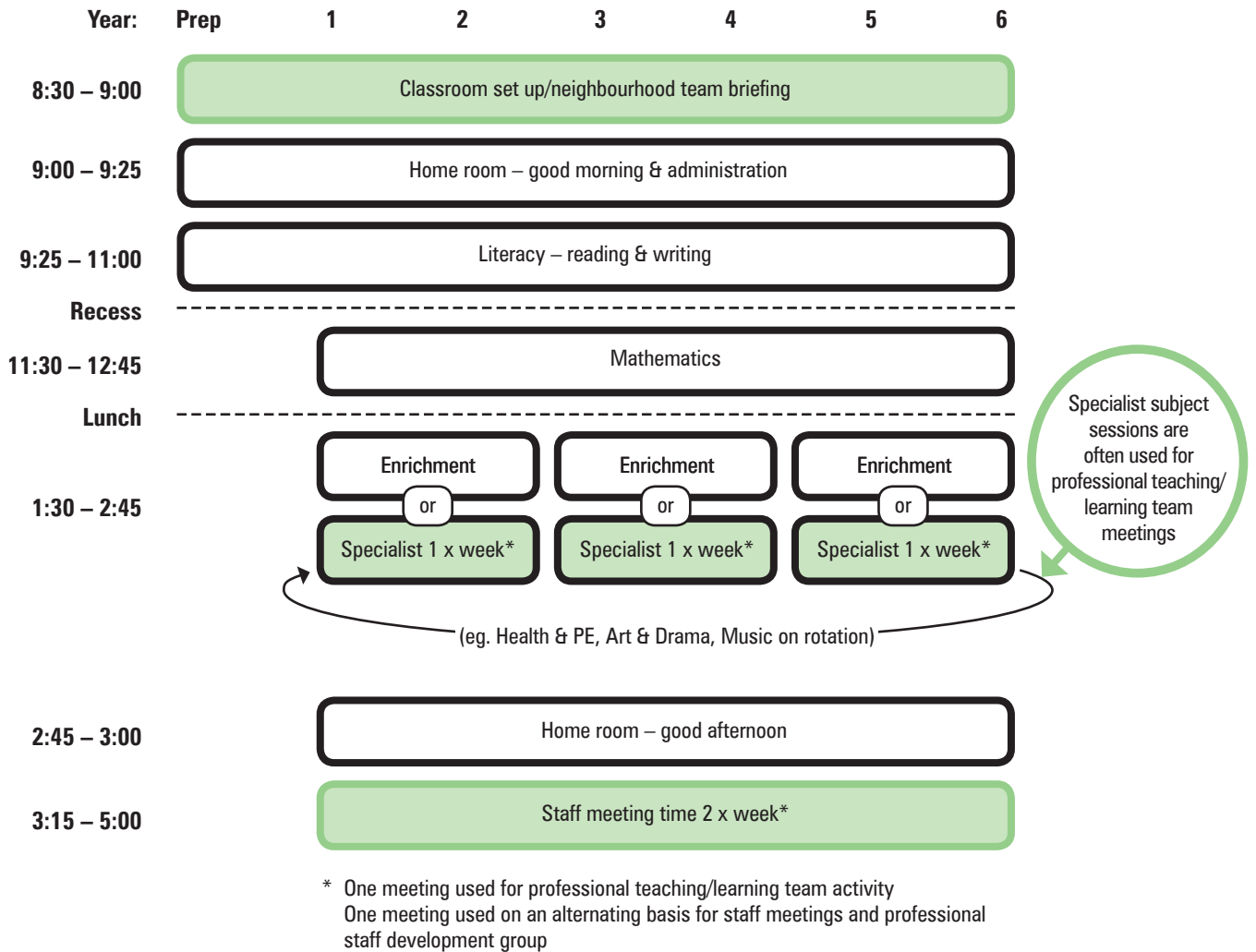
At primary school level, because classes are home room based and have one primary teacher it is easier to use block timetabling to make sure that classes in the same year level or year level grouping do the same subject at the same time.

Timetables are often structured so that English and Mathematics (reading, writing, language and numeracy) classes are run in the first half of the day so that students cover these areas when they are fresh and their energy levels are relatively high.

Middle & senior school level

At middle school and senior school level, the shift from classroom to subject based teaching structures makes block timetabling in that way more complex. Because of that, block timetabling is usually limited to core subjects such as English and Mathematics. Schools will still often try to schedule English and Mathematics classes at the start of the day.

Figure - Example primary school timetable



Timetabling professional teaching/learning team meeting time

Primary school

At primary school level, professional teaching/learning teams are usually structured on a year level basis. Individual teams may be made up of staff from a single year level or from adjacent year levels depending on the size of the school and the experience level across the teaching group.

Some schools schedule professional teaching/learning team meetings after school hours. Others timetable professional teaching/learning team meetings during the day. Where they do that, they

usually use block timetabling to schedule classes that are staffed by specialist subject teachers and support teaching staff one afternoon each week, allowing classroom teachers to meet during that block.

Specialist learning support teachers and student welfare/wellbeing and support staff are usually also involved in these sessions, often on a rotating basis or by invitation where teaching staff are keen to work through particular issues.

Specialist subject based teaching staff will often form a separate professional teaching/learning team and will meet outside of their blocked teaching time in a similar way.

Middle & senior school

At a middle and senior school level the shift from class to subject based teaching structures makes coordinating professional teaching/learning teams a little more complex. Because of that professional teaching/learning teams are usually structured on a subject and year level basis.

As at primary school level, some schools schedule professional teaching/learning team meetings after school hours. Others timetable professional teaching/learning team meetings during the day. How they do that varies depending on how schools manage their timetabling and staffing structures. Some schools block timetable core subjects like English and Mathematics against one another (often as double periods) and schedule them so that the

same subject is held at the same time across a given year level. When doing that, they schedule teaching staff on for an “additional” period that is used for professional teaching/learning team meetings. Timetabling constraints mean that it is often difficult to do the same thing across other subject areas. Where possible, timetables are structured so that staff working across a given year level/year level grouping in other subject areas have a shared professional teaching/learning team period.

As at primary school level, specialist learning support teachers and student welfare/wellbeing and support staff are usually also involved in these sessions, often on a rotating basis or by invitation where teaching staff are keen to work through particular issues.

Managing knock on timetabling effects

The benefits of block timetabling class and planning time in this way are significant. It supports the use of flexible instruction groups, team teaching and the use of professional teaching/learning teams to review, moderate and target teaching practice.

Block timetabling in this way does, however, reduce the flexibility that schools have when they set up their timetable and has implications for how staff allocations and subject lines are structured.

To make the timetable work schools usually need to:

BLOCK TIMETABLE ENGLISH AND MATHEMATICS

- In primary and lower middle school where there are fewer subjects this is relatively easy to do
- In higher years the larger number of subjects means that to block timetable English and Mathematics in this way elective subjects need to be timetabled against one another, which restricts the range of choices that students have when choosing between elective subjects/subject lines

MANAGE SUBJECT LINE STRUCTURES

- Subject lines are structured so that there is a mix of subjects in each line that allows students to select a subject that matches their ability level and interests
- School staff proactively counsel students to help make sure that their subject choices are well informed and that students do not “set themselves up to fail” by enrolling for subjects that they do not have an appropriate grounding to undertake

ALLOCATE TEACHING STAFF SO THAT THEY WORK WITHIN SET YEAR LEVELS OR YEAR LEVEL GROUPINGS

- In primary school staff tend to be allocated to work with one class/year level anyway so this is not problematic
- In secondary school, this usually means that staff tend to be allocated to work in the middle or the senior school but not across both areas at any one time
- Some staff do not like to work in this way. To manage that, some schools rotate staff between middle and senior school in different years so that they can have experience working across both areas over time. Where this is done schools often rotate staff up with a particular student cohort as a way of maintaining continuity in teacher-student relationships

MAKE SURE THAT THEY HAVE ENOUGH TEACHERS IN EACH YEAR LEVEL/YEAR LEVEL GROUPING WHO CAN TEACH ENGLISH AND MATHEMATICS TO COVER THE REQUIRED NUMBER OF CLASSES

- Schools need to pay particular attention to the mix of subjects that teachers are able to teach when recruiting and allocating staff between year levels.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The timetable is structured to maximise student engagement
- Daily/weekly/fortnightly schedules are structured so that class activities run on a consistent pattern to provide students with a predictable routine
- Classes are timetabled to try to take into account student learning patterns to optimise student attention and learning (eg. an effort is made to schedule foundation learning areas so that they are covered earlier in the day in primary school)
- Classes are timetabled and classrooms allocated so that students move around the school as little as possible to help reduce student mobility/truancy (ie. move staff rather than student groups wherever possible)
- Class/home room time (or equivalent) is built into the daily schedule at appropriate points to (re)settle students, monitor engagement and attendance and coordinate homework
- Timetables are structured to provide sufficient time for practical classes
- Subject lines are designed to provide students with an appropriate mix of subject options; lines are structured so that there is a mix of subjects in each line that allows students to select a subject that matches their ability level and interests
- Parents and students are given the opportunity to have input into the subjects offered by the school

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School staff proactively counsel students to help make sure that their subject choices are well informed and that students do not “set themselves up to fail” by enrolling for subjects that they do not have an appropriate grounding to undertake
- Schools allow students to adjust their subject selection and change classes during the year where appropriate
- Block teaching and planning time is provided (particularly in subject areas such as English and Mathematics) to support the use of small/flexible instruction group and collaborative/team teaching
- Wherever possible subject/learning activities are timetabled in common blocks to support the use of small/flexible instruction groups and collaborative/team teaching
- Staff administration, professional teaching/learning team and professional development meeting times are formally scheduled as part of the timetabling process
- Planning blocks are provided during school time or as part of weekly after school meeting schedule to allow staff to participate in professional teaching/learning team meetings

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests
- Supports the use of differentiated instruction
- Improves ability to provide individual and small group instruction
- Allows students to move between different instruction groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Gives staff greater flexibility in how they can track students through school

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps increase student attendance
- Reduces the opportunity for truancy

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Provides an inbuilt peer support network
- Helps staff feel supported

OPERATIONAL EFFECTIVENESS

- Facilitates the use of professional teaching/learning teams
- Allows schools to “match” teaching staff to particular learning groups to best support student learning
- Makes it easier to manage non-attendance and truancy

POTENTIAL CHALLENGES:

MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS

POSSIBLE RESPONSES:

- Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared to teach in that way
- If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that
- Highlight the benefits for students and staff
- Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met
- Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development

MANAGING TEACHER CONCERNS ABOUT THE IMPACT THAT BLOCK TIMETABLING HAS ON THE SUBJECT CHOICES THAT STUDENTS CAN MAKE

- Be proactive in explaining the reason for structuring classes in this way
- Highlight the benefits for students and staff
- Acknowledge the trade-offs involved in taking this approach
- Try to manage subject lines to minimise the circumstances in which students are likely to be excluded from taking their preferred mix of elective subjects
- Explore flexible timetabling options to accommodate student preferences (eg. consider providing after hours or holiday based course options to extend the students’ subject options)

POTENTIAL CHALLENGES:

MANAGING “GAPS” IN CLASSROOM SUPERVISION WHEN TEACHERS MOVE BETWEEN CLASSROOMS

POSSIBLE RESPONSES:

- Try to limit the distances that staff need to move between classes and/or schedule staff changeovers to coincide with recess periods to limit the time that students will be left in the classroom unsupervised
- Use the student code of conduct and common rules for classroom behaviour to set clear expectations for how students should behave in and outside of the classroom with or without supervision
- Use student leaders/class monitors to encourage peer based behaviour management
- Reiterate that all staff are responsible for all students, not just those in their own class and require staff to intervene to manage inappropriate behaviour in unsupervised classrooms if they observe or are notified of it
- If classes behave in a way that indicates that they are not able to reliably remain in class unsupervised then arrange for teaching support staff to remain with that class until the next teacher has arrived or require the class to wait outside of the classroom until the teacher arrives

TOOLS:

 School Diagnostic – Timetabling

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Professional Teaching/Learning Team Review & Moderation
- Using Class Structures to Build in Flexibility
- Staff Allocations
- Allocating Students to Class Groups

8.3

STAFF ALLOCATIONS

What Research indicates that students learn best when they have a positive and secure relationship with their teachers, where their teachers know them well both as individuals and as learners and are familiar with their individual learning needs, learning preferences/styles and interests.

Schools adopting a holistic education model recognise that and try to structure teaching teams in a way that meets students' instruction needs while still providing some consistency/continuity in teacher-student relationships.

How They do that in a number of ways:

STAFF ALLOCATIONS	<ul style="list-style-type: none">• Allocate teaching staff to defined year levels/year level groupings to reinforce teacher-student relationships and facilitate block timetabling to support the use of flexible instruction groups and collaborative/team teaching approaches• Manage home room and teacher allocations to take into account pre-existing teacher-student relationships and support the development of strong supportive relationships
TEACHING TEAM COMPOSITION AND STRUCTURE	<ul style="list-style-type: none">• Structure professional teaching/learning teams to provide a mix of experience and skills
STAFF "ROLL OVER" ARRANGEMENTS	<ul style="list-style-type: none">• "Roll over" some teaching or support staff with students when they move from year to year to provide some consistency/continuity in teacher-student relationships• Rotate staff between year level groupings over time so that staff can get experience working at different year levels and account for staff preferences to teach across different year levels. Where that is done schools often try to rotate staff up with a particular student cohort as a way of maintaining continuity in teacher-student relationships

Staff allocations

Schools tend to allocate staff so that they work within given year levels or year level groupings. As well as making it easier to block timetable classes and support the use of flexible instruction groups and collaborative/team teaching approaches, allocating staff in that way has the added benefit of meaning that staff tend to spend more time with a smaller group of students. That means that staff are able to get to know students better and so tends to help strengthen student-teacher relationships.

Teaching team composition & structure

Schools usually try to make sure that they structure teaching teams in a way that provides a mix of:

- Subject expertise (including both content and pedagogical knowledge)
- Experience
- Teaching style and
- Knowledge of the student group.

When allocating teaching staff to different year levels and subject areas, schools try to match staff to the role that best meets their abilities and background. They take into consideration not only the subject areas that teachers are experienced in and their content knowledge and pedagogical skills in those areas, but also the attributes of the particular student group and the relationship that the teacher has and/or the likely fit that the teacher will have with the group. Schools also think about the mix of skills and teaching styles across the staff group and try and make sure that they have a balance of skills, experience and teaching styles in each teaching team.

Staff “roll overs”

Some schools “roll over” some teaching or support staff with students when they move from year to year within a given year level grouping to provide some consistency/continuity in teacher-student relationships.

Allocating staff in this way reduces the need for students to build new student-teacher relationships as they move from one year level to another. It increases relationship stability and security and helps to transition staff knowledge about the students, where they are up to on the learning and development continuum, their learning needs and preferences.

Schools also often use a strategy of rotating staff between year level groupings and varying teaching teams over time so that staff can get experience working in different areas with different staff. They will often try to time those rotations so that staff can track through with a particular student cohort.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Teaching teams are structured to try to match teachers’ skills with student needs
- Teaching teams are structured to try to get an appropriate mix of skills (ie. try to balance subject expertise, experience, teaching style and prior relationship with/knowledge of the student group)
- Where appropriate the school tries to “roll over” some teaching/teaching support staff with students when they move from one year to the next to provide some consistency/continuity in the teaching group and maintain/strengthen teacher-student relationships
- Staff allocations are structured to support the use of block timetabling and planning
- Staff are allocated to work within a given year level/year level grouping (eg. middle school vs. senior school) to support the use of block timetabling and planning
- Staff are rotated between year levels/year level groupings over time so that they can get experience working at different levels with different staff

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

STUDENT ENGAGEMENT AND PERFORMANCE



- Helps students to settle into school/class
- Improves students’ ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Increases relationship stability and security
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Facilitates collaborative/team teaching
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Helps improve staff’s ability to manage challenging behaviour
- Provides an inbuilt peer support network
- Helps staff feel supported

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING TEACHER PREFERENCES FOR TEACHING ACROSS DIFFERENT YEAR LEVEL GROUPINGS</p>	<ul style="list-style-type: none"> • Use the recruitment process to make sure that prospective staff understand how the school timetables and allocates staff and check that they are prepared teach in that way • If introducing year level based allocations for the first time then be proactive in explaining the reason for doing that • Highlight the benefits for students and staff • Give staff the opportunity to nominate a preference for the subject and year level grouping that they would like to work in while noting that staff allocations will need to take into consideration a range of factors and so it is likely that not all staff preferences will be able to be met • Look for opportunities to allow staff to rotate between year level groupings in different years to meet staff preferences and support staff learning and development
<p>MANAGING STAFF-STUDENT CONFLICTS</p>	<ul style="list-style-type: none"> • Take teacher-student relationships into consideration when allocating staff • Provide formal and informal training for staff to help them to learn how to establish and maintain supportive teacher-student relationships and understand and manage student behaviour • Where staff have difficulty working with a particular student(s) then provide intensive training and support to help them focus on that area • Use peer coaching, observation and professional supervision approaches to help the staff member to reflect on their practice and help develop strategies to (re)establish a relationship with the student/manage their behaviour more effectively • Be prepared to change staff/student allocations where relationships have broken down and the breakdown in relationship is likely to act as a barrier to the student being able to engage and learn

TOOLS:

-  Tool - Staff (professional teaching/learning team) allocation worksheet
-  School Diagnostic - Staff allocation

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Transition Management
- Staffing Model
- Using Class Structures to Build In Flexibility
- Timetabling for Function & Flexibility
- Allocating Students to Class Groups

TOOL - STAFF (PROFESSIONAL TEACHING/LEARNING TEAM) ALLOCATION WORKSHEET

This tool is designed to help school leaders structure their teaching teams in a way that balances subject expertise (including both content and pedagogical knowledge), experience, teaching style and knowledge of the student group.

Year level:

Class:

Year:

ROLE	STAFF NAME	EXISTING RELATIONSHIP WITH STUDENT GROUP [Tick yes]	SUBJECT COVERAGE [List subject areas]		POTENTIAL PEER COACH/ MENTOR [Tick yes]	NOTES
			Main	Secondary		
HOME ROOM/CLASS TEACHER						
TEACHING STAFF						
TEACHING SUPPORT STAFF						
SPECIALIST LEARNING SUPPORT STAFF						
WELLBEING AND SUPPORT STAFF						
ADMINISTRATION SUPPORT STAFF						

Professional Teaching/Learning Team Lead:

Potential Peer Coaching Pairs:

8.4

ALLOCATING STUDENTS TO CLASS GROUPS

What Research indicates that students learn best when students feel safe and supported in class and are challenged to work within their zone of proximal development, so that activities are not too easy or too difficult, but extend the student’s understanding and what they can do.

Because of that, schools adopting a holistic education model pay particular attention to how they allocate students to class and instruction groups to make sure that they manage the dynamics and mix of the class groups that they set up so that:

- Students are likely to feel safe
- Potentially disruptive inter-personal dynamics are likely to be kept to a minimum and
- Staff are able to set up ability based instruction groups that fit students’ learning profiles.

How Schools adopting a holistic education model usually take a number of factors into account in how they allocate students to class groups and tend to be more flexible in how they allow students to move between classes than schools applying a more traditional schooling model.

Allocating students to class groups

Curriculum managers usually work with teaching staff and wellbeing and support staff and take a number of factors into account when setting up class groups, including:

ABILITY/APTITUDE	<ul style="list-style-type: none">• English literacy, knowledge and skill based development (based on standardised testing and general performance)
PERSONAL FACTORS	<ul style="list-style-type: none">• Social and behavioural development and emotional maturity
INTER-PERSONAL FACTORS	<ul style="list-style-type: none">• Peer relationships/inter-personal dynamics (eg. whether it makes sense to group certain students together in the same class to leverage positive peer relationships or manage negative ones) and
CULTURAL/FAMILY CONSIDERATIONS	<ul style="list-style-type: none">• Cultural protocols and dynamics (eg. whether it is appropriate to mix female and male students or combine or separate students from particular cultural or family groups).

They often put a stronger focus on social and behavioural factors when allocating students to classes in the early years at primary school on the basis that there is a need to balance the development of personal and academic skills at that stage, and gradually increase the focus on academic ability as students progress through later primary, middle and senior school.

Appropriate inter-personal and cultural factors are taken into account across all levels to make sure that group/classroom dynamics are as constructive as possible.

Schools often put in place both formal and informal consultation structures involving parents, family and local community members and staff to make sure that they have a good understanding of the (inter)family and cultural considerations that they need to be aware of and take into account when allocating students to classes, as well as designing and implementing teaching strategies and interpreting and managing student behaviour.

Moving students between classes

Although class groups tend to be relatively stable across the year, schools adopting a holistic education model will allow students to move between classes during or between terms if that is likely to help them to progress at their optimal pace. They may do that by formally reallocating the student to a different class or by allowing the student to participate in flexible instruction groups with that class.

Schools also will move students where issues arise in the student-teacher relationship that are likely to act as a barrier to the student being able to engage and learn. Changes of this sort will not be made lightly, on the basis that relationships require time and effort to establish and maintain and that there is a need for students to learn how to work with different people. However, where a relationship has broken down and the student is likely to learn better in another class, then efforts will usually be made to move the student.

For administration and management purposes the reallocation of students between classes will often be made when there is a change in term or where there is a logical break in the curriculum. The timing of changes will be based on discussion between relevant teaching staff as part of their standard professional teaching/learning team

planning and moderation processes. Student welfare/wellbeing and support staff will also usually be involved in the discussion. In some cases, full year levels will be restructured between terms to take into account where students are up to in the learning and development cycle.

Curriculum management and administrative staff will work with teaching staff to support the above processes. Changes will be made to class and staffing structures where required to support such changes.

The expectation that such changes can and should be made if appropriate to help students to progress at their own pace is something that is set at an organisational level by the school leadership in how they approach class allocation and timetabling activity and is reinforced at a staff level on a day to day basis through the focus that is placed on adopting differentiated teaching approaches and tailoring instruction to student needs.

The day to day use of flexible instruction groups and the movement of students between those groups means that both students and staff are accustomed to students moving between different groups and so changes tend not to be seen or experienced as a disruptive process.

Teaching staff will speak with parents and students about changing class before making any changes and will make sure that the student making the change knows students and/or is partnered with a classroom buddy in their new class to help make them feel comfortable. The new teacher will also keep tabs on the student as they settle in. The teacher will take the fact that the student is new to the class into consideration when allocating them to flexible instruction or collaborative learning groups to help make sure that they settle into the dynamics of the class and that there are not any gaps in their learning cycle. Student welfare/wellbeing and support staff will also check in with students to make sure that they are settling in.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace
- Class allocations are used to stream students between class groups based on ability where appropriate given the nature of the subject and/or the attributes of the group
- Small/flexible instruction groups are used to stream students within and between learning neighbourhood/learning community/class groups based on ability where appropriate given the nature of the material/activity being covered and/or the attributes of the group
- The school takes into account a range of personal and academic factors when allocating students to class groups (including ability/aptitude, personal and inter-personal factors and cultural considerations)
- Formal and informal consultation/information sharing structures are used to make sure that the school understands the cultural considerations that they need to be aware of and take into account in allocating students to classes
- Students are moved between classes when that is likely to help them to progress at their optimal pace or if it is important to help manage student behaviour

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT




- Improves ability to provide individual and small group instruction
- Allows students to move between different instruction groups within and across classes according to their level of proficiency in a given learning area
- Improves students’ ability to engage with the curriculum
- Gives staff greater flexibility in how they can track students through school

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps students to settle into school/class
- Improves students’ ability to connect with/engage at school
- Helps establish/strengthen teacher-student relationships
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
HELPING STAFF TO FIND TIME TO INPUT INTO STUDENT ALLOCATIONS/CLASS LISTS	<ul style="list-style-type: none"> • Use professional teaching/learning team meeting time at the end of the year to get staff input into student allocations/class lists for the following year
MANAGING STAFF RESISTANCE TO STUDENT MOVEMENTS/CLASS CHANGES DURING THE YEAR	<ul style="list-style-type: none"> • Establish a staff working group or work with the full staff group to develop guidelines for managing student movements during the year • Be proactive in explaining the reason for allowing student movements during the year • Highlight the benefits for students and staff • Negotiate individual movements on a case by case basis with relevant staff • Focus discussions on what is best for the student and then work with staff to identify options to address the issues giving rise to a potential move • Time any move so that it fits with the teaching cycle and gives staff sufficient lead time to plan for and manage the transition in an appropriate way • Use professional supervision to help teaching staff work through the change
MANAGING STUDENT PERFORMANCE DATA SO THAT IT CAN BE SHARED/ TRANSFERRED EASILY BETWEEN STAFF WHEN STUDENTS CHANGE CLASSES OR MOVE BETWEEN FLEXIBLE INSTRUCTION GROUPS	<ul style="list-style-type: none"> • Automate teacher record books so that data can be easily shared between different staff and processed to inform instruction planning and student performance review and moderation • Conduct transition briefings to support the handover/transfer of students between classes/teaching staff • Set up a student support plan to coordinate support activity during the initial transition period if appropriate

TOOLS:

-  Tool - Tips for using small/flexible learning groups
-  Tool - Student (class/learning group) allocation worksheet
-  School Diagnostic - Student allocation

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Using Class Structures to Build in Flexibility
- Timetabling for Function & Flexibility
- Staff Allocations

TOOL - STUDENT (CLASS/LEARNING GROUP) ALLOCATION WORKSHEET

This tool is designed to help school staff to allocate students to classes in a way that takes into consideration students' English literacy, overall ability, personal, inter-personal and cultural/family considerations.

Year Level:

Year:

STUDENT NAME	ENGLISH LANGUAGE/ LITERACY [Below/At/Above Target for Year Level]	OVERALL ABILITY [Below/At/Above Target for Year Level]	MATURITY [Below/At/Above Average for Age]	BEHAVIOUR ISSUES [Yes/No]	PEER/CULTURAL CONSIDERATIONS [Describe]	PROPOSED CLASS ALLOCATION

STUDENT ENROLMENT & ADMINISTRATION

What Low SES and NESB students and their parents/families often face a number of barriers that reduce their ability to engage effectively with the education system.

Because of that, schools adopting a holistic education model put particular focus on making sure that the administrative processes that they use are as easy to negotiate as possible.

How They structure entry point enrolment and induction processes so that they are easy for parents/families to understand and engage with. They use those processes to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them. They then work proactively with parents/families on an ongoing basis to help them to engage effectively with the school.

The most effective schools apply the same principles that they use when working with students to their interactions with parents/families. They make sure that parents/families understand what is expected of them and work with them in a respectful, non-judgemental and supportive way to help them engage with the school and work with school staff to help their child to learn.

This section looks at how schools manage their enrolment, induction, attendance management and reporting processes to make them as accessible as possible and how they use them to encourage parents/family members to support student attendance and learning.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them
- Structured (non)attendance tracking and management processes are used to encourage regular student attendance
- The school works with students and their parents/families to manage planned/extended absences to try to minimise gaps in student learning and help them to catch up on work when they return to school
- The school makes sure that students and their parents/families receive regular feedback on students' performance and what they can do to reinforce/help improve school based learning

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child’s learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps students to re-engage in class effectively when they return to school after an extended absence
- Helps increase student attendance, retention and completion
- Reduces the opportunity for truancy
- Reinforces the importance of regular school attendance
- Helps keep students connected to school when they are not able to attend school
- Helps limit gaps in learning caused by extended absences from school
- Helps improve student effort and performance
- Encourages students to take responsibility for their own learning and development









OPERATIONAL EFFECTIVENESS

- Makes it easier to monitor attendance and track and manage non-attendance and truancy

TOPICS COVERED IN THIS SECTION:

- Student Enrolment
- Student Induction
- Attendance Tracking & Management
- Managing Planned Absences & Re-entry into School
- Feedback & Reporting to Parents

TOOLS:

-  Tool - School, student and parent/family statement of commitment & support
-  Tool - Student learning compact (school/student/parent & family)
-  Tool - Individual student transition summary – short form school transfer form
-  Example Policy - Example attendance policy
-  Tool - Home based learning plan template
-  School Diagnostic - Student enrolment & administration
-  Tool - Welcome letter template (student & parent/family) (primary & middle/senior school versions)
-  Tool - Example getting to know you worksheet

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staff Expectations, Attitudes & Behaviours

STUDENT ENROLMENT

What For most people school is a familiar place. Although the process of starting school or transferring from one school to another can sometimes be a little bit daunting, students and their parents/families are usually comfortable negotiating the education system and engaging with school staff. For some students and their parents/families, however, this is not the case.

This can be particularly true for low SES and NESB students and their parents/families, whose past experiences at school, language barriers or other factors can stop them from feeling comfortable coming into the school or engaging with school staff.

Schools adopting a holistic education model understand the importance of making a good first impression. They recognise that the relationship that students and their parents/families have with the school starts well before the student's first day at school and that the enrolment process plays an important role in defining the type of relationship that they will have with the school. In particular, they understand that it will influence:

- How students and their parents/family feel about the school
- How they define their role in the relationship that they have with the school and
- How comfortable they feel coming to the school and engaging with staff.

Because of that, schools adopting a holistic education model take particular care to make sure that their enrolment process is as welcoming and easy to negotiate as possible.

How They design their enrolment process so that it is as simple as possible and provide families with whatever support they need to complete it.

Enrolment process

Schools often designate a senior staff member(s) to take responsibility for the enrolment process. The allocation of this role varies from school to school depending on the size of the school and the staffing model being applied. In smaller schools it is often undertaken by the principal; in larger schools it is often undertaken by a senior member of the student welfare/wellbeing and support team.

The enrolment process is often split into two stages, the first requiring parents/families to complete a short form application and the second involving a meeting between school staff and the prospective student and their parents/families.

Schools usually try to keep the initial paperwork that parents/families have to complete to a minimum and provide parents/families with support through the school office to complete that documentation if they need help. Where school

families tend not to speak English or have English as a second language, schools will often translate enrolment materials, make sure that they have multicultural staff or community members that they can draw on to act as interpreters and/or link families into publically available interpretation services and help parents/families work through the written material and forms.

Schools usually require parents/family members to meet with the designated enrolment manager at the school (unless the family lives remotely or is not otherwise able to come to the school because of illness etc., in which case the meeting will often be held by telephone or staff will meet with the family on an outreach basis at their home). Schools use that meeting to start to build rapport with the family, provide an opportunity for the student and parents/family members to visit the school grounds and help them to feel comfortable coming into the school. School staff usually work through more detailed enrolment paperwork with

the family in the meeting to make sure that they understand everything and help them to overcome any issues that they might have completing the paperwork on their own.

Schools will often involve current students in this stage of the enrolment process by having them conduct introductory tours of the school grounds for new students and their parents/families. Doing that has the dual benefit of providing development opportunities for existing students and reinforcing the underlying ethos and values of the school in terms of the expectations that the school has of its students and the sense of pride and ownership that students take in the school.

Relationship building, commitment & context setting

Schools consciously use the enrolment process to set the scene for what the student and their parents/family can expect from the school and how the school will work with them.

They use the process to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them.

In many cases schools will formalise this process by documenting the commitment that the school, the student and their parents/family make to support the student to learn in a formal statement of commitment.

In some cases wellbeing and support staff will go and visit students and their parents/family at their home as part of the enrolment/induction process to help get to know them and build a supportive relationship with them.

Background data collection

Schools also use the enrolment process to collect a range of information to help them to understand:

- Where the student is up to in the learning and development continuum
- What sorts of support the child will need to engage with the school and learn effectively and
- How well positioned the family is to support the student to engage at school and learn and what support they need to do that.

Schools collect this information in a number of different ways, through:

- School enrolment forms
- Student and family interviews
- Student records and
- Standardised testing.

Where students are transferring from another school, schools often contact the student's previous school to help build an understanding of the student's past attendance record, their performance at school, any particular learning or development strengths/challenges including any special learning needs or modifications, their learning style/preferences and performance history. Often this task will be undertaken by members of the office administration team. Those staff will often use a structured data collection form to help guide their inquiries and will be briefed in advance so that they have a clear understanding of what it is that the school is seeking to understand about students, why they are interested in understanding that information and how it will be used to inform how the school works with students. Doing that means that staff understand and are able to explain why they are seeking the information.

Schools that have a strong relationship with their feeder schools will sometimes work with them on a collaborative basis and put in place processes through which teaching staff at the feeder school will complete a short transition summary form for transferring students. Some schools will also meet with their feeder schools as part of their annual planning cycle to discuss broader curriculum issues as a way of helping both schools to support student learning and inter-school transitions.

“Out of cycle” enrolments

Out of cycle enrolments are usually handled in the same way as standard enrolments with the exception that students will often be asked to complete standardised student testing activities that would otherwise be done during induction as part of the enrolment process to identify where the student is up to in key learning areas (eg. reading, writing, language and numeracy).

Documentation & knowledge management

Information collected during the enrolment process is recorded on the student’s file and is collated and provided to teaching staff to give them an understanding of their new students. It is also used to feed into the student planning process and inform the development of student welfare support and learning support/extension plans where they are appropriate.

The most effective schools set up a centralised documentation and knowledge management system to collate and store student information.

Accountability for the set up and management of the central system usually sits with the curriculum manager (on the basis that the data is used to inform the curriculum and student planning process) or the administration manager. Day to day responsibility for entering enrolment related data sits with the staff responsible for the enrolment process.

The most effective schools will use information collected through the enrolment process to produce “briefing packs” for teaching and student

welfare/wellbeing and support staff, providing them with transition summaries for each student in their class/year level before the start of each year or for new students transferring to the school during the course of the year. The packs are designed to help staff get to know their students so that they can make them feel welcome and help staff to better support them from day one. They usually include photographs of each student to help staff learn their names and be able to identify them.

School leaders usually receive copies of all student briefing packs and use them to get to know students across the school.

Responsibility for coordinating the preparation of those packs usually sits with the staff responsible for the enrolment process, with the packs themselves usually being produced and disseminated by members of the office administration team.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them
- Enrolment processes are designed to be welcoming and easy to follow
- Wherever possible staff meet with students and their parents/families at the school as part of the enrolment process
- The school provides parents/families with whatever support they need to complete enrolment documentation
- Enrolment forms/materials are translated into the main languages spoken by families at the school
- Interpreters are provided to help parents/families work through enrolment forms/materials (eg. through government based services and/or multicultural aides, school and/or community members)
- The school, students and their parents/families formally recognise their shared responsibility for the student's learning as part of the enrolment process (eg. through a written compact)
- The enrolment process is used to collect background information about students' learning and development status to inform student planning
- Where students are transferring from another school, the school will contact that school to build an understanding of where the student is up to and what their learning and support needs are
- Student information collected during the enrolment process is used to prepare "briefing packs" for school leaders, teaching and student welfare/wellbeing and support staff to help staff identify and engage effectively with new students
- Where appropriate student welfare/wellbeing and support staff meet with students and their parents/families (sometimes on an outreach basis) during the enrolment process to build rapport, and start the student planning and support process

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps align curriculum/instructional activity to students’ needs and interests

PARENT/FAMILY ENGAGEMENT





- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child’s learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child’s learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Reinforces the importance of regular school attendance
- Encourages students to take responsibility for their own learning and development

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>STRUCTURING THE ENROLMENT PROCESS SO THAT IT IS EASY FOR PARENTS/FAMILIES TO ACCESS AND FOLLOW</p> <p>MAKING STAFF TIME AVAILABLE TO SUPPORT NEW STUDENTS AND THEIR PARENTS/FAMILIES THROUGH THE ENROLMENT PROCESS</p>	<ul style="list-style-type: none"> • Explicitly recognise the importance of making a good first impression and prioritise the allocation of staff resources and time to the enrolment process • Set up a parent/family advisory group that new parents/families can talk to about the school and get information about how to go about enrolling their child at the school • Make sure that you have access to staff or community members who can act as interpreters • Translate key documents into foreign languages where appropriate and/or access publically available translation/interpretation services to make it easier for parents/families to follow the enrolment process • Allocate responsibility for the enrolment process to a specific staff member(s) so that it is clear who parents/families need to talk to about enrolment and so that the process is run in a consistent and structured way • Provide dedicated office administration staff to support the process so that it runs efficiently and parents/families are contacted and applications dealt with in a timely way
<p>MAKING SURE THAT INFORMATION COLLECTED DURING THE ENROLMENT PROCESS IS SHARED WITH RELEVANT STAFF</p>	<ul style="list-style-type: none"> • Position the enrolment process as an important first step in the individual student planning process • Use a central data management system to collate student data collected during the enrolment process • Require office administration staff supporting the enrolment process to enter student background data into the central data management system and produce “briefing packs” for staff to make it easy for staff to access and process the data • Incorporate discussion about information provided in the packs in staff planning and preparation activities at the start of the year (before the commencement of school) to encourage staff to review briefing pack material
<p>GETTING FEEDER SCHOOLS TO PROVIDE INFORMATION ABOUT STUDENTS’ PAST PERFORMANCE</p>	<ul style="list-style-type: none"> • Work to establish a collaborative relationship with feeder schools • Highlight the benefits for students, parents/families and schools in sharing student information effectively • Proactively discuss how best to collaborate to share student information and negotiate a process for doing that • Incorporate as many data collection steps as possible into transition briefing activities that are run by your own school so that you limit reliance on feeder schools to collect and share transferring student information

TOOLS:

-  Tool - School, student & parent/family statement of commitment & support
-  Tool - Student learning compact (school/student/parent & family)
-  Tool - Individual student transition summary – short form school transfer form
-  School Diagnostic - Enrolment process

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Student Induction
- Individual Student Planning

TOOL - STUDENT LEARNING COMPACT – SCHOOL¹¹²

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

[This school] commits to do everything that we can to help your child.....to do the best that they can at school and achieve their full potential.

- We will work hard to establish a supportive learning environment for all of our students where they feel welcome, cared for and safe and supported to learn.
- We will always strive to improve our teaching and our school so that our students have the best education.
- We will be available to students and parents by phone or in person.
- We will work with each of our students in the best way we know how to help them to develop and grow as individuals and as learners and achieve their full potential.
- We will encourage and support all of our students to be the best that they can be, to work hard and always do their best at school.
- We will encourage and support our students to challenge themselves to always be prepared to try to do more than they think they can because it is only in trying that we learn that we can do things.
- We will contact you if your child does not attend school or leaves school without your permission.
- We will apply the school rules and policies in a fair and consistent way.
- We will actively communicate with you about how your child is going at school.
- We will be responsible for the actions of our staff.

[This school] understands that we are active partners with you and your child in their education. We understand that failure on our part to meet these commitments can adversely affect your child’s ability to engage at school fully and learn and we commit to meet our responsibilities.

Staff name: On behalf of [school name]	
Signature:	
Date:	

¹¹² KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - STUDENT LEARNING COMPACT – PARENT/FAMILY¹¹³

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

I/we commit to do everything that we can to help our childto do the best that they can at school and achieve their full potential.

- I will encourage my child to be the best that he/she can be, to work hard and always do his/her best at school.
- I will make sure that my child attends school, arrives on time and stays to the end of the day.
- I will notify the school no later than the beginning of the school day if my child will miss school.
- I will encourage my child to always behave in the best way that he/she knows how and to always try to do the right thing.
- I will encourage my child to challenge him/herself and to always be prepared to try to do more than he/she thinks they can because it is only in trying that we learn that we can do things.
- I will support the school’s rules and policies and the application of them.
- I will be responsible for the actions of my child.
- I will always help my child in the best way I know how.
- I will actively communicate with my child’s teacher/the school about how my child is going at school.
- I will participate in student-parent-teacher meetings and other meetings held by the school relating to my child.
- I will make myself available to my child’s teacher/the school to help them to support my child.
- I will contact my child’s teacher/the school if there is anything that the school should know about that might stop my child from being able to participate well at school.

I understand that I am an active partner with the school in my child’s education. I understand that failure on my part to meet these commitments can adversely affect my child’s ability to engage at school fully and learn and may result in adverse consequences including my child’s loss of privileges and possibly suspension or removal of my child from the school.

Parent’s/guardian’s name:	
Signature:	
Date:	

Parent’s/guardian’s name:	
Signature:	
Date:	

¹¹³ KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - STUDENT LEARNING COMPACT – STUDENT¹¹⁴

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

I commit to do the best that I can at school to achieve my full potential.

- I will work hard and always try to do my best at school.
- I will come to school regularly.
- I will arrive on time and stay to the end of the day.
- I will be cooperative and work hard every day.
- I will always try to behave in the best way that I know how and will always try to do the right thing.
- I will complete all my homework and will follow up with my teachers if I have a problem.
- I will always follow the directions of my teachers and other adults at school.
- I will challenge myself and always try to do more than I think I can because it is only in trying that we learn that we can do things.
- I will comply with the school's rules and policies.
- I will tell the truth and accept responsibility for my actions.

I understand that I am an active partner in my education and that my parents/family and the school will do everything that they can to help me to learn. I understand that failure on my part to meet these commitments can adversely affect my ability to learn and may result in adverse consequences including my loss of privileges and possibly suspension or removal from the school.

Student's name:	
Signature:	
Date:	

¹¹⁴ KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - INDIVIDUAL STUDENT TRANSITION SUMMARY – SHORT FORM SCHOOL TRANSFER FORM

Coversheet:

Name:

Academic History:

YEAR LEVEL	SCHOOL ATTENDED
KINDERGARTEN	
PREP	
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	
YEAR 7	
YEAR 8	
YEAR 9	
YEAR 10	
YEAR 11	
YEAR 12	

Circle the option that best describes the student's:

GENERAL ATTENDANCE RECORD:	VERY POOR	POOR	GOOD	VERY GOOD
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OVERALL ACADEMIC PERFORMANCE:	BELOW	AT STANDARD	ABOVE
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Please attach copies of most recent school reports if possible

Comments:

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Circle the option(s) that best describes the student's learning styles:

LEARNING STYLE/PREFERENCE:	VISUAL	AUDITORY	TACTILE
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Ability to work effectively (based on age):

Tick the box that best describes the student's ability to work in the following ways:

WORK TYPE	NEEDS WORK	OK	GOOD	VERY GOOD
Independently				
Paired work				
Small group				
Large group				

Please identify any specific learning support needs or modifications (if any):

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Circle the option that best describes the student's:

GENERAL BEHAVIOUR:	VERY POOR	POOR	GOOD	VERY GOOD
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CLASSROOM PARTICIPATION:	NEEDS WORK	OK	GOOD	VERY GOOD
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Comments:

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Individual development summary (based on age):

Tick the box that best describes the student's skill level:

AREA	NEEDS WORK	OK	GOOD	VERY GOOD
Self-awareness - ability to assess own feelings and emotions				
Self-management - ability to manage own emotions/behaviour				
Social awareness - ability to interpret and respond appropriately to other's feelings/behaviours				
Relationship skills - ability to establish and maintain relationships				
Responsible decision making - ability to make decisions based on appropriate considerations and likely consequences				

Comments:

STUDENT INDUCTION

What For most people school is a familiar place. Although the process of starting school or transferring from one school to another can sometimes be a little bit daunting, students and their parents/families are usually comfortable negotiating the education system and engaging with school staff. For some students and their parents/families, however, this is not the case.

This can be particularly true for low SES and NESB students and their parents/families, whose past experiences at school, language barriers or other factors can stop them from feeling comfortable coming into the school or engaging with school staff.

Schools adopting a holistic education model recognise that. Because of that, they put particular focus on creating a welcoming and supportive learning environment so that students and their parents/families feel comfortable coming into the school, engaging with school staff and getting involved in school activities.

They try to remove as many potential barriers to students attending school as possible. They make sure that students and their parents/families understand what to expect when they come to school and try to make them feel welcome, cared for and safe.

How They usually provide students and their families with information about their classes before the start of the year and run pre-day one and day/week one induction activities to help students get to know their teachers and peers.

Welcome letters & information packs

Schools usually contact students and their families before the school year starts to make sure that they have as much information as possible about the coming school year. They often provide parents/families with information packs including a calendar setting out school term dates and key events, a staff contact list, a copy of the school's code of conduct or short form reminder sheet of what is expected of students when they come to school and a list of what their child will need for school.

In some cases class/home room teachers write to students and their parents/families to introduce themselves and welcome the student to their class and make sure that the parents know who their child's teacher is and how to contact them. Some schools make a point of writing to students and parents separately to reinforce the value that the school places on the student, to help make the student feel welcome and cared for and encourage them to take responsibility for their own learning.

Schools often provide a pro forma template to help teachers draft these letters and coordinate the preparation and postage of them through the school office. Where possible, schools often provide students with a copy of their class list so that students know who is expected to be in their class at the same time.

Some schools require teachers to contact each of their student's families by telephone or talk with them when they drop off or pick up their child before or after school within the first few weeks of school to establish a point of contact with them.

Most schools also hold a student-parent-teacher evening at some point during the first term to provide an opportunity for parents to meet with teachers face to face.

Pre-day one activities

Schools often allocate time towards the end of each year (term four) to allow students to spend time with students in the next year level.

This is most often used to support children to make key transitions between:

- Kindergarten (pre-school) and prep (where schools are linked to a pre-school program)
- Prep and year one and
- Primary school and middle school.

It can also be used at other stages where there are changes in the physical location/space that children will be working in and/or the structure or style of instruction that is used with students. This is often the case when students are moving into year three for example, where there tends to be a change in the way that teaching/learning is structured.

It is used to a lesser extent, but can still be useful for some students, to support the transition between middle and senior school, particularly where the senior school is run out of a separate campus.

In younger year levels, combined teaching/learning activities are often used to allow incoming students to:

- Experience the classroom space/school area that they will be moving into
- Get to know a different set of teaching staff and
- See some of the sorts of activity/work that students in the higher year level do.

In higher year levels, rather than combined teaching/learning activities, students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction process.

Kindergarten to prep

Where schools run a kindergarten (pre-school) program or have a strong relationship with their feeder programs, staff from the primary school often go along to a series of kindergarten sessions across the year to meet parents and the child, answer any questions that parents may have about their child's transition to primary school and how to enrol their child at school.

Some schools arrange days where students from the primary school come and visit the kindergarten to talk about what it is like to go to school. Some

schools conduct a series of prep level classes in the kindergarten space (for example one morning a week over the course of term 4) so that the younger children can see what children are doing at school. They sometimes structure the classes to be run as composite class activities to provide the younger children with a gradual introduction to school.

Primary school

At primary school level, staff from the higher year level will often come and visit students in their existing classroom and participate in activities in that space before inviting the students to come and "visit" their class.

Teaching staff from the current year level then usually come along to the higher class with their students and either participate in the class with the students or join in group teaching activities with the other staff to help the students feel more comfortable.

It is often useful if teaching staff from the lower year level meet with teaching staff from the higher year level and conduct a short transition briefing with them prior to these sessions so that staff can be alerted to specific behavioural and learning needs of the incoming student group and be better able to engage with students and anticipate and deal with any potential issues. Staff will often use staff administration or professional teaching/learning team meeting time to conduct those briefings.

Primary school to middle school

Where schools run on a K - 10/12 basis or have a strong relationship with their feeder primary schools, staff from the middle school often conduct briefing sessions with students and their parents/families from the primary school to talk about the transition from primary to middle school and answer any questions that they may have.

Some schools arrange an open day where students from the primary school can visit the middle school and join in an activity program with middle school students that is designed to introduce the younger students to the school grounds, allow them to get to know students at the school and potential peers

and introduce them to school staff. Alternatively, schools may run a joint school or holiday camp or outdoor activity.

Middle school

At middle school level, staff usually conduct briefing sessions with students and their parents/families to talk about changes in subject offerings and activities from year to year and answer any questions that they may have.

Where schools have staged the transition to split, subject based classes in early middle school, schools often run a specific induction process to help students to prepare for the change in class structure in later middle school. Students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction process.

Middle school to senior school

At senior school levels, students from the higher year level are often given the role of hosting students from the lower year level and taking them through an induction.

Schools usually run a tailored leadership based induction program for transitioning students at the ends of year 10 and year 11 to help them to prepare for the move into senior school and into year 12 respectively and the additional responsibilities that come with those transitions. In some cases schools may run a school or holiday camp or outdoor activity to do that.

Day/week one inductions

Schools usually adopt a structured day/week one induction process to help students to:

- Settle into school
- Get to know their teacher(s) and classmates and
- Understand how things work and what is expected of them.

Dedicated teaching time is usually allocated at the start of each school year to activities that help staff and students get to know one another. Some schools run these activities on a whole of year level basis; others run them on a class basis. The

activities are usually designed to help teaching staff to get to know their students as individuals in terms of who they are, what their family looks like, what activities they are involved in both inside and outside of school, as well as identify students' goals, interests and preferred learning styles.

They often are also structured to include pre-testing activities to help teachers to understand where students are up to in key learning areas (eg. writing, reading, language and numeracy).

Dedicated class time is also usually used to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them. The process of working through those rules and procedures often forms part of an embedded social and emotional learning curriculum and is used to reiterate desired behaviours and the need to establish a safe and supportive space where everyone can learn.

“Out of cycle” inductions

Schools usually have a separate induction process to cover students who transfer into school out of cycle (ie. not at the start of the school year).

The student's class or home room teacher will usually meet with the student and their parents/family before they start school and show them around the school, introduce them to the classroom space and talk to them about how the class works.

New students will usually be required to complete pre-testing activities to help teachers to understand where they are up to in key learning areas as part of this process (or as part of their out of cycle enrolment process).

On day one the new students will usually be matched/buddied up with another student in the class who will be responsible for showing the new student how things work.

Teaching and wellbeing and support staff will pay particular attention to help the student fit into the class/school.

Some schools require teachers to follow up with the student's family by telephone or talk with them before or after school within the first few weeks of school to let them know how their child is fitting in so that they can start to establish a relationship with them.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School and year level inductions are used to help students and their parents/families get to know school staff and how things work
- The school contacts students and their parents/families before/at the start of the school year to make sure that they have the information that they need about the coming school year
- Class/home room teachers write to students and their parents/families to introduce themselves
- Class/home room teachers contact each of their student's families (eg. by telephone) or talk with them when they drop off or pick up their child before or after school within the first few weeks of school to establish a point of contact with them (with assistance from multi-cultural aides where appropriate)
- A student-parent-teacher evening is held early in the first term to provide an opportunity for parents to meet with their child's teacher(s)
- The school builds in activities towards the end of each year to allow students to spend time with students in the next year level and get to know what it is like to work at that level
- The school runs structured day/week one induction activities to help students to settle into school, get to know their teacher(s) and classmates and understand how things work and what is expected of them
- Structured out of cycle induction processes are used to help students transferring to the school part way through the year to settle into school

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Helps parents/families to support their child's learning

BENEFITS OF WORKING IN THIS WAY:

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Improves students' ability to connect/engage with school
- Helps establish/strengthen teacher-student relationships
- Helps increase student attendance, retention and completion
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff confidence
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Means that teachers are better prepared to support students at the start of each year and at key transition points

POTENTIAL CHALLENGES:

FINDING STAFF TIME TO VISIT FEEDER SCHOOLS AND CONDUCT PARENT/FAMILY BRIEFINGS

POSSIBLE RESPONSES:




- Use relief staff to provide release time for staff to visit feeder schools and conduct parent/family briefings
- Conduct before/after hours briefings/information sessions for parents/families to help make it easier for parents to attend them

COORDINATING INDUCTION ACTIVITY

- Establish a staff working group to coordinate induction activity (including both pre-day one and day/week one activity) including curriculum and student welfare/wellbeing and support managers and year level heads as well as other interested staff
- Liaise with professional teaching/learning teams to coordinate class visits and pre-day one induction activities
- Use common home room or extra-curricular activity blocks to run pre-day one class visits/activities
- Collaborate with local third party organisations to help run/support activities

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
PREPARING OLDER STUDENTS TO “HOST” YOUNGER STUDENTS	<ul style="list-style-type: none"> • Use social and emotional learning curriculum/teaching time to prepare and brief older students on how to host younger students
COORDINATING PRE-TESTING ACTIVITY	<ul style="list-style-type: none"> • Use curriculum planning process to identify pre-testing requirements and select testing tools • Use data from tools to support curriculum and instructional planning as well as track value add skill development
GETTING ON TOP OF THE DATA	<ul style="list-style-type: none"> • Use office administration staff to collate/process pre-testing data • Employ specialist staff on a short term contract or involve administrative and teaching staff who are experienced in data analysis to help analyse pre-testing data • Provide data summaries for each year level and subject area to inform student and instruction planning
HELPING STAFF TO FOLLOW UP WITH PARENTS/FAMILIES	<ul style="list-style-type: none"> • Set a clear expectation that teaching staff will contact parents/families within a defined time window to make contact with them and let them know how their child is settling into class • Acknowledge that it takes time to do that • Highlight the benefits for students, their parents/families and staff • Be proactive in discussing staff concerns • Use professional supervision to help staff to manage workload and confirm compliance with requirement • Proactively manage non-compliance

TOOLS:

-  Tool - Welcome letter template (student & parent/family) (primary & middle/senior school versions)
-  Tool - Example getting to know you worksheet
-  School Diagnostic - School and year level inductions

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Gathering Student Information at Enrolment
- Staggering Year Level Start Dates
- Using Class Structures to Build In Flexibility
- Staging the Transition to Split Subject-based Teaching Structures
- Rolling Over Teaching Staff with the Student Group
- Conducting Transition Briefings

ATTENDANCE TRACKING & MANAGEMENT

What All teachers know that school attendance matters. The less time students spend at school the less they are able to cover and the more likely they are to have gaps in their learning that undermine their ability to master higher level concepts and skills and put them at increased risk of early exit from school and/or poorer post-school outcomes.¹¹⁵

Research indicates that low SES and NESB students tend to have lower attendance and retention rates than students from more advantaged backgrounds.¹¹⁶

Because of that, schools adopting a holistic education model put particular focus on managing student attendance.

How Schools start by actively encouraging student attendance. They put particular focus on making sure that students and their parents/families understand how important it is for the student to attend school regularly. They set a clear expectation that students will attend school on time every day unless they are sick or they have an acceptable reason for not being at school. They persistently monitor attendance and follow up with parents/families if students are not at school and work collaboratively with them to manage any non-attendance or truancy issues.

Monitoring attendance

Schools usually structure their timetable to incorporate a short home room period at the start of each day. Those sessions are used to track attendance, provide an opportunity for teaching staff to engage with students and monitor and manage potential issues relating to students' preparedness to engage in class.

Teaching staff use the home room session to complete a class roll. Some schools use paper based attendance lists. The most effective schools use an electronic system. Where schools use a paper based system, staff either transfer the class rolls to the school office at the end of that period or staff email or telephone a list of absent students to the office. Where schools use an

electronic system staff usually enter attendances directly onto a central database or register.

Office staff review the paper or electronic attendance lists and follow up with parents whose children are not present at school. Some schools will do that by having administrative staff telephone the students' parents/family. Others use an email or automated SMS text messaging-based software system to contact parents.

Students arriving at school late are usually required to go to the school office to sign in late before going to their class. They will then be given a late slip that they can take to class so that their teacher knows that they have signed in. If they arrive at class late without a late slip staff will either contact the office to let them know

¹¹⁵ Bourke 2006.

¹¹⁶ Considine and Zappala 2002., p.130.

that the student has arrived or require the student to go and sign in late before joining the class.

Where student attendance is an issue, some schools will often timetable in a similar home room period following the main recess period and at the end of the day so that there is a mechanism to monitor student attendance through the day and help identify, anticipate and manage truancy and other issues affecting students' ability to engage at school and learn.

Where possible, schools also often try to limit the need for students to change classroom/location, particularly in primary and middle school, to limit the opportunity for students to miss class by "losing" time as they move between locations or through truancy.

Encouraging attendance

Teaching staff actively encourage student attendance. If a student has been absent from school staff will make a point of noting and celebrating their return to class. They will actively work with them to help them to catch up on material so that they can settle back into class as easily as possible. Where appropriate, staff will set up a formal learning support plan to help students catch up on what they have missed.

Where attendance is poor, teaching staff will often put a focus on improving attendance by tracking class attendance rates using a classroom wall chart and setting improvement targets for overall class attendance as a way of motivating students to encourage each other to attend school. They will reward the class when they meet those targets (eg. by allowing students to do a learning activity of their choice).

Managing non-attendance

Students missing school are usually required to provide a written note explaining their absence or have their parents contact the school to let the school know why they will/have not attended school. Written and verbal notification options are usually provided to accommodate for the fact that some parents/families do not have strong English writing skills and so may feel more comfortable

communicating with the school verbally.

Where students are identified as being absent without appropriate reason on a repeat basis (eg. three days in a row) schools will usually send a letter home to parents/family noting their child's repeat absence, confirming that they have an obligation to make sure that their child attends school and asking the parents/family to contact the school if they need support to manage their child's attendance. Usually schools will also contact the parents/family by telephone. Those calls are usually made by either the students' class/home room teacher or by a student welfare/wellbeing and support staff member. Where language is an issue the call may be made by a multicultural aide who is able to speak with the parents/family in their primary language. Teaching or student welfare/wellbeing and support staff are used to make the call, rather than office staff, to reinforce the importance that the school places on the student not attending class and to make sure that the staff making the call know the student and their parents/family and so are able to have a more detailed discussion about the student and the factors that may be affecting their attendance.

Where attendance is an ongoing issue schools will schedule a meeting with the student's parents/family and put in place a behaviour management plan to manage attendance.

If parents do not attend that meeting or support the school in managing their child's attendance then schools will usually have a protocol that they follow that culminates in notifying appropriate government authorities that the child is not attending school.

Schools will take student attendance into consideration when reviewing whether or not to progress students from one year level to another. They may decide to retain a student in the same year level for the following year if they have missed too much instruction time.

Data management systems

Where student attendance is an issue and students are often absent from school for extended periods of time the management of student enrolment data can become complex.

Schools often put in place an enrolment management protocol that allows them to keep absent students on their books for a period of time before closing their enrolment so that if they do return to school they are able to slot back into class as easily as possible and administrative processes relating to their enrolment do not act as a barrier to their return.

To do that, schools will often classify students into three categories:

CATEGORY	DESCRIPTION	ENROLMENT STATUS
ACTIVE ENROLMENTS	Students who are enrolled and are attending school regularly	<ul style="list-style-type: none"> Counted in enrolment numbers Maintained on class lists Tracked for (non)attendance
ABSENT ENROLMENTS	Students who are enrolled but who have been absent from school for more than a defined period of time (eg. 10 days) without appropriate explanation (eg. illness)	<ul style="list-style-type: none"> Counted in enrolment numbers pending review at the end of the term Removed from class lists Tracked for (non)attendance
CLOSED ENROLMENTS	Students who at the end of a term/semester have been classified as an absent enrolment for more than a defined period of time (eg. another 10 days, meaning that they have been absent from the school for a month/20 days)	<ul style="list-style-type: none"> Removed from enrolment numbers

If new students apply for enrolment during the term and there are vacancies in the relevant class list they will usually be accepted (subject to their meeting the school's standard enrolment requirements). In terms of the school's overall enrolment numbers those "new" students will not be counted as an additional enrolment until the end of the term when the school will close enrolments for students who have been absent from the school for an extended period and then add in the new student enrolments that they have taken over the term to reach a revised enrolment number. The process is similar to that of balancing a financial ledger at the end of the month except that it is done at the end of each term/semester.

If a student who has been listed as an absent enrolment attends school and wants to return to class they will be allowed to do so if there is a vacancy on a relevant class list. If there are not any vacancies that the student can fill, then the school will usually work with the student's family to help them find a place at another local school and will notify the family if/when a vacancy opens up at the school.

The above enrolment management protocols do not mean that schools do not actively work to address student absences or notify non-attendances to the relevant authorities. They stand in addition to those activities and focus on the processes that schools use to manage enrolments and enrolment data.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- Structured (non)attendance tracking and management processes are used to encourage regular student attendance
- The school has a clearly articulated and documented school attendance policy
- The school consistently reinforces how important it is for the student to attend school regularly in its communications with students and their parents/families
- The school sets a clear expectation that students will attend school on time every day unless they are sick or have an acceptable reason for not being at school
- Staff actively encourage student attendance (ie. acknowledge regular attendance, note absences and welcome students on return to school, proactively speak to students about non-attendance, use individual and group reward and incentive programs to encourage attendance)
- The school timetable is structured to build in check points to monitor student attendance and identify truancy or attendance issues
- The school contacts parents/families promptly to investigate/let them know about any unexplained absences
- Where students are identified as being absent on a repeated basis teachers or student welfare/wellbeing and support staff contact parents/families to discuss their child's absences and develop strategies to address them
- Where attendance is an ongoing issue the school meets with the student and their parents/family to put in place a behaviour management plan to manage attendance
- Enrolment data and class list/vacancy management protocols are designed to take into account high student mobility/turnover
- Enrolment data is reviewed and updated at the end of each term to adjust for changes in enrolments

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps increase student attendance
- Reduces the opportunity for truancy
- Reinforces the importance of regular school attendance

OPERATIONAL EFFECTIVENESS

- Makes it easier to monitor attendance and track and manage non-attendance and truancy

POTENTIAL CHALLENGES:

DEALING WITH PARENTS WHO DO NOT RETURN TEACHERS' CALLS OR RESPOND TO REQUESTS FOR THEM TO CONTACT THE SCHOOL TO HELP DEAL WITH ATTENDANCE ISSUES

POSSIBLE RESPONSES:

- Work to establish a constructive school-home relationship
- Actively try to make parents/family members feel comfortable contacting the school/school staff
- Use enrolment and induction processes to establish a relationship with students' parents/family members
- Reinforce that the school is keen to work with the parents/family to support their child. Talk about the fact that staff will contact them periodically to talk about their child and reinforce the importance of those conversations
- Find out from parents/family members how and when is the best time to contact them as part of the enrolment process
- Make sure that parents/family members know who they can contact at the school if they have any concerns/questions about anything
- Use welcome letters to parents and school events to actively introduce student's teachers and student welfare/wellbeing and support staff to parents/family members
- Let parents/family members know that there are interpreters/multicultural aides who can help them to speak with staff if that makes things easier for them
- Make sure that staff do not just contact parents/family members when things "go wrong". Encourage staff to periodically contact each parent/family to talk about their child and how they are going. Some schools set a requirement that teaching staff contact each student's parents/family by telephone at least once a term/semester outside of the standard student-parent-teacher meeting process to talk to them about how their child is going
- Acknowledge that for various reasons some parents/family members find it uncomfortable dealing with the school/school staff and that it often is not about the school/school staff but is about what is happening for them outside of the school or their past experience with the education system
- Encourage staff to be sympathetic to those factors and not to assume that parents/family members are disinterested or avoiding talking to them
- Set an expectation that staff will persevere when trying to contact parents/family members

POTENTIAL CHALLENGES:**POSSIBLE RESPONSES:**

- Encourage staff to use the same principles that they do when working with their students and use a reflective practice to think about what they can do/do differently to help parents/family members to engage with them
- Use professional supervision to help staff work through issues that they may have engaging parents/family members
- Have a clear internal policy that staff can follow to get more senior staff involved if parents/family members do not engage

TOOLS:

Example Policy - Example attendance policy

School diagnostic - Attendance tracking & management

TOPICS COVERED IN THIS SECTION:

- Student Enrolment
- Managing Planned Absences & Re-entry into School

POLICY - EXAMPLE ATTENDANCE POLICY¹¹⁷

School Hours

[This school] believes students need to be at school daily to maximise their learning opportunities. We require that students and their parents make every effort possible to minimise the number of days they miss school.

[The school will open for breakfast at 7:30 am.] The school day begins at [8:30 am] and ends at [3:30 pm]. Students who participate in activities after school may stay on at school after that time. Students committing to after school activities are expected to attend them on a regular basis as they do school. Students must arrive to school by [8:20 am] to ensure that they will be in their first period class by [8:30 am].

Regular classroom attendance is necessary to build the habits of accountability and responsibility needed at school and throughout life. Classroom instruction time is important to prepare for the demands of further study and/or work. Making up missed assignments, while required, cannot replace classroom time.

Excused Absences

Daily attendance at school is required. The only excused absences are:

- Personal illness
- Death of a family member
- Serious family emergencies (subject to principal approval)
- Court summons
- School approved activity
- Religious holiday
- Medical appointments (please note: if regular doctor, dentist or other non-urgent appointments need to be made, the expectation is for every attempt to be made to schedule appointments after school, or on early dismissal or school holiday dates).

For an excused absence, parents/guardians must notify the school by 8:00am of each day the student is absent. When the student returns to school, they must bring a note signed by a parent/guardian to the main office. The note must be written clearly and contain the following information:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where parents/guardians may be reached (home and work)
- Signature of parent/guardian.

Any student who is absent with an illness for three or more days must bring an official note signed by their doctor to the main office when they return to school. The note must include the name of the student, dates of absence and reason for absence. The note must be written on a doctor's letterhead.

¹¹⁷ KIPP NYC College Prep Student and Family Handbook 2010-11.

Unexcused Absences

If a student does not arrive at school or class and we have not received notification of the absence from a parent/guardian, the parent/guardian will be immediately contacted. If students are absent frequently (excused or unexcused) a letter of concern will be sent home and if the absences continue, a parent-teacher conference will be called to discuss a solution to the problem. The following are some examples of missed school days that will be considered as unexcused absences:

- Family trips
- Non-school related activities (eg. sporting events, cultural activities, celebrations, performances)
- Truancy (non-attendance).

Any student who is absent from school without the permission of a parent/guardian and/or without the knowledge and permission of the school is considered truant and may be subject to disciplinary action by the school and/or by government authorities. Under the law, the school is required to report excessive truancy to the relevant government authority. We will do so where required.

Students will not qualify for end of term/semester/year outings and other rewards and opportunities if they have been identified as having an unacceptable attendance record.

The school will review absences when evaluating students and take that into consideration when determining whether or not it is appropriate for students to progress from year level to year level.

Tardiness

Lateness to school and to class will not be tolerated.

School begins each day at [8:30 am] and students must arrive at school [8:20 am]. A student will be considered tardy to school if they arrive at class late and may be required to attend detention. If a student is going to be tardy, they must notify [identify position]. Upon late arrival, the student must report to the office and sign in before going to class. Five late arrivals to school will equal one unexcused absence.

Additionally, lateness to class is unacceptable. Any student who arrives late to class without a pass will be subject to disciplinary actions determined by the teacher and may receive detention. Individual teachers in collaboration with the school leadership will determine additional consequences for students who accumulate multiple late arrivals.

Signing Out Early

We strongly discourage parents/guardians from signing students out early for appointments or other engagements which can be scheduled during school breaks, half days, or after school hours. Students who must leave school early for unavoidable purposes must provide a written request with the reason for leaving signed by a parent/guardian to the school office or their parent/guardian must call and notify the office verbally. Family members must sign students out in the office if approved for early pick-up. Before students leave early, they are responsible for collecting coursework/homework from every teacher. A parent/guardian must authorise in writing all additional family members who can sign their child out of school.

Promotion and Retention

Students are allowed up to ten total absences or five unexcused absences during the year without a need for the school to evaluate the student's progress at the end of the year. Attendance will be taken on all days that school is in session. If a student has ten or more total absences or five unexcused absences during the year, a year level committee will determine if the student is prepared for success at the next year level. The committee may decide that a student will be retained in the same year for the following year for missing too much instruction time.

9.4

MANAGING PLANNED ABSENCES & RE-ENTRY INTO SCHOOL

What Schools working with low SES and NESB students often have students that miss extended periods of school because of truancy or other factors that take them away from school, including family migration, student or family illness or other situations where students are required to care for or support family members.

Because of that, schools adopting a holistic education model often put in place strategies to help students to maintain their schooling while they are away from school and make it as easy as possible for students to transition back into class when they return to school.

How They use home based learning plans to help students maintain their study while they are absent from school and provide intensive learning support to help students to catch up on material that they have missed when they return to school.

Home based learning plans

In situations where schools know that students are likely to be absent from school for an extended period of time (eg. because of family migration or illness) schools adopting a holistic education model will often work with the student's parents/family to put in place a home based learning plan.

At primary school level, the development of a home based learning plan is usually coordinated by the student's class teacher. At middle or senior school level, a student support group made up of relevant teaching, specialist learning support and student welfare/wellbeing and support staff is usually set up to feed into the development and implementation of the plan. A member of the student support group is designated as having lead responsibility for overseeing the plan and as such is identified as being the primary point of contact for the student's parents/family in relation to the plan. Often that will be the student's home room teacher, a specialist learning support teacher or a student welfare/wellbeing and support staff member.

Schools use a number of different approaches to support students' home based learning. They:

- Provide students with home learning packs (eg. based on classroom activities and instruction cards)
- Set up one on one tutoring sessions with school staff or volunteer tutors
- Use internet based video conference call, email and instant messaging technologies to maintain regular contact with students and their families and support home based learning and link them into school based activities and
- Link students into alternative distance education/remote teaching services such as School of the Air.

The student's class/home room teacher and/or student welfare/wellbeing and support staff usually meet with the student and their parents/family before putting together a home based learning plan. That is done in order to understand how long the student is likely to be absent from school, the factors affecting the student's ability to study, the time that the student will be able

to study each week, whether they will be able to have access to a computer and the internet and the extent to which family members will be able to support the student to complete any home based learning tasks.

At that meeting staff will reiterate the importance of continuing the student's study and talk to the student and their parents/family about how best they can work together to support the student's learning during the period that they will be absent from school.

Teaching staff will then develop an individual learning program for the student. The program will usually incorporate a home based learning pack as well as a plan for how the school will work with the student and their family to help them to work through the learning activities in the pack.

The home based learning pack provides students and their parents/families with tools to help the student continue their studies. The learning activities in the pack usually draw off teaching/learning activities that are being covered in the classroom and incorporate existing teaching resources and tools developed to support that work. They also often incorporate additional online learning tools.

Schools use different strategies to support students while they are studying. Wherever possible they put in place a process where teaching staff stay in regular (ideally weekly) contact with the student to keep track on how they are going, provide feedback on work that has been completed and guidance and instruction on tasks that the student is working on. The frequency and manner in which teachers stay in contact with the student and which teacher(s) do that can vary.

Some schools will arrange for one or more teaching staff to stay in contact with the student through regular telephone calls or home visits. Others make use of a range of video conference call, email and instant messaging technologies to allow staff to stay in contact with the student. In other cases, schools will appoint a specialist learning support teacher to act as a primary point of contact with the student.

Irrespective of what arrangement is put in place, a designated staff member will stay in regular contact with the student's parents/family to keep them up to date on the student's progress and work with them to help them to support their child.

In order to allow students to stay in contact with their classmates and try to maintain a connection between the student and their class, some schools also use internet based video conference call technologies, email and instant messaging technologies to allow students to stay in contact with one another and to link students into classroom based small group/paired learning activities.

Using learning labs to help students transition back into class

Some schools use intensive learning support labs to provide fast track learning spaces/learning labs to help students who miss blocks of school to catch up on they work that they have missed and slot back into their classes.

At primary school level, when a student who has missed a block of school returns to school the student's classroom teacher will usually review where the student is up to and meet with classroom teaching support staff and specialist learning support staff to develop a strategy to help the student "catch up" on key learning areas that the student has missed. That may involve:

- Teaching support staff spending additional time working one on one with the student in class
- The student looping out of class to do intensive work with specialist learning support staff and/or
- Teaching or specialist learning support staff spending additional time with the student before, during or after school either in one on one tutoring sessions or as part of scheduled learning support programs.

The above activities will usually be covered by a formal learning support plan aimed at helping the student to catch up on the key concepts that they have missed while they have been away.

Schools that have a particularly high number of students that miss blocks of school sometimes set up a dedicated fast track learning space to support students to complete "catch up" work. Those spaces are staffed in different ways. Some schools run those spaces as part of a dedicated learning lab that is manned by specialist learning support staff. Other schools run it as a separate program before, during or after school which may be linked into other homework support activities.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school works with students and their parents/families to manage planned/extended absences to try to minimise gaps in student learning and help them to catch up on work when they return to school
- Where the school knows that students are likely to be absent from school for an extended period of time they work with the student's parents/family to put in place a home based learning plan
- Where students miss extended blocks of time at school, the school will develop an intensive learning support plan to help the student catch up and slot back into class

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach

LEARNING ENVIRONMENT

- Helps students and their parents/families feel comfortable dealing with the school/school staff

PARENT/FAMILY ENGAGEMENT



- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps students to re-engage in class effectively when they return to school after an extended absence
- Helps increase retention and completion
- Helps keep students connected to school when they are not able to attend school
- Helps limit gaps in learning caused by extended absences from school
- Encourages students to take responsibility for their own learning and development

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
FINDING STAFF TIME TO DEVELOP AND SUPPORT HOME BASED LEARNING PLANS	<ul style="list-style-type: none"> • Use standard student planning processes to develop and support home based learning plans • Encourage staff to utilise existing teaching resources/tools when developing plans • Use specialist learning support teachers, student welfare/wellbeing and support staff and skilled volunteers to help develop and coordinate home based learning plan delivery • Wherever possible work with the student's parents/family so that they can support the student's learning • Some schools train parent/family members to act as learning support staff/tutors
FUNDING SPECIALIST TEACHING STAFF SETTING UP AND RUNNING LEARNING LABS	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources) • Use skilled volunteers to support learning support/extension activities

TOOLS:

-  Tool - Home based learning plan template
-  School diagnostic – Managing planned/extended absences

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Individual Student Planning
- Using Tiered Scaffolding & Extension Learning Structures
- Using Extra-curricular Programming to Augment the Standard Curriculum

FEEDBACK & REPORTING

What Parents/families are better able to support their children when they understand how their child is going at school and what they can do as parents/family members to best support their children to learn.

Because of that, schools adopting a holistic education model make sure that they provide parents/families with regular feedback on their child's progress and how they can support their child to learn at home.

How They do that in a number of ways:

REPORTING	<ul style="list-style-type: none"> • Provide formal reports on student progress on a half yearly or quarterly basis
STUDENT-PARENT-TEACHER INTERVIEWS	<ul style="list-style-type: none"> • Conduct formal student-parent-teacher interviews to discuss student progress and what the school, students and their parents/family can do to help the student progress
STUDENT PLANNING	<ul style="list-style-type: none"> • Work collaboratively with students and their parents/families to set learning and development goals • Develop student plans to support student learning and development, identifying what the school, student and their parents/family can do to help students to address specific learning needs
FORMAL AND INFORMAL PARENT-TEACHER CONTACT POINTS	<ul style="list-style-type: none"> • Provide multiple opportunities for parents and/or teachers to initiate contact to discuss student progress • Use online media to keep parents/family members up to date on what students are covering in class and what they can do at home to reinforce/support school based learning
CLASSROOM BASED FEEDBACK	<ul style="list-style-type: none"> • Provide regular and frequent feedback to students on their progress • Celebrate student effort, improvement and achievement and make sure that students' parents and family are aware of those achievements

Student reports

Schools usually provide students and their parents/families with a formal report on their progress at least two times a year at the end of each semester.

Reports are structured to meet state and territory based reporting requirements. Particular focus is placed on making sure that reports are written in clear and simple language so that they are easy to follow and understand. Reports usually include assessments of both the student's personal and academic development and effort.

In addition to those reports schools also often provide short form progress reports at the end of terms one and three.

Where language is an issue, some schools will arrange for reports to be translated or set aside time when parents can come to the school and sit down with multicultural aides or community volunteers who can translate the report for them. Because parents can be self-conscious about not being able to speak or read English well, schools are usually proactive and get office administration

staff or multicultural aides to contact parents to ask them if they would like to talk about their child's report and make sure that they are aware of the support that is available through the school to help them understand what the report means.

In addition to the formal written reports, schools usually also provide a range of opportunities for parents to meet with school staff.

Student-parent-teacher interviews

They usually schedule formal student-parent-teacher interviews in term one so that parents/family members can talk to teachers about their child's learning and development needs.

They then schedule follow up sessions at the end of term two or start of term three and the end of term four to discuss how the student is going, what they need to focus on to progress and how best the student, their parents/family and the school can work together to support that.

Table - Example reporting and student-parent-teacher interview schedule

EARLY IN TERM 1	<ul style="list-style-type: none"> Parents meet with their child's (home room) teacher(s) to provide them with background information about their child and talk about their learning and development needs
END OF TERM 1	<ul style="list-style-type: none"> Parents, students and their teacher(s) meet in a three-way conference to discuss the student's individual learning goals
MID-YEAR	<ul style="list-style-type: none"> A comprehensive written report is sent home for each student summarising the student's effort, progress and achievements and indicating areas for focus in the following semester
LATE TERM 3/EARLY TERM 4	<ul style="list-style-type: none"> Parents, students and their teacher(s) meet in a three-way conference to review how the student is going, what they need to focus on to progress and how best the student, their parents/family and the school can work together to support that The school distributes Year 3, 5, 7 and 9 NAPLAN results (where available)
END OF TERM 4	<ul style="list-style-type: none"> A comprehensive written report is sent home for each student summarising the student's effort, progress and achievements and indicating areas for improvement for the following year.

Parents are often invited to identify issues that they are interested in talking to teachers about prior to those sessions. That is done so that parents can feel more comfortable raising issues with teachers when they meet and to encourage parents to see the meetings as an opportunity for them to play an active role in their child's education, not just an opportunity for the teacher to "report on" what is being done at school.

Again provision is made to make sure that people are available to help with translation where that is required.

Staff stay in contact with parents/families as otherwise required during the term.

Student planning processes

Teaching staff design student planning processes so that students and their parents/families are jointly involved in identifying personal and academic learning goals for the student at the start of each year.

Where students are identified as having specific learning or extension needs, teachers will contact the student's parent/family to set up a separate session to talk about those needs and develop plans to work with the student and their parents/family on them. Teachers will then stay in contact with parents on a more regular basis to track how things are going.

Other formal & informal parent-teacher contact points

At primary and early middle school level, schools often encourage class/home room teachers to set aside half an hour "drop in times" before or after school at least one or two days per week so that parents can come in and talk to them as they drop off or pick up their students or if they specifically want to talk to the teacher. Those times can provide a useful touch point and, although not usually long enough to resolve particular issues, they can provide an opportunity for parents to raise issues that can be addressed in a follow up call or meeting.

Some schools also use email or intranet based social networking tools to provide a forum for teachers to keep parents and families up to date on what is being covered in class. Teachers will send out a regular email, maintain a short blog or record/produce video (YouTube) clip that identifies the material that is being covered in class, lists any homework that students need to complete, provides suggestions for how parents/family members can help students to consolidate their learning and identifies any administrative requirements that students or parents need to cover. They also use those mediums to acknowledge and celebrate students' effort, improvement and achievement. The notes are usually quite short and are sent out on a weekly basis.

Classroom based feedback

Teaching staff also provide regular and frequent feedback to students on their performance. They celebrate student effort, improvement and achievement and make sure that students' parents and family are aware of those achievements.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school makes sure that students and their parents/families receive regular feedback on the students' performance and what they can do to reinforce/help improve school based learning
- Staff provide frequent real time feedback to students on a formal and informal basis
- Teaching staff use a range of methods to try to keep parents/family members up to date on what students are covering in class and what they can do at home to reinforce/support school based learning (eg. written material, email, social media, telephone and face to face contact)
- Formal reports on student progress are provided on a half yearly or quarterly basis
- Teacher-parent-student interviews are held early in term one and at the end of each semester
- Staff proactively contact parents/families during the term to provide positive feedback and discuss issues/learning areas requiring specific focus
- Individual student planning processes are used to provide a structured basis for home-school discussion and collaboration (particularly where students have additional learning, support or behaviour management needs)

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Reinforces the value placed on students and their parents/families
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance
- Helps improve student effort and performance
- Encourages students to take responsibility for their own learning and development

POTENTIAL CHALLENGES:**BEING ABLE TO CONTACT
OR ENGAGE PARENTS IN
SUPPORTING STUDENT
LEARNING****POSSIBLE RESPONSES:**

- Actively try to make parents/family members feel comfortable contacting the school/school staff
- Use enrolment and induction processes to establish a relationship with students' parents/family members
- Reinforce that the school is keen to work with parents/family members to support their child. Talk about the fact that staff will contact them periodically to talk about their child and reinforce the importance of those conversations
- Find out from parents/family members how and when is the best time to contact them as part of the enrolment process
- Make sure that parents/family members know who they can contact at the school if they have any concerns/questions about anything
- Use welcome letters to parents and school events to actively introduce students' teachers and student welfare/wellbeing and support staff to parents/family members
- Let parents/family members know that there are interpreters/multicultural aides who can help them to speak with staff if that makes things easier for them
- Make sure that staff do not just contact parents/family members when things "go wrong". Encourage staff to periodically contact each parent/family to talk about their child and how they are going. Some schools set a requirement that teaching staff contact each student's parents/family by telephone at least once a term/semester outside of the standard student-parent-teacher meeting process to talk to them about how their child is going
- Acknowledge that for various reasons some parents/family members find it uncomfortable dealing with the school/school staff and that it often is not about the school/school staff but is about what is happening for them outside of the school or their past experience with the education system

POTENTIAL CHALLENGES:**POSSIBLE RESPONSES:**

- Encourage staff to be sympathetic to those factors and not to assume that parents/family members are disinterested or avoiding talking to them
- Set an expectation that staff will persevere when trying to contact parents/family members
- Encourage staff to use the same principles that they do when working with their students and use a reflective practice to think about what they can do/do differently to help parents/family members to engage with them
- Use professional supervision to help staff work through issues that they may have engaging parents/family members
- Have a clear internal policy that staff can follow to get more senior staff involved if parents/family members do not engage

TOOLS:

School Diagnostic – Feedback & reporting

TOPICS COVERED IN THIS SECTION:

- Monitoring Student Progress & Providing Real Time Feedback
- Celebrating Student Effort, Improvement & Achievement

10.

STAFF RECRUITMENT, TRAINING & DEVELOPMENT

What Research confirms that there is a strong link between teacher quality and performance and student learning outcomes. Put simply, students with more highly skilled teachers tend to perform better than ones with less skilled teachers.¹¹⁸

Research indicates that after family background, teacher quality and instructional effectiveness are the most significant factors affecting student learning outcomes.¹¹⁹

Recruiting appropriately skilled staff and helping them to improve their teaching practice and skills over time is therefore important for all schools. It is particularly important for schools working with low SES and NESB students where students are often starting at a disadvantage and require targeted teaching and support to help them to engage at school and learn.

In practical terms the recruitment of appropriately qualified and skilled staff is one of the most critical factors affecting the success of schools working with low SES and NESB students.

Because of that, schools adopting a holistic education model pay particular attention to staff recruitment processes to make sure that they get their recruitment decisions right. They also invest significant resources, time and effort to make sure that staff have a clear understanding of what is expected of them, receive regular and frequent feedback on their teaching to help them to improve, have regular opportunities to share their experiences and learn from other staff and participate in internal and external training and development activities.

How They do that in a number of ways:

STAFF RECRUITMENT

- Structure recruitment and selection processes to test for subject and pedagogical knowledge, teaching practice and fit with the school including:
 - Communication skills
 - Capacity to establish strong teacher-student relationships
 - Teaching style (including ability to work in a highly flexible and responsive way using small group and collaborative teaching approaches)
 - Attitude towards students and perceived role/responsibility as a teacher

¹¹⁸ Marzano et al 2011., p.2.

¹¹⁹ OECD 2009.

STAFFING	<ul style="list-style-type: none"> • Employ dedicated curriculum management staff to manage staff development and training (as well as coordinate student data collection and management and manage curriculum planning)
STAFF INDUCTION	<ul style="list-style-type: none"> • Provide new staff with a detailed introduction to how the school operates, what is expected of staff and what support is available to help them come to terms with their new role
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Provide every staff member with a designated supervisor with whom they will meet on a regular and frequent basis (eg. once a fortnight/ month) to debrief on what is happening in their classrooms, reflect on their teaching practice and work on developing their professional skills (in a manner akin to professional supervision practices used in social work settings) • Tailor the frequency, duration and focus of professional supervision activities to meet the needs of the individual staff member
PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Conduct formal performance evaluations for all staff on a regular (annual) basis to: <ul style="list-style-type: none"> - Provide staff with a constructive assessment of what they are doing well and areas that they can focus on to improve their effectiveness - Proactively set expectations for staff performance and ongoing development and - Manage staff (non)performance
PROFESSIONAL DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Use a formal development planning process linked to the staff member's evaluation to identify staff development needs/goals on an annual basis • School leaders/faculty/year level heads work with each staff member to prepare an individual development plan each year • That plan is reviewed and updated as the year progresses as part of the professional supervision process
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams and staff working groups to provide a regular forum for staff to share and learn from one another's experience and access professional advice and support
TARGETED INTERNAL/ EXTERNAL TRAINING SESSIONS	<ul style="list-style-type: none"> • Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program • Dedicated staff meeting time is allocated to professional learning and development activities on a regular basis (eg. fortnightly/ monthly) • "Brown bag" breakfast/lunches are run on specific topics to provide staff with an opportunity to share their expertise/experience and/or listen to guest speakers/trainers (eg. fortnightly/monthly)

SELF-REFLECTION	<ul style="list-style-type: none"> • School leaders and supervisors encourage staff to use self-reflection tools to “check” their behaviour/practice (eg. by using tools in staff meetings, professional supervision and group sessions to demonstrate how they can be used)
PEER OBSERVATION	<ul style="list-style-type: none"> • Use peer observation as a two way learning process to help staff to reflect on their own teaching practice and learn from one another’s practice • Some schools run a structured “walk through” observation and reflection process whereby staff within and/or across different year levels observe each other’s classes on a set cycle across the year (eg. once a term) • Others run a less structured process where peer observation activities are initiated on an ad hoc basis by individual staff through their professional teaching/learning teams or as part of the professional supervision process
PEER COACHING TEAM TEACHING	<ul style="list-style-type: none"> • Partner more and less experienced staff together and get them to work as peer coaches/mentors
PROFESSIONAL LEARNING AND DEVELOPMENT “TRIADS”	<ul style="list-style-type: none"> • Encourage/use professional teaching/learning teams to form learning and development triads where staff teams identify specific practice improvement areas to focus on and conduct action based research projects on those areas (often within dedicated professional learning and development time) and then share their learning with the broader staff group
EMPLOYEE ASSISTANCE PROGRAMS	<ul style="list-style-type: none"> • Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector). The purpose of these programs is to provide proactive support and help with the early identification and/or resolution of work related and personal issues that may adversely affect staff performance and wellbeing

This toolkit has been written so that it can be used by schools across Australia and overseas and as such has not been tied to any particular school or system based award or employment agreement requirements. Instead it talks in general terms about how schools manage staff recruitment, employment contracting and development. Some schools may find that some of the approaches described in this section are not consistent with specific employment agreement or award provisions that apply at their school and hence are not appropriate for them.

This section looks at how schools manage their recruitment, professional development and staff evaluation processes to make sure that staff have the skills that they need to engage with students effectively and provide high quality instruction to help them to learn.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school takes both organisational and job fit into consideration when recruiting staff
- The school specifically includes/tailors contract provisions to accommodate workload/flexible working requirements
- The school runs a structured induction program for new staff to make sure that they understand how the school operates, what is expected of staff and what support is available to help them come to terms with their new role
- The school has formal and informal systems to help maintain an open dialogue between the school leadership and staff to proactively identify and address HR related issues
- The school conducts formal performance evaluations for all staff on a regular (annual) basis
- School leaders proactively manage staff (non)performance
- The school prioritises staff learning and development so that it is a core part of the day to day life of the school
- School leaders actively encourage and support staff learning and development
- The school employs/allocates responsibility to manage staff development and training to a dedicated staff member (eg. curriculum and staff development manager)
- Individual development plans are prepared for each staff member at the start of each year and are used to guide and monitor staff development and training through the year
- Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program that is run each year
- Teaching/teaching support staff are provided with regular and frequent feedback to help them to improve their teaching practice and skills (eg. through mini observations, professional supervision and participation in professional teaching/learning team meetings)
- Staff have regular opportunities to participate in internal and external training and development activities

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students’ learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps establish/strengthen teacher-student relationships











STAFF ENGAGEMENT AND PERFORMANCE

- Improves staff management
- Supports staff learning and development
- Provides regular opportunities for staff to share learning and experience
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Helps staff manage stress and problem solve more effectively
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

TOPICS COVERED IN THIS SECTION:

- Staff Recruitment & Contracting
- Staff Training & Development

TOOLS:

-  Tool - Key personal attributes & behaviours
-  Tool - What is working well, even better if reflection tool
-  Tool - Professional supervision guidelines
-  Tool - Supervisor evaluation
-  Tool - Mini observation guidelines
-  Tool - Classroom walk through guidelines
-  Tool - Peer observation guidelines
-  Tool - Classroom observation worksheets
-  School Diagnostic - Staff recruitment, training & development
-  Tool - Example supervision agreement

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staffing Model
- Staff Attitudes, Expectations & Behaviours

10.1

STAFF RECRUITMENT & CONTRACTING

What Recruiting staff with the appropriate mix of professional and personal skills is critical to being able to run a school effectively and help students to engage and to learn.

Good recruitment practices assess both:

JOB FIT	How well a person is able to complete the tasks required for a particular job based on their specific skills including subject and pedagogical knowledge, teaching practice/skills, communication and interpersonal skills
ORGANISATIONAL FIT	How well a person's personal traits, beliefs and values align with the culture, norms and values of an organisation and their propensity to work in a way that fits with those norms including their attitude towards students, perceived role/responsibility as a teacher and ability to work in a flexible and responsive way.

Job fit is critical to the applicant being able to technically perform the required task. Organisational fit is critical to the applicant being able to operate in a way that aligns with the day to day operations and expectations of the school. Research indicates that strong organisational fit tends to be reflected in lower staff turnover, increased worker satisfaction, organisational commitment and identification.¹²⁰

Good recruitment practices are important in all schools. The specific challenges associated with working in schools that have a high proportion of disengaged and/or low SES and NESB students means that organisational "fit" becomes particularly important.

In practical terms the recruitment of appropriately qualified and skilled staff is one of the most critical factors affecting the success of schools working with low SES and NESB students.

Because of that, schools adopting a holistic education model pay particular attention to staff recruitment processes to make sure that they assess both job and organisational fit and get their recruitment decisions right.

¹²⁰ Mathieu & Zajac., 1990.

The recruitment and contracting processes that schools apply are subject to standard regulatory and award frameworks. The process that schools are required to follow when recruiting staff is often prescribed in some way (particularly in the case of government schools) with schools being required to use standardised recruitment processes and systems to coordinate that activity.

Most of the recruitment systems that schools are required to use provide schools with a structured process to help them define role requirements, advertise positions, assess applications and shortlist candidates, interview candidates, select a preferred candidate, conduct reference checks, make a job offer and negotiate a contract. Significant work has gone into designing those systems and processes.

This section does not seek to replicate that work. Instead it talks in general terms about how schools adopting a holistic education model tailor their recruitment process to make sure that they recruit staff with the right mix of professional and personal skills to meet the specific needs of their student group. There are some areas in this section that (particularly government) schools in some states or territories may find more difficult to apply because of the regulatory environment or departmental system that they need to work within.

How Schools adopting a holistic education model tend to tailor their recruitment processes to help identify staff that “fit” with their schooling model and structure their contracting arrangements to support that.

Recruitment processes

Schools consciously structure and run their recruitment processes to test for both job and organisational fit.

Table - Example job and organisational fit components for teaching positions

JOB FIT	ORGANISATIONAL FIT
Subject knowledge	Theory of teaching
Pedagogical knowledge	Accountability framework
Class design and delivery	Teaching practice
Communication and interpersonal skills	Personal traits/attributes
Student data management and analysis skills	Ability to deal with ambiguity/flexibility
Administrative skills	Commitment to personal learning and development

They often put greater focus on organisational fit than schools applying a more traditional schooling model. In addition to testing that candidates have the appropriate subject matter and pedagogical skills, they also test whether applicants demonstrate values, attitudes and behaviours that align with the school's way of working. They structure their assessment process to test whether prospective staff:

- Behave in a way that aligns with a student-centred theory of teaching
- Apply a reflective teaching practice and
- Take personal responsibility for students' learning and development outcomes.

When selecting between two candidates, schools adopting a holistic education model may "trade off" added technical experience or expertise for stronger organisational fit criteria on the basis that the preferred candidates combined mix of job and relational skills will better position them to work effectively with the school's student group. In doing that they do not compromise the baseline professional skill requirements that are required to fill the role; they assess candidates based on those job fit requirements and then tend to select between appropriately qualified candidates based on organisational fit.

Schools often build specific steps into their recruitment process to explicitly test for organisational fit. The most effective schools use a two-way process to do that that both allows them to get a sense of how the prospective staff member will fit into the school and allows the prospective staff member to assess whether or not they think that they will be comfortable working at the school.

Schools do that in a number of ways:

JOB DESCRIPTIONS	<ul style="list-style-type: none"> • Use competency based role descriptions that clearly: <ul style="list-style-type: none"> - Define and document staff roles and responsibilities - Identify both the professional skills (learned abilities) and traits (patterns of behaviour) that staff need to be able to perform the role effectively
JOB ADVERTISEMENTS	<ul style="list-style-type: none"> • Explicitly reference both job and organisational fit requirements when advertising positions
APPLICANT BRIEFINGS	<ul style="list-style-type: none"> • Provide prospective applicants with a detailed briefing document as part of its standard application materials which is referenced during the interview process describing the school, its student population (demographics and performance), its way of working and the expectations of, and professional training, development and support provided to, staff
APPLICATION PROCESS	<ul style="list-style-type: none"> • Structure the application process to require applicants to: <ul style="list-style-type: none"> - Respond to core job and organisational fit requirements - Answer one or two short essay questions aimed at testing applicants' understanding of the needs of the student group and organisational fit with the school
INTERVIEW TIMING	<ul style="list-style-type: none"> • Conduct interviews both inside and outside of standard hours to allow more time for interviews and make it easier for applicants to participate in them

INTERVIEW STRUCTURE

- Use a structured interview process where applicants are asked a series of pre-determined questions that are developed based on the relevant role description and assess both job and organisational fit
- Often those interviews will be conducted on a two-step basis where the first round interview will focus on assessing job fit and basic organisational fit and the second round interview will focus on assessing organisational fit in more detail
- Some schools will require a preferred applicant to teach a class at the school or allow the school to observe one of their existing classes as a final step in the selection process

INTERVIEW TECHNIQUE

- Use a mix of behavioural interviewing and case study based interviewing techniques to try to identify how prospective staff interpret and respond to common student behaviours/situations as a way of testing for fit with desired staff attitudes and behaviours
- Some schools will require applicants to:
 - Analyse a student work sample and write a response that shows they can determine where the student is falling short and devise a strategy for improving the necessary skills. This is usually done during the interview itself with the applicant being given time to read, think about and prepare a written response in a separate room before returning to the interview room to talk through their response and how they came to it
 - Prepare a differentiated class plan in response to a brief describing where different students are up to in a particular learning area. Often the applicants are provided with the brief in advance and are asked to prepare the class plan and bring it along to the interview

ASSESSMENT PROCESS

- Use formal rating systems/checklists to assess applicants against the identified job and organisational fit requirements

REFERENCE CHECKING

- Undertake a detailed 360 degree reference checking process (ie. including staff managers, peers and direct reports where appropriate) before making an employment offer to the preferred candidate
- Often schools will seek approval from the candidate to contact senior staff from the applicant's current or prior schools who are not listed as referees on their application as part of that process

STAFF INTERACTION

- Provide applicants with the opportunity to meet with existing staff from outside of the interview panel to discuss how the school works and what it is like to work at the school prior to the final interview to help make sure that the applicant has a clear understanding of what is involved in working at the school

**CLASSROOM
OBSERVATION/
PARTICIPATION**

- Provide applicants to whom an offer has been made with an opportunity to sit in on/participate in a class at the school before being required to accept/decline the position to help make sure that the applicant has a clear understanding of what is involved in working at the school.

Schools use the interview process to try to “surface” the mental models that staff use when interpreting and responding to student behaviour.

The most effective schools make good use of behavioural interviewing and case study based interviewing techniques to test whether the mental models that prospective staff use to interpret and respond to student behaviour indicate that the applicant:

- Understands the sorts of factors influencing student behaviour
- Takes those factors into account when managing student behaviour/learning
- Engages with students as both individuals and learners
- Sets a high expectation for student behaviour, potential and performance
- Adopts a reflective teaching practice and looks at what they can do/do differently to manage student behaviour/learning
- Demonstrates appropriate content and pedagogical knowledge and
- Takes responsibility for student learning and development.

Table - Examples of behavioural and case study based interviewing techniques

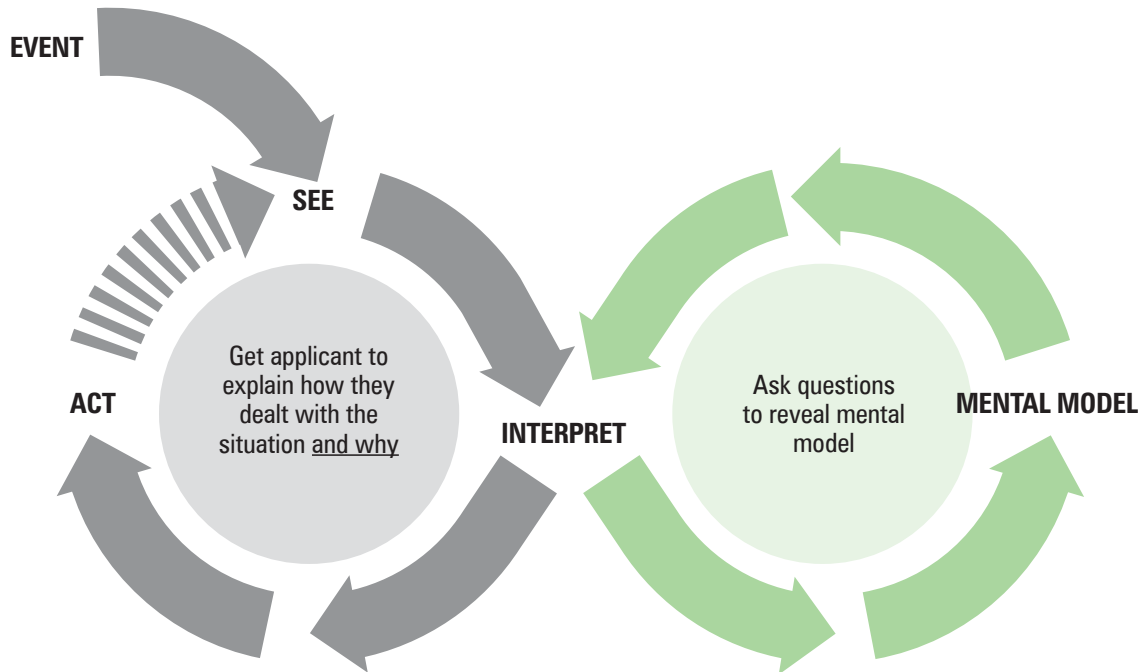
TECHNIQUE	DESCRIPTION	EXAMPLE
BEHAVIOURAL INTERVIEWING	<ul style="list-style-type: none"> • Ask the applicant to identify a specific situation that they have dealt with in the past that fits defined criteria. • Get the applicant to describe the situation, how they handled it and what came out of it • Then ask follow up questions based on that situation to explore how and why the applicant interpreted the situation in the way that they did, the factors that they took into consideration and the reasons why they acted in a particular way 	<p>“Think about a situation where you have had to deal with particularly difficult student behaviour in the classroom. Can you describe the situation to us, how you handled it, what the outcome was and what if anything you would do differently if you had a similar situation happen again?”</p> <p>[Allow the applicant to respond]</p> <p>[Based on the applicant’s description of the situation and their response ask questions to try to get the applicant to articulate how they interpreted the situation/behaviour, for example, what factors they thought influenced the behaviour, what options they saw as being available to them when responding to the behaviour, why they acted the way that they did, how successful they saw their intervention as being and why]</p> <p>[Use responses to assess understanding of the student group and likely behaviours, ability to manage students effectively, propensity to use a reflective teaching practice and adopt a student-centred practice etc.]</p>
	<ul style="list-style-type: none"> • Ask the applicant to bring a (differentiated) class plan that they have used in the past along to the interview • Get them to present the class plan and describe the basis on which it was developed to meet the needs of the student group and how they delivered it • Then ask follow up questions to explore what issues came up in the class and how the applicant dealt with them. Use those questions to explore how and why the applicant interpreted the situation in the way that they did, the factors that they took into consideration and the reasons why they acted in a particular way 	<p>“Can you please talk us through the class plan that you have brought along with you? In doing that, can you start by giving us an overview of the class group that you were working with so we can have some context for where they were up to and what you were working on with them?”</p> <p>[Allow the applicant to respond]</p> <p>[Based on the applicant’s description of the class group and the plan ask questions to try to get the applicant to articulate why they structured the plan in the way that they did, what issues came up for them when delivering the class and how they handled them, why they acted the way that they did, how successful they saw their intervention as being and why]</p> <p>[Use responses to assess understanding of student group learning needs, ability to manage and respond to students effectively, propensity to use a reflective teaching practice and adopt a student-centred practice etc.]</p>

TECHNIQUE	DESCRIPTION	EXAMPLE
CASE STUDY BASED INTERVIEWING	<ul style="list-style-type: none"> Describe a hypothetical scenario and ask the applicant to describe how they would handle that situation Provide additional information as the conversation progresses to test how the applicant would interpret and respond to the situation/ student behaviour in difference scenarios 	<p>“Assume that you are teaching a year 5 class and a student [describe action]. What would you do? What factors might influence what you choose to do?”</p> <p>[Allow the applicant to respond]</p> <p>[Based on the applicant’s response provide additional information about the student’s past behaviour/prior incidents in the class]</p> <p>[Use responses to assess understanding of the student group and likely behaviours, ability to manage students effectively, propensity to use a reflective teaching practice and adopt a student-centred practice etc.]</p>
	<ul style="list-style-type: none"> Provide the applicant with a student work sample (or a mix of work samples) Give the applicant time (in a separate room) to analyse the work samples and write a response that shows they can determine where the student is falling short and devise a strategy for improving the necessary skills Ask the applicant to run through their analysis with you and their proposed response 	<p>“Can you please talk us through how you see this student as going and what areas might need more focus?”</p> <p>[Allow the applicant to respond]</p> <p>[Ask follow up questions to test content and pedagogical knowledge where appropriate]</p> <p>“What other information would you like to have to be able to better assess the student’s learning needs?”</p> <p>[Allow applicant to respond]</p> <p>“What teaching strategies would you use to address the learning needs that you have identified?”</p> <p>[Allow the applicant to respond]</p> <p>[Ask follow up questions to test content and pedagogical knowledge where appropriate]</p> <p>[Use responses to assess understanding of student group, content and pedagogical knowledge, propensity to use a reflective teaching practice and adopt a student-centred practice etc.]</p>

Figure - Behavioural versus case study based interviewing

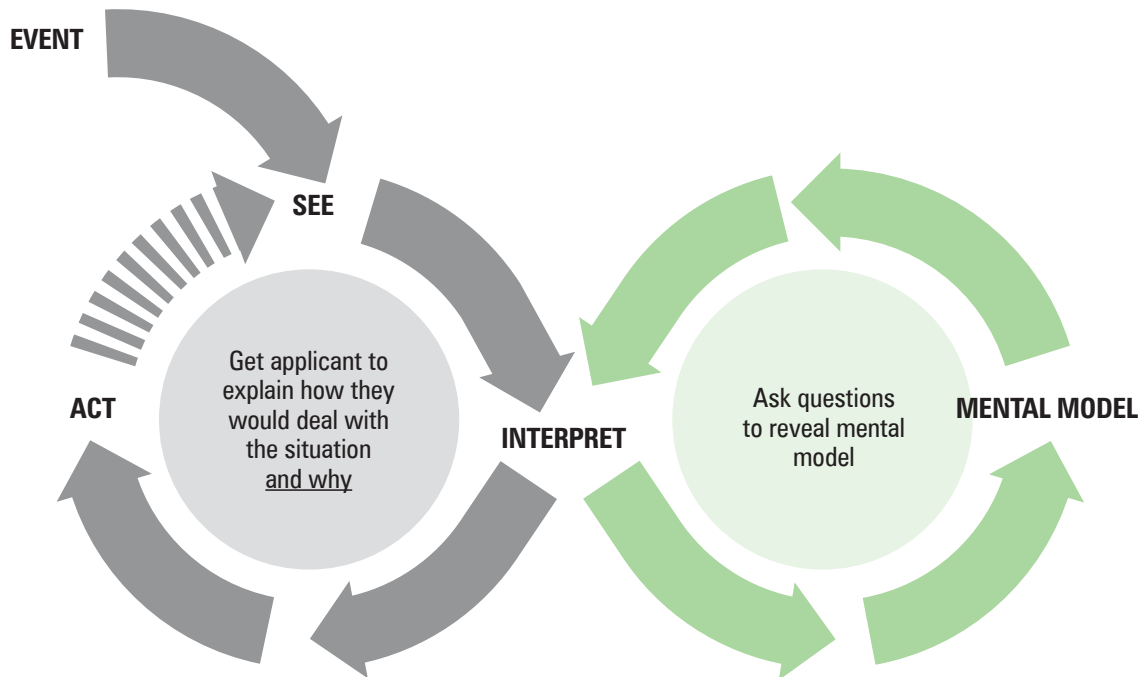
A. BEHAVIOURAL INTERVIEWING:

Get applicant to identify a real situation that s/he has been involved in that fits specified criteria



B. CASE STUDY BASED INTERVIEWING:

Describe a hypothetical situation



● Single Loop Action-Reaction Cycle

● Double Loop Reflective Practice

Use the above situations to explore the applicant's understanding of the types of factors that influence student behaviour, what factors the applicant would take into consideration, how they would interpret the situation and the extent to which they would adopt a reflective teaching practice and look at what they could do/do differently to address the situation.

The most effective schools recognise the importance of getting recruitment decisions right and invest considerable time in setting up and running their recruitment process.

The most effective schools access specific training for key staff to help them learn how to prepare for and conduct recruitment interviews effectively.

They often use a staff working group to identify key organisational fit requirements and develop interview questions/case studies to test for organisational fit that can be used when recruiting administration, teaching, teaching support and/or volunteer positions.

When recruiting for a specific position, schools often set up a reference committee made up of staff in management, peer, subordinate and collaborating positions to review the role description for that position, make sure that the key skills and traits required for that position are

correctly identified and develop/review interview questions to specifically test for those things.

They then use a structured, two to three stage interview process to assess shortlisted applicants and provide opportunities for preferred candidates to speak with school staff and participate in or observe classroom or school based activities to make sure that there is a good fit between the values, attitudes, behaviours and skills that the applicant would bring to the role and the expectations that would be placed on them.

Contracting

Where possible, schools adopting a holistic education model also tend to structure their contracting arrangements to build in greater flexibility and make provision for the additional time and work requirements placed on staff.

This toolkit has been written so that it can be used by schools across Australia and overseas and as such has not been tied to any particular system or school based award or employment agreement requirements. Instead it talks in general terms about how schools manage staff recruitment, employment contracting and development. Some schools may find that some of the approaches described in this section are not consistent with specific employment agreement or award provisions that apply at their school and hence are not appropriate for them.

They do that in a number of ways:

JOB DESCRIPTIONS	<ul style="list-style-type: none"> • Use clear, competency based role descriptions to document staff roles and responsibilities • Explicitly identify individual and shared responsibilities
PROBATIONARY PERIODS	<ul style="list-style-type: none"> • Include probationary periods¹²¹ in all staff contracts (eg. covering the initial teaching term or first three months of employment)
FIXED TERM CONTRACTS	<ul style="list-style-type: none"> • Place new staff on one year fixed term employment contracts rather than permanent employment contracts and convert contracts to permanent employment contracts after that period where appropriate • Use fixed 3 – 5 year contracts for senior management positions

¹²¹ A probationary period is a period of employment commenced on the basis that the employer will decide at the end of the period whether to continue the employment of the employee

CONTRACT TERMS

- Clearly specify out of term work requirements
- Build in provision to allow for classes to be scheduled before or after standard school hours
- Set salary rates and/or build in overtime provisions to accommodate additional time commitments

REVIEW PROVISIONS

- Include annual performance review provisions in all contracts

Because of the specialist nature of recruitment and HR activity, schools often utilise human resources specialists to support recruitment, contracting and HR management activity. Some larger schools will have a part time HR staff member performing that function. More often schools will either utilise regional/district resources or access third party contractors on a periodic basis.

Pre-employment briefing

When entering into employment contracts with staff, an appropriate member of the school leadership team usually sits down with the prospective staff member and runs through the role description for the position that they will be taking on to make sure that they understand what is expected of them. They will also provide the prospective employee with copies of the school's code of conduct and policy manual. As part of the discussion they will also run through the support that the new staff member will be provided with. Where possible they will introduce them to the staff member who will act as their professional coach/mentor and talk them through the professional supervision, training and development processes that are in place at the school. Ideally this is usually done before the prospective staff member enters into any employment contract. The process is used as a final check to help prospective employees make sure that they understand what is expected of them and that they are comfortable with that. Schools will often set up checklists to help staff run through this process.

Probationary period

Because it is so important to get recruitment decisions right, the most effective schools include a probationary period in all of their contracts to allow them to confirm that staff have the professional and personal skills that they need to fit in well at the school.

School leaders treat probationary reviews seriously and use them constructively to manage staff expectations and performance. The most effective schools use a structured (often 360-degree) feedback process to assess new staff performance and fit when assessing whether or not to confirm their appointment at the end of their probationary period.

Where staff are a good fit with the school and are performing well schools will confirm their appointment. Where staff are not fitting into the school well and/or are not performing well schools will use the professional supervision process to raise that with the staff member at as early a stage as possible and will work with them through the probationary period to help them to address the issues identified in their performance. Where appropriate the school will discontinue the staff member at the end of the probationary period.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school takes both organisational and job fit into consideration when recruiting staff
- The school uses probationary periods and fixed term contracts to confirm job and organisational fit
- The school specifically includes/tailors contract provisions to accommodate workload/flexible working requirements
- The school runs a structured induction program for new staff to make sure that they understand how the school operates, what is expected of staff and what support is available to help them come to terms with their new role

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students’ learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps establish/strengthen teacher-student relationships

STAFF ENGAGEMENT AND PERFORMANCE

- Reduces staff turnover




POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>FINDING SUFFICIENT STAFF TIME TO DO THE PRE-WORK/WORK REQUIRED TO COMPLETE A DETAILED INTERVIEW AND SELECTION PROCESS</p>	<ul style="list-style-type: none"> • Reinforce the importance of recruitment decisions and the need to invest appropriate time to get them right • Establish a staff working group to review the way that the school currently defines staff roles and update existing role descriptions to make sure that they cover both job and organisational fit requirements (some schools may link this into a broader program of work that they undertake to document the school's underlying theory of teaching and way of working and or the development/review of staff development and evaluation frameworks) • Engage an HR specialist to guide/support that work • Use the above work to develop a structured set of competency based role descriptions and a summary table of the different competencies included in those role descriptions • Get the working party/HR specialist to develop: <ul style="list-style-type: none"> - A standard interview guide - A pro-forma set of interview questions to test key competency areas identified in the above summary table that staff can refer to when preparing for staff interviews • Set up formal recruitment teams to support specific recruitment activities • Provide release time for staff in those teams to plan the recruitment process, review applications and prepare for and conduct interviews where required
<p>ACCESSING SPECIALIST HR SUPPORT TO INFORM STAFF RECRUITMENT, CONTRACTING AND MANAGEMENT</p>	<ul style="list-style-type: none"> • Access specialist HR support through regional/district school structures and/or employ an appropriately qualified contractor on a retainer, part time or casual basis to support HR management and recruitment activity • Partner with other schools in the area to jointly cover the cost of a part time specialist HR resource and then have that staff member work on a rotating basis across the contributing schools • Get professional support from an appropriately qualified parent or volunteer

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MAINTAINING OPEN AND CONSTRUCTIVE COMMUNICATION WITH STAFF AND STAFF REPRESENTATIVES ABOUT HR RELATED ISSUES</p>	<ul style="list-style-type: none"> • Establish a regular forum (eg. staff meeting once a term) where the school leadership team meets with staff and staff representatives to reflect on what is working well and what could be improved to help staff work more effectively with students and make it easier for them to do their jobs well • Spend time setting norms for that meeting that will encourage staff to be frank and constructive • Use a structured “what is working well, even better if” reflection framework to help balance discussion and provide a neutral framework for raising opportunities for improvement • Prioritise issues/opportunities (eg. using an important versus urgent framework) and allocate responsibilities for addressing those issues • Monitor and report on progress using a structured reporting framework
<p>TRAINING STAFF TO CONDUCT EFFECTIVE STAFF INTERVIEWS</p>	<ul style="list-style-type: none"> • Access specialist training through regional/district school structures • Partner with other schools in the area to jointly cover the cost of running specific interview training for staff • Involve specialist HR staff in interviews and use recruitment activities to provide “on the job” training to staff
<p>MANAGING PROBATION PERIODS AND REVIEWS</p>	<ul style="list-style-type: none"> • Implement a structured process for monitoring staff while they are in their probationary period • Explain that process as part of the recruitment and contracting process to make sure that prospective staff understand how the probationary period will be managed and the support that they will be provided with during that period • Have school leaders/senior staff observe/team teach with the new staff member on a regular basis over that period so that the school is in a good position to assess the job and organisational fit of the staff member at the end of the probationary period • Schedule monthly meetings with faculty and year level heads to review how the new teacher is going. Use those meetings to identify strength/focus areas. Meet with the new teacher and provide feedback on those areas • Where there are identified job or organisational fit issues use professional supervision meetings to identify areas of potential concern and work with the teacher to help them address those areas • Conduct a formal performance review at the end of the probationary period and use that review to determine whether to continue/discontinue the staff member’s employment

POTENTIAL CHALLENGES:**MANAGING INCONSISTENT/
INAPPROPRIATE STAFF
BEHAVIOUR****POSSIBLE RESPONSES:**

- Where staff behaviour or language is consistently out of line with the school's way of working then be proactive in discussing that with the staff member
- Use the same principles that are used with students to manage their behaviour to help staff work in an appropriate way. Acknowledge positive behaviour and intervene in a timely, consistent and constructive way using restorative principles when observing inconsistent attitudes, language or behaviour to help staff to become aware of the inconsistency and change how they think and work
- Use self-reflection tools to help staff to become aware of what they are doing and coach them to change their behaviour or language
- Where appropriate use observation, collaborative teaching and (peer) coaching approaches to help staff to do that
- Recognise that sometimes patterns of behaviour can be subconscious and even with the best of intentions can take time to change
- If staff demonstrate that they are not able to change then use standard staff performance management processes to deal with that and, where appropriate, manage staff out of the organisation

TOOLS:

-  Tool - Key personal attributes & behaviours
-  Tool - “What is working well, even better if” reflection tool
-  School Diagnostic - Staff recruitment & contracting

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staff Expectations, Attitudes & Behaviours
- Staff Accountability Framework
- Teaching Approach

USEFUL RESOURCES:

- Victorian State Government Department of Planning & Community Development (DPCD)., Best Practice Recruitment and Selection: A Toolkit for the Community Sector., January 2010.
- WA Department of Education & Training (DET)., Competency Framework for Teachers., WA State Government., 2004.

TOOL - KEY PERSONAL ATTRIBUTES & BEHAVIOURS¹²²

This tool is provided to help schools define the personal attributes and behaviours (traits) that they are looking for in their staff.

It is often easier to identify the technical skills that staff need to perform their role than to articulate the personal attributes or traits that staff need to have to work well with disengaged and low SES and NESB students. The following table provides a list of some of the traits that are particularly important for staff to have. The table can be used to help develop staff role descriptions and can provide a basis for staff recruitment, development and evaluation tools.

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
INTEGRITY	Maintains and promotes social, ethical and organisational norms. Adheres to code of conduct and abides by accepted behavioural norms	<ul style="list-style-type: none"> • Has integrity and principles • Reflects expected standards of behaviour/complies with code of conduct • Adheres to policies and regulations • Identifies and responds to unethical behaviour in an appropriate manner
HONESTY	Is trustworthy and maintains confidentiality where appropriate	<ul style="list-style-type: none"> • Is truthful • Is trustworthy/inspires trust • Maintains confidentiality where appropriate
POSITIVE ATTITUDE	Maintains a positive, can do perspective	<ul style="list-style-type: none"> • Is optimistic • Remains calm and focused when faced with difficulties • Has faith in own abilities • Is prepared to put in effort and try things
SELF-RELIANCE AND SELF-CONFIDENCE	Is able to work independently and possesses belief in self	<ul style="list-style-type: none"> • Is able to work independently where required • Has faith in own ability to be successful or overcome difficulties • Is confident in own judgement and ability • When appropriate, expresses own position clearly and confidently, even when it is evident that others don't agree • Maintains self-esteem without personal support networks

¹²² Draws on <http://www.australianvolunteers.com/volunteer/what-we-look-for.aspx> and Personal Attributes Matrix in the Community Sector Workforce Capability Framework Toolkit, Victorian Department of Planning and Community Development, 2010.

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
SELF-AWARENESS	Demonstrates an awareness of own strengths, limitations and personal values. Understands how own beliefs, thoughts and emotions influence behaviour and actions	<ul style="list-style-type: none"> • Is able to describe own strengths and limitations • Is able to articulate beliefs, motivations and values • Is able to describe thoughts and emotions and how they influence behaviour in a given situation • Understands how own actions impact on others • Acknowledges and learns from mistakes • Identifies and acts on areas for self-development
SELF-DISCIPLINE	Manages self and time effectively. Consistently meets commitments	<ul style="list-style-type: none"> • Is reliable • Manages own time to achieve key outcomes • Avoids distractions and diversions • Follows through on commitments
ORGANISATION	Is well organised and efficient	<ul style="list-style-type: none"> • Is well organised • Plans effectively • Manages time well • Consistently meets deadlines • Manages others' expectations effectively • Works efficiently
RESILIENCE	Is able to respond positively to and persevere in the face of challenges	<ul style="list-style-type: none"> • Maintains enthusiasm after disappointment • Accepts constructive criticism or feedback without loss of self-esteem • Recovers from setbacks • Overcomes obstacles • Learns from experience
MANAGING STRESS	Maintains performance under pressure and/or opposition (eg. time pressure, job ambiguity) and is able to relieve stress in a manner acceptable to other people and the organisation	<ul style="list-style-type: none"> • Is able to recognise stressful situations and the effect they have on self and others • Maintains composure when dealing with difficult situations or people • Identifies ways to reduce stress • Seeks support from others when stressed • Uses appropriate coping techniques

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
CROSS-CULTURAL SENSITIVITY	Remains open to all people regardless of race, religion or culture. Seeks opportunities to learn and understand other cultures. Able to communicate and interact effectively with people from different geographies and organisations	<ul style="list-style-type: none"> • Values diversity • Respects and embraces difference • Is able to suspend personal judgement to understand different perspectives • Adapts language to aid communication • Checks to ensure mutual understanding when working across cultures • Helps others to understand own culture • Checks own understanding before acting in new situations, recognising that own interpretation may not be correct • Incorporates an understanding of how other people and organisations do things into own approach • Adjusts behaviour to others' cultural and work environments
INCLUSIVITY	Has a collaborative and inclusive working style	<ul style="list-style-type: none"> • Recognises and respects the rights of others • Makes equitable decisions • Works to accommodate and include others
WORKING WITH AND DEVELOPING OTHERS	Is able to establish cooperative and supportive working relationships. Demonstrates commitment to developing self and others	<ul style="list-style-type: none"> • Establishes and maintains a connection with others • Observes and listens before speaking/responding to a situation • Demonstrates patience, tolerance and respect for others • Understands and interprets the needs, concerns and feelings of others • Readily establishes rapport and trust with others • Seeks opportunities and makes time to coach/mentor people • Provides tactful feedback and guidance to help others achieve their goals • Encourages others to achieve their goals • Listens actively • Demonstrates empathy when confronted by adversity • Works well with others • Engenders a spirit of teamwork

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
FLEXIBILITY	Modifies style and approach in order to achieve a specific objective(s). Adapts behaviours to meet situational needs	<ul style="list-style-type: none"> • Identifies and adapts to other people’s style of working • Able to change working habits • Able to change strategies or approaches when necessary • Willing to change mind in light of new evidence • Adjusts behaviour to others • Adjusts behaviour to the work and/or cultural environment • Adapts to changing circumstances • Prioritises work and addresses what is most important • Takes advantage of new and emerging opportunities
PROBLEM SOLVING	Demonstrates an ability to analyse a situation, to develop solutions to problems and implement the solutions	<ul style="list-style-type: none"> • Recognises and identifies the existence of problems • Generates solutions to problems • Breaks down a complex task into manageable parts in a systematic way • Thinks critically and makes accurate linkages between cause and effect • Anticipates obstacles and thinks about next steps • Demonstrates the ability to gather and prioritise information effectively when making decisions • Finds the most appropriate general concepts or rules which fit the situation • Reviews arguments and opinions before making judgements • Presents clear and logical arguments
CREATIVITY	Thinks creatively	<ul style="list-style-type: none"> • Finds ways to work better and smarter • Generates options and ideas • Is open to change and alternatives

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
ACHIEVEMENT ORIENTED	Sets clear goals and demonstrates ability to develop and implement a plan to work towards them	<ul style="list-style-type: none"> • Demonstrates willingness to pursue agreed goals • Overcomes obstacles to accomplish goals • Makes repeated attempts to meet objectives when required • Adjusts plans or actions to respond to constraints • Knows when to adjust to new goals
LEADERSHIP	Has demonstrated leadership skills. Is able to motivate and lead others	<ul style="list-style-type: none"> • Inspires confidence • Has clear goals • Sets a clear path • Demonstrates commitment and encourages commitment and effort in others
STUDENT FOCUSED	Applies a student-centred approach	<ul style="list-style-type: none"> • Maintains a high expectation for student behaviour, potential and performance • Prioritises student needs • Consistently looks for opportunities to help students engage and learn

TOOL - "WHAT IS WORKING WELL, EVEN BETTER IF" REFLECTION TOOL

This tool has been designed to help schools/staff reflect on how things are going and identify areas that are working well and ones that require additional focus or change.

This tool can be used by individual staff as a self-reflection tool and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

- STEP 1** Think about how things have been going for you, your students and your staff/peers, generally.
- STEP 2** Identify things that have been working well and things that have not been working so well and record them in the appropriate column in the table. If you are using the tool in a supervision or group context, then make sure that staff understand that this is a brainstorming exercise and encourage staff to put all of their ideas/issues on the table. Make it clear that although it is open for staff to put differing ideas on the table it is not appropriate to enter into debate about any of the ideas that are tabled at this stage of the process. This stage of the process is about idea generation not discussion.
- STEP 3** Review the list of things that you identify, group similar things together and pull out the key themes that come out of the above brainstorming exercise. If appropriate, use this as an opportunity to explore differing points of view about particular ideas/issues.
- STEP 4** Identify what you will do/do differently individually and/or as a group based on your reflection.

WHAT IS WORKING WELL...	IT WOULD BE EVEN BETTER IF ...

10.2

STAFF TRAINING & DEVELOPMENT

What The creation of a school environment in which teachers are supported to reflect on their teaching practice and work to continuously develop and improve their skills plays an important role in improving teacher effectiveness and student learning outcomes.

The creation of a strong professional development ethos and environment also helps to model the importance of lifelong learning to students.

While the provision of effective professional learning and development is important in all schools, it is particularly important for schools working with low SES and NESB students, where students are often starting at a disadvantage and require targeted teaching and support to help them to engage at school and to learn.

Because of that, schools adopting a holistic education model put particular focus on staff evaluation, training and development.

How They usually invest significant resources, time and effort to make sure that staff have a clear understanding of what is expected of them, receive regular and frequent feedback on their teaching to help them to improve, have regular opportunities to share their experiences and learn from other staff and participate in internal and external training and development activities. They use a number of mechanisms to do that:

STAFFING	<ul style="list-style-type: none">• Employ dedicated curriculum management staff to manage staff development and training (as well as coordinate student data collection and management and manage curriculum planning)
STAFF INDUCTION	<ul style="list-style-type: none">• Provide new staff with a detailed introduction to how the school operates, what is expected of staff and what support is available to help them come to terms with their new role
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none">• Provide every staff member with a designated supervisor with whom they will meet on a regular and frequent basis (eg. once a fortnight/month) to debrief on what is happening in their classrooms, reflect on their teaching practice and work on developing their professional skills (in a manner akin to professional supervision practices used in social work settings)• Tailor the frequency, duration and focus of professional supervision activities to meet the needs of the individual staff member

PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Conduct formal performance evaluations for all staff on a regular (annual) basis to: <ul style="list-style-type: none"> - Provide staff with a constructive assessment of what they are doing well and areas that they can focus on to improve their effectiveness - Proactively set expectations for staff performance and ongoing development and - Manage staff (non)performance
PROFESSIONAL DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Use a formal development planning process linked to the staff member's evaluation to identify staff development needs/goals on an annual basis • School leaders/faculty/year level heads work with each staff member to prepare an individual development plan each year • That plan is reviewed and updated as the year progresses as part of the professional supervision process
PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams and staff working groups to provide a regular forum for staff to share and learn from one another's experience and access professional advice and support
TARGETED INTERNAL/EXTERNAL TRAINING SESSIONS	<ul style="list-style-type: none"> • Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program • Dedicated staff meeting time is allocated to professional learning and development activities on a regular basis (eg. fortnightly/monthly) • "Brown bag" breakfast/lunches are run on specific topics to provide staff with an opportunity to share their expertise/experience and/or listen to guest speakers/trainers (eg. fortnightly/monthly)
SELF-REFLECTION	<ul style="list-style-type: none"> • School leaders and supervisors encourage staff to use self-reflection tools to "check" their behaviour/practice (eg. by using tools in staff meetings, professional supervision and group sessions to demonstrate how they can be used)
PEER OBSERVATION	<ul style="list-style-type: none"> • Use peer observation as a two way learning process to help staff to reflect on their own teaching practice and learn from one another's practice • Some schools run a structured "walk through" observation and reflection process whereby staff within and/or across different year levels observe each other's classes on a set cycle across the year (eg. once a term) • Others run a less structured process where peer observation activities are initiated on an ad hoc basis by individual staff through their professional teaching/learning teams or as part of the professional supervision process

<p>PEER COACHING TEAM TEACHING</p>	<ul style="list-style-type: none"> • Partner more and less experienced staff together and get them to work as peer coaches/mentors
<p>PROFESSIONAL LEARNING AND DEVELOPMENT “TRIADS”</p>	<ul style="list-style-type: none"> • Encourage/use professional teaching/learning teams to form learning and development triads where staff teams identify specific practice improvement areas to focus on and conduct action based research projects on those areas (often within dedicated professional learning and development time) and then share their learning with the broader staff group
<p>EMPLOYEE ASSISTANCE PROGRAMS</p>	<ul style="list-style-type: none"> • Provide staff with access to confidential employee counselling services to allow them to access external support/opportunities to debrief and manage work-related stress (like the Employee Assistance Programs (EAP) that are in place in many organisations across the commercial sector). The purpose of these programs is to provide proactive support and help with the early identification and/or resolution of work related and personal issues that may adversely affect staff performance and wellbeing

Staff induction

Schools adopting a holistic education model recognise how important it is for staff to work in a consistent way, particularly in terms of how they interact with students and manage their behaviour. They also understand that students pay particular attention to how new staff act, and start to form a view about them from their very first day at work.

Because of that, schools adopting a holistic education model work hard to make sure that new staff are “set up to succeed” when they start work. They usually provide new staff with a detailed induction to help make sure that they understand how the school works, what is expected of them and what support is available to help them come to terms with their new role.

In many ways the induction process starts during the recruitment and contracting process. Schools work hard to make sure that prospective staff understand how the school works and what is expected of them before they enter into a contract with the school.

<p>PRE-APPLICATION</p>	<p>Prospective applicants are usually provided with detailed briefing documents about the school as part of the materials that they receive when registering interest in applying for a position. That material usually includes a description of the school, its student population (demographics and performance), its way of working and the expectations of staff and the professional training, development and support provided to staff</p>
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INTERVIEW	During the interview process staff talk to applicants about the school and its way of working. Short listed candidates are given an opportunity to meet students and staff and to observe or participate in classes so that they can get a real sense of the school and how it operates
PRE-CONTRACT	When entering into employment contracts with staff an appropriate member of the school leadership team usually sits down with the prospective staff member and runs through the role description for the position that they will be taking on to make sure that they understand what is expected of them. They also provide them with copies of the school's code of conduct and policy manual. As part of the discussion they also run through the support that the new staff member will be provided with. Where possible they will introduce them to the staff member who will act as their professional supervisor and talk them through the professional supervision, training and development processes that are in place at the school

Once a contract is in place schools work hard to help staff feel welcome and settle into the school. The most effective schools provide staff with detailed briefing/information packs to help them prepare for their first day at the school. Those packs often include:

DAY ONE INDUCTION SCHEDULE	<ul style="list-style-type: none"> • An outline of their day one schedule
SCHOOL INDUCTION PACK	<ul style="list-style-type: none"> • Annual planning calendar • Code of conduct • Policy documentation • Induction/training factsheets covering key operating principles and practices, including for example: <ul style="list-style-type: none"> - Theory of teaching - Accountability framework - Professional development and evaluation process - Common classroom protocols and practices - Student behaviour management
STAFF CONTACT LIST AND BRIEFING PACK	<ul style="list-style-type: none"> • Staff contact list and briefing pack containing photographs and background summaries for each staff member at the school to make it easier for new staff to get to know their colleagues

CURRICULUM PACK	<ul style="list-style-type: none"> • Copies of relevant curriculum planning documentation
WEEKLY TIMETABLE AND MEETING SCHEDULE	<ul style="list-style-type: none"> • Weekly class timetable • Weekly staff and professional teaching/learning team meeting schedule
CLASS LISTS AND BRIEFING PACK*	<ul style="list-style-type: none"> • Class lists • Student briefing pack containing photographs and transition summaries for each student to make it easier for new staff to get to know their students

* subject to availability

An experienced staff member will be paired with the new staff member to work with them as a professional supervisor/mentor. That person will usually contact the new staff member before their first day at work to welcome them to the school and will arrange to meet with them when they first arrive and help them to work through the induction process.

Often schools make sure that relevant year and faculty level heads also contact the staff member before they start to welcome them to the school and help them feel comfortable.

Standard “start of year” staff induction

Because schools often take on a number of new staff at the start of the year, some schools set up their annual calendar so that new staff and their professional supervisors/mentors participate in a new staff induction day before the broader staff body returns to work at the start of the year.

That day is used to help new staff get to know one another, meet the school leadership team, including their faculty and year level heads, and participate in group discussions about some of the

key policy and teaching approaches that are used at the school including:

- Standardised classroom routines and instruction approaches
- Student behaviour management
- Professional teaching/learning team structures and protocols
- Professional supervision and
- Peer observation, learning and development activities.

Often time is set aside on those days for new staff to have one on one discussions with their faculty and year level heads to talk about curriculum and instruction related issues so that new staff can get a sense of how the curriculum is structured and run before participating in the more detailed start of year curriculum planning activities that are undertaken when the full staff group returns to work.

Time is usually set aside to introduce new staff members to the full staff group on their first day back at work. New and returning staff then work through start of year planning activities together. School leaders, supervisors, faculty and year level

heads make a conscious effort to help new staff participate in those activities.

The most effective schools also put in place additional post-day one supports to help new teachers slot into their role at the school.

They use the professional supervision process to make sure that a senior staff member is touching base with the new staff member on a regular and frequent basis to check how they are going and help them negotiate any issues that they might face.

They use team teaching and observation processes to help staff come to terms with standardised classroom routines, instruction and behaviour management processes.

Some schools also conduct a series of specific training and development sessions for new staff (eg. once a week or fortnight over the first term or semester) to help them come to terms with the different systems and processes in use at the school. Often those sessions are held before or after school or over lunch so that staff can fit them in around their standard weekly schedule.

“Out of cycle” staff induction

An adjusted induction process will be used where staff transfer into the school out of cycle (ie. not at the start of the school year).

A short-form version of the pre-day one session will often be held after school hours so that the new staff member can meet the school leadership team including their faculty and year level heads and participate in group discussions about some of the key policy and teaching approaches that are used at the school.

The staff member who has been allocated to act as a professional supervisor will often play a stronger role in making sure that the new staff member has access to the specific support that they need to slot into the school. Where appropriate the supervisor will work with school leaders and other staff to help set up formal/informal briefing sessions to help the new staff member come to terms with school operating systems or protocols.

As with start of year staff commencements, schools make sure that new staff are provided with ongoing support to slot into their role at the school.

They use the professional supervision process to make sure that a senior staff member is touching base with the new staff member on a regular and frequent basis to check how they are going and help them negotiate any issues that they might face.

They use team teaching and observation processes to help staff come to terms with standardised classroom routines, instruction and behaviour management processes.

Relief staff, third party partner & volunteer inductions

Schools adopting a holistic education model recognise the importance of making sure that relief staff, third party workers and volunteers also understand and work in a way that is consistent with the approach adopted by regular staff.

Because of that they often use a cut down induction process to brief relief staff, third party partners and volunteers to make sure that they also understand the school’s way of working before they start work at the school.

Where schools have a pool of relief teachers and volunteers that they regularly draw on they will often run a specific, short form briefing session for “new” relief staff and volunteers at the start of each semester. They usually provide relief staff and volunteers with a tailored induction/briefing pack as part of that session. At a minimum those packs tend to contain induction/training materials covering the school’s theory of teaching, protocols for managing student behaviour and expectations for staff/volunteer behaviour.

Specific briefing sessions are usually held with third party partner organisations and their staff as part of the process of setting up those relationships.

Professional supervision

Schools adopting a holistic education model often put in place formal professional supervision processes similar to those applied in a social work context. They use those processes to support staff and provide them with a regular opportunity to debrief, reflect on what is happening for them on a day to day basis and access support to deal with those situations and improve their teaching or work practice.

Table - Benefits and objectives of professional supervision¹²³

SUPPORT	LEARNING	ACCOUNTABILITY
<ul style="list-style-type: none"> • Develops a culture of peer/professional support • Reduces professional isolation (associated with working independently in a classroom environment) • Validates staff experiences, ideas and feelings • Offers opportunities to explore different perspectives on experiences • Provides a forum for discussion of challenging students/student groups • Minimises professional uncertainty • Assists in decision making and problem solving • Helps staff manage work related stress • Supports work life balance 	<ul style="list-style-type: none"> • Focuses on the awareness and development of skills and abilities • Addresses blind spots in practice, attitudes and knowledge • Develops realistic self-evaluation and reflection skills • Negotiates goals and monitors achievement • Offers feedback on teaching practice • Helps staff develop their teaching practice • Supports teachers to take responsibility for their own practice and development 	<ul style="list-style-type: none"> • Defines and clarifies performance standards • Facilitates innovative practice and discussion of practice issues • Promotes a high standard of teaching/work

Setting up professional supervision processes

Schools structure and manage professional supervision in different ways. Some schools allocate responsibility for the provision of professional supervision to specific members of the school leadership team, often the principal and/or curriculum manager. Other schools spread the role more broadly across the school leadership team and include year level and faculty heads and lead teachers. Some schools employ an appropriately qualified person outside of the standard teaching or management team on a permanent part time basis to provide professional supervision.

¹²³ WA Country Health Service., 2009., Purpose of Supervision., p.9.

The way that roles are allocated often depends on the size of the school and the mix of experience within the staff group. Some schools actively use the allocation of professional supervision responsibilities to open up alternative career development pathways for experienced teaching staff who do not want to move into school administration.

The most effective schools usually put in place a formal professional supervision structure. Most schools use a form of peer supervision. Staff are paired with a professional supervisor. Some schools do this with all staff; others limit it to members of the school leadership team and professional teaching and support staff, including school leaders, teaching, teaching support, specialist learning support and student welfare/wellbeing and support staff. In the case of senior leadership team members that supervisor may be a member of the school board or, more often, an appropriately qualified external supervisor.

When pairing up staff for professional supervision, wherever possible, school leaders take a range of factors into consideration including:

PROFESSIONAL FIT	Whether the supervisor has appropriate expertise to be able to support and develop the supervisee
PERSONAL FIT	Whether or not the supervisor and supervisee have, or are likely to be able to establish, a constructive relationship that will allow them to work together effectively
POTENTIAL INHIBITORS	Whether reporting lines or other teaching arrangements have the potential to inhibit the ability of the staff members to feel comfortable opening up to one another and talking frankly about practice issues.

Wherever possible, school leaders will usually try to avoid setting up professional supervision relationships between staff that report directly to one another (eg. they will often pair teachers from a given year level with year level or faculty heads from a different level).

Staff members usually meet with their supervisors on a frequent and regular basis (weekly, fortnightly or monthly). The frequency and duration of those meetings often varies depending on the staff member's experience and the challenges that they are facing at any particular time. Schools will often set a minimum expectation for how often supervisors will meet with their supervisees and allow staff to meet more often than that if they choose to. The minimum expectation will usually be set at a higher level for new or recently qualified staff or staff with identified performance improvement or development needs than for more experienced, high performing staff.

Staff supervision meetings will usually be held before or after school, during lunch time or shared "spare" periods.

Responsibility for scheduling supervision meetings will usually rest with the supervisor; however, where the system works well meetings are usually coordinated on a collaborative basis and/or are initiated by the supervisee.

Providing professional supervision & support

Supervision meetings are used to provide staff with an opportunity to:

DEBRIEF	Talk about and “debrief” on what is happening for them on a day to day basis at school - both good and bad – in and outside of the classroom
REFLECT	Think critically about what is happening and the factors that may be affecting what is happening
BRAINSTORM	Identify alternative strategies to respond to or manage what is happening
PLAN	Develop a plan for trialling alternative classroom or behaviour management approaches
TRIAL	Be supported to try new ways of doing things.

The process of recognising and sharing positive experiences and debriefing on negative experiences can be an important step in helping staff to manage the challenges that they face when working in what can be an intense and difficult, albeit rewarding, teaching environment. Because of that, schools tend to view professional supervision as fulfilling an important occupational health and wellbeing, as well as a learning and development, function.

The role of the supervisor is to act as an experienced guide or companion who can help the supervisee to reflect on what is happening, develop their professional skills and work through challenging situations that come their way.

The focus of supervision and the nature of the supervision relationship will vary depending on the experience of the supervisee and what they are looking to get out of the relationship.

Table - Different stages of supervision¹²⁴

FEEDBACK	TRANSITIONAL	SELF-SUPERVISION
<ul style="list-style-type: none"> • New/beginning teacher/supervisee 	<ul style="list-style-type: none"> • More experienced teacher/supervisee 	<ul style="list-style-type: none"> • Highly experienced teacher
<ul style="list-style-type: none"> • Supervisor has dominant/guiding role in the supervision process/discussion 	<ul style="list-style-type: none"> • Supervisee plays a more active role in guiding the supervision process/discussion 	<ul style="list-style-type: none"> • Relationship becomes more of a peer interaction • Supervisee guides discussion
<ul style="list-style-type: none"> • Interactions are focused on helping supervisee to develop teaching practice and skills 	<ul style="list-style-type: none"> • Supervisee is supported to analyse his/her own behaviour • Supervisee draws on experience and expertise of supervisor to develop practice • Supervisor acts as a sounding board and helps with problem solving 	<ul style="list-style-type: none"> • Supervisor acts as a sounding board/assists supervisee to reflect and develop their practice • Supervisee draws on supervisor for support/advice

In most cases, the supervision process will usually be led by the supervisee. Discussions will usually be based around a specific issue or development area identified by the supervisee or by the school leadership where specific development needs have been identified as part of the school's annual performance review process.

At the start of the year, supervisors will often spend time working with their supervisees to help them develop an individual development plan (IDP). That plan will then be used as a reference point throughout the year to help the staff member work on particular areas.

Supervisors will then usually work with staff in a number of different ways:

SUPERVISION DISCUSSIONS	<ul style="list-style-type: none"> • Meet with staff on a regular basis to discuss what has been happening and help them debrief/reflect on that
CLASSROOM OBSERVATION AND FEEDBACK	<ul style="list-style-type: none"> • Act as a peer observer and provide feedback on specific areas of practice • Allow the supervisee to observe their class or team teach with them to model different teaching strategies or arrange for the supervisee to do so with another staff member
ONE ON ONE COACHING	<ul style="list-style-type: none"> • Work with the supervisee on key areas to help them develop their skills
FORMAL TRAINING	<ul style="list-style-type: none"> • Help identify internal or external training opportunities that might be useful for the supervisee

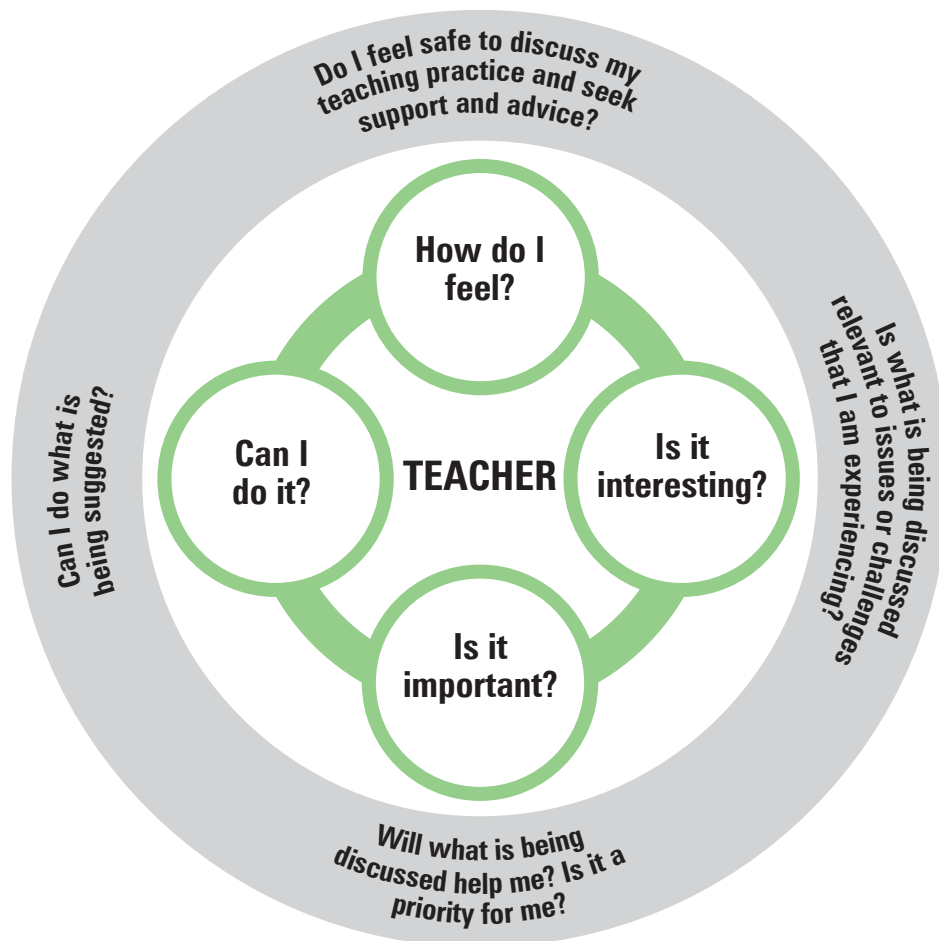
The specific type of support that is provided depends on the needs of the individual staff member.

¹²⁴ WA Country Health Service., 2009., Supervisee Stage., p.19.

Establishing effective professional supervision relationships

The factors that influence how staff engage in the professional supervision process are the same ones that influence how students engage in the classroom.

Figure - Helping staff to critically reflect on their teaching practice and learn



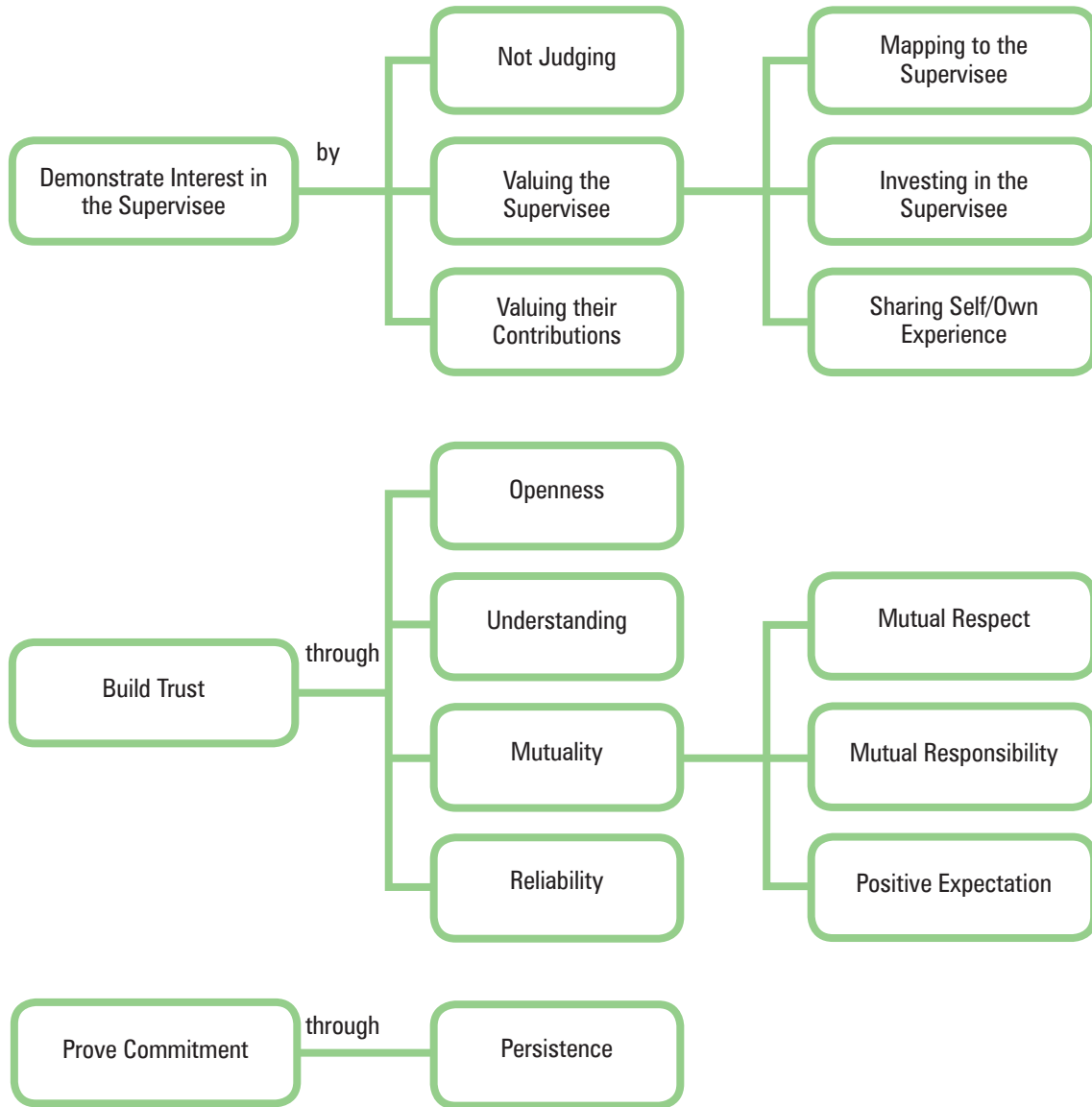
Good supervision requires staff to apply the same skills and expertise that they use when they work with students to the supervision relationship.

Supervisors need to establish a strong, positive relationship with the staff that they work with. They need to work with staff in their zone of proximal development, provide clear and focused feedback that staff can work with and apply a supportive, self-reflective process to help them to engage and learn.

To work well, staff members need to invest time in professional supervision. Supervising staff need to help the staff that they work with to feel comfortable and confident engaging in discussion with them. To do that supervisors need to get to know the staff that they are supervising as individuals and as teachers and interact with them in a way that:

- Demonstrates interest in them, not just as a matter of obligation but because they are interested in them and their development in their own right
- Builds a sense of trust and
- Shows that they are committed to helping them to develop and learn.

Figure - The building blocks of a strong professional supervision relationship¹²⁵



¹²⁵ BE Way Toolkit 2010. www.beyondempathy.org.au

Professional supervision works best where supervision discussions are run in a collaborative way and the supervision discussion is experienced as being a shared exploration of what is happening and how to handle it, rather than a critique of the staff member's work. Because of that, it is important that the professional supervision process is kept separate from formal staff evaluation processes.

Supervisors can help to set the right tone for professional supervision meetings by:

- Establishing a (self)reflective culture
- Acknowledging that teaching can be hard and that everyone needs advice and support at different times
- Using exploratory language that encourages collaborative inquiry
 - “I wonder why ...?”
 - “I wonder whether ...?”
 - “What do you think is happening for ...?”
 - “What do you think would happen if ...?”
- Providing clear and focused feedback
- Framing potential adjustments in teaching strategies as options/suggestions rather than statements/directions and
- Making sure that feedback/advice is provided in a constructive way.

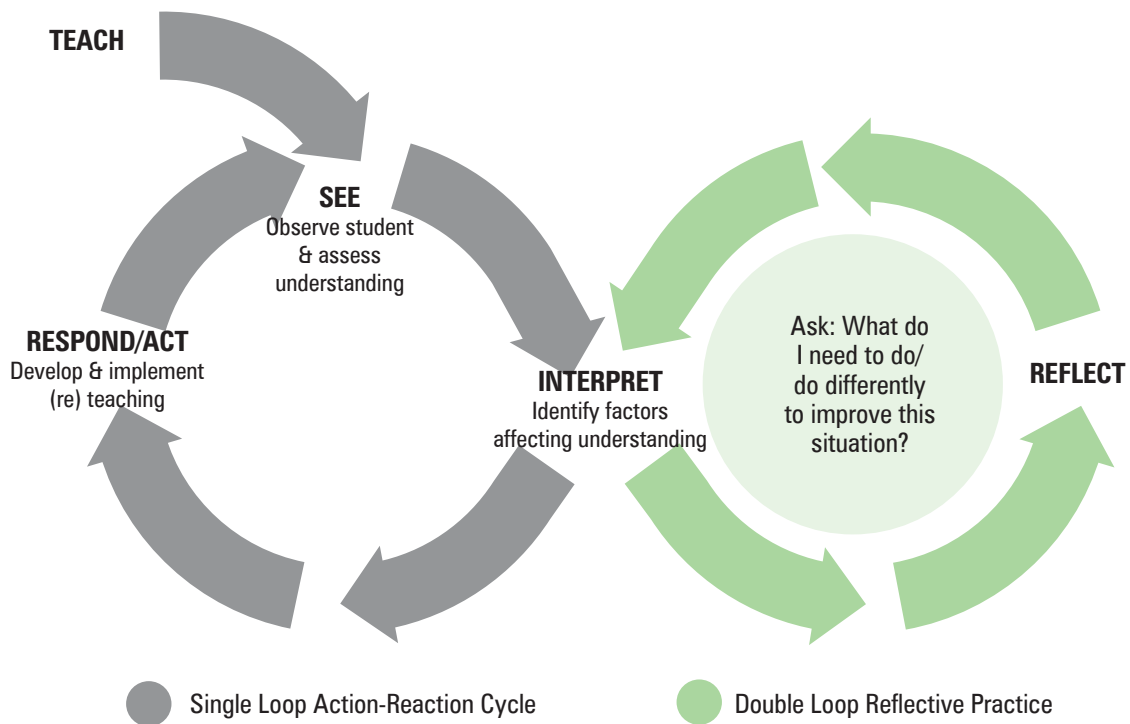
When providing feedback staff should focus on describing what they observe and ask questions to help the other person to reflect on that behaviour rather than interpreting or judging what they have observed.

Table - Using descriptions rather than options to frame discussion

DESCRIPTION	OPINION
The way that you set up the activity by [describe set up] made it easy for me to understand what you were going to work on and what you wanted the students to do.	Your set up was good.
I noticed that the students had a lot of questions at the start of the task. Why do you think that was?	Your instructions were confusing.
When you gave examples of [identify specific examples] that helped me to understand what you wanted the students to do.	The examples you gave were good.
I noticed that only three students participated in the Q&A session at the end of the class? Why do you think that was? What do you think you could do to get more students involved?	You did not call on enough students in the Q&A session at the end of the class.

Done well, professional supervision helps staff to “hold up a mirror to themselves” and develop a reflective teaching practice.

Figure - Reflective teaching practice¹²⁶



It helps staff to step away from the pace and chaos of their day to day work and reflect on what they can do/do differently to improve their teaching practice and help their students to engage and to learn more effectively.

Providing feedback

Professional feedback usually takes one of five forms:

PRAISE	of effective practice
RECOGNITION	of effort or improvement
REINFORCEMENT	of an area that has been previously identified for focus/discussed
SUGGESTIONS	for different approaches/strategies to try
CONSTRUCTIVE CRITICISM	identifying specific areas for focus and providing suggestions for approaches/strategies to try

¹²⁶ Draws on Argyris 1991.

The most effective school leaders/supervisors recognise that although staff are often keen to improve, receiving feedback can be difficult. Because of that, they pay particular attention to how they go about providing staff with feedback and apply the same principles that they apply when giving feedback to their students.

Often schools adopting a holistic education model coach staff on providing feedback and encourage them to use a consistent formula for doing that where they:

FOCUS ON WHAT THE STAFF MEMBER CAN DO	Identify what staff member has done well
IDENTIFY AND WORK THROUGH AREAS WHERE THEY CAN DEVELOP	Identify where they require more work, focusing on specific areas for improvement/development/extension
IDENTIFY STRATEGIES TO ADDRESS THEM	Identify what they need to focus on next to progress
CHECK FOR UNDERSTANDING	Check that the staff member has understood the feedback that has been provided and knows what they need to focus on next and how to go about doing that

Using a structured feedback approach helps staff to avoid falling into the trap of making positive distortions¹²⁷ to try to motivate staff by over emphasising what they are doing well without identifying where they need to focus their effort to progress.

Professional learning & development

Schools adopting a holistic education model recognise that teaching in a classroom can be an isolating experience and that unless staff are provided with opportunities to get feedback on their work and collaborate and learn from one another, their ability to develop and improve their teaching practice is limited to their own personal trial and error.

“In the absence of feedback efficient learning is impossible and improvement only minimal even for highly motivated subjects.”¹²⁸

¹²⁷ Reeve 2003., p.10.

¹²⁸ Ericsson et al 1993., p.367.

Because of that, schools adopting a holistic education model tend to put particular focus on providing staff with as many opportunities as possible to:

- Observe and discuss what effective teaching looks like on a real time basis
- Practice applying what they learn on a day to day basis and
- Get focused feedback on their practice so that they can hone their skills.

Professional supervision is one example of how schools do that. In addition to professional supervision, schools also use:

MINI OBSERVATIONS	<ul style="list-style-type: none"> • Frequent, short (5 – 10 minutes) classroom visits where school leaders, professional supervisors and/or curriculum and development managers observe teaching staff and provide prompt, low key feedback on what they observe • Some school leaders will set up a cycle in which they/the combined leadership team will aim to visit each teacher’s class (often they will do that by setting themselves a target of doing a certain number of mini observations per week)
CLASSROOM “WALK THROUGHS”	<ul style="list-style-type: none"> • Small group classroom visits where three – five staff jointly observe one or more classes and reflect on what they have observed and how it can inform their teaching
PEER OBSERVATION	<ul style="list-style-type: none"> • Individual teaching staff sit in and observe another staff member’s class to see how they apply different teaching/classroom strategies
PEER COACHING	<ul style="list-style-type: none"> • More experienced/skilled teachers are paired with less experienced/skilled teachers to help them develop specific planning/teaching/classroom management skills
TEAM TEACHING	<ul style="list-style-type: none"> • More experienced/skilled teachers are paired with less experienced/skilled teachers and work together to plan and deliver teaching/learning material in a combined class/learning community environment and/or team teaching activity • Some schools consciously “build in” team teaching opportunities in how they structure their classes and teaching teams; others do so on a one off/ad hoc basis by periodically conducting joint class activities
REAL TIME COACHING/ CUEING	<ul style="list-style-type: none"> • School leaders, professional supervisors and/or curriculum and development managers sit in on a class with the specific objective of providing real time support in developing classroom practices and/or identifying and managing student behaviour • This is done in a number of different ways, by having the teacher and the observer: <ul style="list-style-type: none"> - Team teach together and then reflect on what happened in the class - Develop pre-agreed signals that the observer will use to cue/ remind the teacher to use the practice/strategy that is being worked on during the class - Using digital earpieces so that the observer can verbally cue the teacher or draw their attention to something that is happening in the classroom

PROFESSIONAL TEACHING/LEARNING TEAMS	<ul style="list-style-type: none"> • Use professional teaching/learning teams and staff working groups to provide a regular forum for staff to share and learn from one another's experience and to access professional advice and support
PROFESSIONAL LEARNING AND DEVELOPMENT "TRIADS"	<ul style="list-style-type: none"> • Encourage/use professional teaching/learning teams to form learning and development triads where staff teams identify specific practice improvement areas to focus on and conduct action based research projects on those areas (often within dedicated professional learning and development time) and then share their learning with the broader staff group
PAIRED REFLECTION	<ul style="list-style-type: none"> • Staff are formally/informally paired together and encouraged to discuss what is happening in their classrooms and identify and reflect on teaching/classroom strategies

The most effective schools/school leaders recognise that the implementation of effective professional learning and development practices has multiple benefits for:

STAFF	<ul style="list-style-type: none"> • Improves their teaching practices and skills • Builds their confidence • Makes them more effective teachers
STUDENTS	<ul style="list-style-type: none"> • Helps students engage and learn more effectively • Improves student learning outcomes
SCHOOL LEADERS	<ul style="list-style-type: none"> • Improves their understanding of the needs and performance of the student group • Helps school leaders engage with students, parents and teachers more effectively • Contributes to staff satisfaction, builds staff commitment and helps reduce staff turnover

Because of this they put priority on staff learning and development so that it is a core part of the day to day life of the school. They work to develop a culture where it is common for school leaders and staff to move in and out of one another's classrooms to observe and learn from one another and where staff value the opportunity to observe and be observed by other staff.

Building that culture where it does not already exist can take time. Different schools use different strategies to do that. They all usually start by trying to reduce the anxiety that staff can feel when "being observed" by:

<p>STARTING WITH MORE EXPERIENCED/SKILLED STAFF</p>	<ul style="list-style-type: none"> • Often school leaders will start by getting more experienced/skilled staff who are more confident in their teaching practice to open up their classrooms for observation
<p>RUNNING SMALL GROUP OBSERVATION ACTIVITIES</p>	<ul style="list-style-type: none"> • They often use small group observation and reflection activities to get staff used to the practice of sitting in and observing a class • School leaders/curriculum managers will often run those observation and reflection sessions as facilitated sessions and will consciously use them to try to remove the potential "fear factor" associated with peer observation activities and help staff to see the value in it. They do that by working with staff in a collaborative way to help them interpret what they see and understand how they can use what they take out of the observation to inform their own practice • Running those sessions can play an important role in allowing school leaders/curriculum managers to demonstrate their ability to act as helpful and non-judgemental coaches and allow staff to feel more comfortable having them observe their own class
<p>USING MINI OBSERVATIONS</p>	<ul style="list-style-type: none"> • School leaders will also often establish a practice of regularly "dropping by" classrooms. They will use those "drop bys" as a way of getting to know students and allowing students and staff to feel comfortable having them in their classroom. They will make a point of following up with staff after they have visited their classroom. Initially they will usually focus on providing specific feedback on positive things that they observed in the classroom. After the first couple of sessions they will start to build in constructive feedback on areas for potential focus or improvement into those follow up discussions
<p>USING PROFESSIONAL TEACHING/LEARNING TEAMS</p>	<ul style="list-style-type: none"> • School leaders will also often establish a practice of regularly participating in professional teaching/learning team meetings. They use their participation in those meetings to provide feedback, assist in the collaborative development of teaching/classroom strategies and encourage peer coaching and discussion

School leaders and curriculum and development managers often play a key role both by providing feedback to staff and helping them to trial and develop new skills and by "building in" opportunities for staff to collaborate and learn from one another on a day to day basis. In effect, they make it as easy as possible for staff to collaborate and learn from one another.

The most effective schools actively "build in" opportunities for collaboration in how they:

- Structure classes and allocate staff to teaching teams
- Use professional teaching/learning teams and
- Allocate relief teachers/release time to support staff development.

Some schools regularly film teachers so that they can review their classes, on their own or with their supervisor or other staff, to identify what they are and are not doing. Many teachers find this particularly useful (especially once they get over the initial discomfort of seeing themselves on screen) because it gives them a chance to experience their teaching “from the other side of the classroom”.

Schools will sometimes “edit together” footage of particularly effective teachers/classes so that they can use that as an in house learning and development tool. They are then able to use that footage to help induct new staff and support individual and group development and training activities. Schools will often use their internal IT or multimedia staff to help do that. Some schools use the production and editing of the above footage as a project for their multimedia students. Others liaise with local TAFE and tertiary institutions to do that.

Development planning & evaluation

The most effective schools put particular focus on making sure that in addition to receiving regular

feedback on their day to day teaching practice staff are also formally evaluated on their performance on a regular basis.

Different schools do that in different ways. Some schools evaluate all of their staff every year. Others run a staged evaluation program where they evaluate a proportion of their staff every year so that they complete a full cycle of staff evaluations every two to three years.

The most effective schools position performance evaluation as part of a broader professional development program. They use the review process to help identify staff strengths and development needs and then use that to feed into an individual development plan (IDP) aimed at helping staff to build on their strengths and address areas requiring additional focus. Those plans are then used to feed into the development of the school’s professional learning and development program as well as informing the professional supervision process.

The most effective schools tend to establish a clear framework for assessing staff performance based on the different roles and responsibilities that they have. In doing that schools often find it useful to group those responsibilities across a number of different domains:

DOMAIN	FOCUS
COMPLIANCE WITH ADMINISTRATIVE REQUIREMENTS	Are staff meeting the administrative requirements of the role
STUDENT ENGAGEMENT AND LEARNING	Are staff supporting student attendance, participation and value added performance improvement
PARENT/FAMILY ENGAGEMENT	Are staff interacting with parents/families effectively to help them engage with the school and help their child to learn
STAFF MANAGEMENT, SUPPORT AND DEVELOPMENT	Are staff interacting with other staff effectively to support effective teaching and peer development and learning
ORGANISATIONAL MANAGEMENT, OPERATION AND DEVELOPMENT	Are staff managing their organisational responsibilities effectively and supporting ongoing school improvement
SCHOOL/LEARNING ENVIRONMENT	Are staff contributing to the development of a safe, welcoming and supportive learning environment

Importantly focus is not just placed on compliance with direct teaching/classroom based responsibilities but also on the broader role that staff play in the school.

The most effective schools use the same underlying framework for both their evaluation and IDP processes so that they line up over time and staff can clearly see how the two fit together.

The most effective schools also make sure that staff clearly understand how staff evaluations will be conducted, including what data will be used to assess their performance, how it will be used and how staff will be able to feed into their own assessment.

Schools use a range of tools to collect data on staff performance as part of the evaluation process:

STUDENT PERFORMANCE DATA	Use student value added performance data to assess improvement in student performance
DIRECT OBSERVATION/ASSESSMENT EXTERNAL OBSERVATION/ASSESSMENT	Have school leaders or external evaluators formally observe teaching practice to assess teacher performance and student learning (where this is used it is clearly differentiated from the day to day/peer observations described in the preceding section)
360-DEGREE FEEDBACK	Use a structured survey to obtain feedback on staff performance from managers, peers and direct reports to assess teacher performance and student learning
SELF-ASSESSMENT	Use a structured self-reflection process or survey to assess teacher performance and student learning
STUDENT FEEDBACK	Use a structured survey to obtain feedback on staff performance from student group
PARENT FEEDBACK	Use a structured survey to obtain feedback on staff performance from parents

Different schools use different tools in different ways. The key lies in being able to collect reliable data that can be used in a consistent way to assess staff performance and provide constructive feedback on what staff are doing well and where they need to focus to improve their performance.

Often schools will collect data that could be used to inform staff performance evaluations without realising it. For example, many schools conduct student and parent feedback surveys on an annual basis that they could then use to assess staff performance on an individual and whole of school basis. Value added student performance data is also usually assessed on an annual basis as part of the annual planning process and could be used to feed into staff performance assessments.

The most effective schools structure their evaluation process so that there are “no surprises” for staff. Data is collected and the school leadership conducts an initial assessment of the staff member’s performance. They provide the staff member with a copy of that assessment and work through it with them. They usually then give the staff member the opportunity to take the assessment away and reflect on it, and then come back to them within a defined period with any feedback that they have on it and/or additional information that they think should be referred to. The school leadership takes that feedback into consideration and finalises its evaluation. They then move into the development planning process, working with the staff member to develop an individual development plan.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school has formal and informal systems to help maintain an open dialogue between the school leadership and staff to proactively identify and address HR related issues
- The school conducts formal performance evaluations for all staff on a regular (annual) basis
- School leaders proactively manage staff (non)performance
- The school prioritises staff learning and development so that it is a core part of the day to day life of the school
- School leaders actively encourage and support staff learning and development
- The school employs/allocates responsibility to manage staff development and training to a dedicated staff member (eg. curriculum and staff development manager)
- Individual development plans are prepared for each staff member at the start of each year and are used to guide and monitor staff development and training through the year
- Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program that is run each year
- Teaching/teaching support staff are provided with regular and frequent feedback to help them to improve their teaching practice and skills (eg. through mini observations, professional supervision and participation in professional teaching/learning team meetings)
- Staff have regular opportunities to participate in internal and external training and development activities
- Dedicated staff meeting time is allocated to professional learning and development activities on a regular basis (eg. fortnightly/monthly)
- The school actively "builds in" opportunities for collaboration (eg. by structuring classes to support team teaching, allocating staff to teaching teams to support peer coaching, using professional teaching/learning teams to support peer collaboration and allocating relief teachers/release time to allow staff to participate in formal and informal training and development opportunities including peer observation and class walk throughs)
- Staff have regular opportunities to share their experiences and learn from one another
- Professional teaching/learning teams and staff working groups are used to provide a regular forum for staff to share and learn from one another's experience and access professional advice and support
- More experienced staff are partnered with less experienced staff to work as peer coaches/mentors

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Establishes/reinforces a student-centred “no excuses”/“whatever it takes” approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students’ learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

STUDENT ENGAGEMENT AND PERFORMANCE

- Helps establish/strengthen teacher-student relationships









STAFF ENGAGEMENT AND PERFORMANCE

- Improves staff management
- Supports staff learning and development
- Provides regular opportunities for staff to share learning and experience
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice
- Helps improve staff’s ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Helps staff manage stress and problem solve more effectively
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
PREPARING INDUCTION MATERIALS	<ul style="list-style-type: none"> • Establish a staff working group to oversee the preparation of an induction pack (often it is useful to include a mix of new and experienced teaching staff in that group as well as a representative from the support and administration areas) • Allocate a member of the office/administration team to support the development/collation of induction materials • Run the preparation of the induction pack as a specific project over the course of a term • Allocate responsibility for the coordination of the staff induction program to a designated member of the school leadership team (eg. curriculum manager)
FINDING STAFF TIME TO SUPPORT INDUCTION ACTIVITIES	<ul style="list-style-type: none"> • Include participation in induction activities in all school leadership role descriptions (including faculty and year level heads) • Make provision for senior staff to return to work in advance of the core teaching team as part of the standard contracting process • Set the expectation when recruiting staff that they will be expected to participate in a structured induction program
FINDING STAFF TIME FOR PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Nominate professional supervision as a role of added responsibility • Identify supervisors and nominate supervisor-supervisee pairings/relationships as part of the end/start of year planning process
HELPING STAFF TO PRIORITISE PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Set a clear expectation that staff will participate in professional supervision activities • Set up standard reporting processes to monitor whether or not supervision activities are taking place • Follow up with staff that are not participating to understand why they are not doing so and address issues on a case by case basis

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>FINDING TIME TO CONDUCT MINI OBSERVATIONS</p>	<ul style="list-style-type: none"> • Be systematic. Set a target of doing a minimum number of mini-observations each week so that you can visit every class within a given timeframe (cycle) • Keep a list of each teacher/class and use it to “check off” which teachers/classes you have visited in a given cycle • Be opportunistic. Take up opportunities to conduct observations as they arise • Keep classroom visits short (5 – 10) minutes • Use a simple note keeping format to record your observations and make sure that you touch base with the teachers that you visit within 24/48 hours of your observation (ideally face to face) • If more than one member of the leadership team is involved in undertaking observations then schedule in time to touch base on a regular cycle (eg. as part of a regular leadership team meeting) to identify if there are any common themes emerging from those observations. Where appropriate build in group learning and development activities to address those common themes and/or use staff development meetings to discuss them
<p>HELPING STAFF FEEL COMFORTABLE PARTICIPATING IN PEER OBSERVATION/COACHING ACTIVITIES</p>	<ul style="list-style-type: none"> • Start by getting more experienced/skilled staff who are more confident in their teaching practice to open up their classrooms for observation • Use small group observation and reflection activities to get staff used to the practice of sitting in and observing a class • Have school leaders/curriculum managers run those observation and reflection sessions as facilitated sessions and use them to try to remove the potential “fear factor” associated with peer observation activities and help staff to see the value in it. Do that by working with staff in a collaborative way to help them interpret what they see and understand how they can use what they take out of the observation to inform their own practice • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Use those times to get to know staff and students, model desired behaviours, language and teaching practices and provide feedback and support to staff

TOOLS:

-  Tool - Professional supervision guidelines
-  Tool - Example supervision agreement
-  Tool - Supervisor evaluation
-  Tool - Mini observation guidelines
-  Tool - Classroom walk through guidelines
-  Tool - Peer observation guidelines
-  Tool - Classroom observation worksheets
-  School Diagnostic - Staff training & development

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staff Expectations, Attitudes & Behaviours
- Facilitating Class, Timetabling & Staff Allocation Structures
- Teaching Approach
- Staff Recruitment & Contracting

USEFUL RESOURCES:

- Hook, P., McPhail, I. and Vass, A., Coaching & Reflecting Pocketbook., Teacher Pocketbooks., UK., 2010.
- Marshall, K., Rethinking Teaching Supervision and Evaluation: How to Work Smart, Build Collaboration and Close the Achievement Gap., Jossey-Bass., California., USA., 2009.
- Marzano, R., Frontier, T. and Livingston, D., Effective Supervision: Supporting the Art and Science of Teaching., ASCD., Alexandria. VA., 2011.
- Thomas, W., Managing Workload Pocketbook., Teachers'Pocketbooks., London., 2005.
- Watson-Davis, R., Lesson Observation Pocketbook., Teacher Pocketbooks., UK., 2009.

TOOL - PROFESSIONAL SUPERVISION GUIDELINES¹²⁹

This tool is designed to provide guidelines that school leaders and staff can follow when implementing a professional supervision system.

What is professional supervision?

Professional supervision is a process whereby individual teachers/staff members work with another more experienced teacher/staff member to reflect on their teaching/work practice.

The professional supervision process is used to support staff and provide them with a regular opportunity to debrief, reflect on what is happening for them on a day to day basis and access support to deal with those situations and improve their teaching or work practice.

Table - Benefits and objectives of professional supervision¹³⁰

SUPPORT	LEARNING	ACCOUNTABILITY
<ul style="list-style-type: none">• Develops a culture of peer/professional support• Reduces professional isolation (associated with working independently in a classroom environment)• Validates staff experiences, ideas and feelings• Offers opportunities to explore different perspectives on experiences• Provides a forum for discussion of challenging students/student groups• Minimises professional uncertainty• Assists in decision making and problem solving• Helps staff manage work related stress• Supports work life balance	<ul style="list-style-type: none">• Focuses on the awareness and development of skills and abilities• Addresses blind spots in practice, attitudes and knowledge• Develops realistic self-evaluation and reflection skills• Negotiates goals and monitors achievement• Offers feedback on teaching practice• Helps staff develop their teaching practice• Supports teachers to take responsibility for their own practice and development	<ul style="list-style-type: none">• Defines and clarifies performance standards• Facilitates innovative practice and discussion of practice issues• Promotes a high standard of teaching/work

¹²⁹ WA Country Health Service 2009.

¹³⁰ WA Country Health Service 2009., p.9.

Setting up supervision pairs

[Identify participating staff members] will be paired with a supervisor at the start of the year. Responsibility for pairing up staff sits with the [identify coordinating staff position]. The [identify coordinating staff position] will take a range of factors into consideration when pairing up staff, including:

PROFESSIONAL FIT	Whether the supervisor has appropriate expertise to be able to support and develop the supervisee
PERSONAL FIT	Whether or not the supervisor and supervisee have, or are likely to be able to establish, a constructive relationship that will allow them to work together effectively
POTENTIAL INHIBITORS	Whether reporting lines or other teaching arrangements have the potential to inhibit the ability of the staff members to feel comfortable opening up to one another and talking frankly about practice issues.

Wherever possible and appropriate professional supervision relationships will be continued from one year to the next unless staff ask for a change.

If staff are paired together and they find that their supervision relationship is not working then they should contact the [identify coordinating staff position]. The [identify coordinating staff position] will then meet with those staff and, where appropriate, will set up an alternative supervision relationship.

Agreeing how the supervision relationship will work

At the start of the year paired staff should meet and set up (or review their existing) supervision agreement.

That agreement should set out the way that the supervisor and supervisee will work together and identify what the supervisee wants to get out of the relationship.

At a minimum the supervisor and supervisee agreement should define:

FREQUENCY	How often they will meet
TIMING	How long they will usually meet for
LOCATION	Where they will meet (ideally staff should meet in a location where they are not likely to be interrupted and will be able to have a private conversation)
OBJECTIVES	What the supervisee wants to get out of the supervision process.

Unless otherwise agreed with the [identify coordinating staff member] it is anticipated that at a minimum staff will meet:

New teachers (teachers with less than 2 years experience)	[fortnightly]
New staff members (teachers in their first six months of teaching at the school)	[fortnightly]
Experienced teachers	[monthly]

Both parties are responsible for arranging a mutually suitable time and venue for their meetings and must take responsibility for providing each other with adequate notice if they need to cancel or change the meeting.

Establishing goals and objectives

Staff are encouraged to identify clear learning and development goals/objectives for the supervision process. Supervision goals should be:

SPECIFIC	So that supervision time can be used effectively to focus on clearly defined areas of practice or development
MEASURABLE	So that staff can monitor progress against those goals
ACCOUNTABLE	So that the supervisor and supervisee know what they are each accountable for doing to help the supervisee meet the goal
REALISTIC	So that staff can stay focused and not get discouraged by over-stretching what is doable within the time period
TIME BASED	So that staff have a timeline against which to work to achieve the goal

Working through the supervision process

Supervision meetings should be used to provide supervisees with an opportunity to:

DEBRIEF	Talk about and “debrief” on what is happening for them on a day to day basis at school - both good and bad – in and outside of the classroom
REFLECT	Think critically about what is happening and the factors that may be affecting what is happening
BRAINSTORM	Identify alternative strategies to respond to or manage what is happening
PLAN	Develop a plan for trialling alternative classroom or behaviour management approaches
TRIAL	Be supported to try new ways of doing things

The process of recognising and sharing positive experiences and debriefing on negative experiences can be an important step in helping staff to manage the challenges that they face when working in what can be an intense and difficult, albeit rewarding, teaching environment.

The role of the supervisor is to act as an experienced guide or companion. Supervisors should help their supervisee to reflect on what is happening, develop their professional skills and work through challenging situations that come their way.

The focus of supervision and the nature of the supervision relationship will vary depending on the experience of the supervisee and what they are looking to get out of the relationship.

Different stages of supervision¹³¹

FEEDBACK	TRANSITIONAL	SELF-SUPERVISION
<ul style="list-style-type: none"> New/beginning teacher/ supervisee 	<ul style="list-style-type: none"> More experienced teacher/ supervisee 	<ul style="list-style-type: none"> Highly experienced teacher
<ul style="list-style-type: none"> Supervisor has dominant/ guiding role in the supervision process/discussion 	<ul style="list-style-type: none"> Supervisee plays a more active role in guiding the supervision process/discussion 	<ul style="list-style-type: none"> Relationship becomes more of a peer interaction Supervisee guides discussion
<ul style="list-style-type: none"> Interactions are focused on helping supervisee to develop teaching practice and skills 	<ul style="list-style-type: none"> Supervisee is supported to analyse her/his own behaviour Supervisee draws on experience and expertise of supervisor to develop practice Supervisor acts as a sounding board and helps with problem solving 	<ul style="list-style-type: none"> Supervisor acts as a sounding board/assists supervisee to reflect and develop their practice Supervisee draws on supervisor for support/advice

Supervision discussions should usually be based around a specific issue or development area identified by the supervisee or by the school leadership where specific development needs have been identified as part of the school's annual performance review process.

Supervisors may work with staff in a number of different ways:

SUPERVISION DISCUSSIONS	<ul style="list-style-type: none"> Meet with staff on a regular basis to discuss what has been happening and help them debrief/reflect on what has been happening
CLASSROOM OBSERVATION AND FEEDBACK	<ul style="list-style-type: none"> Act as a peer observer and provide feedback on specific areas of practice Allow the supervisee to observe their class or team teach with them to model different teaching strategies or arrange for the supervisee to do so with another staff member
ONE ON ONE COACHING	<ul style="list-style-type: none"> Work with the supervisee on key areas to help them develop their skills
FORMAL TRAINING	<ul style="list-style-type: none"> Help identify internal or external training opportunities that might be useful for the supervisee

The specific type of support that is provided should be tailored to meet the needs of the individual supervisee.

¹³¹ WA Country Health Service 2009., p.19.

Maintaining confidentiality

It is essential that the content of professional supervision sessions remain confidential unless the discussion gives rise to a mandatory reporting obligation or raises a significant concern relating to student or staff safety, a breach of the school's codes of conduct/policy or where there is a legal requirement to disclose the information shared during the session.

Documenting supervision activity

Staff are encouraged to keep a record of their supervision sessions. Whether or not they do so and the format of those records is up to individual staff. Care should be taken to respect the confidentiality of any records that are maintained.

Managing disputes or grievances

If a dispute or grievance arises in the course of the supervision relationship staff are encouraged to work through that themselves. If they are not able to resolve the issue then they should contact the [identify coordinating staff member].

TOOL - EXAMPLE SUPERVISION AGREEMENT¹³²

This tool provides schools with a proforma supervision agreement.

SUPERVISOR	[name]
SUPERVISEE	[name]
FOCUS OF SUPERVISION	[list goals and objectives]
AGREED EXPECTATIONS	Supervisor:
	Supervisee:
FREQUENCY OF MEETINGS	
DURATION	
TIMING	
LOCATION	
DOCUMENTATION	[identify what is to be recorded by whom and how those records will be kept and stored]
CONFIDENTIALITY	We acknowledge that unless otherwise agreed the content of our supervision discussions will remain confidential except where they give rise to a mandatory reporting requirement or raises a significant concern relating to student or staff safety, a breach of the school's codes of conduct/policy or where there is a legal requirement to disclose the information shared during the session.

Supervisor:

Date:

Supervisee:

Date:

¹³² WA Country Health Service 2009., Appendix 9.

TOOL - SUPERVISOR EVALUATION¹³³

This tool has been designed to provide staff with a checklist to evaluate their performance as a supervisor.

This tool can be used by staff to self-assess their performance or be provided to their supervisees so that they can assess their performance.

Supervisor name:

Supervisee name:

Date:

ASSESSMENT PARAMETERS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
Communication				
Is an active listener				
Encourages dialogue and questions				
Communicates in a non-threatening manner				
Openly and honestly discusses perceptions and issues				
Is open to conflicting ideas and opinions				
Interpersonal Relationship				
Creates a comfortable learning environment				
Provides appropriate support for concerns, frustrations and anxieties				
Demonstrates positive regard for the supervisee as a person				
Is accessible (provides time for supervision)				
Professional Skills				
Possesses and demonstrates broad knowledge				
Displays competence				
Is sensitive to student/parent/family/staff needs				
Demonstrates professional behaviour				
Provides a systematic approach to problem solving				
Explains the basis for his/her actions				
Serves as a role model				
Demonstrates practical applications of knowledge and skills				
Manages time well				
Demonstrates leadership				

¹³³ WA Country Health Service 2009., Appendix 11.

ASSESSMENT PARAMETERS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
Supervision (Teaching, Instruction, Evaluation)				
Allows progressive and appropriate independence				
Assists the supervisee in defining objectives for supervision				
Assesses progress systematically				
Provides frequent and constructive feedback				
Uses questions and coaching to facilitate learning				
Provides supervisee opportunities to practice technical skills				
Observes performance discreetly				
Accurately documents supervisee's performance				

TOOL - MINI OBSERVATION GUIDELINES¹³⁴

This tool is designed to provide guidelines that school leaders can follow when conducting mini observations.

Mini observations can provide staff with a powerful learning experience. When undertaking a mini observation it is important for school leaders to follow some basic guidelines:

BE SYSTEMATIC	<ul style="list-style-type: none">• Let staff know that you are planning to visit classes on a regular basis to get to know students, get a feel for what is happening inside the classroom and provide feedback to staff• Set yourself a target to do a minimum number of mini-observations each week so that you can visit every class within a given time frame• Keep a list of each teacher/class and use it to “check off” which teachers/classes you have visited in a given cycle
BE OPPORTUNISTIC	<ul style="list-style-type: none">• Take up opportunities to conduct observations as they arise
BE BRIEF	<ul style="list-style-type: none">• Keep classroom visits short (5 – 10) minutes
BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you want to look for in a particular cycle of observations or with particular staff
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you observed and can go back later on and check to see if there are any common themes in what you are observing that might warrant more general discussion/training
BE PROMPT	<ul style="list-style-type: none">• Make sure that you touch base with the teachers that you visit promptly (within 24/48 hours of your observation) ideally face to face
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When giving feedback make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

¹³⁴ Draws on Marshall 2009.

TOOL - CLASSROOM WALK THROUGH GUIDELINES

This tool is designed to provide guidelines that schools/teaching staff can follow when conducting classroom walk throughs.

Classroom walk throughs can provide staff with a powerful learning experience. When participating in a class walk through it is important to follow some basic guidelines:

BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you are focusing on/looking at as a group when you conduct a walk through
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you observed
BE RESPECTFUL	<ul style="list-style-type: none">• Remember that you are visiting another teacher's classroom, that you are observing them for only a short period of time and only seeing a snapshot of the teaching/learning activity that is going on in their classroom• Be respectful of that and refrain from making judgements• Remember to formally thank the classroom teacher for allowing you to walk through their classroom
BE DISCRETE	<ul style="list-style-type: none">• When in the classroom be discrete• Where appropriate speak to the teacher or the students to inquire about the teaching/learning process but be careful not to interrupt direct teaching and try to disrupt learning as little as possible
BE PROMPT	<ul style="list-style-type: none">• Debrief as a team as soon as possible after the walk through so that you can draw as much out of the experience as possible
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When reflecting on what you have observed remember to describe what you have seen rather than give an opinion on it• Be constructive and explore what can be learned from what was observed• If giving feedback to the classroom teacher make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

If you are running a walk through class then remember to try to teach in your normal way.

Any walk through should involve the following steps:

PRE-WALK THROUGH PREPARATION FOR WALK THROUGH TEACHERS	<ul style="list-style-type: none"> • Staff participating in the walk through process meet with the facilitating staff member and agree what they want to focus on in the walk through process • Walk through classes are identified and the walk through is scheduled
PRE-WALK THROUGH PREPARATION FOR CLASSROOM TEACHERS	<ul style="list-style-type: none"> • Facilitating staff members meet with the participating classroom teachers and let them know when the walk through will be and what the walk through will be focusing on • Classroom teachers let them know about anything in particular that is relevant for them to know about the class/class group given the focus of the walk through • Classroom teachers provide the facilitator with a copy of their instructional/class plan prior to the walk through. The facilitator forwards copies of the plan(s) to the participating teachers prior to the walk through
PRE-WALK THROUGH BRIEFING	<ul style="list-style-type: none"> • Facilitating staff meet with walk through teachers immediately prior to the walk through. Facilitating staff remind teachers of the focus of the walk through and reiterate the basic protocols applying to walk through activities
CLASSROOM VISITS/ WALK THROUGHS	<ul style="list-style-type: none"> • Walk through teachers arrive at the class. They are introduced to the class briefly with a short explanation of why they are there • Walk through teachers observe the teacher and the students • Where appropriate they may speak to the teacher or the students to inquire about the teaching/learning process. In doing that walk through teachers should be careful not to interrupt direct teaching and to disrupt learning as little as possible • The walk through teachers should take notes and/or use an observation checklist to record their observations during the class
POST-WALK THROUGH REFLECTION	<ul style="list-style-type: none"> • Immediately following the walk through the walk through facilitator and walk through staff should meet and discuss their observations • Walk through staff should take turns to reflect on what they observed and what they have learned from the experience
POST-WALK THROUGH FEEDBACK	<ul style="list-style-type: none"> • The facilitator or a member of the walk through team should formally follow up with the classroom teachers to thank them for allowing the team to do a walk through in their classes and share the learning that the walk through teachers took out of the exercise

TOOL - PEER OBSERVATION GUIDELINES

This tool is designed to provide guidelines that schools/teaching staff can follow when conducting peer observations.

Acting as a peer observer is an important role. In undertaking that role it is important to follow some basic guidelines:

BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you are focusing on• Use an observation checklist to help you focus your observation and/or reflect on what you are observing
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you have observed
BE PROMPT	<ul style="list-style-type: none">• Make sure that you touch base with the teacher that you visit promptly (within 24/48 hours of your observation) ideally face to face
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When giving feedback make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

If you are being observed remember to try to teach in your normal way. Resist trying to impress the observer. You will learn more and get more out of the experience if you try to be yourself and teach in your normal way.

Any observation should involve:

PRE-OBSERVATION CONFERENCE	<ul style="list-style-type: none">• The teacher and observer should meet prior to the observation session to agree the focus and approach for the observation• They should review the instructional/class plan for the session, including the lesson goals and objectives, planned teaching strategies, student tasks/ assignments and assessment methods to make sure that the observer has a clear understanding of what the teacher is seeking to achieve and do in the class• At the end of the pre-observation conference the observer should be clear about:<ul style="list-style-type: none">- What the main goal of the class is going to be- What the teacher expects the students to know and be able to do by the end of the session- What strategies/methods the teacher is planning to use to help students reach that objective- How they will assess whether the students have reached that objective• At the end of the pre-observation conference the teacher and observer should be clear about:<ul style="list-style-type: none">- What the observer will focus on in the session- How the observer will document their observations (usually this will include some form of observation checklist and feedback sheet)- How and when the observer and teacher will follow up with each other after the session to debrief on the class and work through those observations
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OBSERVATION

- The observer should arrive at the class at least 5 – 10 minutes before it begins
- The observer should be introduced to the class briefly at the start of the session with a short explanation of why they are there. The teacher should then proceed with the class as if the observer was not present
- The observer should position themselves in the classroom at a point where they can clearly observe the activities going on in the class without disrupting them. If appropriate, they should move around the room to make sure that they can observe the class effectively. If they need to do this they should do so as unobtrusively as possible
- The observer should take notes and/or use an observation checklist to record their observations during the class
- As soon as possible after the class the observer should review their notes and complete the agreed feedback documentation

**POST-OBSERVATION
CONFERENCE**

- The observer should meet with the teacher to discuss their observations promptly (within 48 hours of the class) ideally face to face
- The feedback session should centre on the areas identified in the pre-observation conference as being the focus of the observation

TOOL - CLASSROOM OBSERVATION WORKSHEETS¹³⁵

This tool is designed to provide schools with a checklist that supervisors and staff can use when observing other teaching staff. It can be used to provide staff with constructive feedback on their teaching practice and help identify teacher strengths and areas for focus.

Teacher:

Class:

Time and Date:

Observer:

Agreed focus of observation:

Tick the box that best describes your observations:

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Organisation – overall				
Begins class on time in an orderly, organised fashion				
Appears well prepared for class				
Uses introduction to class to capture attention				
Previews class content				
Clearly states the goal or objective for the class				
Reviews prior class material to prepare students for content				
Provides internal summaries and transitions				
Does not digress often from the main topic				
Summarises main points at the end of class				

¹³⁵ Based on Classroom Observation Instruments prepared by the Centre for Teaching and Learning., University of Minnesota.

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Organisation – individual activities				
Clearly explains the goal or objective for individual activities				
Clearly explains directions or instructions				
Uses teaching methods appropriate for the content				
Tailors instruction to meet different students' needs				
Has necessary materials/equipment readily available				
Provides practice time				
Recognises when students do not understand				
Gives prompt attention to individual problems				
Provides individuals with constructive verbal feedback				
Allows sufficient time for completion				
Allows opportunity for individual expression				
Pays appropriate attention to student safety				
Allocates sufficient clean-up time within the class session				
Content				
Asks questions at different levels				
Provides sufficient wait time				
Includes illustrations/demonstrations				
Makes content relevant through "real world" applications				
Selects examples relevant to student experiences				
Explicitly states relationships among various content				
Seeks to apply theory to problem-solving				
Explains difficult terms/concepts/problems more than one way				
Presents background of ideas and concepts				
Presents pertinent facts and concepts from related fields				

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Presentation				
Incorporates various instructional supports				
Uses instructional support effectively				
Responds to changes in student attentiveness				
Uses a variety of spaces in the classroom to present material				
White/blackboard writing is large and legible				
Visual aids can be easily read				
Talks to the students, not the board or windows				
Speaks audibly and clearly				
Speech is neither too formal not too casual				
Language is understandable				
Uses gestures to enhance meaning				
Varies the pace to keep students alert				
Establishes and maintains eye contact with students				
Communicates a sense of enthusiasm/excitement				
Presentation style facilitates note taking				

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Rapport				
Good rapport with students				
Knows and uses student names				
Responds to students as individuals				
Treats class members equitably				
Asks questions at different levels				
Provides sufficient wait time				
Listens carefully to student comments and questions				
Praises students for contributions that deserve commendation				
Does not deprecate student ignorance or misunderstanding				
Solicits student thought and participation				
Encourages mutual respect among students				
Has credibility and control				
Responds to distractions effectively yet constructively				
Uses authority to create an environment conducive to learning				
Speaks about class content with confidence and authority				
Is able to admit error and/or insufficient knowledge				
Seeks student feedback				

Feedback on focus area:

11.

DOCUMENTATION & KNOWLEDGE MANAGEMENT

What Schools produce and use a huge amount of data and documentation every year. Most schools have established systems for collating and storing student documentation and student performance data. They do not always have similar systems for collating and sharing the resources and tools that staff use to perform their roles. In many cases schools rely on administrators, teachers and student welfare/wellbeing and support staff to develop their own repository of resources and tools.

The most effective schools set up a centralised documentation and knowledge management system to collate, store and share resources and tools used by staff to complete administrative, curriculum planning, teaching and support activities.

By putting in place a central system and encouraging and supporting staff to contribute to and use resources stored in that system schools are able to better leverage staff knowledge and expertise, minimise rework, increase efficiency and improve the quality and consistency of administrative, planning, teaching and support activities.

For schools working with low SES and NESB students the ability to leverage existing resources in this way can be particularly valuable.

Because of that, schools adopting a holistic education model often invest time and effort into setting up structured data and documentation management systems.

How Different schools set up those systems in different ways depending on the funding, staff and information technology resources that they have available.

Documentation & knowledge management systems

Some schools purchase specialised software systems to manage their documentation; others use their existing information technology system or server and set up conventions for how and where specific types of documentation will be stored.

Accountability for the set up and management of the school's documentation and knowledge management system is usually allocated to a senior staff member(s). Administrative staff are usually used to administer the day to day management of the system and follow

up with staff to make sure that they submit documentation where appropriate and comply with relevant naming and storage conventions. Using administrative staff in this way helps free up senior staff time to focus on more substantive issues.

Clear protocols are used to manage documentation and make it easy for staff to access and use documentation that is stored in the system.

Staff are provided with training to help them understand and use the system.

Appropriate security and privacy protection protocols are used to protect confidentiality where appropriate.

Managing documentation in this way:

- Allows the school to build up a repository of resources and tools that can be used to support planning and instructional activity from year to year and means that staff knowledge and expertise can be captured and shared more effectively and is not lost when staff move away from the school
- Makes sure that documentation can be easily accessed by staff across the school
- Supports cross-functional coordination
- Reduces re-work and
- Improves efficiency.

Student performance data management systems

Schools also often set up a centralised data management system to collate, store and analyse student performance data at a class, cohort and whole of school level.

Different schools use different systems to do that. Some use basic Excel databases; others use tailored educational or statistical software.

Setting up a standardised electronic system for recording student data makes it much easier for schools to use and analyse that data. It makes data more accessible and easier to analyse at an individual class level and allows data to be “rolled up” and analysed on a year level or whole of school level much more easily.

Most schools employ/allocate a dedicated staff member (often the curriculum manager) to coordinate the central collation and analysis of student performance data as part of the annual curriculum planning process. Accountability for the set up and management of the central student data management system usually sits with that staff member. Day to day responsibility for keeping student data updated sits with the relevant

year level and faculty heads and teaching staff. General management of the database (to check for compliance etc.) is usually undertaken by a designated member of the office administration staff. Allocating roles and responsibilities in this way means that there is a single, senior staff member accountable for the overall oversight and operation of the system while still ensuring that relevant teaching staff have responsibility for making sure that student data is appropriately recorded and stored. Using administrative staff to check that data is being correctly entered helps free up senior staff time to focus on more substantive issues.

The most effective schools also make extensive use of government based data collation and analysis systems such as the SMART system in NSW that allows schools to access and analyse NAPLAN, school and higher certificate data.

Helping teaching staff to move from traditional paper-based record keeping systems to electronic ones can take time and usually needs to be managed in a planned and pro-active way. Some schools have found that it is useful to take a staged approach when implementing an electronic system so that teaching staff can be supported in making the change and shown the benefits of adopting that system.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- The school uses a central documentation and knowledge management system to collate, store and share staff resources and tools
- The school employs/allocates a dedicated staff member to oversee the set up and management of its documentation and knowledge management system
- The school employs/allocates administrative staff to support the day to day administration of that system (eg. follow up with staff to make sure that they submit data/documentation where appropriate and comply with relevant naming and storage conventions)
- Clear protocols are used to manage documentation storage and to make it easy to access and use
- Staff are provided with training to help them understand and use the school's central documentation and knowledge management systems
- Appropriate security and privacy protection protocols are used to protect confidentiality
- Staff contribute to the documentation and knowledge management system and comply with protocols set down by the school to store and manage material
- Staff utilise the school's central documentation and knowledge management system to access information, tools and resources to inform and improve how they work with students and perform their role
- The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting
- The school employs/allocates a dedicated staff member to coordinate student data collection and management (eg. curriculum manager with administrative support)
- The school uses a centralised data system to collate, analyse and report on student performance at a whole of school level
- The school leverages government systems to access and analyse trends in student/student cohort performance data (including NAPLAN, school and higher school certificate data)
- Teaching staff use common data collection and analysis tools that feed up into the school's central data system to track and analyse student data
- Staff are provided with training and support to help them use the school's student data management system

BENEFITS OF WORKING IN THIS WAY:

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding

STAFF ENGAGEMENT AND PERFORMANCE

- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice

OPERATIONAL EFFECTIVENESS

- Helps the school to coordinate instruction and support activities
- Leverages staff knowledge and expertise
- Helps reduce re-work and improve efficiency

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>GETTING AN EFFECTIVE DOCUMENTATION AND KNOWLEDGE MANAGEMENT SYSTEM IN PLACE</p>	<ul style="list-style-type: none"> • Set up a centralised documentation and knowledge management system to collate and store instruction and assessment tools and resources so that it is easy for staff to access and build on existing tools and resources • Encourage staff to update and annotate instructional/class plans, resources and tools as they use them to inform future planning and teaching and assessment activities • Require professional teaching/learning teams to coordinate the collection of teaching and assessment resources and tools on a regular basis (eg. at the end of each unit/term) • Allocate responsibility for coordinating the collation and management of those resources to a member of the curriculum management/office administration staff • Use office administration staff to help teaching staff to scan/upload planning documentation and teaching resources onto a central data management system so that it is easy for staff to access and share documentation
<p>GETTING AN EFFECTIVE DATA MANAGEMENT SYSTEM IN PLACE</p>	<ul style="list-style-type: none"> • Run the development of an effective data management system as a strategic project • Set up a staff working group to help identify what data needs to be collected and how it needs to be able to be used • Look to draw on other schools' experience/systems • Seek specialist support to help design and set up the data management system if you do not have staff with appropriate skills in house • Leverage qualified volunteers/casual staff to help set up the system or enter/transfer data across to the system in the set up phase
<p>FUNDING THE DEVELOPMENT OF A CENTRAL DATA/ DOCUMENTATION AND KNOWLEDGE MANAGEMENT SYSTEMS</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)

TOOLS:

 School Diagnostic – Documentation & knowledge management

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Curriculum Planning
- Student Performance Data Management & Mining
- Individual Student Planning

12.

SCHOOL LEADERSHIP

What The role of principal is a complex and challenging one. It requires someone who understands and is able to manage both the business and educational aspects of running a school and who is able to deal with the range of issues, big and small, that come up on a day to day basis.

Inevitably school principals never have enough time and are constantly managing competing priorities.

Principals working in schools adopting a holistic education model play a critical role in setting up and overseeing operational systems that support the delivery of that model and establishing the values based, student-centred culture and theory of teaching on which it is grounded.

How They consistently model the values and behaviours that they seek to instil in their students and expect in parents and staff. They work hard to establish a safe, welcoming and supportive learning environment that helps students to engage and learn and to provide staff with the resources and support that they need to help students achieve their full potential.

They set clear expectations and seek to empower both students and staff to take an active leadership role in the life of the school. They encourage students to take responsibility for their own learning and staff to take responsibility for building a learning environment that supports students to do that.

The most effective leaders succeed in building a depth of leadership across the school and use that to help make what they do more effective and sustainable.

Leadership attributes & approach

Different individuals have different leadership styles and work in different ways. Irrespective of their personal leadership style, the school leaders that tend to work most effectively in low SES and NESB schools demonstrate the following attributes:

The most effective school leaders:

- Challenge the status quo
- Inspire a shared vision
- Enable others to act
- Model the way and
- Motivate staff.

COMMITTED	<ul style="list-style-type: none">• They are passionate about supporting students to learn and believe that every student can achieve if given the right time and support to learn
STRONG	<ul style="list-style-type: none">• They take clear leadership of the school and position themselves as role models
ACCOUNTABLE	<ul style="list-style-type: none">• They take explicit responsibility for the overall operation of the school and the learning outcomes of their students• They are clear about what they see as being “your decision, our decision, my decision”¹³⁶ and manage decision making on that basis• They are prepared to admit and own their mistakes
CLEAR	<ul style="list-style-type: none">• They are good listeners and communicators• They set clear expectations and try to make sure that people understand the basis for their decisions/actions (even if they do not agree with them)

¹³⁶ Hoerr 2010.

CONSISTENT	<ul style="list-style-type: none"> • They are consistent in the way that they engage with other people and make and implement decisions
ORGANISED	<ul style="list-style-type: none"> • They are able to prioritise (triage) issues effectively to make sure that they cover the important but not urgent issues as well as the important and urgent ones • They delegate effectively
RESOURCEFUL	<ul style="list-style-type: none"> • They understand how to work within and around bureaucratic systems so that they can provide students with what they need to engage and learn and are skilled at accessing funding and in kind support
BALANCED	<ul style="list-style-type: none"> • They are able to remain calm and collected in difficult or stressful situations
RESILIENT	<ul style="list-style-type: none"> • They are able to work through conflict/dissonance in a calm and measured way and have effective strategies for managing the stress associated with their leadership role
REFLECTIVE	<ul style="list-style-type: none"> • They adopt a reflective practice and consistently ask what they or the school can do/do differently to achieve a better outcome for their students
FLEXIBLE	<ul style="list-style-type: none"> • They are responsive and are prepared to try new things and change course where appropriate
SELF-AWARE	<ul style="list-style-type: none"> • They recognise their own strengths and weaknesses and actively build a team around them that complements/takes into account those attributes
SUPPORTIVE	<ul style="list-style-type: none"> • They are empathetic and supportive • They apply the same underlying principles that they use when working with students when working with parents and teachers to bring out the best in them

While it is very difficult for school leaders, or any person for that matter, to act in a way that reflects all of these attributes all of the time, school leaders adopting a holistic education model do generally tend to work - or strive to work - in a way that does.

Role modelling & coaching

The most effective school leaders lead by example. They consistently model the attitudes and behaviours that they expect of students, parents and staff.

They take a student-centred approach and base everything that they do on an underlying belief in the inherent value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support.

School leaders actively work with both students and staff to help them act in a way that is consistent with those attitudes and behaviours. They:

- Maintain a high expectation for behaviour, potential and performance
- Work to instil a commitment to effort, improvement and achievement
- Provide a supportive learning environment where students, parents and staff feel welcome, cared for and safe

- Take a “no excuses” approach and
- Use a reflective practice to ask what the school, administrators, teachers and staff can do/do differently to help students, parents and staff to work together most effectively.

They apply the same principles and approach that they use when working with their students to how they work with parents/families and staff.

The most effective school leaders are actively engaged with staff at an operational level and provide regular feedback and coaching through the day to day interactions that they have with staff, participation in professional teaching/learning team meetings, classroom observation, team teaching and professional supervision activities. They proactively manage staff performance and behaviour that is not consistent with the school’s way of working.

School leaders monitor and take responsibility for school/student performance.

They adopt a reflective teaching and management process and encourage staff feedback on their performance. In many cases they put in place

formal 360 degree feedback and evaluation processes to review their own performance.

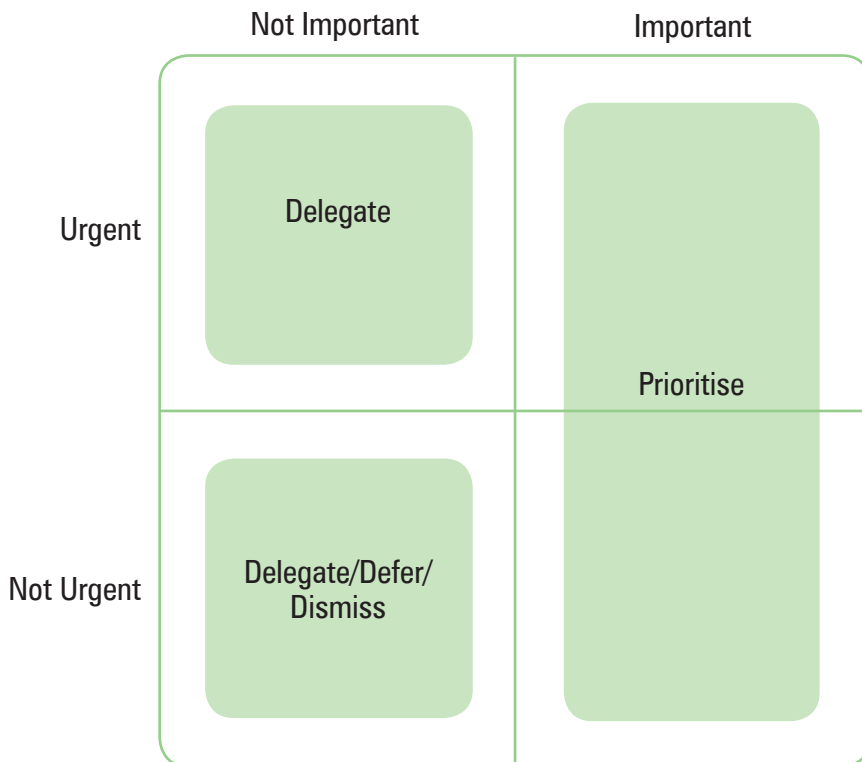
They also build in regular check points to obtain feedback from students, parents/families and staff on what they think is working well and what they believe can be improved (eg. through an annual school performance survey and staff “what is working well, even better if” review sessions built into the standard staff meeting schedule each semester).

Collaborative/delegated leadership

The most effective school leaders set clear expectations and seek to empower staff to take an active leadership role in the life of the school.

They put in place systems to help them (and the broader leadership team) to manage the range of tasks that come their way on a day to day basis so that they focus on the most important tasks, both urgent and non-urgent, in priority to less important activities. They delegate and/or defer the later activities where required to meet priority commitments.

Figure - Staying focused on the most important things



They clearly define what decisions fall within their responsibility, which ones are shared and which ones sit with other staff (ie. they clearly and consistently identify what is “your decision, our decision, my decision”¹³⁷).

They often build in opportunities for staff at all levels to play a role in planning, operational improvement, management and administration activities. By doing that they are able to build a depth of leadership across the school.

The adoption of a collaborative/delegated leadership model has multiple benefits. It:

- Allows school leaders to manage workload
- Encourages staff engagement and collaboration
- Supports staff learning and development
- Provides additional career development options/pathways
- Increases staff job satisfaction and helps reduce turnover
- Improves the ability of the school to manage extended absences on the part of the principal (eg. associated with long service or sick leave) and
- Supports succession planning.

Leadership support mechanisms

The most effective school leaders recognise that the task that they are undertaking is more akin to a marathon than a sprint. They understand that in the interest of sustainability it is important to put in place support structures that they can draw on to:

- Acknowledge the effort involved in consistently working in this way
- Recognise and celebrate their efforts and achievements
- Get support when they find work challenging so that they can see and focus on the positive side of their work and the outcomes that they achieve with students, parents/families and staff and
- Debrief on day to day situations and access advice on how to handle them.

They do that in a number of ways:

PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Work with an appropriately qualified professional supervisor external to the school
PEER NETWORKING	<ul style="list-style-type: none"> • Establish a formal/informal network of principals that meet on a periodic basis to share experiences and learn from one another • Use leadership team meetings to actively reflect on what is working well as well as on what can be improved
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Invest time in professional development and training to support ongoing development
LEAVE	<ul style="list-style-type: none"> • Make sure that they use leave/holiday periods to relax and recharge

¹³⁷ Hoerr 2010.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School leaders consistently model desired attitudes, language and behaviour
- School leaders set clear expectations for how staff are required to interact with students, their parents/families and other staff
- School leaders engage with staff at an operational level and provide regular feedback and coaching (eg. through the day to day interactions that they have with staff, participation in professional teaching/learning team meetings, classroom observation, team teaching and professional supervision activities)
- School leaders proactively manage staff performance and behaviour that is not consistent with the school's way of working
- School leaders monitor and take responsibility for school/student performance
- School leaders adopt a reflective teaching and management process and encourage staff feedback on their performance (eg. through formal 360 degree feedback and evaluation processes)
- School leaders build in regular check points to obtain feedback from students, parents and staff (eg. annual school performance survey)
- School leaders build in opportunities for staff at all levels to play a role in planning, operational improvement, management and administration activities
- School leaders have support systems in place to help them manage their responsibilities in a sustainable way

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Helps articulate the school's "way of working"
- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school/school staff to take primary responsibility for students' learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance

STAFF ENGAGEMENT AND PERFORMANCE



- Improves staff management
- Supports staff learning and development
- Helps improve staff performance/teaching practice
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>BALANCING COMPETING RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • Acknowledge that there is only so much that you can do in a given period of time, no matter how hard you try • Prioritise activity to deal with important/urgent issues • Pace out change/activity so that it is sustainable • Establish systems/frameworks to help prioritise activities (eg. the important/urgent framework) and use them to consistently question whether an issue/task is something that should be dealt with at a leadership level, delegated, deferred or dismissed • Share those systems/frameworks with staff so that they can understand the basis on which decisions are being made and make use of them themselves • Build a leadership team around you to help manage activity/workload • Delegate appropriately • Be accessible to staff but recognise that you will need to have uninterrupted time to work on some things. Set aside a regular time each day/week and let staff know that is your scheduled “independent work time”. Make it clear to staff that you are available for urgent matters during that time but that non-urgent matters should be dealt with by email or staff should contact you to discuss them outside of that time • Use administrative support staff effectively. Get them to help you to protect your “independent work time”
<p>MANAGING STRESS</p>	<ul style="list-style-type: none"> • Learn to recognise the early warning signs that you are under stress • Develop strategies to manage stress when you experience those warning signs • Build “pressure relief” points into how you work. Walk around the school and talk to students and staff. Take time to sit down and talk with staff over recess and lunch. These activities provide you with a mental/physical break while allowing you to build relationships with students and staff and stay “in the loop” with what is happening • Invest time to develop your own support network (through external professional supervision and peer networking etc.) • Build a leadership team around you to help manage activity/workload • Delegate appropriately • Use administrative support staff effectively

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING PUSH BACK OR DISSONANCE</p>	<ul style="list-style-type: none"> • Proactively manage staff push back or “dissonance” on the basis that if dissent is overlooked, dismissed or missed it can grow into a difficult issue and can result in the formation of a negative staff block that can be more difficult to manage • Meet with individual staff to discuss any issues that they have. Be clear and consistent about what they do and do not have the capacity to influence (eg. be clear and consistent about what is “your decision, our decision, my decision”¹³⁸) • Apply the same reflective principles that are used to work with students to identify and try to address staff concerns. Try to understand what factors are causing concern and identify what you can do/do differently to address them • Keep your eye on the big picture and acknowledge and celebrate small wins
<p>KEEPING IN THE LOOP</p>	<ul style="list-style-type: none"> • Make sure that leadership team members invest time in building relationships with staff across the school • Encourage leadership team members to attend recess and lunch with staff on a regular basis and talk to students, parents/family members and staff as you move around the school • Set up systems to make sure that a member of the leadership team touches base with every staff member one on one on a regular basis (if not face to face, then by email or telephone) to check in and see how they are going • Make it a common practice for leadership team members to drop in and observe, co-teach or support class activities and participate in professional teaching/learning team meetings • Participate in a range of student activities and activities involving parents/families (but remember that you do not need to go to everything)

¹³⁸ Hoerr 2010.

TOOLS:

-  Tool - What is working well, even better if reflection tool
-  School Diagnostic – School leadership

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- Staff Expectations, Attitudes & Behaviours
- Staff Training & Development

USEFUL RESOURCES:

- Harvard Business Review (HSR)., Harvard Business Review on Managing Yourself., Harvard Business School Publishing Corporation., U.S.A., 2005.
- Thomas, W., Managing Workload Pocketbook., Teachers'Pocketbooks., London., 2005.

13.

CHANGE MANAGEMENT

What Implementing a holistic education model often requires school leaders to change the way that things are done on a day to day basis. It often involves changes to underlying operational systems and processes and staffing structures.

Those changes require staff to shift both how they think and how they work. They involve significant, and potentially challenging, changes in personal and professional practice. Because of that they take time and effort. Anecdotal experience suggests that the change process can take three to five years.

Figure - Indicative change cycle timeline¹³⁹

12 MONTHS	18 MONTHS	24 MONTHS	3 YEARS	4 YEARS	5 YEARS
<ul style="list-style-type: none"> • Gaining commitment • Changing dialogue • Changing pockets of practice 					
	<ul style="list-style-type: none"> • Broad commitment • Altered dialogue • Alignment of policies and processes • Increasing skill development 				
		<ul style="list-style-type: none"> • Embedding changed practice across the school 			
				<ul style="list-style-type: none"> • Consolidating operational and behavioural changes 	

The most effective school leaders recognise that. They approach the change process in a thoughtful and methodical way. They are strategic in what they choose to focus on, they take a structured approach when introducing and working through organisational changes, they implement things incrementally and take into consideration both the operational and the behavioural aspects of the changes that they are seeking to make.¹⁴⁰

How The change journey that schools go on varies from school to school depending on the specific set of circumstances that they are dealing with. There is no one size fits all approach to how schools can work through that change; there are, however, common patterns in how successful schools have worked through that process.

¹³⁹ Blood & Throsborne., 2005 p.15.

¹⁴⁰ Blood & Throsborne., 2006 p.3.

Being strategic

Schools that have implemented a holistic education model have tended to be strategic about what they have chosen to focus on. School leaders are careful to “do first things first” and to make sure that they set the pace of change at a level that maintains a sense of urgency and importance about what needs to be done but does not over-stretch the organisation. They take care to set the change process up to succeed, rather than risk pushing too hard too fast and risking failure. In doing that, they implicitly recognise that the change journey that they are on is usually a marathon, not a sprint, and that they need to make sure that they and their staff have the stamina to see it through.

School leaders coming into a new school, or reviewing how things are working in their school, can often find it useful to spend time reflecting on:

- How effectively students are performing at the school (ie. whether they are reaching their full potential)
- What factors are potentially inhibiting students’ ability to engage and learn effectively and
- What factors are potentially inhibiting staff from helping students to engage and learn effectively.

In doing that it is valuable for school leaders to talk with staff, students and their parents/families to get their perspective on what is and is not working. That can be done informally through one on one discussions or formally through a more structured consultation process.

It can often be valuable to use diagnostic tools to help work through that reflection process (such as the School Diagnostic provided in this toolkit).

When starting off, often schools will adopt a dual focus and will target their efforts to “get control” and “focus effort”. This is particularly the case where schools are dealing with a situation where student attendance and behaviour is an issue and staff are struggling to get traction in the classroom.

Table - Dual focus approach

GET CONTROL	FOCUS EFFORT
<ul style="list-style-type: none"> • Conduct staff training to help them understand the factors influencing student behaviour and help them to use restorative approaches to manage student behaviour • Implement a consistent restorative approach to manage student behaviour • Introduce social and emotional learning based activities to reinforce appropriate values based behaviours, build student self-esteem and help students to learn how to identify and manage their emotions and behaviours 	<ul style="list-style-type: none"> • Standardise common classroom processes and procedures to set clear boundaries and routines for students • Focus instructional activity on getting engagement and getting the basics right (ie. identifying and closing foundation gaps in literacy and numeracy that prevent students from being able to connect with more complex material)

In doing that the most effective school leaders invest the time up front to work with their staff to make sure that they have both the direction and support that they need to make things work.¹⁴¹ They make sure that:

VISION	There is a clear, shared vision for what is being done and why
UNDERSTANDING	Staff understand what they need to do/do differently
SKILLS	They have the skills or are provided with appropriate training to be able to do what is required of them and
SUPPORT	Support structures are in place to help staff to make things happen.

Many school leaders use the above “Vision, Understanding, Skills and Support” framework as a touchstone through the change process to make sure that, as they work through the change process, they are always doing their best to set their staff up to succeed.

Once schools have achieved a base level of control they will usually start to step out their change process and will start to put more focus on (re)structuring the curriculum and tailoring teaching practices to meet students’ learning needs. They will often “pair” that activity with the introduction of professional supervision and the provision of a targeted training and development program for staff.

Most schools will stage the implementation of the broader curriculum review process to make it manageable.

Taking a structured approach & staging implementation

Different staff react differently to the prospect of change. Some staff will be enthusiastic about the potential for change, others will be open to exploring the idea but will have reservations, some will be reluctant to change and others may actively resist change.¹⁴²

Because of that, the most effective schools tend to step through changes in a structured way. Some school leaders will set up a structured change management plan where they identify separate change initiatives, prioritise those initiatives and then work through them one by one. Others work in a more intuitive or organic way. In either case, the most effective leaders tend to work through a series of steps to build buy in to the change process and implement change.

¹⁴¹ Blood & Thorsborne 2005., p.5.

¹⁴² Blood & Thorsborne 2006., p.7.

Figure - Stages in change cycle¹⁴³

INITIATION			IMPLEMENTATION		
	AGENDA SETTING	ENGAGING & PLANNING	DESIGNING & EXPERIMENTING	EXPANDING	ROUTINISING
FOCUS	<ul style="list-style-type: none"> Help others see the need for change and the importance of acting 	<ul style="list-style-type: none"> Engage staff in discussion about how things can be/ be different Develop a vision for how things can be Define the changes that are required Identify staff to help implement the change Develop a plan 	<ul style="list-style-type: none"> Trial changes Demonstrate benefits associated with change 	<ul style="list-style-type: none"> Gradually “roll out” change 	<ul style="list-style-type: none"> Consolidate changes activity so that it becomes part of day to day activity
OUTCOME	<ul style="list-style-type: none"> Establish the case for change 	<ul style="list-style-type: none"> Build a guiding coalition Develop a shared vision and strategy 	<ul style="list-style-type: none"> Initiate action Demonstrate doability Build internal change agents/ champions 	<ul style="list-style-type: none"> Systematise and roll out changes 	<ul style="list-style-type: none"> Anchor new approaches in culture/way of working

The most effective school leaders usually start by building the case for change and then engaging staff in discussion about it. Through that process they usually identify members in the staff group that they will work with to help manage the change. In some cases school leaders may set up a formal working group to do that; in others they may work on an informal basis.

School leaders are often strategic in setting up these groups. Although these groups are often largely made up of staff who are enthusiastic or at least interested in exploring the prospect of making change, school leaders will often consciously include staff who are more reluctant or resistant to change as a way of engaging them in the process. Alternatively they will put in place formal/informal consultation structures to make sure that those staff remain connected to the process and have the opportunity to input into it.

Often schools will work on the basis of running small transition teams that have responsibility for developing and demonstrating changes in process or practice before they are rolled out across the

¹⁴³ Adapted from Blood & Thorsborne 2006., p.4.

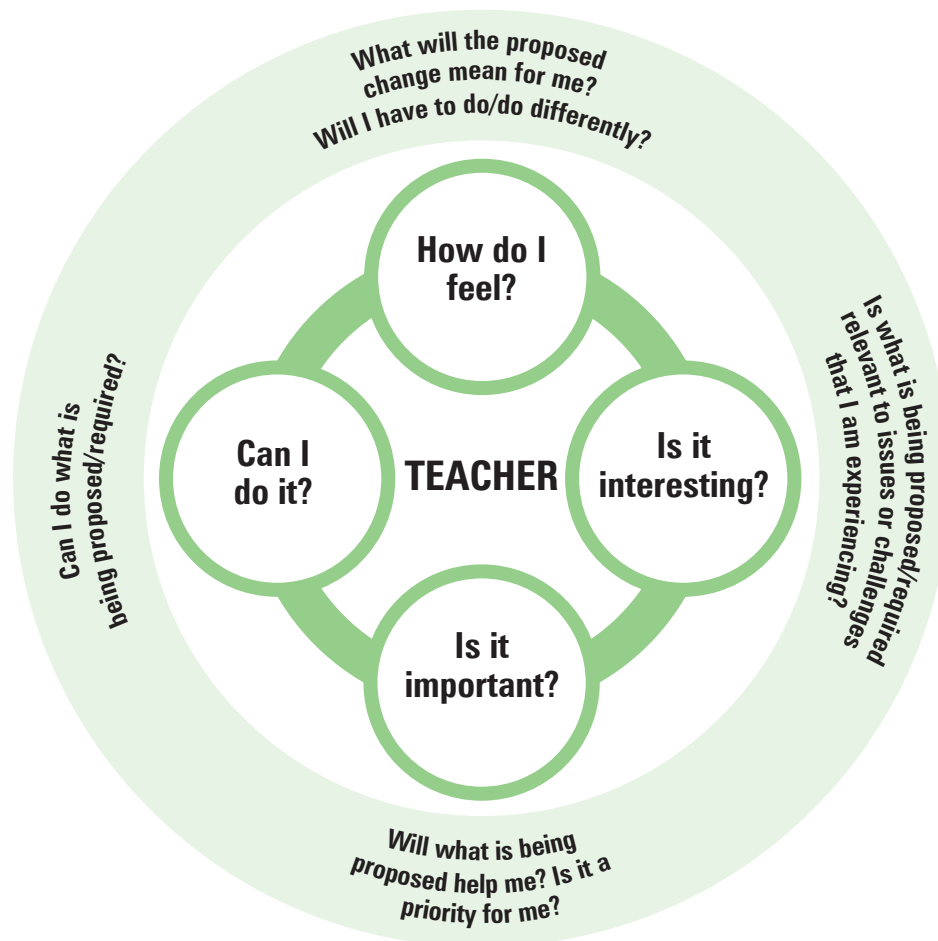
broader school. Stepping out changes in that way has the advantage of:

- Maintaining momentum
- Sharing the workload
- Building in opportunities for experimentation
- Demonstrating what and how things can be done
- Reinforcing the case for change and
- Building buy in from staff who are otherwise reluctant or resistant to participate in the change.

Taking into consideration both the operational & behavioural aspect of change

The most effective school leaders recognise that the factors that influence how staff engage in the change process – and whether they embrace or resist change - are the same ones that influence how students engage in the classroom.

Figure - Factors influencing how staff engage in the change process



They recognise that resistance tends to be driven by either a difference in view as to what needs to be done or discomfort about what is proposed.

Figure - Sources of push back/resistance¹⁴⁴

SOURCES OF RESISTANCE	DENY ISSUE	DISCOUNT IMPORTANCE	DO NOT BELIEVE IT CAN BE SOLVED	DO NOT BELIEVE THEY CAN SOLVE IT
		Do not recognise that there is an issue/problem that needs to be solved	Discount the importance/seriousness of the issue/problem	Do not believe that the issue/problem is capable of being solved or that the proposed solution will solve it
POTENTIAL RESPONSES	Information strategies			
	Engagement strategies			
				Demonstration strategies
				Support strategies

To try to deal with that, school leaders apply the same principles that they use with students to engage them and manage their behaviour. They usually try to make sure that they provide staff with as much information and input into the change that is being proposed as possible. They also try to make sure that they work through the effect that the change will have on staff and identify strategies to support staff to manage/deal with those changes.

Table - Addressing information and personal concerns¹⁴⁵

ADDRESS INFORMATION CONCERNS	ADDRESS PERSONAL CONCERNS
<ul style="list-style-type: none"> • What is the change • Why is it needed • What effect will the change have • What evidence do we have that it will work • How will the change be implemented • What input will I be able to have in deciding what is done 	<ul style="list-style-type: none"> • How will the change impact you • What will you have to do/do differently • How easy/hard will that be • How will you benefit from it • How will you find time to implement the change • What support will you get to do that

¹⁴⁴ Blood & Thorsborne 2006., p.7.

¹⁴⁵ Blood & Thorsborne 2006., p.6.

Having said that, the most effective school leaders do not allow themselves to get frustrated by staff that are resistant to change; they harness the support of those members of the staff group that are prepared to buy into the change and work with them to implement it. They work to manage dissonance and try to engage staff by demonstrating what can be done.

When managing resistance school leaders ultimately need to be clear and consistent about what is “your decision, our decision, my decision”¹⁴⁶. They need to provide staff with the opportunity to have input into the change, provide appropriate support to help staff make the change and, if they are not able/prepared to do so, to use standard staff performance management processes to deal with that and, where appropriate, manage staff out of the organisation.

Managing change is often not easy. The most effective school leaders recognise that. They keep focused on the “end game” and make sure that they build in personal and professional supports to help them work through the process. They do that in a number of ways:

PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Work with an appropriately qualified professional supervisor external to the school
PEER NETWORKING	<ul style="list-style-type: none"> • Establish a formal/informal network of principals that meet on a periodic basis to share experiences and learn from one another • Use leadership team meetings to actively reflect on what is working well as well as on what can be improved
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Invest time in professional development and training to support ongoing development
LEAVE	<ul style="list-style-type: none"> • Make sure that they use leave/holiday periods to relax and recharge

¹⁴⁶ Hoerr 2010.

CHARACTERISTICS OF A HIGHLY EFFECTIVE SCHOOL:

- School leaders invest the time to work with their staff to make sure that they have both the direction and support that they need to work through the change process
- Staff are actively involved in defining, designing and implementing change
- The school is strategic in how it approaches the change process (ie. in what it chooses to focus on)
- The school takes a structured approach when introducing and working through organisational changes; it implements things incrementally and takes into consideration both the operational and the behavioural aspects of the changes that it is seeking to make

BENEFITS OF WORKING IN THIS WAY:

WAY OF WORKING

- Helps articulate the school's "way of working"
- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff

STUDENT ENGAGEMENT AND PERFORMANCE

- Sets positive expectations for student behaviour, potential and performance




STAFF ENGAGEMENT AND PERFORMANCE

- Improves staff management
- Supports staff learning and development
- Helps improve staff performance/teaching practice
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort

POTENTIAL CHALLENGES:	POSSIBLE RESPONSES:
<p>MANAGING STAFF RESISTANCE TO CHANGE</p>	<ul style="list-style-type: none"> • Recognise that some changes can be confronting and require some staff to step outside of their comfort zone • Encourage staff to input into the change process and provide constructive feedback on how things can be changed or improved and respond to feedback promptly • Proactively manage any “dissonance” about the process on the basis that if dissent is overlooked, dismissed or missed it can grow into a difficult issue and can result in the formation of a negative staff block that can be more difficult to manage • Meet with individual staff to discuss any issues that they have. Be clear and consistent about what they do and do not have the capacity to influence (eg. be clear and consistent about what is “your decision, our decision, my decision”¹⁴⁷) • Apply the same reflective principles that are used to work with students to identify and try to address staff concerns. Try to understand what factors are causing concern and identify what you can do/do differently to address them • If staff demonstrate that they are not able to comply with the process then use standard staff performance management processes to deal with that
<p>MANAGING THE ADDITIONAL WORKLOAD ASSOCIATED WITH MANAGING AND IMPLEMENTING LARGE SCALE CHANGE</p>	<ul style="list-style-type: none"> • Stage change activity and set the pace of change at a level that staff can sustain • Run major change initiatives as strategic projects • Set up internal tracking systems to monitor change process and track staff involvement • Offset the time that staff commit to change management programs against other administrative responsibilities (eg. supervision periods, involvement in after school activities) • Use professional supervision to monitor staff workload • Where appropriate/possible provide additional release time for teachers to support participation in change initiatives • Look for opportunities to draw in additional support to assist in the change process (eg. from parents/families/skilled volunteers)
<p>FUNDING CHANGE INITIATIVES</p>	<ul style="list-style-type: none"> • Source additional funds from government and non-government sources (eg. equity based funding, small grants/issue based program funding from government and philanthropic sources)

¹⁴⁷ Hoerr 2010.

TOOLS:

-  Tool - Key things to remember when managing change
-  Tool - Working through differences & managing difficult conversations
-  School Diagnostic - School leadership & change management

OTHER SECTIONS THAT MIGHT BE USEFUL:

- Underlying Philosophy & Approach
- School Leadership

USEFUL RESOURCES:

- Blood, P and Thorsborne, M., “Overcoming Resistance to Whole-school Uptake of Restorative Practices.”, a paper presented at the International Institute of Restorative Practices: The Next Step – Developing Restorative Communities Part 2 Conference., Pennsylvania U.S.A., October 2006.
- Potts, R and LaMarsh, J., *Managing Change for Success*., Duncan Baird Publishers., London., 2004.

TOOL - KEY THINGS TO REMEMBER WHEN MANAGING CHANGE

This tool is designed to provide a checklist that staff can refer to when managing change.

BE CLEAR	<ul style="list-style-type: none"> • Set a clear vision and a pathway for getting there • Be clear, consistent and credible
KEEP FOCUSED	<ul style="list-style-type: none"> • Keep focused on the big picture • Do first things first • Stay focused
PACE YOURSELF	<ul style="list-style-type: none"> • Pace yourself • Work at a pace that the organisation can sustain
COLLABORATE	<ul style="list-style-type: none"> • Don't work alone; look for partners to work with you • Build in multiple opportunities for staff to be involved
ENGAGE AND MANAGE RESISTENCE	<ul style="list-style-type: none"> • Pay attention to alternative points of view (you could be missing something important or at the very least it will help you understand where other people are coming from) • Work through opposition • Work one on one, one by one if you need to • Manage push back but don't be stopped by it • Don't wait for everyone to get on board before you get started • Keep engaging with resisters
BALANCE PLANNING AND ACTION	<ul style="list-style-type: none"> • Keep a balance between planning and action • Build staff skills and tools to support the change as you go
KEEP TRACK	<ul style="list-style-type: none"> • Set up systems to keep track of how things are going (it helps you stay on track and acknowledge progress) • Hold people to account
RECOGNISE EFFORT AND ACHIEVEMENT	<ul style="list-style-type: none"> • Recognise effort • Celebrate achievement (include the small wins) • Keep things in perspective • Don't sweat the small stuff
TAKE TIME TO REFLECT AND RECHARGE	<ul style="list-style-type: none"> • Build in time to reflect • Don't forget your own support network

TOOL - WORKING THROUGH DIFFERENCES & MANAGING DIFFICULT CONVERSATIONS¹⁴⁸

This tool is designed to provide a checklist that staff can refer to when preparing for difficult conversations or working through differences.

INQUIRING	<ul style="list-style-type: none"> • Make sure that you try to understand what other people think • Try to avoid making assumptions about what other people think or the reason why they think that • Ask for people's views • Explore the ideas of others before advocating your own ideas to encourage constructive dialogue and discussion (particularly where one party has decision making power and another does not)
PAUSING	<ul style="list-style-type: none"> • Pause before responding or asking questions to give yourself time to think about what the other person has said and how it affects your own view or understanding
PARAPHRASING	<ul style="list-style-type: none"> • Use reflective listening and paraphrasing techniques to make sure that you have heard and understood what the other person has said correctly
PROBING	<ul style="list-style-type: none"> • Use gentle open-ended questions to explore ideas, build your understanding and encourage reflection on the part of others. For example: <i>"Can you talk to me more about that?"</i> <i>"I wonder why ...?"</i> <i>"I wonder whether ...?"</i> <i>"Can you explain that to me/help me understand why ...?"</i> <i>"What do you think that means...?"</i> <i>"What do you think would happen if ...?"</i>
PUTTING IDEAS ON THE TABLE	<ul style="list-style-type: none"> • Put ideas or suggestions on the table in a way that encourages discussion. For example: <i>"What if we ...?"</i> <i>"An option might be to ..."</i> <i>"Another consideration might be ...?"</i>
PAYING ATTENTION TO SELF AND OTHERS	<ul style="list-style-type: none"> • Think about how you are likely to experience a discussion and take that into account when you prepare/plan for it • Think about how best to approach/structure the discussion and where and when to hold it to encourage an open dialogue • Try to remain conscious not only of what you and others are saying but how you are feeling and responding to what is said. It is as important to "listen" and respond to the emotional side of the discussion as to the content side
PRESUMING POSITIVE INTENTIONS	<ul style="list-style-type: none"> • Assume that others are coming to the discussion with a positive intention. Doing that helps you frame your language in a more constructive way and helps stop you from putting up unintentional barriers or defensive signals

¹⁴⁸ Sparrow 2010.

OVERVIEW DIAGNOSTIC

This overview diagnostic has been developed to help schools review their operations and identify areas of strength and potential development. It provides an overview of the key success factors of effective schools. If you want to, you can also use sections of the detailed version of the diagnostic tool to drill down on areas that you identify as requiring additional focus.

DIAGNOSTIC

NOT DOING
BEGINNING
DEVELOPING
APPLYING
INNOVATING

UNDERLYING PHILOSOPHY & APPROACH					
The school has a clearly articulated and documented student-centred theory of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders and staff use a common language to describe their way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently work in a student-centred way that reflects a belief in the value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff take a "no excuses" approach and do not accept or use students' backgrounds as a justification for poor school outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff adopt a reflective practice and consistently think about what they can do/ do differently to achieve a better outcome when working with students, their parents/families and other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently take responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively with each other, students and their parents/family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff do whatever it takes to make sure that every student gets the right support, at the right time, in the right way to be able to engage effectively at school and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARNING ENVIRONMENT					
The school provides a supportive school, classroom and working environment where students, parents/families and staff feel welcome, cared for and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School grounds and facilities are clean, well maintained and cared for and reflect the value that is placed on students, parents/families and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently interact with students and their parents/families in a welcoming, caring and supportive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff and students are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families are encouraged and supported to be involved in the life of the school and their children's learning (ie. they are kept aware of what their children are learning and are encouraged and supported to engage with the school in a constructive way)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work with students as both individuals and learners to provide them with support to help them to engage effectively at school and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students participate actively in the life of the school and have a sense of ownership/pride in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

NOT DOING
BEGINNING
DEVELOPING
APPLYING
INNOVATING

CURRICULUM					
The school uses a structured, data-based curriculum planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school sets clear and measurable targets to improve school and student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school matches its subject offering and course curriculum to meet the learning needs and interests of its students (ie. it matches the curriculum to the student group not the other way around)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses a centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class instruction/teaching plans are appropriately differentiated to meet students' different learning needs, learning preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs on an ongoing basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses integrated student planning tools and processes to identify and address individual student's learning, support and behaviour management needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT BEHAVIOUR MANAGEMENT/DISCIPLINE					
The school has a documented code of conduct that sets clear boundaries and expectations for behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff take responsibility for reinforcing and enforcing school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently use a restorative approach when managing inappropriate behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use a consistent approach when managing inappropriate behaviour and manage like behaviour in like ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEACHING APPROACH					
Staff set up their classroom environment to support student participation (ie. remove as many barriers to engagement or opportunities for disengagement as possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff set clear and consistent boundaries and routines for classroom behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently establish strong, constructive relationships with their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently maintain a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently use a reflective teaching practice and ask what they can do/do differently to help students to engage at school effectively and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff allocate time to teach students how to participate in classroom activities effectively and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use a mix of different teaching/learning formats to vary their instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently differentiate their instruction to meet students' different learning needs/pace, learning preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use small/flexible instruction groups and tiered assignments to differentiate their instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Staff make sure that students' parents/families understand how and why differentiated instruction will be used and the benefits of doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide additional scaffolding/extension support where appropriate to help students to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide real time feedback to students and involve students in monitoring and managing their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively encourage and celebrate student effort, improvement and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT TRANSITION MANAGEMENT					
The school actively manages student transitions into and through school (ie. when students begin or transfer into the school from another school, move from year level to year level and at key learner transition points)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's enrolment process is specifically designed and used to help students and their parents/family feel welcome and start to build a positive relationship with the school and school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School and year level inductions are used to help students and their parents/families get to know school staff and how things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School start dates are staggered across lower year levels so that teaching and student welfare/wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher allocations take into consideration student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning neighbourhoods/learning communities/combined class structures and flexible learning groups are used to build in flexibility into student learning pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured transition briefing processes are used to help teachers share/transfer information about students' learning needs, preferences/styles and interests when students move from year level to year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFFING MODEL					
Staff responsibilities are clearly defined and documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently take responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing and coordination structures support the delivery of an integrated support + instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior staff are employed/have explicit responsibility for school administration, curriculum and teaching and/or student welfare/wellbeing and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Cross-functional teaching teams are set up on a year level and/or faculty basis (eg. including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching support staff (ie. teacher and multicultural aides) support classroom set up and management and assist in the provision of small group and one-on-one support in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural aides also help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching/learning support staff provide targeted scaffolding and extension support for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leverages specialist teaching/learning support staff to help provide informal and formal training for other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses part of its relief teaching budget to release staff to participate in curriculum and instructional planning, moderation and professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school makes use of third party resources, programs and volunteers to expand its resource and activity base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITATING CLASS, TIMETABLING & STAFF ALLOCATION STRUCTURES					
Class, timetabling and staff allocation structures are used to support the use of small/flexible instruction group and collaborative/team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class structures (such as learning neighbourhoods/communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The timetable is structured to maximise student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject lines are designed to provide students with an appropriate mix of subject options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Block teaching and planning time is provided (particularly in subject areas such as English and Mathematics) to support the use of small/flexible instruction group and collaborative/team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff allocations are structured to support the use of block timetabling and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching teams are structured to try to match teachers' skills with student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

NOT DOING
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STUDENT ADMINISTRATION					
The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured (non) attendance tracking and management processes are used to encourage regular student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school works with students and their parents/families to manage planned/extended absences to try to minimise gaps in student learning and help them to catch up on work when they return to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school makes sure that students and their parents/families receive regular feedback on students' performance and what they can do to reinforce/help improve school based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF RECRUITMENT, TRAINING & DEVELOPMENT					
The school takes both organisational and job fit into consideration when recruiting staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school specifically includes/tailors contract provisions to accommodate workload/flexible working requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs a structured induction program for new staff to make sure that they understand how the school operates, what is expected of staff and what support is available to help them come to terms with their new role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has formal and informal systems to help maintain an open dialogue between the school leadership and staff to proactively identify and address HR related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school conducts formal performance evaluations for all staff on a regular (annual) basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders proactively manage staff (non) performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school prioritises staff learning and development so that it is a core part of the day to day life of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders actively encourage and support staff learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates responsibility to manage staff development and training to a dedicated staff member (eg curriculum and staff development manager)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual development plans are prepared for each staff member at the start of each year and are used to guide and monitor staff development and training through the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program that is run each year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/teaching support staff are provided with regular and frequent feedback to help them to improve their teaching practice and skills (eg. through mini observations, professional supervision and participation in professional teaching/learning team meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have regular opportunities to participate in internal and external training and development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

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DOCUMENTATION & KNOWLEDGE MANAGEMENT					
The school uses a central documentation and knowledge management system to collate, store and share staff resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff contribute to the documentation and knowledge management system and comply with protocols set down by the school to store and manage material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff utilise that system to access information, tools and resources to inform and improve how they work with students and perform their role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCHOOL LEADERSHIP					
School leaders consistently model desired attitudes, language and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders set clear expectations for how staff are required to interact with students, their parents/families and other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders engage with staff at an operational level and provide regular feedback and coaching (eg. through the day to day interactions that they have with staff, participation in professional teaching/learning team meetings, classroom observation, team teaching and professional supervision activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders proactively manage staff performance and behaviour that is not consistent with the school's way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders monitor and take responsibility for school/student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders adopt a reflective teaching and management process and encourage staff feedback on their performance (eg. through formal 360 degree feedback and evaluation processes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders build in regular check points to obtain feedback from students, parents and staff (eg. annual school performance survey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders build in opportunities for staff at all levels to play a role in planning, operational improvement, management and administration activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders have support systems in place to help them manage their responsibilities in a sustainable way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHANGE MANAGEMENT					
School leaders invest the time to work with their staff to make sure that they have both the direction and support that they need to work through the change process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are actively involved in defining, designing and implementing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is strategic in how it approaches the change process (ie. in what it chooses to focus on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school takes a structured approach when introducing and working through organisational changes; it implements things incrementally and takes into consideration both the operational and the behavioural aspects of the changes that they are seeking to make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DETAILED DIAGNOSTIC

This detailed diagnostic has been developed to help schools review their operations and identify areas of strength and potential development. It details the key success factors of effective schools. Checklists are grouped according to toolkit chapters. Schools can use this diagnostic tool in different ways. Some schools may use the short form Overview Diagnostic to identify areas of their operations that require additional focus and then complete relevant sections of this longer form diagnostic to drill down on those areas. Other schools may choose to focus in on a particular area and go directly to the sections of this tool that apply to that area.

Chapter 1 Diagnostic Underlying Philosophy and Approach

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school has a clearly articulated and documented student-centred theory of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders and staff use a common language to describe their way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently work in a student-centred way that reflects a belief in the value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF EXPECTATIONS, ATTITUDES & BEHAVIOURS					
Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently interact with students and their parents/families in a way that makes them feel welcome, cared for and supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently interact with each other in a way that makes other staff feel respected, valued and supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively encourage a commitment to effort, improvement and achievement in all of their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff set "stretch targets"/learning goals for all of their students based on their individual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff take a "no excuses" approach and do not accept or use students' backgrounds as a justification for poor school outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff continue to extend students and develop teaching strategies to support individual student/cohort learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff and students are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural awareness training is provided for all students, staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/family/community consultative groups are used to advise the school on cultural issues/considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
School and classroom management practices are designed to take into account appropriate cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school proactively manages culturally inappropriate staff/student behaviour and cross-cultural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFLECTIVE TEACHING PRACTICE					
Staff consistently use a reflective teaching practice and consistently ask what they can do/do differently to help the student to engage at school effectively and learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders consistently model desired attitudes, language and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff reflect on their teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively to develop and reinforce effective reflective teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with formal and informal training to help them understand and respond appropriately to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional supervision, day to day feedback and coaching is used to help staff engage effectively with students and manage student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal support systems are "built in"/used to help staff deal with the day to day stresses involved in working with challenging students in a supportive, student-centred way (eg. through professional supervision, professional teaching/learning teams, peer coaching and confidential employee counselling services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF ACCOUNTABILITY FRAMEWORK					
Staff consistently take responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively with each other, students and their parents/family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff do whatever it takes to make sure that every student gets the right support, at the right time, in the right way to be able to engage effectively at school and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff responsibilities are clearly defined and documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a clearly articulated and documented accountability framework under which all staff have individual and/or shared responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff responsibilities are clearly communicated during the staff recruitment and induction process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders clearly communicate what they expect of staff on a day to day basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have a clear understanding of what their roles and responsibilities are and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff evaluation, professional development and performance management processes are used to reinforce staff responsibility for student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 2 Diagnostic Learning Environment

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school provides a supportive school, classroom and working environment where students, parents/families and staff feel welcome, cared for and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL SCHOOL & CLASSROOM ENVIRONMENT					
School grounds and facilities are clean, well maintained and cared for and reflect the value that is placed on students, parents/families and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students take pride in the school and show respect for school ground/facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School grounds/facilities/public art work are used to incorporate cultural themes relevant to the student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School office and administration spaces are easily accessible and welcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated space is provided on the school grounds for parents/families to meet, link into school activities, access third party programs and meet with school staff*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are set up as bright, vibrant, welcoming learning spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are well resourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are large enough and/or can be changed around to support a range of different learning formats (eg. whole of class, small group, collaborative/team teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work is prominently displayed in classrooms and public spaces to celebrate student effort, improvement and achievement, demonstrate what proficient and high quality work looks like and encourage students to set high expectations for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are allocated so that year level groupings are aggregated in common areas that allow students of different ages to have their own space in the school*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff workspaces are co-located in the year level areas that they predominantly work in to make it easier for staff get to know and engage with students and one another*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared learning facilities (eg. library, IT and sport facilities) are provided and appropriately resourced to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately designed specialist classrooms (eg. science laboratories, technical, art, music rooms etc.) are provided [in secondary school] and appropriately resourced to support specialist subject delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated "learning lab" spaces are provided and appropriately resourced to support intensive learning support and extension activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated "time out" spaces are provided and appropriately resourced to support student behaviour management*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

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STAFF EXPECTATIONS, ATTITUDES & BEHAVIOURS					
Staff consistently interact with students and their parents/families in a way that makes them feel welcome, cared for and supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently interact with each other in a way that makes other staff feel respected, valued and supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively encourage a commitment to effort, improvement and achievement in all of their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff set "stretch targets"/learning goals for all of their students based on their individual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff take a "no excuses" approach and do not accept or use students' backgrounds as a justification for poor school outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff continue to extend students and develop teaching strategies to support individual student/cohort learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff and students are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural awareness training is provided for all students, staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/family/community consultative groups are used to advise the school on cultural issues/considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School and classroom management practices are designed to take into account appropriate cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school proactively manages culturally inappropriate staff/student behaviour and cross-cultural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFLECTIVE TEACHING PRACTICE					
Staff consistently use a reflective teaching practice and consistently ask what they can do/do differently to help the student to engage at school effectively and learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders consistently model desired attitudes, language and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff reflect on their teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively to develop and reinforce effective reflective teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with formal and informal training to help them understand and respond appropriately to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional supervision, day to day feedback and coaching is used to help staff engage effectively with students and manage student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal support systems are "built in"/used to help staff deal with the day to day stresses involved in working with challenging students in a supportive, student-centred way (eg. through professional supervision, professional teaching/learning teams, peer coaching and confidential employee counselling services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SCHOOL, FAMILY & COMMUNITY ENGAGEMENT					
Parents/families are involved in the life of the school and their children's learning (ie. they are aware of what their children are learning and engage with the school in a constructive way)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families generally feel comfortable engaging with the school/school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families proactively contact staff to discuss students learning and support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses its enrolment, induction, student planning and reporting processes to build a common understanding with parents/families of the shared responsibility that they have for their children's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a clearly articulated and documented policy that defines how the school will work with parents/families that sets a minimum expectation for the type and level of involvement that staff will have with parents/families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently comply with the minimum expectations set out in the above policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school makes sure that parents/families know whom they can contact at the school if they have any questions or concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school makes sure that parents/families are kept up to date on what is happening at the school and how they can be involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school works with parents/families to address factors that can act as barriers to their involvement with the school (eg. help parents/families from non-English speaking backgrounds understand how to negotiate the education system and communicate effectively with the school and teaching staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families have the opportunity and are encouraged and supported to be involved in governance, decision making and advocacy activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing and/or project based consultative groups are used to get parent/family input into school policies and decisions affecting students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families have the opportunity and are encouraged and supported to be involved in a range of volunteering opportunities, school and extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple opportunities are provided for teaching staff and parents/families to speak with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families are involved in student planning including the preparation of individual learning and development, support and behaviour management plans (where appropriate) for their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families are kept up to date on what their children are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/families are provided with information and tools to help them engage with their children at home in a way that reinforces what they are doing at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal training is provided for staff to help them work effectively with parents and families (including cross-cultural, social awareness and social and emotional skills training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional supervision, day to day feedback and coaching is used to help staff develop, manage and leverage constructive home-school relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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STUDENT WELLBEING & SUPPORT FRAMEWORK					
Staff work with students as both individuals and learners to provide them with support to help them to engage effectively at school and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADDRESSING STUDENTS' BASIC MATERIAL NEEDS					
The school works with students and their parents/families to help make sure that students' basic needs are met so that they can get to and from school and are ready to engage at school and to learn when they get there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school helps students to access transport to and from school (eg. by helping them to access public transport or providing school run bus services etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/subsidises school uniforms and equipment where required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/coordinates breakfast/lunch/dinner programs so that students are not hungry when they attend class or participate in after school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/helps students to access nursing/medical services to address basic health needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/coordinates access to specialised learning and health assessments where appropriate to diagnose and address students' learning, development and support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/coordinates access to specialised counselling and support services where required to address individual students' learning, development and support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT PARTICIPATION & LEADERSHIP					
Students participate actively in the life of the school and have a sense of ownership/pride in their school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers identify and actively encourage students to take up leadership roles in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has formal student advisory/ leadership groups [at primary, middle and senior school level] that provide students with an opportunity to take responsibility and play a leadership role in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses those groups to encourage students to have a voice in the day to day operation of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers design and allocate class-based roles/responsibilities roles to give all students a chance to take responsibility and play a leadership role in their class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are regularly given opportunities to participate in, initiate and lead school activities and events and are actively encouraged to participate in them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are regularly given opportunities to represent the school and act as school ambassadors and advocates for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mentoring, teaching and/or mediation is used to support student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 3 Diagnostic Curriculum

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CURRICULUM PLANNING					
The school uses a structured, centrally driven, data-based curriculum planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates dedicated staff to manage/coordinate its curriculum planning process (eg. curriculum manager with administrative support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff, students and parents/families have the opportunity to have input into the school's subject and extra-curricular program offering and are encouraged and supported to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff roles and responsibilities in the planning process are clearly defined and staff are reminded of what is required of them throughout the curriculum planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal training and support is provided to help staff develop quality course and instructional/class plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use common planning templates and tools to make it easier to coordinate course and instructional/class planning within and across year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A structured curriculum review and sign off process is used to ensure quality planning and teaching and support staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school sets clear and measurable targets to improve school and student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school clearly identifies learning areas requiring focus/improvement and sets measurable targets to improve school and student performance overall and at a subject, grade and student cohort level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams and/or staff working groups are used to develop and implement strategies to address those areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school actively tracks its progress against its performance targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CURRICULUM CONTENT & STRUCTURE					
The school matches its subject offering and course curriculum to meet the learning needs and interests of its students (ie. it matches the curriculum to the student group not the other way around)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EARLY CHILDHOOD/ENTRY LEVEL SKILL DEVELOPMENT					
The school provides an extended year level offering covering early childhood education programs for 3 and 4 year olds and/or partners with local early childhood education providers to improve children's entry level social, language and literacy skills [primary school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses its connections with school parents/families and the broader community to encourage parents to enrol their children in early childhood learning and development programs prior to the commencement of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/partners with local service providers to help parents/families access maternal and child health and specialist services to help identify and address potential barriers to learning (including speech and occupational therapy etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/partners with local service providers to run parenting skill development programs to help parents/families support their child's early childhood learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The school provides/partners with local service providers to run information sessions/programs to help parents understand how best to support their child to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school works with parents/families to help them to understand and negotiate the education system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs induction activities to help prepare children and their parents/families for the transition into school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses its involvement in early childhood development programs to help identify learning areas requiring additional focus in its prep/year one classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATE ENTRY/DISRUPTED LEARNER BRIDGING SUPPORT					
The school provides specific support for students with no/limited/disrupted schooling to help them transition into school and address gaps in their foundation knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs specialist ESL teachers and teaching/multi-cultural aides to provide additional/tailored instructional and scaffolding support to help students from NESB to engage at school and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses specialist ESL teachers to help teaching staff diagnose specific student's learning needs and help teaching staff to develop strategies to address those needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides teaching and teaching support staff with formal and informal training to help them to work with NESB students effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school includes specialist ESL teachers in professional teaching/learning teams to help review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/collaborates with local service providers that run intensive English language development (ELD) programs as a pre-cursor to mainstream schooling to help pre-literate students and students with low levels of English to develop sufficient English language skills to be able to participate effectively in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses its enrolment and induction process to help students and their parents/families to understand how the education system works, understand the different educational options/pathways that are available to them and make informed decisions about what options to choose and how best to pursue them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school takes appropriate consideration of student literacy levels when allocating students to class/flexible instruction groups so that instruction can be tailored effectively to meet the needs of students working at different literacy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides appropriate bridging/transition support to help NESB students requiring more intensive literacy instruction to make the transition into school (eg. through the provision of a dedicated bridging/transition program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses tiered scaffolding/intensive learning support structures to tailor teaching/learning activities to students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses its extra-curricular program to provide NESB students with additional learning and extension support (eg. through after school homework and tutoring programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/collaborates with local organisations to provide adult education and training for NESB parents/families to help them to better support their children to engage at school and to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CULTURALLY & CONTEXTUALLY APPROPRIATE CURRICULUM					
The curricular and extra-curricular program is designed to be culturally and contextually appropriate and help build students' understanding of the mainstream language and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/family/community consultative groups are used to help build culturally relevant activities into the school calendar, identify culturally appropriate instruction tools and resources and improve the cultural relevance of its curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culturally and contextually relevant topics and teaching/learning activities are embedded across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities use culturally appropriate learning materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities provide opportunities for students to discuss and reference their own cultural background and that of their local community and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities provide opportunities for students to discuss and reference community and cultural events and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities provide opportunities for NESB students to build an understanding of the mainstream language and culture so that they can interpret learning and assessment material and engage at school and in the broader community effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-cultural activities are built into the school calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents, family and community members are encouraged to volunteer at the school and help to run cultural activities and events and share their cultural knowledge and language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities are designed to be individually relevant (ie. recognise and respond to students' interests and aspirations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities provide opportunities for students to discuss and reference their personal interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities are structured to accommodate students' different learning preferences/styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities provide opportunities for student choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/learning activities use practical teaching/learning approaches to contextualise learning and link material to students' day to day experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL LEARNING (SEL) CURRICULUM					
The curriculum includes a strong social and emotional learning (SEL) program that is seen as being part of the core curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member to design and coordinate the SEL curriculum (ie. SEL is treated as a discrete subject area and is coordinated as part of the standard curriculum planning and management process)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The SEL curriculum is designed on a school wide basis as a sequenced skill development program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular and extra-curricular SEL activities are appropriately coordinated to form an integrated program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Opportunities are provided for parents, families and community members to participate in SEL activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The SEL curriculum is used to reinforce the underlying ethos/values of the school and set clear expectations for staff and student attitudes, behaviour and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching practices, school rules, processes and procedures are explicitly reinforced through/linked to the SEL program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently model values and behaviour aligned to the SEL curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with formal and informal training and support to develop their own SEL skills and support students' SEL skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training/information sessions are provided to help parents/families to develop their SEL skills and support their child's SEL skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LITERACY & NUMERACY SKILL DEVELOPMENT					
Increased time is allocated to English and Mathematics [in primary and middle school] to strengthen and extend foundation literacy and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a school-wide literacy plan that identifies key teaching/learning priorities and requires each subject to include specific teaching of required reading and writing skills in each of their course units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction is used to tailor literacy and numeracy related teaching/learning activities to meet the different needs of different students/student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiered scaffolding support is provided for students who need additional instruction or practice to improve their reading, writing, language and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy skill development is embedded in all subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently reinforce and extend foundation language, reading, comprehension and writing skills in every subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with formal and informal training and support to help them develop students' literacy and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member to coordinate student data collection and management (eg. curriculum manager with administrative support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses a centralised data system to collate, analyse and report on student performance at a whole of school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leverages government systems to access and analyse trends in student/student cohort performance data (including NAPLAN, school and higher school certificate data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a central staff "data team" that supports the collection, collation and analysis of data across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use common data collection and analysis tools that feed up into the school's central data system to track and analyse student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use standardised/benchmark testing and common formative and summative assessment tools to assess student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Teaching staff regularly review and analyse student performance data (eg. through their professional teaching/learning teams) and use it to inform their class planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use student planning and transition management processes to collate and share information about student performance, learning needs, learning preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with training and support to help them use the school's data management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are provided with training and support to help them to analyse student performance data and use it to inform their teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIFFERENTIATED INSTRUCTION/CLASS PLANNING					
Instruction/class plans are appropriately differentiated to meet students' different learning needs, learning preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use tailored planning templates and tools to help them develop appropriately differentiated instruction/class plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal training and support is provided to help staff develop and implement appropriately differentiated instruction/class plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction/class plans are structured to focus on the most important concepts, processes and skills that students need to meet prescribed learning standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff make sure that students' parents/families understand how and why differentiated instruction will be used and the benefits of doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIERED SCAFFOLDING & EXTENSION LEARNING STRUCTURES					
Tiered scaffolding and extension activities are provided to meet student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiered scaffolding/intensive learning support is used to help students requiring additional (re)teaching and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class timetables and teaching approaches are structured to accommodate remedial and extension learning support activity (both in and outside of class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group and one on one classroom teaching are used to provide students with targeted remedial instruction/practice/extension support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short one on one and small group sessions outside of the classroom are used to provide students with targeted remedial/extension support/practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated remedial/accelerated learning classes or learning labs are used to provide intensive remedial/extension support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning labs/transition classrooms are used to help students who have been absent from school to catch up on work that they have missed so that they can slot back into class more effectively*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers are used to support the provision of one on one and small group scaffolding/extension support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional learning time/support is provided through after school homework, accelerated learning, extension and holiday programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PROFESSIONAL TEACHING/LEARNING TEAMS					
Professional teaching/learning teams are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs on an ongoing basis throughout the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are formally allocated to professional teaching/learning teams on a year level/year level grouping and/or faculty basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are structured on a cross-functional basis to include teaching, specialist learning support teachers and wellbeing and support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetable/meeting schedules are structured to allow teams to meet on a regular and frequent basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning team meetings are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting time is protected; meetings are run efficiently and are not used for administrative tasks or as a substitute for other group meeting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior staff use team meetings to support staff learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDIVIDUAL STUDENT PLANNING					
The school uses integrated student planning tools and processes to identify and address individual students' learning, support and behaviour management needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An individual learning and development plan is prepared for every student early in the year identifying key personal and learning development goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students and parents/families are involved in the goal setting and planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual learning and development plans are reviewed on a periodic basis through the year to encourage students to reflect on their progress and take responsibility for their own learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where students have additional learning, support or behaviour management needs additional learning support/extension, support and/or behaviour management plans are developed to address those needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated, cross-functional student support groups are set up to coordinate the development and implementation of those plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A staff member from the student support group is nominated to act as a single/consistent point of contact for parents/families so that they can work with the school effectively to help implement those plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student support groups meet with students and their parents/families on a regular basis to monitor the implementation of learning support/extension, support and behaviour management plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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STAGED TRANSITION TO SPLIT SUBJECT BASED CLASS STRUCTURES IN MIDDLE SCHOOL					
The transition from single to split subject-based classes/teaching structures in middle school is staged to help students make the transition from primary to secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home room groups are used as teaching groups in early middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class timetables, room and staff allocations are used to minimise the number of teacher and classroom changes that students need to make at the start of middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL & THEORETICAL SUBJECT MIX					
The curriculum includes an appropriate mix of practical and theoretical subjects [in middle and senior school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical skill based subjects are used to build reading, writing, language and numeracy skills and to reinforce learning from other theory based subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical activities are built into theory based subjects to help engage students and contextualise learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A broad range of both academic and vocational subject options is offered in Years 11 and 12 (including access to a range of school-based traineeship programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum and timetable are structured so that students are able to take a blend of subjects and are not required to choose between an academic or a vocational stream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An effort is made to structure the timetable so that students taking external traineeship/TAFE courses miss a minimum amount of time from other classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAFE students are supported to "catch up" on any class time that they miss as a result of their involvement in external classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAREERS/VOCATIONAL DEVELOPMENT & POST-SCHOOL TRANSITION SUPPORT					
The school provides a strong careers/vocational development and post-school transition program to help students move from school into further study/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member to design and coordinate the careers/vocational development and post-school transition support program (ie. it is treated as if it were a discrete subject area and is coordinated as part of the standard curriculum planning and management process)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running careers/vocational development & post-school transition support activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular and extra-curricular activities are appropriately coordinated to form an integrated program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career development activities are embedded/linked into the core curriculum to help students draw the link between what they are learning at school and employment/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
A well-developed work experience program is used to provide students with exposure to what it is like to be in a workplace/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school supports students to access part-time employment outside of school hours and/or helps them access local job services providers that can help them do that as part of its careers/vocational development program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school helps students to register with employment services, apply for work and/or enrol in further study as part of its transition support program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs an active alumni program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal alumni support structures are used to help graduated students access further education and training and/or link into appropriate employment services after completing school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXTRA-CURRICULAR PROGRAMMING					
The school uses extra-curricular activity and after hours programs to augment their standard curriculum and extend learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member to design and coordinate the extra-curricular program (ie. it is treated as if it were a discrete subject area and is coordinated as part of the standard curriculum planning and management process)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A range of extra-curricular activities are provided to extend students' skills and provide access to sporting, cultural and community based activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where appropriate extra-curricular activities are coordinated with the standard curriculum to augment/complement student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/partners with local service providers to run after school homework support and extension learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school schedules extra-curricular activities so that students can access transport/helps students to access transport so that they can participate in before/after school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 4 Diagnostic Student Behaviour Management/Discipline

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school has a documented code of conduct that sets clear boundaries and expectations for behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff spend time during school and year level induction activities to make sure that students understand the school's code of conduct and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs information sessions for new parents to make sure that they understand the approach that the school takes to behaviour management and the expectations that the school has of families in supporting staff to manage behavioural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff take responsibility for reinforcing and enforcing school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wherever possible, issues are dealt with by the staff member who observes an incident or the relevant teacher or playground supervisor to whom it is reported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where the seriousness of an incident warrants it, staff consistently "escalate" the matter in line with the set protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently use a restorative approach when managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student management/discipline is based on principles of mutual respect and responsibility and the right of all students and staff to feel welcome, cared for and safe at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively acknowledge and encourage positive student behaviour and manage inappropriate behaviour in a timely, consistent and constructive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use a consistent approach when managing inappropriate behaviour and manage like behaviour in like ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols for how to manage inappropriate student behaviour are clearly defined and documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal training is provided for all staff to make sure that they understand and are able to apply the school's behaviour management protocols and manage student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relief staff and volunteers are briefed to make sure that they are also aware of the school's behaviour management policy and approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use time out spaces and behaviour management plans where appropriate to manage student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In/out of school detention time is explicitly structured to encourage the student to reflect on and/or redress their behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of out of school suspensions/expulsions is avoided unless required to protect staff or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home based learning plans are put in place for suspended students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides/partners with other service providers to provide training to help parents/families develop their behaviour management skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 5 Diagnostic Teaching Approach

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CLASSROOM SET UP & MANAGEMENT					
CLASSROOM SET UP					
Staff set up their classroom environment to support student participation (ie. remove as many barriers to engagement or opportunities for disengagement as possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are set up to be bright, vibrant and welcoming learning spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are well resourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms are designed and laid out in a way that supports student learning (ie. classrooms are well lit, acoustics allow students to hear from throughout the room, all students can see the board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom spaces are large enough and/or can be changed around to support a range of different learning formats (eg. whole of class, small group, collaborative/team teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms include individual "time out" spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms include individual "extension learning spaces/challenge labs"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common classroom organisational systems are used across the year level/year level groupings to help students feel comfortable and make it easy for them to engage in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work is displayed on classroom walls to celebrate student effort, improvement and achievement, demonstrate what proficient and high quality work looks like and encourage students to set high expectations for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOUNDARY & ROUTINE SETTING					
Staff set clear and consistent boundaries and routines for classroom behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common classroom routines and procedures are standardised so that students can get used to how things work and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom routines and practices are consciously designed to minimise potential barriers to engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated class time is used to establish classroom rules and procedures so that students understand how things will work in their classroom and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are given the opportunity to input into the development, implementation and enforcement of class rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff reinforce rules and procedures by explicitly acknowledging appropriate behaviour and managing inappropriate behaviour in a timely, consistent and constructive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TEACHING PRACTICE					
TEACHER-STUDENT RELATIONSHIPS					
Staff consistently establish strong, constructive relationships with their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently interact with students in a welcoming, caring and supportive way (ie. demonstrate interest in their students, work in a way that builds rapport and trust and demonstrate to students that they are committed to helping them to develop and learn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching time at the start of each school year is allocated to activities that help staff get to know their students both as individuals and learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers spend time at the start of each day/class to welcome students and connect with them as individuals before beginning their teaching/learning to help them settle and prepare to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work with students on a day to day basis to help them develop the social and behavioural skills that they need to establish and maintain positive relationships with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom practices and activities are consciously used to help develop students' social and behavioural skills and improve their ability to establish and maintain constructive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIGH STAFF EXPECTATIONS OF STUDENTS					
Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflect a positive expectation of students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively encourage a commitment to effort, improvement and achievement in all of their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff set "stretch targets"/learning goals for all of their students based on their individual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff take a "no excuses" approach and do not accept or use students' backgrounds as a justification for poor school outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff continue to extend students and develop teaching strategies to support individual student/cohort learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFLECTIVE TEACHING PRACTICE					
School leaders consistently model desired attitudes, language and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently use a reflective teaching practice and ask what they can do/do differently to help students to engage at school effectively and to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to help staff reflect on their teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively to develop and reinforce effective reflective teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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INSTRUCTIONAL MODEL					
TEACHING STUDENTS HOW TO LEARN					
Staff allocate time to teach students how to participate in classroom activities effectively and how to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers explicitly teach students how to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use teaching/learning activities to demonstrate and reinforce techniques that students can use to learn (eg. note taking, summarising, memory techniques etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams are used to check for gaps in student learning skills and develop teaching strategies to address them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USING FLEXIBLE INSTRUCTION GROUPS & TIERED ASSIGNMENTS					
Staff use small/flexible instruction groups and tiered assignments to differentiate their instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use small/flexible learning group structures to allow them to tailor instruction to the different needs of different students/student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use collaborative/team teaching approaches to support small group/flexible learning group teaching where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff vary teaching/learning activity resources, processes and products to accommodate differences in students' learning needs, preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use tiered activities/assignments where appropriate to tailor instruction to different students/student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff structure tiered activities so that they are "fair" in terms of the effort and time required to complete them successfully (ie. they make sure that tasks involve different work, not more or less work and are equally active, interesting and engaging)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use tailored teaching tools and instruction cards to support the use of small group instruction and tiered assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wherever possible staff structure teaching/learning activities to allow students choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff invest time to prepare their students for small group work and help them develop individual and group work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USING EXPLICIT INSTRUCTION					
Staff use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff structure teaching/learning tasks to come within students' proximal zone of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff break teaching/learning into components to help students build understanding and skills on a step by step basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Staff clearly explain the objectives of each teaching/learning activity and how it fits with the tasks that the students have already completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whenever possible staff relate teaching/learning activities to students' day to day experience to make it relevant to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff ask frequent questions to check for understanding/misunderstanding and provide real time feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff give clear, step by step directions and provide tools for students to use so that they can revisit those directions as they work through the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff tailor the level of guidance that they give students based on their ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff structure teaching/learning activities so that students have multiple opportunities to practice what they have learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use a mix of class based observation and frequent formative and summative assessment to monitor student progress so that they can determine when students are ready to move on to the next concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff (re)teach material in different ways until students have achieved sufficient understanding to be able to move on to the next concept before doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When they move on to the next concept staff make sure that the students understand how it fits with the previous concept and use iterative revision processes to consolidate earlier learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use essential learning/capability tables and activity trackers based on their class plans to track student activity and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROVIDING REGULAR FEEDBACK & ASSESSMENT					
Staff use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school places a strong emphasis on student effort, improvement and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff monitor student progress on a regular and frequent basis to inform teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use baseline testing where appropriate to check for prior knowledge and understanding and inform class planning and/or identify specific instructional support requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use classroom observation and regular formative assessments to understand and monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff build formative assessment activities into most learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide students with assessment checklists and use peer and self-assessment techniques to encourage students to critically review their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use common summative assessments to compare student results within and across different class groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use tiered assessment approaches to accommodate students working on different tasks/at different levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

NOT DOING
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Staff use pre-defined assessment rubrics or grading grids to make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide frequent real time feedback to students on a formal and informal basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use essential learning/capability tables and/or assessment rubrics to involve students in tracking their own performance (ie. they use them to reinforce the progress that the individual student is making, help them identify what they need to focus on next and encourage them to take responsibility for their own learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CELEBRATING STUDENT EFFORT, IMPROVEMENT & ACHIEVEMENT					
Staff actively encourage and celebrate student effort, improvement and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff actively encourage and motivate students to participate in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff recognise and celebrate student effort, improvement and achievement on a day to day basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff proactively contact parents and family members to recognise effort and improvement and let them know about their child's performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school recognises students publicly in class and at school assemblies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses structured incentive, recognition and reinforcement programs to help motivate students to participate constructively in class and put in additional effort to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 6 Diagnostic Student Transition Management

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school actively manages student transitions into and through school (ie. when students begin or transfer into the school from another school, move from year level to year level and at key learner transition points)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENROLMENT PROCESS					
The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's enrolment process is specifically designed and used to help students and their parents/family feel welcome and start to build a positive relationship with the school and school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment processes are designed to be welcoming and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wherever possible staff meet with students and their parents/families at the school as part of the enrolment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides parents/families with whatever support they need to complete enrolment documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment forms/materials are translated into the main languages spoken by families at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreters are provided to help parents/families work through enrolment forms/materials (eg. through government based services and/or multicultural aides, school and/or community members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school, students and their parents/families formally recognise their shared responsibility for the student's learning as part of the enrolment process (eg. through a written compact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The enrolment process is used to collect background information about students' learning and development status to inform student planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where students are transferring from another school, the school will contact that school to build an understanding of where the student is up to and what their learning and support needs are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student information collected during the enrolment process is used to prepare "briefing packs" for school leaders, teaching and student welfare/wellbeing and support staff to help staff identify and engage effectively with new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where appropriate student welfare/wellbeing and support staff meet with students and their parents/families (sometimes on an outreach basis) during the enrolment process to build rapport, and start the student planning and support process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

NOT DOING
BEGINNING
DEVELOPING
APPLYING
INNOVATING

SCHOOL & YEAR LEVEL INDUCTIONS					
School and year level inductions are used to help students and their parents/families get to know school staff and how things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school contacts students and their parents/families before/at the start of the school year to make sure that they have the information that they need about the coming school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class/home room teachers write to students and their parents/families to introduce themselves*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class/home room teachers contact each of their student's families (eg. by telephone) or talk with them when they drop off or pick up their child before or after school within the first few weeks of school to establish a point of contact with them (with assistance from multi-cultural aides where appropriate)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A student-parent-teacher evening is held early in the first term to provide an opportunity for parents to meet with their child's teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school builds in activities towards the end of each year to allow students to spend time with students in the next year level and get to know what it is like to work at that level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs structured day one/week one induction activities to help students to settle into school, get to know their teacher(s) and classmates and understand how things work and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School start dates are staggered across lower year levels so that teaching and student welfare/wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured out of cycle induction processes are used to help students transferring to the school part way through the year to settle into school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching teams are structured to try to match teachers' skills with student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF ALLOCATION					
Teaching teams are structured to try to match teachers' skills with student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching teams are structured to try to get an appropriate mix of skills (ie. try to balance subject expertise, experience, teaching style and prior relationship with/knowledge of the student group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where appropriate the school tries to "roll over" some teaching/teaching support staff with students when they move from one year to the next to provide some consistency/continuity in the teaching group and maintain/strengthen teacher-student relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff allocations are structured to support the use of block timetabling and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are allocated to work within a given year level/year level grouping (eg. middle school vs. senior school) to support the use of block timetabling and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Staff are rotated between year levels/year level groupings over time so that they can get experience working at different levels with different staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASS STRUCTURES					
Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class structures (such as learning neighbourhoods/learning communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small/flexible instruction groups and collaborative/team teaching are used to allow students to move within and between class groups in line with their ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning neighbourhood/learning community/combined class structures are used to allow staff to move students through grade levels at different paces in line with ability [primary and middle school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF TRANSITION BRIEFINGS					
Structured transition briefing processes are used to help teachers share/transfer information about students' learning needs, preferences/styles and interests when students move from year level to year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year level (cohort) transition summaries are prepared as part of the standard student assessment and class planning and moderation process to inform curriculum and instruction planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual student transition summaries are also prepared as part of the term four reporting process to provide staff in the next level with an overview of the student's learning needs, learning preferences/styles and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal transition briefings are held at the end/start of the year so that staff can share information about their students (eg. as part of the standard curriculum planning process)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff from the higher year level proactively follow up with staff from the lower level in the new school year on an as needs basis to draw on their knowledge and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff proactively touch base with teaching staff during the first few weeks of term one to check that students are settling in well and help staff develop strategies to manage any transition issues where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where new students join a class out of cycle student welfare/wellbeing and support staff visit the students to check that the new student is settling in well and help identify and address any issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 7 Diagnostic Staffing Model

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Staffing and coordination structures support the delivery of an integrated support + instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior staff are employed/have explicit responsibility for school administration, curriculum and teaching and/or student welfare/wellbeing and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff work collaboratively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses part of its relief teaching budget to release staff to participate in curriculum and instructional planning, moderation and professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-functional teaching teams are set up on a year level and/or faculty basis (eg. including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF ACCOUNTABILITY FRAMEWORK					
Staff responsibilities are clearly defined and documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a clearly articulated and documented accountability framework under which all staff have individual and/or shared responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff responsibilities are clearly communicated during the staff recruitment and induction process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff responsibilities are clearly articulated and documented in staff role descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders clearly communicate what they expect of staff on a day to day basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have a clear understanding of what their roles and responsibilities are and what is expected of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff evaluation, professional development and performance management processes are used to reinforce staff responsibility for student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently take responsibility for students' learning and development outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEACHING SUPPORT STAFF					
The school uses teaching support staff (ie. teacher and multicultural aides) to support classroom set up and management and leverage classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching support staff are used to assist with small group and one on one instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching support staff are allocated in a way so that they can get to know the students and staff that they work with and build a stable and secure relationship with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Teaching and teaching support staff work collaboratively as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and teaching support staff meet on a weekly (or more frequent basis) to discuss the teaching plan for the coming week and coordinate teaching/ learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and teaching support staff workspaces are co-located to make it easy for staff to coordinate their activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and teaching support staff touch base before and/or after each day/ class to set up and debrief on what has occurred and identify follow up actions where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural aides also help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When timetabling multicultural aides appropriate provision is made for them to have out of class time to help liaise with parents/families and input into general school operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIALIST LEARNING SUPPORT STAFF					
The school uses specialist learning support staff to provide targeted scaffolding and extension support for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support staff are used to provide small group and one on one instruction for students who need additional support or extension work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support staff are allocated in a way so that they can get to know the students and staff that they work with and build a stable and secure relationship with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support staff timetables are structured so that they can provide class based support on a regular rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated classes/flexible instruction groups are held to provide additional scaffolding/extension learning support for students where appropriate based on student numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support members are included in professional teaching/ learning teams and attend meetings by request or on a rotating basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support staff help teaching staff to develop and implement teaching strategies to respond to specific group and individual learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist learning support staff provide formal and informal training for staff to help them develop their teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEDICATED STUDENT WELFARE/WELLBEING & SUPPORT STAFF &/OR STUDENT WELFARE SUPPORT TEAM STRUCTURES					
The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROVIDING CASE MANAGEMENT STYLE SUPPORT					
The school provides students with personal case management style support where appropriate to help them to address any personal barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff work with students and their parents/family to assess student support needs, identify potential support options and link them into support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Individual student welfare support plans are developed where appropriate to coordinate support activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school maintains a network of specialist/third party support service providers (including school, regional/district and third party service providers) and coordinates access to those services where appropriate to help meet student learning, development and support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff keep in regular and frequent contact with students (particularly those that have an individual support or behaviour management plan in place) to keep track on how they are going and identify any additional support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school links parents/families into third party support services to help them address issues that affect their children's ability to learn and/or their ability to help them to do that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff support the development and implementation of student learning support, support and behaviour management plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff operate dedicated "time out" spaces and support student behaviour management/discipline processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff are included in professional teaching/learning teams and attend meetings by request or on a rotating basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare/wellbeing and support staff help teaching staff to develop and implement teaching strategies to respond to specific group and individual behaviour management and support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEVERAGING EXTERNAL RESOURCES & VOLUNTEERS					
The school makes use of third party resources, programs and volunteers to expand its resource and activity base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides a range of volunteering opportunities, school and extra-curricular activities that parents/families, community organisations and community members can be involved in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses volunteers to provide additional support for learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school partners with local tertiary and TAFE providers to access a regular pool of volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses structured induction and management processes to make sure that volunteers and third party partners act in accordance with the ethos and values of the school and comply with OH&S, mandatory reporting and other regulatory requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 8 Diagnostic Facilitating Class, Timetabling & Staff Allocation Structures

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Class, timetabling and staff allocation structures are used to support the use of small/flexible instruction group and collaborative/team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASS STRUCTURES					
Class structures (such as learning neighbourhoods/learning communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small/flexible instruction groups and collaborative/team teaching are used to allow students to move within and between class groups in line with their ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning neighbourhood/learning community/combined class structures are used to allow staff to move students through grade levels at different paces in line with ability [primary and middle school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMETABLING					
The timetable is structured to maximise student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily/weekly/fortnightly schedules are structured so that class activities run on a consistent pattern to provide students with a predictable routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes are timetabled to try to take into account student learning patterns to optimise student attention and learning (eg. an effort is made to schedule foundation learning areas so that they are covered earlier in the day in primary school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes are timetabled and classrooms allocated so that students move around the school as little as possible to help reduce student mobility/truancy (ie. move staff rather than student groups wherever possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class/home room time (or equivalent) is built into the daily schedule at appropriate points to (re) settle students, monitor engagement and attendance and coordinate homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetables are structured to provide sufficient time for practical classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and students are given the opportunity to have input into the subjects offered by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject lines are structured so that there is a mix of subjects in each line that allows students to select a subject that matches their ability level and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff proactively counsel students to help make sure that their subject choices are well informed and that students do not “set themselves up to fail” by enrolling for subjects that they do not have an appropriate grounding to undertake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools allow students to adjust their subject selection and change classes during the year where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Block teaching and planning time is provided (particularly in subject areas such as English and Mathematics) to support the use of small/flexible instruction group and collaborative/team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Wherever possible subject/learning activities are timetabled in common blocks to support the use of small/flexible instruction groups and collaborative/team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff administration, professional teaching/learning team and professional development meeting times are formally scheduled as part of the timetabling process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning blocks are provided during school time or as part of weekly after school meeting schedule to allow staff to participate in professional teaching/learning team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF ALLOCATION					
Teaching teams are structured to try to match teachers' skills with student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching teams are structured to try to get an appropriate mix of skills (ie. try to balance subject expertise, experience, teaching style and prior relationship with/knowledge of the student group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where appropriate the school tries to "roll over" some teaching/teaching support staff with students when they move from one year to the next to provide some consistency/continuity in the teaching group and maintain/strengthen teacher-student relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff allocations are structured to support the use of block timetabling and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are allocated to work within a given year level/year level grouping (eg. middle school vs. senior school) to support the use of block timetabling and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are rotated between year levels/year level groupings over time so that they can get experience working at different levels with different staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT ALLOCATION					
Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class allocations are used to stream students between class groups based on ability where appropriate given the nature of the subject and/or the attributes of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small/flexible instruction groups are used to stream students within and between learning neighbourhood/learning community/class groups based on ability where appropriate given the nature of the material/activity being covered and/or the attributes of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school takes into account a range of personal and academic factors when allocating students to class groups (including ability/aptitude, personal and inter-personal factors and cultural considerations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal consultation/information sharing structures are used to make sure that the school understands the cultural considerations that they need to be aware of and take into account in allocating students to classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are moved between classes when that is likely to help them to progress at their optimal pace or if it is important to help manage student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 9 Diagnostic Student Enrolment & Administration

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
ENROLMENT PROCESS					
The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment processes are designed to be welcoming and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wherever possible staff meet with students and their parents/families at the school as part of the enrolment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides parents/families with whatever support they need to complete enrolment documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment forms/materials are translated into the main languages spoken by families at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreters are provided to help parents/families work through enrolment forms/materials (eg. through government based services and/or multicultural aides, school and/or community members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school, students and their parents/families formally recognise their shared responsibility for the student's learning as part of the enrolment process (eg. through a written compact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The enrolment process is used to collect background information about students' learning and development status to inform student planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where students are transferring from another school, the school will contact that school to build an understanding of where the student is up to and what their learning and support needs are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student information collected during the enrolment process is used to prepare "briefing packs" for school leaders, teaching and student welfare/wellbeing and support staff to help staff identify and engage effectively with new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where appropriate student welfare/wellbeing and support staff meet with students and their parents/families (sometimes on an outreach basis) during the enrolment process to build rapport, and start the student planning and support process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT ATTENDANCE TRACKING & MANAGEMENT					
Structured (non) attendance tracking and management processes are used to encourage regular student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a clearly articulated and documented school attendance policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school consistently reinforces how important it is for the student to attend school regularly in its communications with students and their parents/families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school sets a clear expectation that students will attend school on time every day unless they are sick or have an acceptable reason for not being at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

NOT DOING
BEGINNING
DEVELOPING
APPLYING
INNOVATING

Staff actively encourage student attendance (ie. acknowledge regular attendance, note absences and welcome students on return to school, proactively speak to students about non-attendance, use individual and group reward and incentive programs to encourage attendance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school timetable is structured to build in check points to monitor student attendance and identify truancy or attendance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school contacts parents/families promptly to investigate/let them know about any unexplained absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where students are identified as being absent on a repeat basis teachers or student welfare/wellbeing and support staff contact parents/families to discuss their child's absences and develop strategies to address them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where attendance is an ongoing issue the school meets with the student and their parents/family to put in place a behaviour management plan to manage attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment data and class list/vacancy management protocols are designed to take into account high student mobility/turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolment data is reviewed and updated at the end of each term to adjust for changes in enrolments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MANAGING PLANNED/EXTENDED ABSENCES					
The school works with students and their parents/families to manage planned/extended absences to try to minimise gaps in student learning and help them to catch up on work when they return to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where the school knows that students are likely to be absent from school for an extended period of time they work with the student's parents/family to put in place a home based learning plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where students miss extended blocks of time at school, the school will develop an intensive learning support plan to help the student catch up and slot back into class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FEEDBACK & REPORTING					
The school makes sure that students and their parents/families receive regular feedback on the students' performance and what they can do to reinforce/help improve school based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide frequent real time feedback to students on a formal and informal basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school places a strong emphasis on student effort, improvement and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff monitor student progress on a regular and frequent basis to inform teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use baseline testing where appropriate to check for prior knowledge and understanding and inform class planning and/or identify specific instructional support requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use classroom observation and regular formative assessments to understand and monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Staff build formative assessment activities into most learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff provide students with assessment checklists and use peer and self-assessment techniques to encourage students to critically review their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use common summative assessments to compare student results within and across different class groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use tiered assessment approaches to accommodate students working on different tasks/at different levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use pre-defined assessment rubrics or grading grids to make sure that staff are consistent in how they grade students when students are working on different tasks/at different levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff use essential learning/capability tables and/or assessment rubrics to involve students in tracking their own performance (ie. they use them to reinforce the progress that the individual student is making, help them identify what they need to focus on next and encourage them to take responsibility for their own learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff use a range of methods to try to keep parents/family members up to date on what students are covering in class and what they can do at home to reinforce/support school based learning (eg. written material, email, social media, telephone and face to face contact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal reports on student progress are provided on a half yearly or quarterly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher–parent–student interviews are held early in term one and at the end of each semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff proactively contact parents/families during the term to provide positive feedback and discuss issues/learning areas requiring specific focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual student planning processes are used to provide a structured basis for home-school discussion and collaboration (particularly where students have additional learning, support or behaviour management needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 10 Diagnostic Staff Recruitment, Training & Development

DIAGNOSTIC

NOT DOING
BEGINNING
DEVELOPING
APPLYING
INNOVATING

STAFF RECRUITMENT & CONTRACTING					
The school takes both organisational and job fit into consideration when recruiting staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses probationary periods and fixed term contracts to confirm job and organisational fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school specifically includes/tailors contract provisions to accommodate workload/flexible working requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school runs a structured induction program for new staff to make sure that they understand how the school operates, what is expected of staff and what support is available to help them come to terms with their new role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF TRAINING & DEVELOPMENT					
The school has formal and informal systems to help maintain an open dialogue between the school leadership and staff to proactively identify and address HR related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school conducts formal performance evaluations for all staff on a regular (annual) basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders proactively manage staff (non) performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school prioritises staff learning and development so that it is a core part of the day to day life of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders actively encourage and support staff learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates responsibility to manage staff development and training to a dedicated staff member (eg. curriculum and staff development manager)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual development plans are prepared for each staff member at the start of each year and are used to guide and monitor staff development and training through the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program that is run each year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/teaching support staff are provided with regular and frequent feedback to help them to improve their teaching practice and skills (eg. through mini observations, professional supervision and participation in professional teaching/learning team meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have regular opportunities to participate in internal and external training and development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated staff meeting time is allocated to professional learning and development activities on a regular basis (eg. fortnightly/monthly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school actively “builds in” opportunities for collaboration (eg. by structuring classes to support team teaching, allocating staff to teaching teams to support peer coaching, using professional teaching/learning teams to support peer collaboration and allocating relief teachers/release time to allow staff to participate in formal and informal training and development opportunities including peer observation and class walk throughs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have regular opportunities to share their experiences and learn from one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional teaching/learning teams and staff working groups are used to provide a regular forum for staff to share and learn from one another’s experience and access professional advice and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More experienced staff are partnered with less experienced staff to work as peer coaches/mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 11 Diagnostic Documentation & Knowledge Management

DIAGNOSTIC

	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
The school uses a central documentation and knowledge management system to collate, store and share staff resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates a dedicated staff member to oversee the set up and management of its documentation and knowledge management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employs/allocates administrative staff to support the day to day administration of that system (eg. follow up with staff to make sure that they submit data/documentation where appropriate and comply with relevant naming and storage conventions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear protocols are used to manage documentation storage and to make it easy to access and use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are provided with training to help them understand and use the school’s central documentation and knowledge management systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate security and privacy protection protocols are used to protect confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff contribute to the documentation and knowledge management system and comply with protocols set down by the school to store and manage material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff utilise the school’s central documentation and knowledge management system to access information, tools and resources to inform and improve how they work with students and perform their role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 12 Diagnostic School Leadership

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
School leaders consistently model desired attitudes, language and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders set clear expectations for how staff are required to interact with students, their parents/families and other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders engage with staff at an operational level and provide regular feedback and coaching (eg. through the day to day interactions that they have with staff, participation in professional teaching/learning team meetings, classroom observation, team teaching and professional supervision activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders proactively manage staff performance and behaviour that is not consistent with the school's way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders monitor and take responsibility for school/student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders adopt a reflective teaching and management process and encourage staff feedback on their performance (eg. through formal 360 degree feedback and evaluation processes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders build in regular check points to obtain feedback from students, parents and staff (eg. annual school performance survey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders build in opportunities for staff at all levels to play a role in planning, operational improvement, management and administration activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders have support systems in place to help them manage their responsibilities in a sustainable way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 13 Diagnostic Change Management

DIAGNOSTIC	NOT DOING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
School leaders invest the time to work with their staff to make sure that they have both the direction and support that they need to work through the change process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are actively involved in defining, designing and implementing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is strategic in how it approaches the change process (ie. in what it chooses to focus on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school takes a structured approach when introducing and working through organisational changes; it implements things incrementally and takes into consideration both the operational and the behavioural aspects of the changes that they are seeking to make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOLISTIC EDUCATION MODEL OVERVIEW

1. UNDERLYING PHILOSOPHY & APPROACH:

- The school has a clearly articulated and documented student-centred theory of teaching
- School leaders consistently model desired attitudes, language and behaviour and set clear expectations for how staff are required to interact with students, their parents/families and other staff
- School leaders and staff use a common language to describe their way of working
- Staff consistently work in a student-centred way that reflects a belief in the value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support
- Staff consistently set a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)
- Staff actively encourage a commitment to effort, improvement and achievement in all of their students
- Staff provide a supportive classroom/learning environment where students feel welcome, cared for and safe
- Staff take a “no excuses” approach and do not accept or use students’ backgrounds as a justification for poor student or school outcomes
- Staff work with students as both individuals and as learners to provide the personal and instructional support that they need to engage at school and to learn
- Staff adopt a reflective practice and consistently think about what they can do/do differently to achieve a better outcome when working with students, their parents/families and other staff
- Staff consistently take responsibility for students’ learning and development outcomes
- Staff work collaboratively with each other, students and their parents/family
- Staff do whatever it takes to make sure that every student gets the right support, at the right time, in the right way to be able to engage at school effectively and to learn
- School leaders proactively manage staff behaviour that is not consistent with the school’s way of working

2. LEARNING ENVIRONMENT:

- The school provides a supportive school, classroom and working environment where students, parents/families and staff feel welcome, cared for and safe
- School grounds and facilities are clean, well maintained and cared for and reflect the value that is placed on students, parents/families and staff
- Staff consistently interact with students and their parents/families in a welcoming, caring and supportive way
- Staff and students are aware of cross-cultural considerations and consistently act in a culturally sensitive and appropriate way
- Parents/families are encouraged and supported to be involved in the life of the school and their children's learning (ie. they are kept aware of what their children are learning and are encouraged and supported to engage with the school in a constructive way)
- Staff work with students as both individuals and learners and provide the personal and instructional support that they need both to engage at school and learn
- Students participate actively in the life of the school and have a sense of ownership/pride in the school

3. CURRICULUM:

- The school uses a structured, data-based curriculum planning process
- The school sets clear and measurable targets to improve school and student performance
- The school matches its subject offering and course curriculum to meet the learning needs and interests of its students (ie. it matches the curriculum to the student group not the other way around)
- The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting
- Class instruction/teaching plans are appropriately differentiated to meet students' different learning needs, learning preferences/styles and interests
- Professional teaching/learning teams are used to review student progress, moderate teaching/learning outcomes and review and adjust teaching strategies to meet students' different learning needs on an ongoing basis
- The school uses integrated student planning tools and processes to identify and address individual student's learning, support and behaviour management needs

4. STUDENT BEHAVIOUR MANAGEMENT/DISCIPLINE:

- The school has a documented code of conduct that sets clear boundaries and expectations for behaviour
- Staff spend time during school and year level induction activities to make sure that students understand the school's code of conduct and what is expected of them
- The school runs information sessions for new parents to make sure that they understand the approach that the school takes to behaviour management and the expectations that the school has of families in supporting staff to manage behavioural issues
- All staff take responsibility for reinforcing and enforcing school rules
- Wherever possible, issues are dealt with by the staff member who observes an incident or the relevant teacher or playground supervisor to whom it is reported
- Where the seriousness of an incident warrants it, staff consistently "escalate" the matter in line with the set protocol
- Staff consistently use a restorative approach when managing student behaviour
- Student management/discipline is based on principles of mutual respect and responsibility and the right of all students and staff to feel welcome, cared for and safe at school
- Staff actively acknowledge and encourage positive student behaviour and manage inappropriate behaviour in a timely, consistent and constructive way
- Staff use a consistent approach when managing inappropriate behaviour and manage like behaviour in like ways
- Protocols for how to manage inappropriate student behaviour are clearly defined and documented
- Formal and informal training is provided for all staff to make sure that they understand and are able to apply the school's behaviour management protocols and manage student behaviour
- Relief staff and volunteers are briefed to make sure that they are also aware of the school's behaviour management policy and approach
- Staff use time out spaces and behaviour management plans where appropriate to manage student behaviour
- In/out of school detention time is explicitly structured to encourage the student to reflect on and/or redress their behaviour
- The use of out of school suspensions/expulsions is avoided unless required to protect staff or students
- Home based learning plans are put in place for suspended students
- The school provides/partners with other service providers to provide training to help parents/families develop their behaviour management skills

5. TEACHING APPROACH:

- Staff set up their classroom environment to support student participation (ie. remove as many barriers to engagement or opportunities for disengagement as possible)
- Staff set clear and consistent boundaries and routines for classroom behaviour
- Staff consistently establish strong, constructive relationships with their students
- Staff consistently maintain a high expectation for student behaviour, potential and performance (ie. staff language and behaviour consistently reflects a positive expectation of students)
- Staff consistently use a reflective teaching practice and ask what they can do/do differently to help students both to engage at school effectively and to learn
- Staff allocate time to teach students how to participate in classroom activities effectively and to learn
- Staff use a mix of different teaching/learning formats to vary their instruction
- Staff consistently differentiate their instruction to meet students' different learning needs/pace, learning preferences/styles and interests
- Staff use small/flexible instruction groups and tiered assignments to differentiate their instruction
- Staff make sure that students' parents/families understand how and why differentiated instruction will be used and the benefits of doing so
- Staff use explicit instruction techniques to chunk and sequence teaching/learning activities appropriately to help students to learn
- Staff provide additional scaffolding/extension support where appropriate to help students to learn
- Staff use regular and frequent formative and summative assessment to monitor student progress and inform instruction/teaching
- Staff provide real time feedback to students and involve students in monitoring and managing their own learning
- Staff actively encourage and celebrate student effort, improvement and achievement

6. STUDENT TRANSITION MANAGEMENT:

- The school actively manages student transitions into and through school (ie. when students begin or transfer into the school from another school, move from year level to year level and at key learner transition points)
- The school's enrolment process is specifically designed and used to help students and their parents/family feel welcome and start to build a positive relationship with the school and school staff
- School and year level inductions are used to help students and their parents/families get to know school staff and how things work
- School start dates are staggered across lower year levels so that teaching and wellbeing and support staff who have been working with younger students can participate in induction activities with them when they start at the next year level
- Teacher allocations take into consideration student needs
- Learning neighbourhoods/learning communities/combined class structures and flexible learning groups are used to build in flexibility into student learning pathways
- Structured transition briefing processes are used to help teachers share/transfer information about students' learning needs, preferences/styles and interests when students move from year level to year level

7. STAFFING MODEL:

- Staff responsibilities are clearly defined and documented
- Staff consistently take responsibility for students' learning and development outcomes
- Staffing and coordination structures support the delivery of an integrated support + instruction model
- Senior staff are employed/have explicit responsibility for school administration, curriculum and teaching and/or student welfare/wellbeing and support
- Staff work collaboratively with each other
- Cross-functional teaching teams are set up on a year level and/or faculty basis (including teachers, teaching support, specialist learning support and wellbeing and support staff) to help coordinate teaching and support activity
- Teaching support staff (ie. teacher and multicultural aides) support classroom set up and management and assist in the provision of small group and one on one support in the classroom
- Multicultural aides help liaise with parents/families and make sure that school processes and curriculum are structured and delivered in a culturally appropriate way
- Specialist teaching/learning support staff provide targeted scaffolding and extension support for students
- The school leverages specialist teaching/learning support staff to help provide informal and formal training for other staff
- The school employs dedicated student welfare/wellbeing and support staff in addition to their core teaching team to support student engagement and learning and/or establishes student welfare support teams to help students engage at school effectively
- The school employs/allocates a dedicated staff member(s) to design and coordinate its extra-curricular, careers/vocational development and post-school transition programs (ie. those areas are treated as discrete subject areas and are coordinated as part of the standard curriculum planning and management process)
- The school employs/allocates a dedicated staff member/member of the office administration team to help manage the basic administrative tasks associated with running extra-curricular, careers/vocational development and post-school transition program activities
- The school uses part of its relief teaching budget to release staff to participate in curriculum and instructional planning, moderation and professional development activities
- The school makes use of third party resources, programs and volunteers to expand its resource and activity base

8. FACILITATING CLASS, TIMETABLEING & STAFF ALLOCATION STRUCTURES:

- Class, timetabling and staff allocation structures are used to support the use of small/flexible instruction group and collaborative/team teaching
- Class structures (such as learning neighbourhoods/communities or combined/composite classes) are used to build flexibility into how students are grouped together and taught
- The timetable is structured to maximise student engagement
- Subject lines are designed to provide students with an appropriate mix of subject options
- Block teaching and planning time is provided (particularly in subject areas such as English and Mathematics) to support the use of small/flexible instruction group and collaborative/team teaching
- Staff allocations are structured to support the use of block timetabling and planning
- Teaching teams are structured to try to match teachers' skills with student needs
- Class and flexible instruction group allocations are used to help stream students based on their ability and support them to progress at their optimal pace

9. STUDENT ENROLMENT & ADMINISTRATION:

- The school's enrolment process is structured to make sure that students and their parents/families understand how things work, who they can contact if they have any questions, what they can expect from the school and what the school will expect of them
- Structured (non)attendance tracking and management processes are used to encourage regular student attendance
- The school works with students and their parents/families to manage planned/extended absences to try to minimise gaps in student learning and help them to catch up on work when they return to school
- The school makes sure that students and their parents/families receive regular feedback on students' performance and what they can do to reinforce/help improve school based learning

10. STAFF RECRUITMENT, TRAINING & DEVELOPMENT:

- The school takes both organisational and job fit into consideration when recruiting staff
- The school specifically includes/tailors contract provisions to accommodate workload/flexible working requirements
- The school runs a structured induction program for new staff to make sure that they understand how the school operates, what is expected of staff and what support is available to help them come to terms with their new role
- The school has formal and informal systems to help maintain an open dialogue between the school leadership and staff to proactively identify and address HR related issues
- The school conducts formal performance evaluations for all staff on a regular (annual) basis
- School leaders proactively manage staff (non)performance
- The school prioritises staff learning and development so that it is a core part of the day to day life of the school
- School leaders actively encourage and support staff learning and development
- The school employs/allocates responsibility to manage staff development and training to a dedicated staff member (eg. curriculum and staff development manager)
- Individual development plans are prepared for each staff member at the start of each year and are used to guide and monitor staff development and training through the year
- Staff development plans are reviewed in combination with the school's stated improvement goals and objectives to help develop a structured staff training and development program that is run each year
- Teaching/teaching support staff are provided with regular and frequent feedback to help them to improve their teaching practice and skills (eg. through mini observations, professional supervision and participation in professional teaching/learning team meetings)
- Staff have regular opportunities to participate in internal and external training and development activities

11. DOCUMENTATION & KNOWLEDGE MANAGEMENT:

- The school uses a central documentation and knowledge management system to collate, store and share staff resources and tools
- The school employs/allocates a dedicated staff member to oversee the set up and management of its documentation and knowledge management system
- The school employs/allocates administrative staff to support the day to day administration of that system (eg. follow up with staff to make sure that they submit data/documentation where appropriate and comply with relevant naming and storage conventions)
- Clear protocols are used to manage documentation storage and to make it easy to access and use
- Staff are provided with training to help them understand and use the school's central documentation and knowledge management systems
- Appropriate security and privacy protection protocols are used to protect confidentiality
- Staff contribute to the documentation and knowledge management system and comply with protocols set down by the school to store and manage material
- Staff utilise the school's central documentation and knowledge management system to access information, tools and resources to inform and improve how they work with students and perform their role
- The school uses centrally coordinated data collation, analysis and reporting processes to track student performance and inform curriculum planning, instruction, assessment and reporting
- The school employs/allocates a dedicated staff member to coordinate student data collection and management (eg. curriculum manager with administrative support)
- The school uses a centralised data system to collate, analyse and report on student performance at a whole of school level
- The school leverages government systems to access and analyse trends in student/student cohort performance data (including NAPLAN, school and higher school certificate data)
- Teaching staff use common data collection and analysis tools that feed up into the school's central data system to track and analyse student data
- Staff are provided with training and support to help them use the school's student data management system

12. SCHOOL LEADERSHIP:

- School leaders consistently model desired attitudes, language and behaviour
- School leaders set clear expectations for how staff are required to interact with students, their parents/families and other staff
- School leaders engage with staff at an operational level and provide regular feedback and coaching (eg. through the day to day interactions that they have with staff, participation in professional teaching/learning team meetings, classroom observation, team teaching and professional supervision activities)
- School leaders proactively manage staff performance and behaviour that is not consistent with the school's way of working
- School leaders monitor and take responsibility for school/student performance
- School leaders adopt a reflective teaching and management process and encourage staff feedback on their performance (eg. through formal 360 degree feedback and evaluation processes)
- School leaders build in regular check points to obtain feedback from students, parents and staff (eg. annual school performance survey)
- School leaders build in opportunities for staff at all levels to play a role in planning, operational improvement, management and administration activities
- School leaders have support systems in place to help them manage their responsibilities in a sustainable way

13. CHANGE MANAGEMENT:

- School leaders invest the time to work with their staff to make sure that they have both the direction and support that they need to work through the change process
- Staff are actively involved in defining, designing and implementing change
- The school is strategic in how it approaches the change process (ie. in what it chooses to focus on)
- The school takes a structured approach when introducing and working through organisational changes; it implements things incrementally and takes into consideration both the operational and the behavioural aspects of the changes that it is seeking to make

ASSOCIATED BENEFITS SUMMARY

WAY OF WORKING

- Helps articulate the school's "way of working"
- Allows school leaders to articulate a clear vision for the school
- Reinforces the value placed on students, their parents/families and staff
- Provides a framework to guide school/staff activity, decision making and behaviour
- Establishes/reinforces a student-centred "no excuses"/"whatever it takes" approach
- Sets clear expectations for staff attitudes, behaviour and performance
- Requires the school and school staff to take responsibility for students' learning and development outcomes
- Helps set a common expectation for how the school will work with students and their parents/families to help students engage at school and learn based on mutual respect and responsibility

LEARNING ENVIRONMENT

- Helps establish a welcoming, safe and supportive school/classroom/working environment
- Helps students and their parents/families feel comfortable dealing with the school/school staff
- Encourages staff, students and their parents/families to develop a sense of pride/shared ownership in the school

CURRICULUM/ INSTRUCTIONAL DESIGN AND CONTENT

- Bases curriculum on a detailed understanding of where students are up to and what they need to learn to progress
- Identifies and targets specific areas for instruction and improvement
- Helps identify students' individual learning and development needs
- Helps align curriculum/instructional activity to students' needs and interests
- Provides access to a range of subjects/learning options
- Supports the use of differentiated instruction
- Stops teachers from being "drawn to the middle" and teaching to the needs of the average student
- Increases teachers' ability to identify gaps or errors in understanding
- Helps teachers develop strategies to close those gaps/correct errors in understanding
- Provides a practical context for student learning

- Improves ability to provide individual and small group instruction
- Allows students to move between different instructional groups within and across classes according to their level of proficiency in a given learning area
- Improves students' ability to engage with the curriculum
- Provides students with additional intensive learning/extension support where appropriate to support learning and development
- Stages the transition from primary to middle school
- Gives staff greater flexibility in how they can track students through school
- Provides additional learning time before/during/after school

PARENT/FAMILY ENGAGEMENT

- Helps establish/strengthen school-home relationships
- Encourages parent/family involvement in the school/their child's learning
- Makes it easier for staff and parents/families to communicate with one another and coordinate school and home based activity
- Helps align teacher, student and parent/family understanding of where the student is up to and what they need to focus on to progress
- Helps parents/families to support their child's learning

STUDENT ENGAGEMENT AND PERFORMANCE

- Provides clear and consistent boundaries for students
- Helps students to settle into school/class
- Provides students with a consistent routine
- Helps students to understand what is expected of them and makes it easier for them to operate effectively in the school and classroom environment
- Sets positive expectations for student behaviour, potential and performance
- Encourages students to take responsibility for their own learning and development
- Supports problem prevention and helps improve student health and wellbeing
- Helps improve students' foundation language, literacy, numeracy and social skills
- Helps improve students' readiness to learn
- Improves students' ability to connect with/engage at school
- Helps students to re-engage in class effectively when they return to school after an extended absence
- Helps establish/strengthen teacher-student relationships
- Maintains a strong central student-teacher relationship
- Increases relationship stability and security
- Helps increase student attendance, retention and completion

- Reduces the opportunity for truancy
- Reinforces the importance of regular school attendance
- Helps keep students connected to school when they are not able to attend school
- Helps limit gaps in learning caused by extended absences from school
- Helps increase student attention and motivation
- Helps improve student effort and performance
- Supports students' personal and academic development
- Helps students to develop a positive sense of self, potential and future
- Helps students to become aware of and take responsibility for their behaviour
- Helps strengthen peer relationships
- Encourages constructive classroom participation
- Helps reduce challenging student behaviour
- Helps to develop students' leadership skills
- Helps support student's vocational development
- Helps students' to make a successful transition to post-school study and/or work

STAFF ENGAGEMENT AND PERFORMANCE

- Improves staff management
- Supports staff learning and development
- Facilitates collaborative/team teaching
- Provides regular opportunities for staff to share learning and experience
- Facilitates peer coaching
- Supports quality instructional/class planning and teaching
- Helps improve staff performance/teaching practice
- Allows teachers to get to know students better
- Helps staff get to know and engage with students more quickly at the start of each year
- Means that teachers are better prepared to support students at the start of each year and at key transition points
- Helps improve staff's ability to manage challenging behaviour
- Helps improve staff confidence
- Provides an inbuilt peer support network
- Helps staff feel supported
- Helps staff manage stress and problem solve more effectively
- Helps increase staff job satisfaction
- Helps engage and motivate staff
- Encourages staff effort
- Reduces staff turnover

**OPERATIONAL
EFFECTIVENESS**

- Makes it easier for staff to share information about students
- Helps schools to coordinate instruction and support activities
- Leverages staff knowledge and expertise
- Helps increase staff : student ratios
- Facilitates the use of professional teaching/learning teams
- Allows schools to “match” teaching staff to particular learning groups to best support student learning
- Makes it easier to manage non-attendance and truancy
- Helps reduce re-work and improve efficiency

ACRONYMS

IDP	Individual development plan
NAPLAN	National Assessment Program Literacy and Numeracy
NESB	Non-English speaking background
RTO	Registered training organisation
SEL	Social and emotional learning
SES	Socio-economic status
TAFE	Technical and further education

GLOSSARY

CULTURAL UNDERSTANDINGS	NESB student's understanding of the mainstream language and culture
DISRUPTED LEARNERS	Students who have missed extended / multiple periods of school
DUAL SUPPORT + INSTRUCTION APPROACH	Student engagement and teaching practices that focus on providing students with both the personal and instructional support that they need to participate effectively at school and learn
HOLISTIC EDUCATION MODEL	Schooling approach that provides students with both personal and instructional support. In addition to providing students with a strong instruction curriculum, schools adopting this approach also work with students and their parents / families to address students' underlying material, personal support and social and behavioural development needs on the basis that, until those underlying needs are met, students are unlikely to be able to effectively apply themselves to learning
LATE ENTRY STUDENTS	Students who have not attended school and / or who are entering the schooling system late for their age
LOW SOCIO-ECONOMIC STATUS STUDENTS	Students who have grown up in poverty or disadvantage or whose life events have led them to experience periods of poverty, trauma or social and / or economic disadvantage.
NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)	National Assessment Program Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. www.nap.edu.au
OPERATING MODEL	Operational processes and systems used to run a school on a day to day basis
PROBATIONARY PERIOD	A probationary period is a period of employment commenced on the basis that the employer will decide at the end of the period whether or not to continue the employment of the employee

PROFESSIONAL SUPERVISION	Set up professional coaching relationships to provide staff members with an opportunity to meet with another staff member or external person who has greater skills, experience or knowledge than they do to reflect on their work practice and provide one on one support so that they can work more effectively and improve what they do.
RESTORATIVE BEHAVIOUR MANAGEMENT / DISCIPLINARY APPROACH	Relationship based behaviour management / disciplinary processes that focus on repairing the harm caused by inappropriate behaviour
SEGMENTATION ANALYSIS	Analysis aimed at grouping students into categories by performance and factors influencing performance (eg. literacy, starting understanding or skill level etc.). Segmentation analysis helps schools / teachers to develop curriculum / instructional strategies adapted to the needs of their particular student group.
SOCIAL AND EMOTIONAL LEARNING	Social and emotional learning refers to the development of knowledge, skills and behaviours associated with self-awareness and regulation, responsible decision making and problem solving and relationship management ¹⁴⁹
STUDENT SUPPORT GROUP / TEAM	A group of staff who are nominated / identified to work together to support a particular student through the implementation of an individual student plan
THEORY OF TEACHING	The underlying principles that inform how staff work with students to help them engage at school and learn
ZONE OF PROXIMAL DEVELOPMENT	The area of learning where students are not yet able to complete a task on their own but can solve them with guidance or support.

¹⁴⁹ Elbertson 2010., p.1017.

USEFUL LINKS & RESOURCES

GENERAL	http://www.ascd.org
RUBRIC DEVELOPMENT	http://www.makeworksheets.com http://www.rubrics4teachers.com http://www.teach-nology.com
CLASSROOM ASSESSMENT SCORING SYSTEM	http://www.classobservation.com
CULTURALLY APPROPRIATE CURRICULUM	National Aboriginal and Torres Strait Islander Educational Website http://www.natsiew.edu.au What Works Website http://www.whatworks.edu.au
RECRUITMENT	http://www.buildaninterview.com
SOCIAL AND EMOTIONAL LEARNING	Collaborative for Academic, Social and Emotional Learning http://www.casel.org
BEHAVIOUR MANAGEMENT/ RESTORATIVE PRACTICES	International Institute for Restorative Practices http://www.iirp.org
HOME SCHOOL PARTNERSHIPS	National coalition for Parent Involvement in Education http://ncpie.org

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STAFF INDUCTION/TRAINING FACTSHEET - UNDERLYING THEORY OF TEACHING

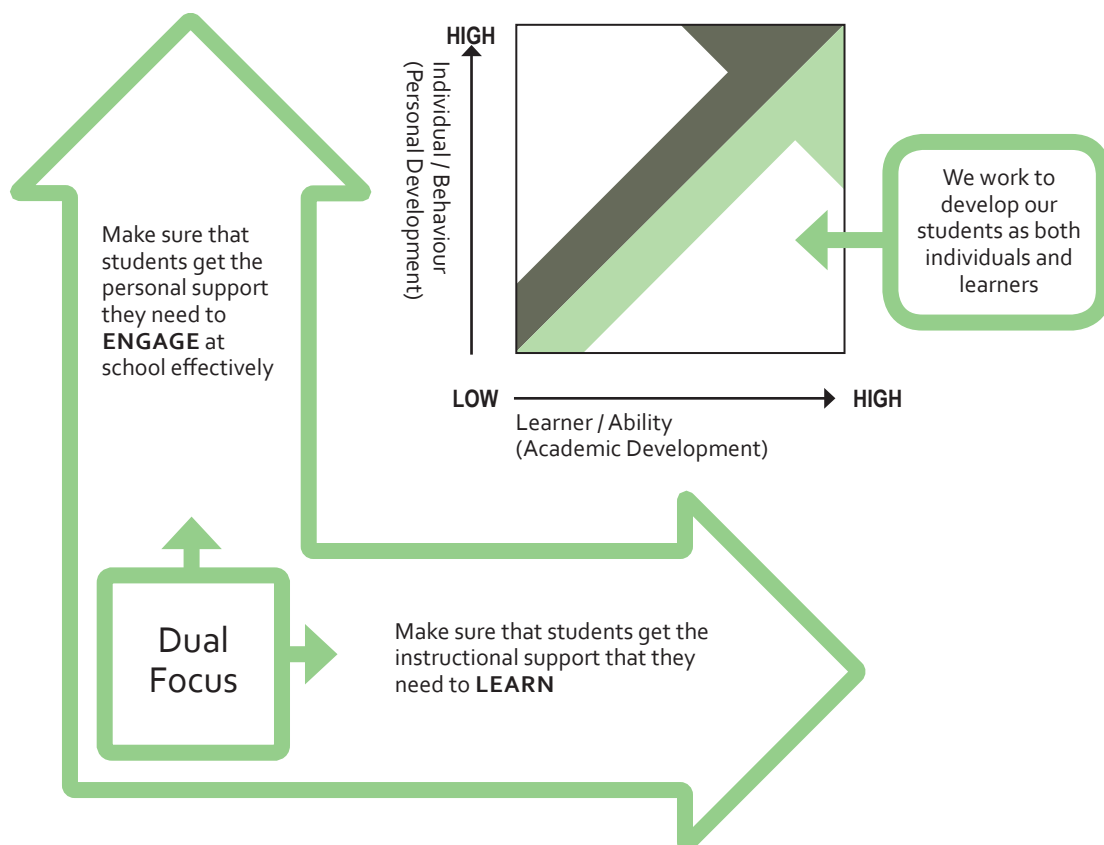
[This school] is committed to helping every student to do their best at school and achieve their full potential. We work in a way that is:

VALUE BASED	We start by recognising the inherent value and potential of every student
STUDENT-CENTRED	We take a student-centred approach and base what we do on the specific needs of each student as both an individual and a learner in the context of their family, peers and community
COLLABORATIVE	We work collaboratively as a staff team with the student, their parents and family
ACCOUNTABLE	We assume both shared and individual responsibility for every student's learning and development and
"WHATEVER IT TAKES" APPROACH	We do "whatever it takes" to make sure that each student gets the right support, at the right time, in the right way to be able to engage effectively at school and to learn.

These principles underpin how we work on a day to day basis and guide all of the decisions that we make.

We work with students as both individuals and learners and provide them with the personal and instructional support that they need to engage at school and to learn.

Dual individual + learner || support + instruction focus

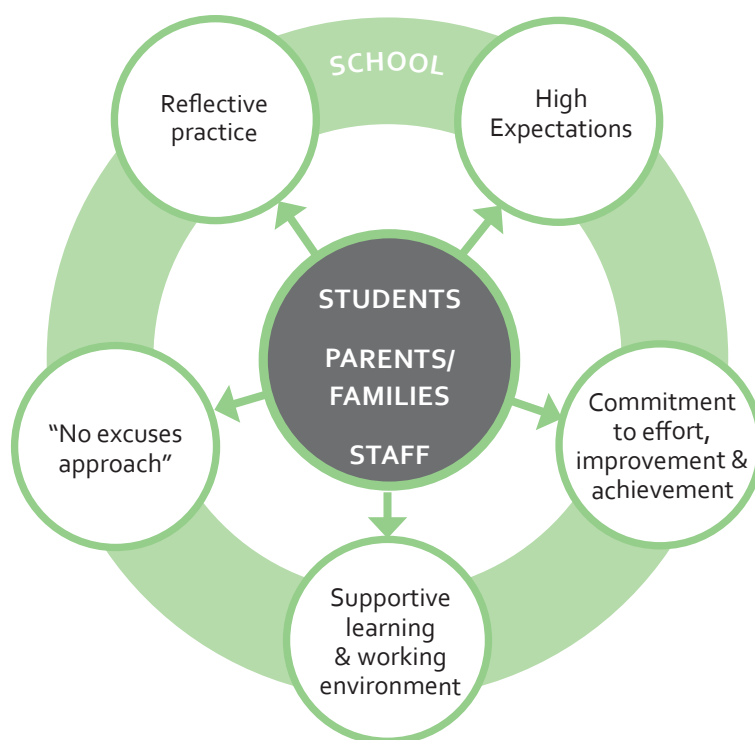


We base everything that we do on an underlying belief in the inherent value and potential of every student and the principle that every child can and will succeed at school given sufficient time and support. We:

- Maintain a high expectation for student behaviour, potential and performance
- Work to instil in our students a commitment to effort, improvement and achievement
- Provide a supportive learning environment where our students feel welcome, cared for and safe
- Take a “no excuses” approach that does not allow our students to use their background as a justification for poor behaviour or school outcomes and
- Use a reflective teaching practice and consistently ask what we can do/do differently to help our students to engage at school effectively and to learn.

We apply those principles not only when we work with students but when we work with parents/families and other staff as well.

Principles underlying day to day practice



STAFF INDUCTION/TRAINING FACTSHEET - STAFF ACCOUNTABILITY FRAMEWORK¹¹

[This school] operates on the basis that:

TEACHING/ LEARNING MODEL	<ul style="list-style-type: none">• Teaching/learning is a collaborative exercise involving the student and more capable others including the student's teacher, parents/family and peers
TEACHER'S ROLE	<ul style="list-style-type: none">• The teacher's role is to:<ul style="list-style-type: none">- Create a learning environment that sets a high expectation for student behaviour, potential and performance in which the student is engaged and supported to learn- Observe the student, identify what they know and what they need to learn- Develop teaching/learning activities to help the student to learn within their <i>zone of proximal development</i> and- Provide support so that the student can master that material
STUDENT'S ROLE	<ul style="list-style-type: none">• The student's role is to be a collaborative participant in the learning activity, to listen and to participate constructively in the activity
WHO IS RESPONSIBLE AND ACCOUNTABLE IF THE STUDENT DOES NOT PROGRESS	<ul style="list-style-type: none">• Learning relies on both the teacher and the student meeting their responsibilities; however, it is the teacher as the more capable, adult partner in the learning relationship, and by implication the school, who bear primary accountability if the student does not progress• Responsibility rests with the teacher and the school to work with the student to help them to meet their responsibility to participate constructively in the learning process and help them to learn.

¹¹ Wilhelm and Dube 2001., p.2.

STAFF INDUCTION/TRAINING FACTSHEET - STAFF ACCOUNTABILITY FRAMEWORK¹¹

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TEACHING/ LEARNING MODEL	<ul style="list-style-type: none">• Teaching/learning is a collaborative exercise involving the student and more capable others including the student's teacher, parents/ family and peers
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¹¹ Wilhelm and Dube 2001., p.2.

TOOL - STATEMENT OF INDIVIDUAL & SHARED RESPONSIBILITIES (SCHOOL STAFF, STUDENT, PARENTS/FAMILY)

This tool is designed to be used with students and their parents/families during the enrolment process to reinforce the shared responsibility that the school, students and their parents/families have for helping students to achieve their full potential.

[This school] is committed to partnering with you and your child to help them to do their best at school and achieve their full potential. We all have a role to play in helping your child to do that.

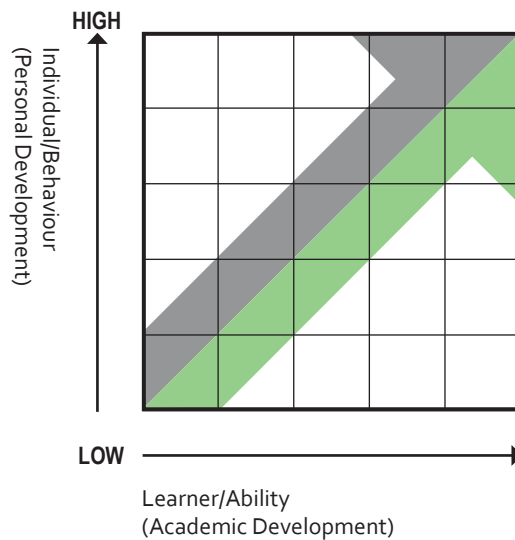
SCHOOL STAFF	STUDENT	PARENTS/FAMILY MEMBERS
<ul style="list-style-type: none"> Come to school ready to support our students in every way that we can to help them to learn 	<ul style="list-style-type: none"> Attend school regularly Come to school ready to learn with school materials and homework done 	<ul style="list-style-type: none"> Make sure that our child attends school regularly Make sure that our child comes to school ready to learn Reinforce the importance of attending school and doing homework
<ul style="list-style-type: none"> Work together with our students and their parents/family to do whatever we can to help our students achieve their full potential 	<ul style="list-style-type: none"> Work hard and always try to do my best 	<ul style="list-style-type: none"> Encourage and support our child to work hard and always try to do their best Help our child take responsibility for their own learning and behaviour Work together with the school to help our child to achieve their full potential
<ul style="list-style-type: none"> Make sure that our students and their parents/families know how they are going and what they need to do to progress Ask for help from parents/families when we need it to help our students to learn 	<ul style="list-style-type: none"> Ask for help when I need it 	<ul style="list-style-type: none"> Keep in contact with the school and let them know about any factors that might affect how our child is going Ask for help from the school when we need it to help our child to engage effectively at school and learn
<ul style="list-style-type: none"> Recognise the efforts that our students make and celebrate their progress and achievements to motivate them to continue to work hard and do their best 	<ul style="list-style-type: none"> Recognise and celebrate my efforts and achievements and those of my peers and use that to motivate me to continue to work hard and do my best 	<ul style="list-style-type: none"> Recognise the efforts that our child makes and celebrate their progress and achievements to motivate them to continue to work hard and do their best
<ul style="list-style-type: none"> Make sure that all of our staff and students act in a way that makes the school a safe, welcoming place to be and to learn Act in a way that makes our students, their parents/families and staff feel valued, cared for, supported and safe 	<ul style="list-style-type: none"> Take responsibility for my actions Act in a way that makes other people at the school feel welcome, cared for and safe 	<ul style="list-style-type: none"> Encourage and support our child to take responsibility for their behaviour and act in a way that makes other people at the school feel welcome, cared for and safe Act in a way that makes staff at the school feel valued, cared for, supported and safe

TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - GENERAL REFLECTION TOOL

This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

We need to work with students as both individuals and as learners and provide the personal and instructional support that they need to engage at school and to learn. In doing that, we need to be careful to get the balance between support and instruction right.

Individual/Learner Development Grid



If we place too much focus on providing personal support at the expense of academic learning, then students are not appropriately challenged to learn and are not extended to achieve their full potential. If we place too much focus on academic learning without providing sufficient personal or instructional support, then students will not be able to engage and learn effectively and, similarly, will not achieve their full potential. We need to try to get the balance right!

Are we getting the balance between support and instruction right?

Generally?

With this particular student?

Do we need to re-adjust our focus?

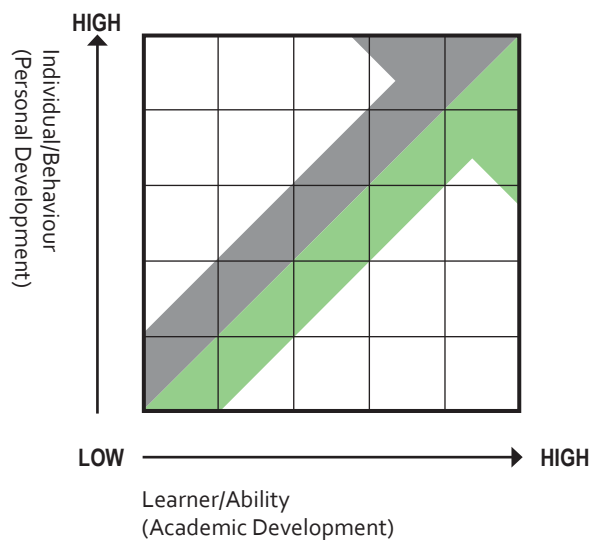
TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - STRUCTURED REFLECTION TOOL

This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

To help students to engage and learn it is important to get that balance right between support and instruction. If too much focus is placed on providing personal support at the expense of academic learning then students are not appropriately challenged to learn and are not extended to achieve their full potential. If too much focus is placed on academic learning without providing sufficient personal and instructional support then students will not be able to engage and learn effectively and similarly will not achieve to their full potential. Although the bias between support and instruction may shift one way or the other as a student's needs vary, it is important that we work to maintain a balanced approach over time that provides our students with the support that they need both to engage at school and to learn.

This tool can be used by individual staff as a self-reflection tool to think about how they can best support their student(s) to engage and learn and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

Individual/Learner Development Grid:



- STEP 1** Use the above grid to think about where the student is up to on the development continuum as an individual and a learner compared to an average child of his/her age. Plot where you think the student is on the grid.
- STEP 2** Think about what you are doing to help the student to develop on each dimension.
- Are you working equally on both dimensions?
 - If not, is there a reason for that?
 - Do you need to re-adjust/expand your focus?
 - What, if anything do you need to do/do differently to help the student to progress across both dimensions, as both an individual and a learner?
- STEP 3** Use the space provided below to record your observations. Identify what you will do/do differently to help the student develop as an individual and a learner based on your reflection.

Student name:

OBSERVATIONS:

How will I work to help the student develop:

	AS AN INDIVIDUAL (CHARACTER)	AS A LEARNER (ACADEMIC)
GOAL		
PROPOSED ACTIONS		

TOOL - GETTING THE BALANCE BETWEEN SUPPORT & LEARNING RIGHT - STUDENT PLANNING TOOL

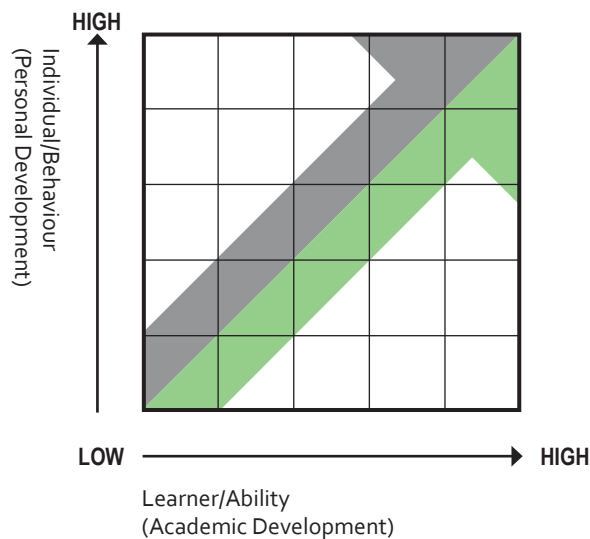
This tool is designed to help school leaders and staff to reflect on whether or not they are getting the balance between support and instruction right to help their students to achieve their full potential.

To help students to engage and learn it is important to get that balance right between support and instruction. If too much focus is placed on providing personal support at the expense of academic learning then students are not appropriately challenged to learn and are not extended to achieve their full potential. If too much focus is placed on academic learning without providing sufficient personal and instructional support then students will not be able to engage and learn effectively and similarly will not achieve to their full potential. Although the bias between support and instruction may shift one way or the other as a student's needs vary, it is important that we work to maintain a balanced approach over time that provides our students with the support that they need both to engage at school and to learn.

This tool can be used to support the development of individual Student Learning and Development, Support and/or Behaviour Management Plans.

It is recommended that relevant teaching and student welfare/wellbeing and support staff work through the tool once to develop a common understanding of where the student is up to and what is needed to best support the student to develop as an individual and a learner and then work through the tool again with the student and their parents/family before developing the relevant student plan.

Individual/Learner Development Grid:



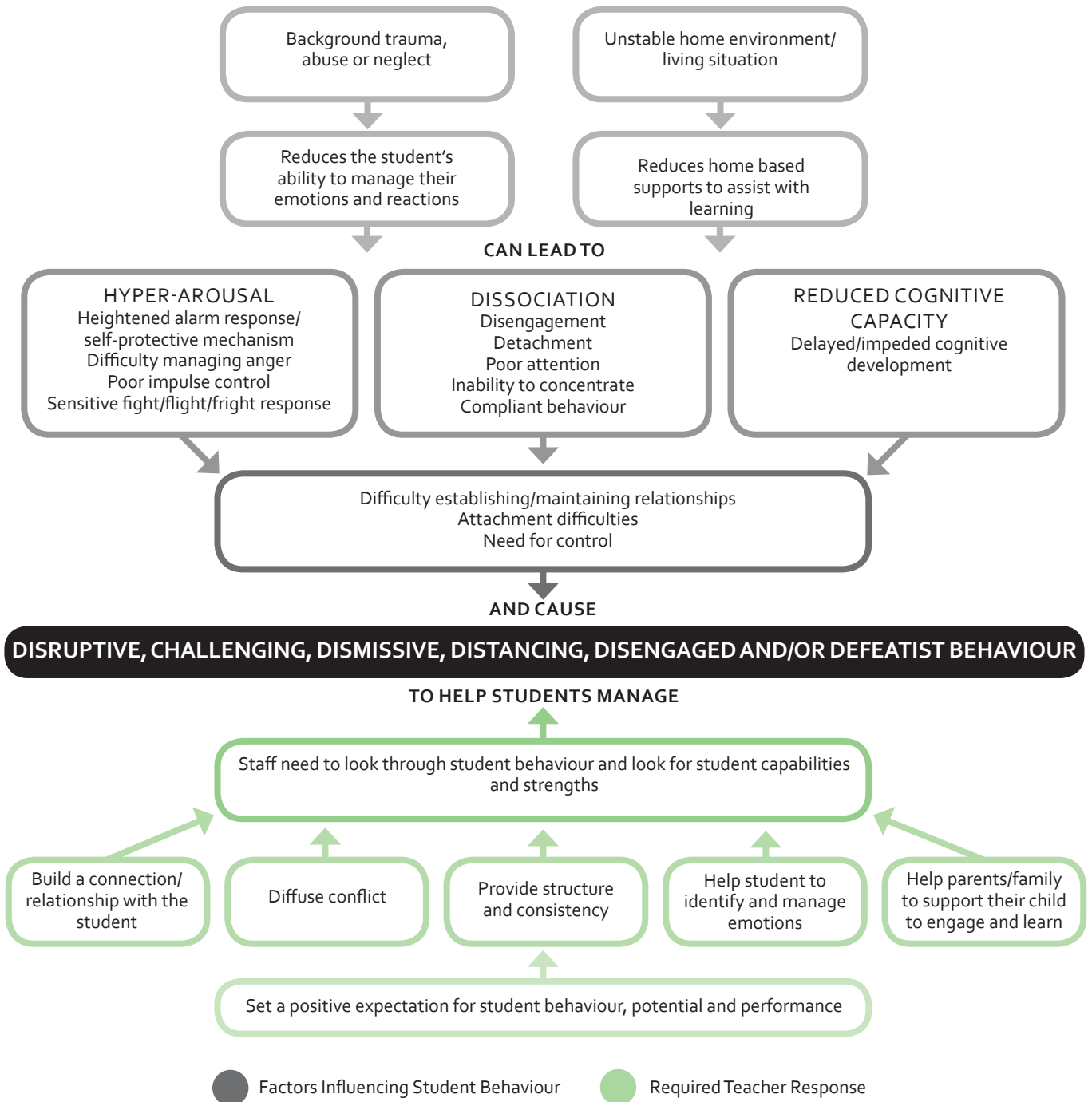
- STEP 1** Use the above grid to think about where the student is up to on the development continuum as an individual and a learner compared to an average child of his/her age. Plot where you think the student is on the grid.
- STEP 2** Think about what factors could be affecting/acting as barriers to the child's development as an individual and as a learner. Write down what you think are the most significant factors in the space provided in the following table.
- STEP 3** Think about ways that the school could work with the student and/or his parents and family to help address those factors. Write down possible responses in the table.
- STEP 4** Use the appropriate student planning template to develop a plan to action those responses.

Student name:

	AS AN INDIVIDUAL (CHARACTER)	AS A LEARNER (ACADEMIC)
INFLUENCING FACTORS		
PROPOSED RESPONSES		

STAFF INDUCTION/TRAINING FACTSHEET - UNDERSTANDING STUDENT BEHAVIOUR¹³

Students' background life experiences can have a significant effect on their social, emotional and cognitive development and can substantially affect their underlying behaviour and readiness or ability to learn. It is important for teachers to be aware of the influence that factors outside of school can have on students and take that into account when working with them.



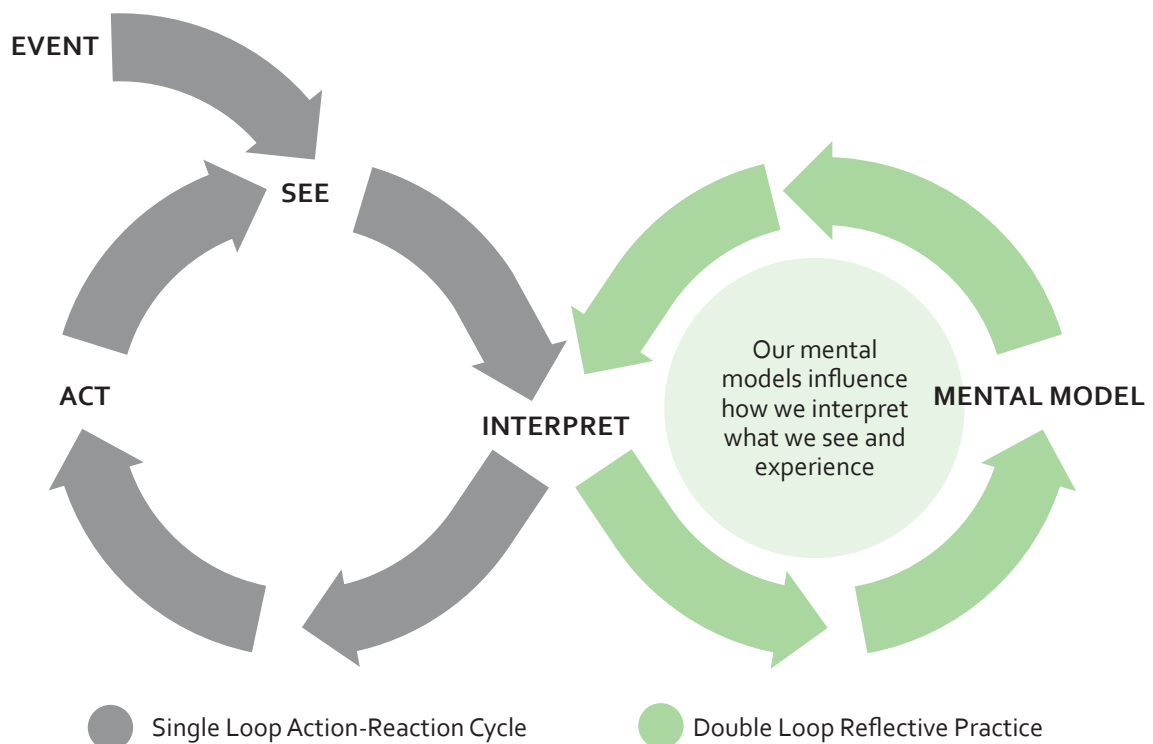
¹³ Draws on Victorian Child Safety Commissioner., 2001.

STAFF INDUCTION/TRAINING FACTSHEET - MENTAL MODELS, ATTRIBUTION ERRORS & DOUBLE LOOP LEARNING

Mental models

Throughout our lives we build up subconscious mental models or frames of reference that we use to make sense of what goes on around us.¹⁴ Those mental models allow us to interpret what we see and help us to work out how best to respond to things.

Figure - How our "mental models" frame how we interpret things and how we act²⁵



Our mental models can help us to fast track our decision making, but they can also constrain our thinking and lead us to misinterpret what is going on around us.¹⁶

If our subconscious mental models go untested they can lead us into a negative cycle of misunderstanding and/or defensive behaviour. We can fall into the habit of making assumptions about others based on their behaviour and what we assume that behaviour means. A

"negative attribution error" occurs when people observe and then judge the actions of others in a negative way without fully understanding the factors that have led to the other's behaviour (or the role they themselves might have played in generating it).

This is particularly true where two people have had very different life experiences. They often view things and interpret behaviours in different

¹⁴ Stacey 1993., p.153.

¹⁵ Draws on Argyris 1991.

¹⁶ Senge 1990., p.174.

ways. This can lead to misunderstanding and make it hard to establish rapport and build positive relationships.

Misunderstandings like this can affect how teachers and students relate to one another.

Students who have had a negative experience of school or who feel disconnected or insecure at school often view teachers and other school staff sceptically. They often behave in a distant, defensive or challenging way towards staff as part of an inbuilt self-protection mechanism that requires staff to repeatedly “prove” their commitment to them before they open up and connect with them.

Teachers and staff on the other hand are often stretched. They work hard to help students and can feel worn down, frustrated, hurt and/or unappreciated when they are repeatedly rebuffed by students or when they feel like students are not making an effort to take advantage of the support they offer.

The distancing and frustrated emotions on either side can often be interpreted as a lack of preparedness to engage and stop teachers and students from being able to interact effectively with one another.

Attribution errors

Social research shows that most people tend to explain negative things about themselves by blaming forces beyond their control (or situational factors), but they explain other people’s poor behaviour by blaming it on the person demonstrating that behaviour. That is, they tend to make an “external” attribution of their own behaviour and an “internal” attribution of other people’s behaviour. Social psychologists often refer to this as cognitive bias or as a fundamental attribution error.

There is no universally accepted explanation for why we make these errors. One possibility is that when we observe other people, the person is the primary reference point whereas when we observe ourselves, we are more aware of the forces acting upon us. So, attributions for another’s behaviour are more likely to focus on the person we see, not the situation that they

are in or the factors that are impacting them, which we may or may not be aware of.

It is important to try to avoid making these sorts of errors – particularly in our role as teachers. You can try to avoid making them by:

- Looking beyond the current situation for patterns in behaviour - if most people behave the same way when put in the same situation, then the situation is more likely to be the cause of the behaviour than the person
- Asking if you would be likely to behave in the same way if you were put in the same situation
- Looking for unseen causes and
- Giving others the “benefit of the doubt”.

Double loop learning

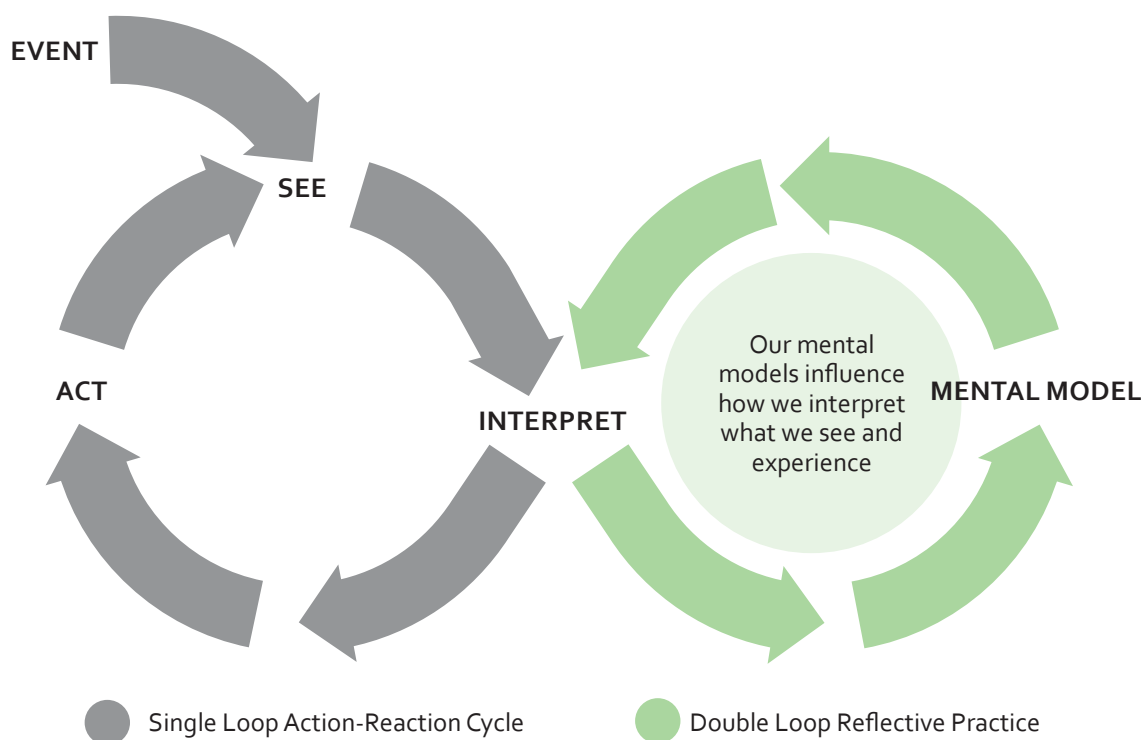
Avoiding attribution errors requires people to be reflective or “double loop” learners.¹⁷

Most problem solving involves single loop learning. People are presented with a problem that they assess and then provide a solution for. In most cases, people do not reflect on the underlying assumptions that they make when interpreting the facts of the problem or how their past experiences influence the way that they approach solving the problem and how they frame the answer.

Double loop learning occurs when people take the extra step of questioning the underlying assumptions or mental models that they use and think about how they affect the way that they assess the problem, the answer that they get and how they frame it.

¹⁷ Argyris 1991., pp.99 – 109.

Figure - Single versus double loop learning



It is particularly important for teachers to be double loop learners.

As teachers we need to be able to put ourselves in our students' shoes and think about how they experience our teaching and how our own behaviour contributes to the way that they engage or behave in class and what they do/don't do or learn.

Researchers have identified that highly skilled professionals such as teachers are often very good at single loop learning - identifying an issue, diagnosing it and dealing with it based on their professional expertise. They have also identified that that same expertise often limits skilled professionals' ability to engage in double loop learning.

The more skilled we are ... the greater the risk we run that we will not question what we are doing.¹⁸

[B]ecause many professionals are almost always successful at what they do, they rarely experience failure. And because they have rarely failed, they have never learned how to learn from failure. So whenever their single loop learning strategies go wrong (i.e. things are not working), they become defensive, screen out criticism, and put the 'blame' on anyone and everyone but themselves. In short, their ability to learn shuts down precisely at the moment they need it most.¹⁹

Defensive reasoning can block learning, even when an individual's commitment to learning is high. It is part of what makes it difficult to change ingrained patterns of behaviour.

¹⁸ Stacey 1993., p.177.

¹⁹ Argyris 1991., pp.99 – 109 at p.100.

Researchers have identified four factors that tend to drive people's defensive reasoning and behaviour. They are the, often subconscious, desire to:

- Remain in control
- Suppress negative feelings (usually about ourselves)
- Be as rational as possible (remembering that what's seen to be rational is based on our own mental model or frame of reference) and
- Maximise being right (winning) and minimise being wrong (losing).

These factors often influence teachers' behaviour because, as teachers, we want to maintain control of our class and be seen to be on top of the material that we are teaching.

In order to engage effectively with students it is critical that as teachers we do not fall into defensive reasoning patterns or make attribution errors. To do that we need to always try to ask:

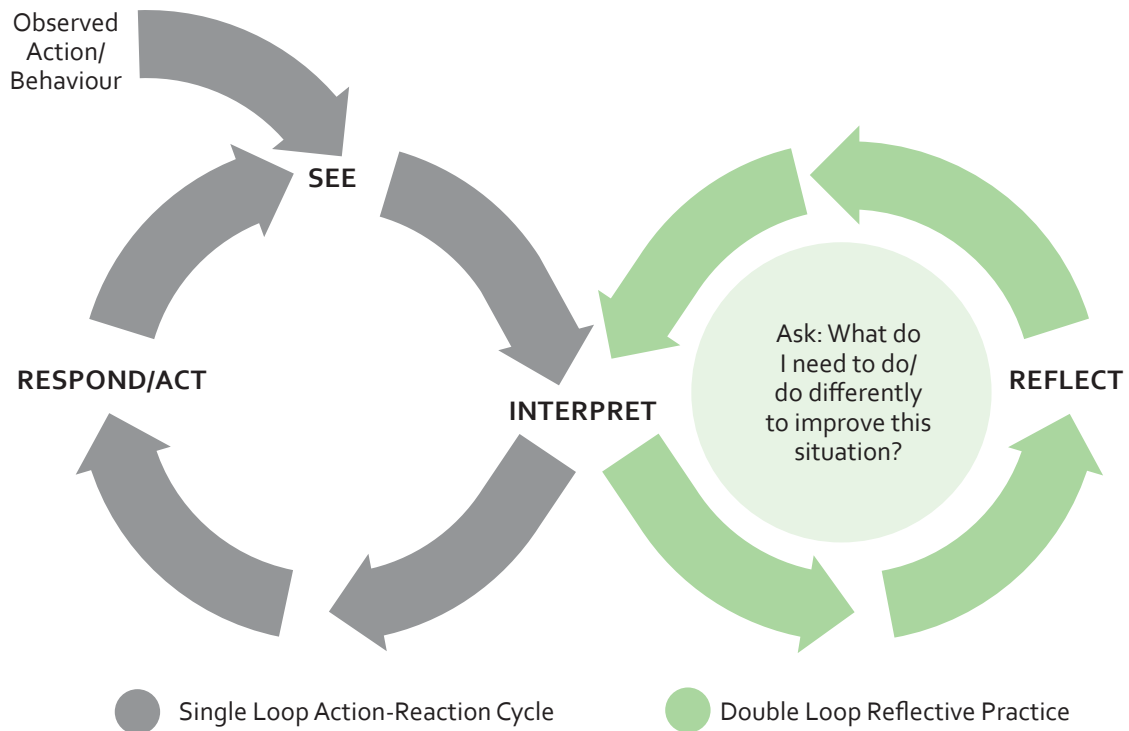
- **“Why”** might the student be acting in that way?
- **“What”** might I be doing that is contributing to their behaviour – in a good or a bad way?
- **“How”** could I do things differently that might change what is happening?

As the adult in the teacher-student relationship the responsibility sits with us as teachers to reflect on what we can do to help students to engage and learn by using double loop learning techniques, and teaching our students how to use them too.

TOOL - GENERAL REFLECTION TOOL²⁰

This tool can be used by individual staff as a self-reflection tool and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

Double loop reflective practice



“Why” might the student/other person be acting in that way?

“What” might I be doing that is contributing to their behaviour – in a good or a bad way?

“How” could I do things differently that might change what is happening?

²⁰ Draws on Argyris 1991.

TOOL - IMPROVING COMMUNICATION & BUILDING POSITIVE RELATIONSHIPS – STRUCTURED REFLECTION TOOL²¹

This tool is designed to help people to reflect on what is happening in their interactions/discussions with others and think about how they can change their own behaviour to improve the dynamics of those interactions/discussions.

This tool can be used to reflect on an actual interaction that has happened in the past or it can be used to think through a discussion that you are planning to have with someone in the future.

It can be used by individual staff as a self-reflection tool, by supervisors as a coaching and development tool or as a group reflection or change management tool to explore reactions to particular situations, events or scenarios.

If reflecting on a past interaction:

STEP 1 Think about a recent interaction that you have had and fill in the two centre columns in the table below writing down what you remember happening.

STEP 2 Fill in the column on the left as you go by writing down what you were feeling and thinking as things unfolded.

STEP 3 Also fill in the column on the right by writing down what you think the other person might have been feeling or thinking.

STEP 4 Read through the completed table and ask yourself:

- Did you make any assumptions about what the other person did or said?
- If so, what effect did they have on what you did and said?
- Are there other factors that you didn't take into consideration that could have affected how the other person was feeling/behaved?
- How do you think the other person interpreted what you did and said?
- Why do you think they interpreted it that way?
- Was that what you intended?
- If not, what could you have done differently?

Having worked through these steps on your own, it is often useful to review the table with someone else to get an "outside perspective" on it.

STEP 5 Identify one or more things that you will try to do going forward based on this reflection to improve your future interactions.

²¹ Draws on Argyris 1991.

If preparing for a future discussion:

STEP 1 Play out the discussion in your mind and fill in the two centre columns in the table below writing down what you think will happen.

STEP 2 Fill in the column on the left as you go by writing down what you think you will be feeling and thinking as the discussion unfolds.

STEP 3 Also fill in the column on the right by writing down what you think the other person might be feeling or thinking.

STEP 4 Read through the completed table and ask yourself:

- What assumptions am I making about what the other person will feel/think or how they will react?
- Are there other factors that could be affecting how the other person will feel/think or how they will react?
- How do I think the other person will interpret what I say?
- Why do I think they will interpret it in this way?
- Is that what I intend to communicate?
- If not, what can I do differently to change how things are likely to unfold?

Having worked through these steps on your own, it is often useful to review the table with someone else to get an “outside perspective” on it.

STEP 5 Use the reflection to guide your future interactions.

WHAT YOU WERE FEELING/THINKING	WHAT YOU DID/SAID	WHAT THE OTHER PERSON DID/SAID	WHAT THE OTHER PERSON MIGHT HAVE BEEN FEELING/THINKING

TOOL - SCHOOL NETWORK/RELATIONSHIP MAPPING TOOL

This tool is designed to help school staff assess how well they are linked into their local community and help them identify organisations, groups or individuals that they should try to establish relationships with to better support their students, parents/families and staff.

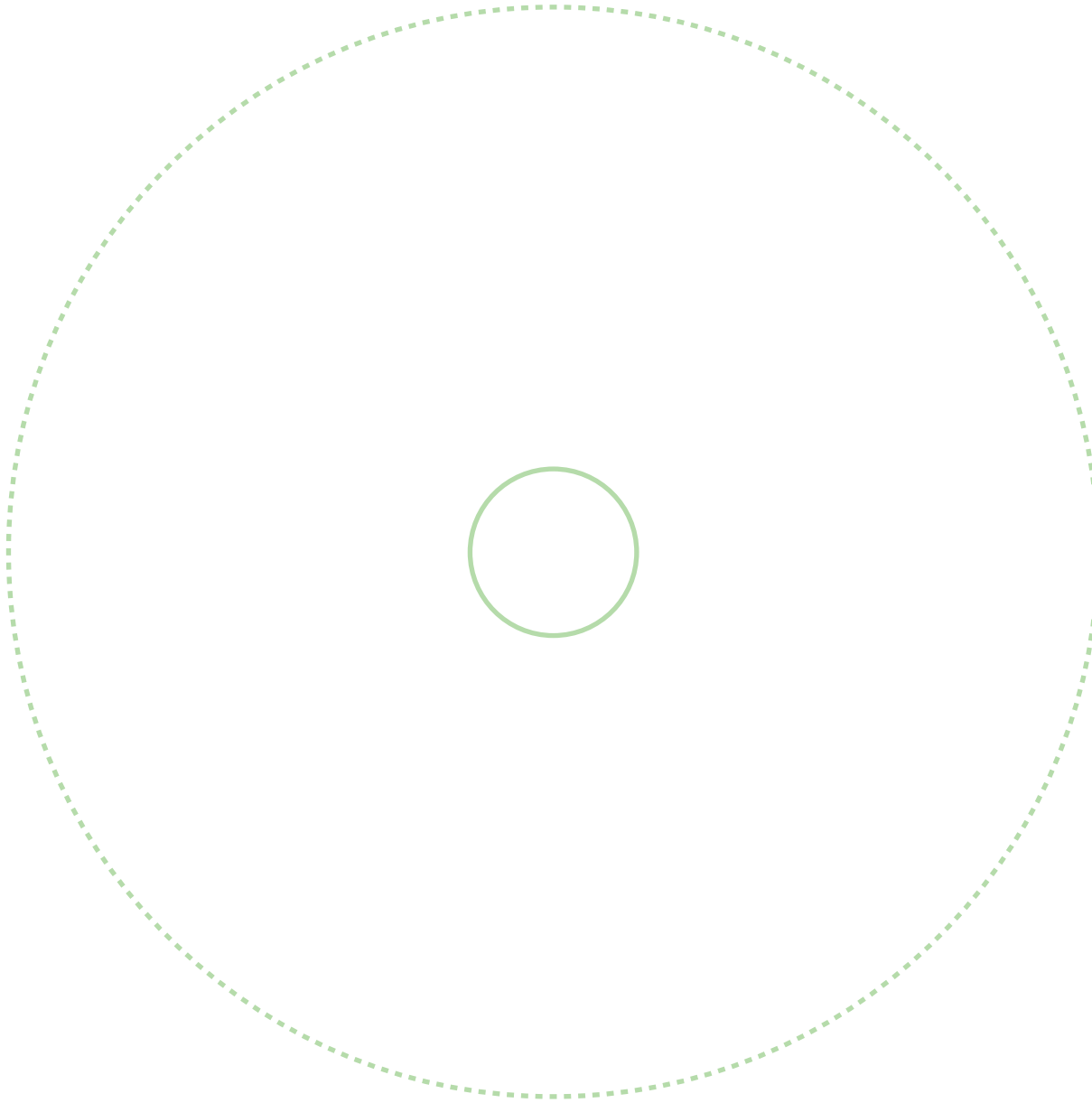
This tool can be used to map the relationships that the school has with other organisations, groups or individuals at a whole of school level or on a narrower basis in relation to a particular program/activity.

- STEP 1** Start by putting the name of the school or activity that you are doing the network mapping for in the space provided at the centre of the circle diagram below.
- STEP 2** Write the names of organisations, groups or individuals that are involved with the school/activity around the outside circle. Try to group organisations, groups and individuals working in similar areas together when you do that.
- STEP 3** Think about other organisations, groups and/or individuals that the school/activity is not involved with that could/should be and add them to the outside circle using a different colour.
- STEP 4** Draw a line between the names on the outer circle to the centre using the thickness of the line to show how strongly they are involved with the school/activity (ie. the thicker the line the stronger the relationship).
- STEP 5** Review the resulting map to identify any gaps in the network or opportunities to strengthen the network. Identify the specific things that you are going to do. Use the table provided to develop an action plan to address those gaps/opportunities.

Action Plan:

DATE	GOAL	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Network/relationship map:



Have you thought about all of the following groups

- Regional/School District Resources
- Other Schools/Training/Education Providers
- Parents/Families
- Other Community Members
- Local Community Organisations/Service Providers
- Local Businesses
- Government Services
- Other

TOOL - CASE NOTE TEMPLATE

This tool provides a template that schools can use to consistently record situations/incidents/issues relating to students that require staff intervention or support. Schools will often set up and use case noting functions within their electronic student management systems to maintain and manage these files. In most cases those files will be structured to include the types of information identified below.

Using case notes to record events in a consistent way and storing those files in a central online location makes it easy for the school to maintain a complete record of what is happening for a student over time that can be accessed by staff from different parts of the school when working with the student. It makes it easier to share information. It provides a single reference point that staff can look at to identify patterns in behaviour that can help inform and improve how the school supports the student and how it manages student behaviour. It also helps to make sure that information about students is not lost when staff who have been working with the student leave the school. Case notes should be stored in a secure way and should be treated as part of each students confidential student file.

Student Name:

Year Level:

Home Room/Class:

DATE	STAFF NAME	NOTES	FOLLOW UP REQUIRED (YES/NO)	PLANNED FOLLOW UP ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS

TOOL - SCHOOL NURSE/MEDICAL CENTRE REFERRAL SLIP/PASS (IN)

This form is designed to be used to help keep track of students when they are referred to the school nurse/medical centre.

This form is completed in duplicate with one copy being given to the student to take with them to the nurse/medical centre and the other being sent to administration (where it is usually entered into the student's file). Using referral slips in this way allows the school to keep track of students and maintain a record of the extent to which they are requiring/using school based health services.

Date:

Time:

Referring Teacher:

Telephone No:

Student Name:

Reason for referral to medical centre (tick appropriate option):

- Scheduled appointment
- Scheduled assessment
- Unscheduled referral

Comments:

Signed:

TOOL - SCHOOL NURSE/MEDICAL CENTRE REFERRAL SLIP/PASS (OUT)

Date:

Student Name:

Time In:

Time Out:

- Return to class
- Return to recess/lunch
- Contact parents/family for collection
- Other

Comments:

Signed:

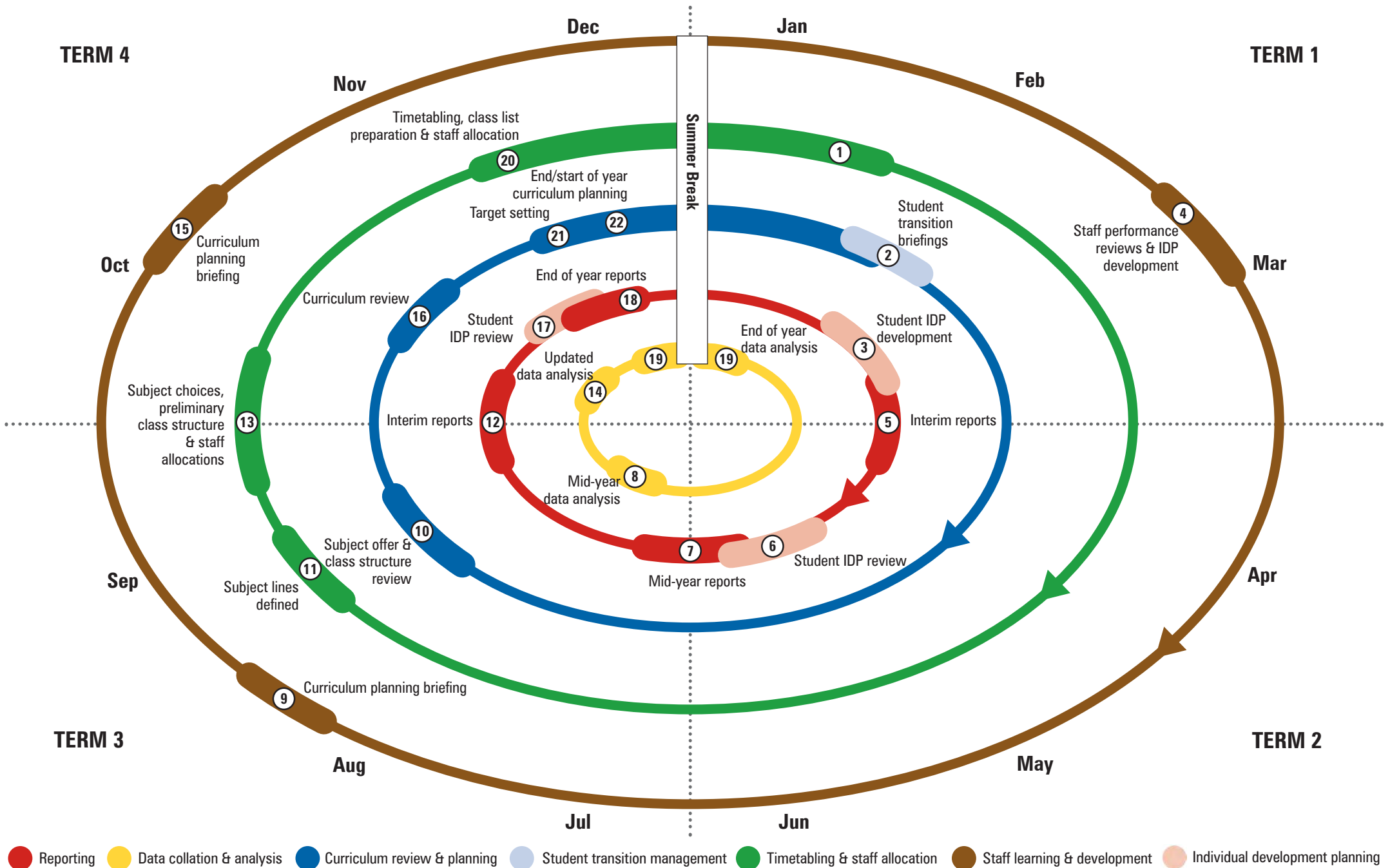
STAFF ROLES/FUNCTIONS SUMMARY – CURRICULUM MANAGEMENT STAFF

STUDENT DATA MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised data management system used to collate and store student performance data • Coordinate the collection of student data for curriculum planning and school reporting purposes
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Coordinate curriculum planning process • Review and sign off course curriculum plans • Review and/or coordinate the sign off of instructional plans by year level/faculty heads
TIMETABLING*	<ul style="list-style-type: none"> • Work with principal, year level and faculty heads to determine staff allocations • Prepare timetable and update as required during the year
PROFESSIONAL TEACHING/LEARNING TEAM SET UP AND OPERATION	<ul style="list-style-type: none"> • Coordinate/produce required school level performance reports (including reports assessing performance against school improvement targets) • Prepare student data for education board submission • Coordinate formal student reporting cycle
SCHOOL AND STUDENT PERFORMANCE REPORTING	<ul style="list-style-type: none"> • Support staff learning and development
CURRICULUM RELATED DOCUMENTATION AND KNOWLEDGE MANAGEMENT	<ul style="list-style-type: none"> • Manage centralised documentation and knowledge management system used to collate and store curriculum and instruction planning documentation and supporting teaching and assessment tools and resources
PROFESSIONAL SUPERVISION	<ul style="list-style-type: none"> • Work with principal to allocate staff to supervisors/mentors for professional supervision • Incorporate professional supervision timetable into staff activity planner and meeting schedule • Develop and monitor compliance with professional supervision protocols
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct induction briefings with new staff to make sure that they understand curriculum planning and teaching requirements • Coordinate/run internal training program to support staff learning and development and improve teaching practice

*optional

TOOL - EXAMPLE PLANNING CALENDAR SUMMARISING KEY PLANNING ACTIVITIES & TIMINGS

This tool is designed to help schools plot out and communicate the steps in their annual planning process/calendar



	MTH	REPORTING	DATA COLLATION & ANALYSIS	CURRICULUM PLANNING	TIMETABLING	RECRUITMENT	STAFF LEARNING & DEVELOPMENT
TERM 1	Jan			21 Improvement targets set 22 End/start of year curriculum review and planning completed (focus on course curriculum and unit one instructional/class plans)	20 Timetable finalised, class lists prepared and staff allocations confirmed		
		1 Welcome letters sent out to students and families confirming teacher and class allocations		2 Student transition briefings conducted			
	Feb						
	Mar	3 Student individual development plan (IDP) completed					4 Staff performance reviews and individual development plans completed
TERM 2	Apr	5 Interim reports completed					
	May						
	Jun	6 Student IDPs reviewed					
TERM 3	Jul	7 Mid-year reports completed	8 Mid-year student data analysis completed				
	Aug			10 Mid-year curriculum review completed and subject offering defined (focus on subject offering and class structure)	11 Subject lines drafted		9 Curriculum planning briefing conducted
	Sep	12 Interim reports completed			13 Student subject choices made, class structure confirmed and preliminary staff allocations made	Recruitment to fill vacant positions	
TERM 4	Oct		14 Mid-year analysis updated	16 End of year curriculum review conducted (focus on issue identification and course curriculum revisions)			
	Nov	17 Student IDPs reviewed		21 Improvement targets set			
	Dec	18 End of year reports completed including student transition summaries	19 End of year student data analysis completed	22 End/start of year curriculum review and planning commenced (focus on course curriculum)	20 Timetable drafted, class lists prepared and staff allocations confirmed		

TOOL - EXAMPLE STAFF ROLES & RESPONSIBILITIES SUMMARY TABLE

This tool is designed to help schools plot out and communicate who is responsible for doing different steps in the annual planning process.

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
PLANNING PROCESS COORDINATION & OVERSIGHT	PROCESS & TEMPLATE DEFINITION	School Leader Curriculum Manager	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	PROCESS COORDINATION	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	STAFF INDUCTION & TRAINING	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
STUDENT REPORTING	DATA COLLECTION	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	INDIVIDUAL REPORT PREPARATION	Teaching Staff Specialist Learning Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
PLANNING PROCESS COORDINATION & OVERSIGHT	INDIVIDUAL REPORT REVIEW & SIGN OFF	School Leader Curriculum Manager Year Head	School Leader Curriculum Manager Year Heads	Teaching Staff	Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
STUDENT DATA ANALYSIS	DATA COLLATION	Curriculum Manager Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff	Year/Faculty Heads Teaching Staff
	DATA ANALYSIS	Curriculum Manager Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SUMMARY REPORT PREPARATION BY YEAR, FACULTY & OVERALL STUDENT GROUP	Curriculum Manager Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
STUDENT DATA REVIEW	TREND IDENTIFICATION	School Leader Curriculum Manager Year/Faculty Heads [Central Data Team] Appropriately Skilled Analyst Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	CROSS-CURRICULUM RESPONSE IDENTIFICATION	School Leader Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff Teaching Aides	Teaching Staff Specialist Learning Support Staff Teaching Aides

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
TARGET SETTING	SCHOOL IMPROVEMENT GOAL IDENTIFICATION	School Leader	School Leader	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SCHOOL IMPROVEMENT TARGET SETTING BY YEAR, FACULTY & OVERALL	School Leader Curriculum Manager Year/Faculty Heads	School Leader	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
SUBJECT SELECTION	CONFIRMATION OF SUBJECT OFFERING	School Leader Curriculum Manager	School Leader Curriculum Manager	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Students/Parents/Families	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Students/Parents/Families
	WHOLE OF SCHOOL CURRICULUM MAPPING	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides
CLASS STRUCTURING	DEFINITION OF LEARNING COMMUNITY/CLASS STRUCTURE	School Leader Curriculum Manager	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
COURSE CURRICULUM PLANNING	UNIT SELECTION	Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	UNIT PLAN DEVELOPMENT	Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	CROSS-YEAR LEVEL/ FACULTY CURRICULUM MAPPING/ COORDINATION	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff
	COURSE CURRICULUM PLAN SIGN OFF	School Leader Curriculum Manager Office/Administrative Support Staff	School Leader Curriculum Manager	Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff
INSTRUCTION PLANNING	INSTRUCTIONAL/CLASS PLAN DEVELOPMENT	Teaching Staff Specialist Learning Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides
	INSTRUCTIONAL/CLASS PLAN REVIEW	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides
	INSTRUCTION PLAN SIGN OFF	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
TIMETABLING	CLASS TIMETABLING	School Leader Curriculum Manager Office/Administrative Support Staff	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	All Staff
	STUDENT ALLOCATIONS/CLASS LIST DEVELOPMENT	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	All Staff
	STAFF ALLOCATIONS	School Leader Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff	All Staff
STUDENT TRANSITION MANAGEMENT	INDIVIDUAL TRANSITION REPORT PREPARATION (INCLUDED AS PART OF INDIVIDUAL REPORTING)	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	SCHEDULING STUDENT TRANSITION BRIEFINGS	Curriculum Manager Year/Faculty Heads Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	STUDENT TRANSITION BRIEFINGS	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads		Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff

ACTIVITY AREA		RESPONSIBLE <i>Performs the work</i>	ACCOUNTABLE <i>Has the power to modify the process used to complete the work or related business processes</i>	CONSULTED <i>Is involved in the process to provide input and information</i>	INFORMED <i>Needs to be informed about the outcome of the process</i>
STUDENT TRANSITION MANAGEMENT	INDIVIDUAL STUDENT DEVELOPMENT PLAN (IDP) PREPARATION	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads		School Leader Curriculum Manager Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
	IDP REVIEW	Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff Office/Administrative Support Staff	School Leader Curriculum Manager Year/Faculty Heads		School Leader Curriculum Manager Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff
DOCUMENTATION & KNOWLEDGE MANAGEMENT	SYSTEM DESIGN & SET UP	Curriculum Manager Year/Faculty Heads	School Leader Curriculum Manager Year/Faculty Heads	Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	All Staff
	DOCUMENTATION COLLECTION & COLLATION	Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Student Welfare/Wellbeing & Support Staff	School Leader Curriculum Manager Year/Faculty Heads		All Staff
	SYSTEM ADMINISTRATION	Office/Administrative Support Staff	Curriculum Manager	School Leader Curriculum Manager Year/Faculty Heads Teaching Staff Specialist Learning Support Staff Teaching Aides Student Welfare/Wellbeing & Support Staff	All Staff

TOOL - COURSE CURRICULUM MAP & UNIT PLANNING TEMPLATE

This tool is designed to provide a template that schools can use to produce a summary of its individual course curriculum/teaching programs.

Subject/Course Curriculum (Topic Areas/Units):

Year Level:

Subject/Course Area:

Subject/Course Level Curriculum Map:

TERM 1	TERM 2	TERM 3	TERM 4
[List topic area/units]			

List the units to be covered over the year.

TOPIC AREA/UNIT LEVEL CURRICULUM MAP:

Year Level:

Subject Area:

Topic Area/Unit:

Identify what learning standards you will address in the unit, the content, skills/processes you will cover and the products/outputs you will get students to produce to demonstrate understanding and skill.

Essential Questions:

1	
2	
3	
4	
5	

Identify the essential questions that you want students to be able to answer when they complete the unit. The questions should focus on what is most important for students to understand and provide a reference point when designing instruction activities.

Remember to try to limit yourself to about five essential questions so that you make sure that you focus on the most important content and skills.

Unit Level Curriculum Map:

RELEVANT LEARNING STANDARD(S)	CONTENT	SKILLS/PROCESSES	PRODUCT/OUTPUT
[List standards]	[Identify content/ knowledge areas to be covered]	[Identify key skills/processes to be covered]	[Identify products/output types that will be used to demonstrate understanding and skill]

TOOL - EXAMPLE SEL COMPETENCIES LISTING⁴¹

SELF-AWARENESS	<ul style="list-style-type: none"> Perception/sense of self Personal values, strengths and development needs Perception of future and capacity to influence future Identifying and managing emotions
SOCIAL AWARENESS	<ul style="list-style-type: none"> Perception of others Empathy
POSITIVE ATTITUDES AND VALUES	<ul style="list-style-type: none"> Respect for self and others Appreciating diversity Social/civic responsibility
RESPONSIBLE DECISION MAKING	<ul style="list-style-type: none"> Problem identification and situation analysis Problem solving Reflection and evaluation Responsibility taking
SELF-MANAGEMENT	<ul style="list-style-type: none"> Impulse control Stress management Self-motivation/self-discipline Goal setting Organisation skills
RELATIONSHIP MANAGEMENT	<ul style="list-style-type: none"> Listening and communication Relationship building and management Team work/cooperation Negotiation Refusal (saying no) Conflict management Help seeking and providing

⁴¹ Zins et al. 2004, p.7; Payton 2000., p.184.

TOOL - THIRD PARTY SEL PROGRAM ASSESSMENT/SELECTION GRID⁴²

This tool is designed to help schools assess third party SEL programs.

Review the program against the listed criteria.

ASSESSMENT CRITERIA	Very Poor 1	Poor 2	OK 3	Good 4	Very Good 5
Clearly articulated evidence/research base					
Clearly defined purpose/objectives					
Clearly defined logic or rationale for activity					
Clearly defined teaching strategies					
High quality lesson plans					
Fit with broader curriculum					
Family involvement					
Community involvement					
Teacher training					
Technical support					
Built in evaluation tools or processes					
Total Score:					

TOOL - EXAMPLE RUBRIC TO REVIEW STUDENTS' WRITTEN WORK⁴⁷

This tool is designed to help teaching staff to review and provide feedback on students' written work.

FOCUS AREA	STRONG					NEEDS WORK
IDEAS	Creative, original ideas	Interesting, new ideas	Ideas are expressed clearly	The main idea is presented, although there are some questions	No main idea	No main idea or lots of unrelated ideas
	Details support the main idea and make it interesting	Details explain the main ideas, making it more interesting	Reader can identify the main idea that is supported with details	Some details, but may be too general or not related to the main idea	Either very few details or too many details that aren't connected	No details
	Makes sense and enjoyable to read	Makes sense	Most of the details relate to the main idea	Very few new ideas presented	Reader is not interested, unsure about the topic	Writer is confused
	Believable, reader cares about story	Believable, reader is interested	Understandable			Reader is confused
ORGANISATION	Well organised and purposeful	Good organisation	Reader can follow the organisation of ideas	Reader can usually follow the organisation	Hard to follow	Impossible to follow
	Ideas are clearly linked to support a position	Ideas are connected and supported with detail	Details are connected to main idea	Details don't always match main idea	No clear main idea	No main idea, just a collection of details
	Compelling lead and convincing conclusion	Strong lead and appropriate conclusion	Includes a lead and conclusion	Introduction and/or conclusion may need revision	Too many or not enough details that don't match main idea	No lead or conclusion
	Carefully selected transitions	Strong transitions	Helpful transitions	Some transitions	Missing lead and/or conclusion Few transitions	No transitions

⁴⁷ Rubrics for Teachers Six Traits for Writing Scoring Rubric www.rubrics4teachers.com

FOCUS AREA	STRONG					NEEDS WORK
VOICE	<p>Unique, individual and confident voice</p> <p>Passionate about position, yet not overdone</p> <p>Uses voice to enhance meaning</p> <p>Appropriate voice for the topic and audience</p>	<p>Enthusiastic and convincing voice</p> <p>Interested in topic and conveys purpose to audience</p> <p>Appropriate voice for the topic and audience</p>	<p>Occasionally original and/or confident voice</p> <p>Writer sounds interested in topic</p> <p>Appropriate voice for the topic and audience</p>	<p>Sometimes you can hear the author's voice</p> <p>Voice might change</p> <p>May convince the reader, not always sure</p> <p>Usually appropriate for the topic and audience</p>	<p>Too informal/chatty</p> <p>Not very interested in the topic, just listing facts</p> <p>Voice doesn't match audience</p>	<p>Can't find a voice</p> <p>Author not interested in topic at all</p> <p>Boring or confusing to read</p> <p>Voice does not match the audience</p>
WORD CHOICE	<p>Language grabs the reader's attention</p> <p>Uses vivid, natural language including strong verbs and precise nouns</p> <p>Uses unexpected phrasing, including alliteration, analogies and metaphors</p> <p>Enjoyable to read</p>	<p>Uses interesting words</p> <p>Uses natural language with strong verbs and nouns</p> <p>Attempts to use alliteration, similes and metaphors</p> <p>Holds reader's attention</p>	<p>Uses clear language</p> <p>Uses some common words</p> <p>Uses descriptive adjectives and adverbs, good nouns and verbs</p> <p>Adequate, gets the job done</p>	<p>Uses words correctly to express meaning</p> <p>Relies on simple, common language</p> <p>Uses familiar nouns and verbs</p> <p>Few adjectives, adverbs or phrases</p> <p>Needs revision</p>	<p>Words are very simple or used incorrectly</p> <p>Words get in the way of meaning</p> <p>Same words used over and over</p> <p>Words are very general (eg. stuff, nice, said, fun)</p>	<p>Very simple words</p> <p>Words used incorrectly</p> <p>Very difficult to understand, makes no sense</p> <p>Same words used over and over</p>

FOCUS AREA						NEEDS WORK
SENTENCE FLUENCY	<p>Uses a variety of lengths and structures to enhance meaning</p> <p>Uses variety of sentence openers such as prepositional phrases, clauses, modifiers, participles</p> <p>Smooth, natural writing</p>	<p>Many sentences begin differently and vary in length</p> <p>Different sentence openers such as prepositional phrases or clauses</p> <p>Consistent tense and subject/verb agreement</p> <p>Writing is easy to read</p>	<p>Sentences begin in a variety of ways</p> <p>Verb tense is usually consistent</p> <p>The subject and verb almost always agree</p> <p>Some repetition, a few awkward sections</p>	<p>Sentences often begin the same way</p> <p>Problems with subject/verb agreement and consistent tense</p> <p>Some run-ons or choppy sentences</p> <p>Readable, but often requires self-correction</p>	<p>Sentences begin the same</p> <p>Many incomplete or run-on sentences</p> <p>Problems with subject/verb agreement affect meaning</p> <p>Short, choppy sentences</p> <p>Difficult to read</p>	<p>Short sentences all start with the same word</p> <p>Most sentences are incomplete or run-on</p> <p>Problems with sentence structure and grammar affect meaning</p> <p>Very difficult to read</p>
CONVENTIONS	<p>Almost no errors</p> <p>Conventions carefully chosen to enhance meaning</p> <p>Complex text requires wide use of sophisticated punctuation and conventions</p> <p>Ready to publish</p>	<p>Some minor errors that don't affect meaning</p> <p>Attempts to use sophisticated conventions, not always successfully</p> <p>Almost ready to publish</p>	<p>Obvious but minor errors that don't affect meaning</p> <p>Simple conventions are fine</p> <p>Some errors in difficult spelling, or sophisticated conventions</p> <p>Easily edited</p>	<p>Obvious, distracting errors that may affect meaning</p> <p>Only attempts simple use of conventions</p> <p>Errors in basic spelling, usage and punctuation</p> <p>Needs editing</p>	<p>Many obvious, distracting errors</p> <p>Lots of spelling, punctuation and usage errors</p> <p>Serious problems with subject/verb agreement</p> <p>Line-by-line editing required</p>	<p>Many serious errors that make it difficult to understand</p> <p>Many spelling errors</p> <p>Capitalisation and punctuation is incorrect</p> <p>Needs to be completely rewritten</p>

TOOL - VOCATIONAL DEVELOPMENT PROGRAM DIAGNOSTIC (STAGES OF EXCELLENCE)⁴⁹

Please read through each parameter on the following stages of excellence table and mark where you think your school sits in relation to each one based on your overall careers/vocational development program. If you do not have enough information to assess your school's status against a parameter leave it blank.

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL FOCUS	PRIORITY PLACED ON CAREERS/ VOCATIONAL EDUCATION	School does not place importance on careers/ vocational education activity	School places some importance on careers/ vocational education activity Activity is treated as an extra-curricular activity	School places priority on careers/vocational education activity Activity is still predominantly treated as an extra-curricular activity	School places priority on careers/vocational education activity Activity is viewed as part of general curriculum/core activity	School places a high priority on careers/vocational education activity Activity is viewed as an important part of general curriculum and wherever possible is incorporated in day to day learning activities
	BREADTH OF TARGET GROUP	NA (because it is the same as Basic)	Viewed as being relevant only to 'vocational stream' students	Viewed as being relevant predominantly to 'vocational stream' students	Viewed as being relevant to 'academic and vocational stream' students	NA (because it is the same as Advanced)
	SCHOOLS GOING THROUGH TO YEAR 10	NA (because it is the same as Basic)	Targeted at Year 10	Targeted at Years 9 - 10	Targeted at Years 7/8 - 10	Targeted from late primary/ commencement of secondary through to Year 10
	SCHOOLS GOING THROUGH TO YEAR 12	NA (because it is the same as Basic)	Targeted at Year 12	Targeted at Years 11 - 12	Targeted at Years 9 -12	Targeted from late primary/ commencement of secondary through to Year 12

⁴⁹ Tool developed by Social Ventures Australia and Regina Hill Effective Consulting Pty Ltd as part of the Future Builders Project.

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL FOCUS	FOCUS OF PROGRAM OFFERING	Careers/vocational program is focused mainly on exposing students to career options (ie. meets minimum work experience requirements but does not go beyond that)	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals	Careers/vocation program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan and to develop skills/access information to help them to action that plan	Careers/vocational program is focused on exposing students to career options and actively helping them to identify their career goals and to translate them into a career plan, develop skills/access information to help them to action that plan and actively broker student retention or enrolment in training, tertiary education and/or employment for high need students
	ALIGNMENT WITH STUDENT NEEDS	NA (because it is the same as Basic)	Generic careers/vocational education activities offered (ie. activities are not varied from year to year based on particular student group)	Careers/vocational education activities are starting to be tailored to the specific needs of the particular student group	Careers/vocational education activities are tailored to the specific needs of the particular student group	Careers/vocational education activities are tailored to the specific needs of the individual student(s)
	PRACTICAL ORIENTATION	Focus on school based activities, workplace based activities limited to standard work experience program No focus on practical/hands on activities	Predominantly school based activities with some workplace based activities undertaken in addition to standard work experience program on an ad hoc basis Limited focus on practical/hands on activities	Predominantly school based activities with a some workplace based activities undertaken in addition to standard work experience as part of standard careers/vocational program Practical/hands on activities included in standard careers/vocational program but limited to 'vocational stream' students	Dual focus on school and workplace based activities including a range of workplace site visits, industry seminars and tours as well as work experience Practical/hands on activities included in standard careers/vocational program	High proportion of industry and employer workplace based activities included in standard careers/vocational program Highly practical/hands on focus with most activities having a practical element
IMPLEMENTATION	LEVEL OF COMMUNITY/BUSINESS INVOLVEMENT	No real community/business involvement	Community/business representatives involved in standard work experience style activities only	Community/business representatives involved in standard work experience and in the delivery of some school based activities	Community/business representatives involved in the delivery of most career program activities	Community/business representatives involved in the delivery of most career/vocational program activities with some involvement in the conception and design of careers/vocational program activities

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
SCHOOL LEADERSHIP	SCHOOL LEADERSHIP OWNERSHIP/ COMMITMENT	School leadership does not take ownership of or demonstrate commitment to, careers/vocational program, does not attend/support careers program activities, does not place priority on careers/vocational education, drive staff buy in or build (or support others in the school to build) buy in from local community and business representatives	School leadership takes limited ownership of and demonstrates limited commitment to, careers/ vocational program, invests limited time in attending/ supporting careers/vocational program activities but still does not place priority on building staff, community or business buy in to the careers/vocational program	School leadership takes ownership of and demonstrates some commitment to the careers/ vocational program, invests time in attending/supporting careers/vocational program activities and encourages staff buy in but still does not place priority on building community or business buy in to the careers/vocational program	School leadership takes strong ownership of and demonstrates commitment to the careers/vocational program, invests time in attending/supporting careers/ vocational program activities and encourages staff buy in, works (or supports others in the school) to build community or business buy in to the careers/vocational program	School leadership takes very strong ownership of and demonstrates strong commitment to the careers/ vocational program, works to build a school culture that places priority on careers/ vocational education, drives staff buy in and builds (or supports others in the school to build) buy in from local community and business representatives
	PROGRAM STAFFING	DEDICATED PROGRAM RESOURCING	No staff/staff time allocated to coordinate careers/ vocational program activity as a consolidated program Resourcing allocated on an ad hoc basis	Teaching staff are allocated to coordinate the careers/ vocational program in addition to their standard teaching load Resourcing is only sufficient to meet the most basic program coordination and delivery requirements	Dedicated careers/vocational program coordinator allocated to coordinate the careers program (ie. careers and/or teaching staff time is allocated to support careers/ vocational program) Resourcing is sufficient to meet program coordination and delivery requirements	Dedicated careers/vocational program coordinator/team allocated to coordinate the careers program (ie. careers and/or teaching staff time is allocated to support careers program) Resourcing is sufficient to meet program coordination and delivery requirements with limited additional time allocation for ongoing program development
		GENERAL STAFF BUY IN	Staff generally do not participate in the careers/ vocational program activities	Some staff participate in core careers/vocational program activities	Staff generally participate in core careers/vocational program activities	Staff generally participate in a broad range of careers/ vocational program activities

PARAMETER		LIMITED	BASIC	AVERAGE	ADVANCED	EXCEPTIONAL
UNDERLYING SCHOOL MANAGEMENT AND COORDINATION SYSTEMS	CURRICULUM PLANNING	No/limited formal careers/vocational program planning	Limited careers/vocational program planning, not linked to general (academic and vocational) curriculum planning	Formal careers/vocational program planning with some informal coordination between careers and general curriculum	Formal careers/vocational program planning with some formal coordination between careers and general curriculum	Structured cross-disciplinary curriculum planning used to embed careers/vocational education activities in the general curriculum
	INDIVIDUAL STUDENT CAREER PLANNING	Individual student plans not developed	Individual student plans developed but not used effectively	Individual student plans developed and used to tailor careers/vocational program components to individual student needs	Individual student plans developed and used to tailor careers/vocational program components and activities to individual student needs	Individual student plans developed and used to tailor careers/vocational program components and activities to individual student needs and actively used as a tool to support individual student's career development/post-school transition into further training, tertiary education or employment
	PARENTAL ENGAGEMENT	Parents only informed of careers/vocational program/activities when necessary to meet parental consent requirements	Parents informed of activity on an ad hoc basis	Some formal and informal communication used to keep parents informed of careers/vocational education activities	Regular formal and informal communication used to keep parents informed of careers/vocational education activities Parents actively encouraged to support/participate in program activities	Very strong formal and informal communication used to keep parents informed of careers/vocational education activities and goals Parents are fully aware of careers activities and are leveraged to support program activities
	STUDENT PARTICIPATION	No student participation in careers/vocational program design, coordination or delivery	Limited student participation in careers/vocational program coordination and delivery Participation tends to be coordinated on an ad hoc or an informal basis	Student participation in the coordination and delivery of some careers/vocational program activities Participation tends to be coordinated on an ad hoc or an informal basis	Formal structures for student participation in the coordination and delivery of some careers/vocational program activities (eg. Student Advisory Committees)	Formal structures for student participation in the design, coordination and delivery of some careers/vocational program activities
	STUDENT FEEDBACK	No formal process to obtain student feedback on careers/vocational program	Ad hoc collection of student feedback on careers/vocational program, limited use of feedback to inform program and activity design	Collection of student feedback on some careers/vocational program and/or specific program activities Informal/ad hoc process used to inform program and activity design	Collection of student feedback on most careers/vocational program and specific program activities Informal/ad hoc process used to inform program and activity design	Collection of student feedback on most careers/vocational program and specific program activities Formal process in place to inform program and activity design
Review your assessment and identify where on average your school sits on the spectrum from LIMITED - BASIC - AVERAGE - ADVANCED - EXCEPTIONAL to get your overall school assessment					OVERALL ASSESSMENT:	

TOOL - EXAMPLE STUDENT PERFORMANCE DATA ANALYSIS SPREADSHEET⁵²

This tool is designed to help staff to collate and analyse student performance data.

Numeracy Assessment Record.xlsx

TOOL - DEFINING DATA REQUIREMENTS BRAINSTORMING TOOL

This tool is designed to help schools to identify what data they need to collect to be able to analyse student performance effectively.

Use the table below to brainstorm what you want to understand and what analysis and data you need to be able to understand that. In working through the table, make sure that you think about the different ways that you want to be able to look at the student group that you are working with and/or the factors that influence their ability to engage and learn (eg. demographics, attendance, behaviours, performance, special needs/support requirements). Be as specific as you can.

WHAT DO WE WANT TO UNDERSTAND? WHAT QUESTION DO WE WANT TO ANSWER?	WHAT DO WE NEED TO LOOK AT TO ANSWER THAT QUESTION? WHAT ANALYSIS DO WE NEED TO DO?	WHAT DATA DO WE NEED TO CONDUCT THAT ANALYSIS?

TOOL - SCHOOL DATA COLLECTION, ANALYSIS AND REPORTING

This tool is designed to help schools plot out and communicate the steps in their annual data collection, analysis and reporting process/calendar

WHEN	WHAT AND WHO			
	DATA COLLECTION	ANALYSIS	REVIEW	OTHER
JAN	(WHAT)	(WHAT)	(WHAT)	(WHAT)
	(WHO)	(WHO)	(WHO)	(WHO)
FEB				
MAR				
APR				
MAY				
JUN				
JUL				
AUG				
SEP				
OCT				
NOV				
DEC				

TOOL - A STEP BY STEP GUIDE FOR DEVELOPING DIFFERENTIATED INSTRUCTION/ TEACHING PLANS

This tool is designed to help staff to work through the process of developing a differentiated instructional/ class plan.

STARTING POINT		<ul style="list-style-type: none"> Start with a standard course/unit level curriculum plan identifying the content, skills/process and products/outputs that are going to be covered in that unit.
STEP 1	IDENTIFY POTENTIAL "EXIT POINTS"	<ul style="list-style-type: none"> Review the above plan and identify potential "exit points"⁵⁴ where you may need to move from common (whole of class) instruction into differentiated instruction to accommodate students that have different learning needs or require more or less guidance or practice to achieve mastery of a particular learning area. Look for areas where, based on experience, some students are likely to find the concepts/skills/processes/products easier or harder to master than other students and so require less or more or time for instruction and practice. Highlight or mark these points on the course/unit level curriculum plan with an asterisk.
STEP 2	DESIGN COMMON INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> Develop an instruction map identifying the teaching/learning activities that you will use to cover the unit. (See Tool - Differentiated instruction planning tool.) Start by filling in activities that you will use to meet common instruction requirements across the group (eg. when you are introducing new content). Try to describe the activities as succinctly as possible using a consistent "content + process + resources + product = learning experience" formula.⁵⁵ <ul style="list-style-type: none"> Content = what students are learning about Process = how they will undertake that learning Product = how the results of the learning will be represented and assessed Resources = what materials are available for the student to use to complete the process.
STEP 3	DESIGN TIERED INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> Where you have identified a potential exit point "layer in" activities to meet the differing learning levels that you anticipate you will need to cover.
STEP 4	DESIGN ADDITIONAL PRACTICE/ CONSOLIDATION ACTIVITIES	<ul style="list-style-type: none"> Layer in additional practice or consolidation activities that you might need to use for the different learning groups.

⁵⁴ Heacox 2002., p.62.

⁵⁵ Heacox 2002., p.72.

STEP 5	DESIGN ADDITIONAL EXTENSION ACTIVITIES	<ul style="list-style-type: none"> Identify extension activities to cover the needs of students who are likely to take less time to master the material and/or benefit from extension work.
STEP 6	REVIEW INSTRUCTION ACTIVITIES	<ul style="list-style-type: none"> When you have populated the instruction map review the activities that you have listed to make sure that you have included a mix of activity types/product types/instruction formats (eg. individual, paired learning, small instruction and collaborative group learning etc.) that align with different learning preferences/styles and that there are opportunities for students to choose between activities/product types based on their own learning preferences/interests. Update your activity list to incorporate variations in activity type/product type/instruction format and choice where appropriate.
STEP 7	TIME AND ORDER ACTIVITIES	<ul style="list-style-type: none"> Estimate the time required to complete the different activities that you have listed. Add or subtract and order activities to fit them into the available teaching time and translate the above activity list into a sequenced instruction plan.
STEP 8	DEVELOP INDIVIDUAL CLASS PLANS	<ul style="list-style-type: none"> Develop individual class plans based on the instruction map.

TOOL - DIFFERENTIATED INSTRUCTION PLANNING TOOL⁵⁶

This tool is designed to help staff “map out” the different types of teaching/learning activities that they will use to tailor their instruction to the needs of different students/student groups within their class.

Instructions:

Develop an ‘instruction map’ for each of the units/topic areas that you want to teach by following the steps below.

STEP 1 List the different learning areas that you want to cover in the *Learning Area* column.

STEP 2 Work through each learning area in turn.

- A. Record activities that will be run in common for the whole class in the *Common* instruction line. If you are going to do more than one activity then list each activity on a separate line to make them easy to review.
- B. Record activities where students will undertake tasks that are tailored to accommodate differences in learning need/pace in the *Tiered* instruction line. Use (enter) a separate row in the table for each separate activity.
- C. Record additional consolidation and extension activities where students will undertake different activities to provide additional opportunities for (re)teaching and review or extension work in the relevant *Consolidation* or *Extension* line. Remember that extension work should not just be extra work; it should be designed to consolidate and extend students learning.
- D. Include extra activities that can be used if students/groups finish tasks early in the *Extra* line.

STEP 3 Code activities to identify the challenge/thinking level being worked at and the type of activity being used in the *Challenge Level* and *Activity Type* columns.

STEP 4 Enter the time that you think will be required to complete each activity in the *Time* column.

STEP 5 Once you have populated the instruction map review it to check that:

- There are opportunities for all students to work at higher thinking levels in some way
- You have used activities that will appeal to students with a range of teaching/learning styles (verbal/linguistic, logical/mathematical, visual/special, bodily/kinaesthetic, musical, interpersonal, intrapersonal, naturalist⁵⁷)
- You have used a range of instruction formats (whole of class, small group, paired and individual)
- Where you have tiered or varied activity, the activities are structured so that they are “fair” in terms of the effort and time required to complete them successfully (ie. they involve different work, not more or less work) and are equally active, interesting and engaging and
- There are opportunities for students to make choices about what they do.

STEP 6 Identify the order in which you want to do the activities in the *Order* column.

STEP 7 Develop individual class plans based on the instruction map where required.

⁵⁶ Draws on Heacox 2002.

⁵⁷ Heacox 2002., p.22.

Instruction Map

Year Level:

Subject Area:

Unit:

LEARNING AREA (LINKED TO UNIT PLAN)	ACTIVITY TYPE	CONTENT	PROCESS	RESOURCES	PRODUCT	CHALLENGE LEVEL	ACTIVITY TYPE	TIME REQ.	ORDER
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								
	COMMON								
	TIERED								
	CONSOLIDATION								
	EXTENSION								
	EXTRA								

Challenge/thinking level: Knowledge, Comprehension, Application, Analysis, Evaluation and Synthesis (where activities cover more than one level pick the one that is most strongly reflected in the activity)

Activity type: Visual, Auditory, Tactile/Kinaesthetic

TOOL - INSTRUCTIONAL/CLASS PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce a differentiated instructional/class plan.

Class Plan

Year Level:

Subject Area:

Unit:

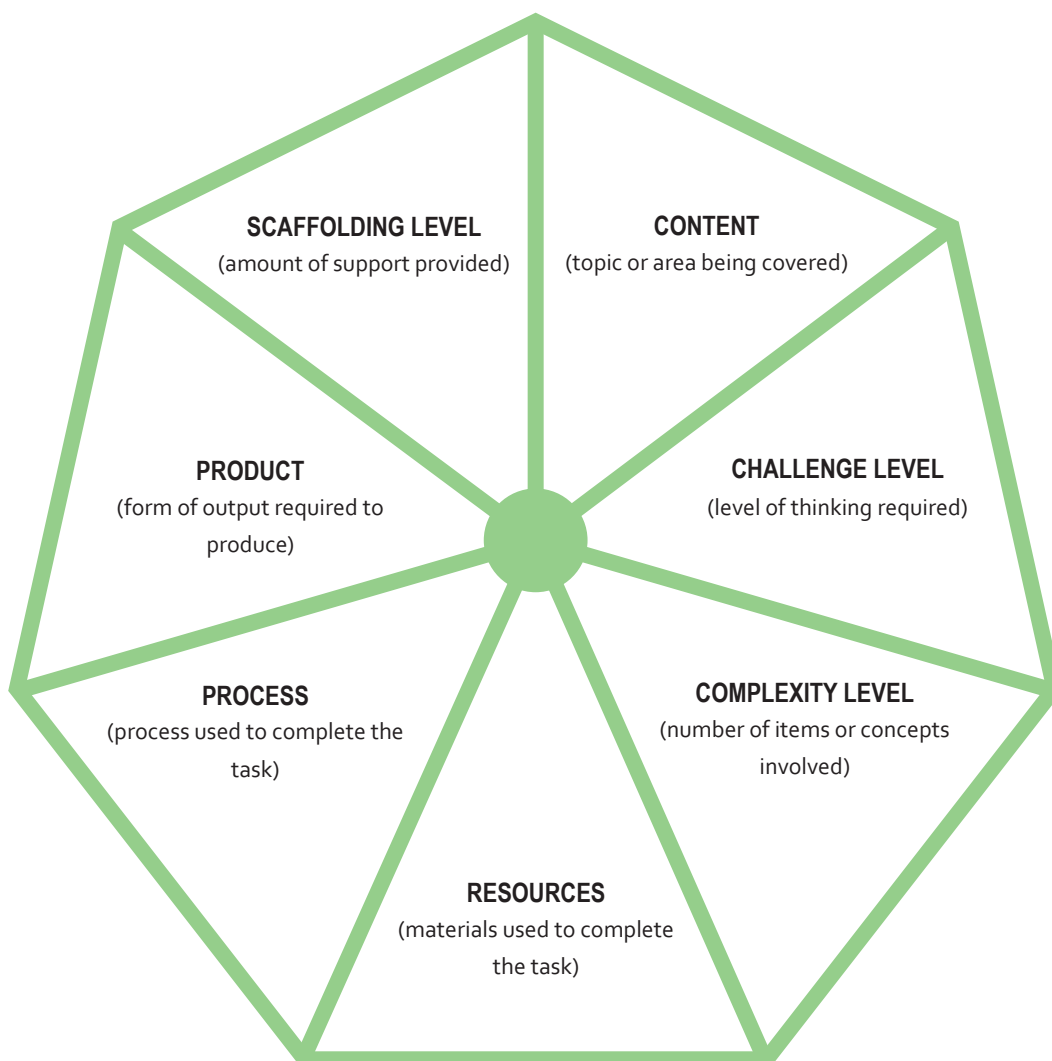
Week commencing:

SESSION:	[DAY OR SESSION]	ACTIVITY	TEACHING RESOURCES/TOOLS REQUIRED	STAFF ALLOCATION
TUNING IN AND SETTING UP:				
WHOLE CLASS		[content + process + resources + product as per instructional planning map]		
FINDING OUT, SORTING OUT AND DRAWING CONCLUSIONS:				
LEARNING GROUPS	[Identify learning groups. If whole class list whole class]	[content + process + resources + product as per instructional planning map]		
CONSOLIDATION				
EXTENSION WORK				
BRINGING THINGS TOGETHER:				
WHOLE CLASS				
ASSESSMENT				
GENERAL NOTES				
FOLLOW UP OBSERVATIONS (WHAT WORKED WELL, WHAT WOULD YOU CHANGE NEXT TIME)				

TOOL - DIFFERENTIATION WHEEL (A TOOL TO HELP TEACHING STAFF DESIGN TIERED TEACHING/LEARNING ACTIVITIES)

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Work your way around the wheel and think about how you could vary teaching/learning activities that you are working on by changing one or more of the factors identified on the wheel.



TOOL - DIFFERENTIATION REMINDER SHEET - VARYING CHALLENGE LEVEL & COMPLEXITY (BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES OR THINKING LEVELS)⁵⁸

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Bloom's taxonomy of educational objectives⁵⁹ can be useful when designing differentiated instruction/teaching plans. You can use it to help you develop teaching/learning activities that cover a range of cognitive processing skills.

LEVEL	DEFINITION	ACTION	LEARNING PROCESSES/ACTIVITIES
KNOWLEDGE	Recall facts and information	Know it (Remember)	Tell, list, define, label, recite, memorise, repeat, find, name, record, fill in, recall, relate
COMPREHENSION	Show your understanding	Understand it (Understand)	Locate, explain, summarise, identify, describe, report, discuss, locate, review, paraphrase, restate, retell, show, outline, rewrite
APPLICATION	Use what you have learned	Use it (Apply)	Demonstrate, construct, record, use, diagram, revise, record, reformat, illustrate, interpret, dramatise, practice, organise, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate
ANALYSIS	Examine critically	Examine it (Analyse)	Compare, contrast, classify, critique, categorise, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, infer
EVALUATION	Determine worth or value	Judge it (Evaluate)	Judge, predict, verify, assess, justify, rate, prioritise, determine, select, decide, value, choose, forecast, estimate
SYNTHESIS	Combine ideas	Create it (Create)	Compose, hypothesise, design, formulate, create, invent, develop, refine, produce, transform

Adapted from *Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners, grades 3 - 12*. By Diane Heacox, Ed.D., ©2002. Used with permission of Free Spirit Publishing Inc., Minneapolis, MW; 800-735-7323; www.freespirit.com All rights reserved.

⁵⁸ Heacox 2002., p.69 Figure 7.

⁵⁹ Bloom 1984.

TOOL - DIFFERENTIATION REMINDER SHEET - VARYING LEARNING STYLE (GARDNER'S MULTIPLE INTELLIGENCES/LEARNING STYLES)⁶⁰

This tool is designed to be used by teaching staff to help them to think through how they can vary teaching/learning activities to meet the different learning needs of different students/student groups.

Howard Gardner's multiple intelligences model can be useful when designing differentiated instruction/teaching plans. Use it to help you incorporate a mix of activities that draw on different learning preferences/styles.

MULTIPLE INTELLIGENCES/ LEARNING STYLES	DESCRIPTION	ACTIVITY TYPE
VERBAL/ LINGUISTIC	This intelligence involves the ability to read, write, and communicate with words. A student may be expected to use their linguistic skills to communicate what they already know or what new information they have learned.	SAY IT
LOGICAL/ MATHEMATICAL	This intelligence involves the ability to look for patterns, reason, and think in a logical manner. It can also be associated with scientific thinking.	COUNT IT
MUSICAL	This intelligence involves the ability to make and compose music, sing and use rhythm to learn.	SING/HUM IT
BODILY	This intelligence involves the ability to use physical activity or body movements to explore, process, understand, communicate and retain information.	ACT/MOVE IT
VISUAL/SPATIAL	This intelligence involves the ability to think in pictures and visualise concepts, processes and outcomes.	PICTURE/DRAW IT
INTERPERSONAL	This intelligence involves learners using their social and communication skills to interact with others and explore concepts, processes and outcomes. They may also show the ability to empathize and understand other people.	LEAD IT
INTRAPERSONAL	This intelligence involves the ability to explore, process and understand concepts, processes and outcomes independently. A person may look upon himself or herself to assess one's own feelings and motivations.	REFLECT ON IT
NATURALIST	This intelligence involves the ability to make distinctions in the natural world and the environment.	INVESTIGATE IT

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⁶⁰ Heacox 2002. p.37.

TOOL - CHECKING FOR DIFFERENTIATION IN TEACHING PRACTICE – STRUCTURED REFLECTION TOOL⁶¹

This tool is designed to be used by teaching staff to help them review their teaching practice and reflect on the extent to which they are tailoring their instruction to meet the different needs of different students/student groups.

Work through each of the different categories and plot whether you think you tend to work in one way more than another or sit somewhere in the middle.

NOT DIFFERENTIATED	WHERE DO YOU SIT ON THE SPECTRUM?			DIFFERENTIATED
Focus on covering the curriculum				Base teaching on students' learning needs as well as curriculum
Apply the same learning goals for all students				Adjust learning goals based on different students' learning needs
Assume that students have no/limited knowledge before starting a new unit				Use pre-testing strategies to assess what students know before starting a new unit
Mainly use whole class instruction				Use a range of instruction formats (eg. whole class, individual, paired, small and large group instruction)
Tend to group students heterogeneously				Tend to group students based on their learning needs and abilities
Use common instruction activities for all students				Match instruction activities to students' learning needs and abilities
Use common instruction resources for all students				Match instruction resources to students' learning needs and abilities
Move all students through curriculum at the same pace				Vary pace of instruction based on students' learning needs
Tend to use the same instruction strategies on a day to day basis				Use a range of instruction strategies
Use reteaching to give students additional practice using a similar instruction method				Tend to use different instruction methods when reteaching material
Use enrichment/extension activities to provide students with more content or allow them to practice application of skills				Use enrichment/extension activities to allow students to apply higher order thinking
Usually assess student learning at the end of an instruction sequence				Use ongoing assessment to check for student understanding as they work through an instruction sequence
Tend to use the same assessment tool, project or product for all students				Allow for learner differences by providing a variety of assessment tools, projects or products to show learning

Adapted from *Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners, grades 3 - 12*. By Diane Heacox, Ed.D., ©2002. Used with permission of Free Spirit Publishing Inc., Minneapolis, MW; 800-735-7323; www.freespirit.com All rights reserved.

⁶¹ Heacox 2002., p.19.

TOOL - EXAMPLE PROFESSIONAL TEACHING/LEARNING TEAM AGENDA

This tool is designed to provide teaching staff with an example agenda that they can use as a starting point when running their professional teaching/learning teams.

PROFESSIONAL TEACHING/LEARNING TEAM AGENDA

Student group:

Meeting: [date]

[term, week]

Part 1: Teaching/learning reviews

WHAT	WHO	HOW LONG
Class teaching/learning review		
Class overview		
Sub-group review		
By exception review		

Repeated tables for each relevant task.

Part 2: Student management and support

WHAT	WHO	HOW LONG
General classroom management/ behavioural issues		
Specific student welfare/ wellbeing and support issues		

Part 3: Individual student progress review*

WHAT	WHO	HOW LONG

*some schools cover this in a separate session

TOOL - EXAMPLE CLASS PERFORMANCE SUMMARY

This tool is designed to provide a template that teaching staff can use to provide a snapshot overview of how a class/year level grouping is performing in a given learning/skill area. It can be used as a starting point for discussion in professional teaching/learning team discussions.

- STEP 1** Fill in the summary chart to show what proportion of the group is performing above, at or below target level overall in the subject and in the learning/skill area that is currently being worked on.
- STEP 2** Fill in the first column in the tables under the chart to summarise what you have been focusing on with different student sub-groups over the last teaching period. Identify the learning goals that you have been working on with that group and the teaching strategies and resources that you have used. (If you want to you can just attach a copy of your instructional/class plan to cover this.) Identify any learning gaps/extension opportunities that you have identified.
- STEP 3** Fill in the second column in the tables to identify what you are planning to focus on over the next teaching period. Identify the learning goals that you will work on with that group and the teaching strategies and resources that you propose to use.
- STEP 4** Review the chart and tables with your professional teaching/learning team.
- STEP 5** Use feedback from that discussion to inform your instructional/class planning and teaching.

Year Level:

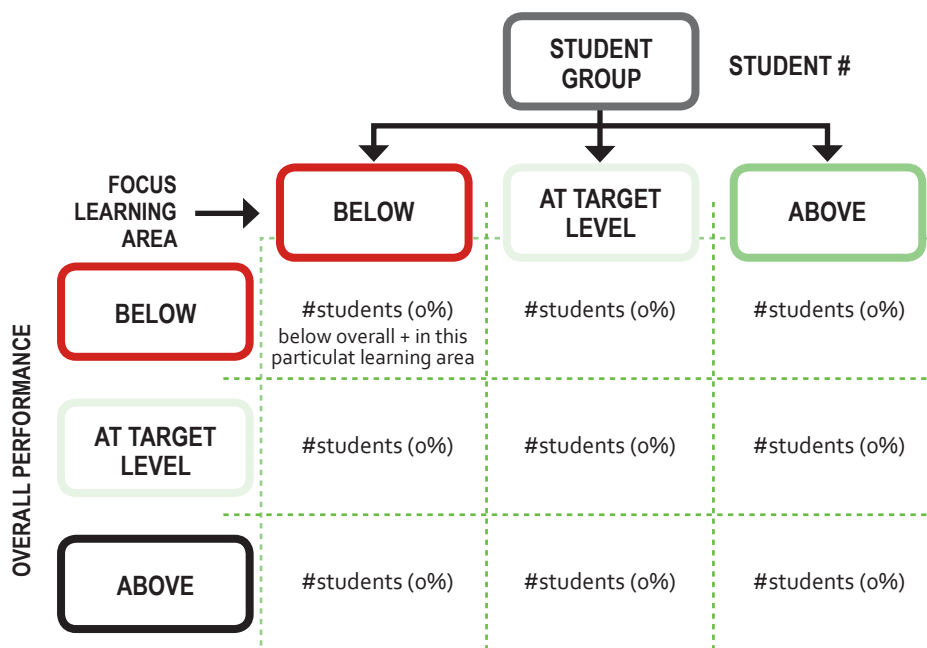
Class Group:

Unit:

Meeting: [date]

[term, week]

Focus Learning/Skill Area:



Sub-Group: [above target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

Sub-Group: [at target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

Sub-Group: [below target level]

FOCUS	LAST TEACHING PERIOD	NEXT TEACHING PERIOD
Learning Goals/Focus		
Teaching Strategies		
Resources		
Identified Learning Gaps		
Identified Extension Opportunities		
Other Observations/Questions		

TOOL - STUDENT SUPPORT GROUP REGISTER

This tool is designed to provide a template that schools can use to record student support group membership.

Student Name:

Year Level:

Class:

Last Updated: [Date]

Staff Member Designated as Primary Parent Contact:

NAME	ROLE	EMAIL	TELEPHONE

Other Student Support Group Members:

School:

NAME	ROLE	EMAIL	TELEPHONE	LEAD ACCOUNTABILITY [identify if applicable]

Family:

NAME	ROLE	EMAIL	TELEPHONE	NOTES

Other:

NAME	ROLE	EMAIL	TELEPHONE	NOTES

TOOL - LEARNING & DEVELOPMENT PLAN TEMPLATE - PLANNING SHEET

This tool is designed to provide a template that schools can use to produce individual student learning and development plans

Student Name:

Year Level:

Class:

Date:

Goal Setting:

What would you like to achieve [this year][over the rest of the year]? What are your goals?

AS AN INDIVIDUAL	
AS A LEARNER	
AS A	

What are you going to do to work towards those goals?

I AM GOING TO ...

What can other people do to help you do that?

WHO CAN HELP?	WHAT CAN THEY DO?	IS THERE ANYTHING THAT YOU NEED TO DO TO HELP THEM HELP YOU?

Signed:

Student

Parent/Family Member

Teacher

TOOL - LEARNING & DEVELOPMENT PLAN TEMPLATE - REFLECTION SHEET

Student Name:

Year Level:

Class:

Date:

Reflection:

Think about the goals that you set at the start of the [year][semester]. How have you been going on them?

THINGS THAT I HAVE DONE....	THINGS THAT HAVE HELPED ME DO THAT ...

THINGS THAT I COULD DO NOW....	THINGS THAT WOULD HELP ME DO THAT...

Signed:

Student

Parent/Family Member

Teacher

TOOL - LEARNING SUPPORT/EXTENSION PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce learning support/extension plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - HOME BASED LEARNING PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce home based learning plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Period covered by plan: [start – end date]

Learning Activities:

Identify the learning activities that the student is going to cover at home and the resources and supports that they can access to do that.

SUBJECT AREA	WEEK	ACTIVITY	LEARNING RESOURCES*	BY WHEN	SUPPORT CONTACT	STATUS

* Resources attached separately

Support Contact Details:

NAME	ROLE	TELEPHONE EMAIL	EMAIL

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - STUDENT WELFARE SUPPORT PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce student welfare support plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Identified Personal Support or Development Needs/Opportunities:

List the areas where you believe the student would benefit from getting additional support.

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - BEHAVIOUR MANAGEMENT PLAN TEMPLATE

This tool is designed to provide a template that schools can use to produce behaviour management plans.

Student Name:

Year Level:

Class:

Date:

Lead Contact:

Telephone:

Email:

Identified Behaviour Management Needs/Opportunities:

List the areas where you believe the student would benefit from getting additional support.

AREA	DESCRIPTION	STATUS (Current/Resolved)

Goals:

List the goals or targets that you want to work towards over the course of this plan to try address those things.

	AREA/TYPE NEED	GOAL	STATUS (Active/Completed)
1			
2			
3			

Action Plan:

Identify the specific things that you are going to do to work towards those goals.

DATE	GOAL #	PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	STATUS	NOTES

Next Review Date:

Signed:

Student

Parent/Family Representative

Student Support Group Representative

TOOL - THINGS TO REMEMBER WHEN SETTING UP & RUNNING MEETINGS

This tool is designed to provide staff with a short checklist to help them to set up and run effective meetings.

<p>WHEN PLANNING FOR THE MEETING</p>	<ul style="list-style-type: none"> • Clearly identify the purpose of the meeting • Define what needs to come out of the meeting for it to be successful • Identify who needs to be at the meeting to achieve those outcomes: <ul style="list-style-type: none"> - Who are the people who MUST be there - Who will it be USEFUL to have there • Think through the process that you should follow in the meeting to achieve those outcomes • Think through where and when you should hold the meeting so that: <ul style="list-style-type: none"> - People can attend - They will feel comfortable/"safe" participating - Everyone is likely to be in a "headspace" that will let them focus on the discussion
<p>WHEN SETTING UP THE MEETING</p>	<ul style="list-style-type: none"> • Prepare and issue an invitation to the meeting that <ul style="list-style-type: none"> - Identifies the purpose of the meeting - Defines the intended outcomes from the meeting - Identifies who will be participating - Provides an agenda for the meeting - Identifies where and when the meeting will be held • If your MUST BE THERE participants can't make it to the meeting then re-schedule to a time when they can
<p>AT THE START OF THE MEETING</p>	<ul style="list-style-type: none"> • Make sure that everyone knows one another and why they have each been invited to the meeting • Make sure that everyone understands the purpose and intended outcomes of the meeting • Confirm the process that the meeting will follow • Define any particular "rules of engagement"
<p>DURING THE MEETING</p>	<ul style="list-style-type: none"> • Make sure that you stay focused, stick to the agenda and stay within time schedules • Make sure that you model the behaviours that you would like to see in the other participants • Make sure that everyone has a chance to speak • Use reflective listening practices to check for understanding • Manage any conflict in a constructive way • If you are not able to manage the conflict then either take a "time out" or bring the meeting to an end and re-convene at another time
<p>AT THE END OF THE MEETING</p>	<ul style="list-style-type: none"> • Confirm the decisions that have been made in the meeting • Confirm any next steps • Remember to thank people for their participation
<p>AFTER THE MEETING</p>	<ul style="list-style-type: none"> • Write up any minutes from the meeting quickly (so you don't forget anything) • Follow up on any next steps promptly so that people can see that you value their time and contribution

TOOL - MEETING PLANNING, AGENDA & MINUTES TEMPLATE

Meeting:

[NAME]			
DATE	START TIME	END TIME	LOCATION
MEETING PURPOSE:			
INTENDED OUTCOMES:			
ATTENDEE NAMES	ROLE	ATTENDED/APOLOGY	

Agenda:

ITEM	WHAT COVER	WHO LEAD DISCUSSION	TIMING

Meeting Notes:

ITEM	NOTES

Decisions:

#	DECISIONS TAKEN
1	
2	
3	
4	
5	

Action Items:

#	WHAT	WHO	BY WHEN
1			
2			
3			
4			
5			

Follow up meeting required: Yes / No

Follow up meeting details:

[NAME]			
DATE	START TIME	END TIME	LOCATION
MEETING PURPOSE:			
INTENDED OUTCOMES:			

ATTENDEE NAMES	ROLE	ATTENDED/APOLOGY

Agenda:

ITEM	WHAT COVER	WHO LEAD DISCUSSION	TIMING

TOOL - MEETING LOG

This tool is designed to provide a template that schools can use to record meeting outcomes.

Meeting Time:

Date:

Location:

Purpose:

Meeting Convenor: [Name]

Meeting Attendees:

NAME	ROLE	EMAIL	TELEPHONE

Apologies (if any):

Notes:

Agreed Outcomes:

1	
2	
3	

Action Items:

PLANNED ACTIONS	WHO RESPONSIBLE	BY WHEN	NOTES

Follow up meeting required: Yes / No

Meeting Time:

Date:

Location:

Convenor:

TOOL - THINGS TO REMEMBER WHEN WORKING THROUGH ISSUES WITH STUDENTS, PARENTS & STAFF⁶⁷

This tool is designed to provide staff with a short checklist of things to remember when dealing with sensitive issues, having difficult discussions or managing conflict.

THINGS TO REMEMBER		WHAT HAPPENS IF YOU DO	... AND IF YOU DON'T
Listen to and value different perspectives	<ul style="list-style-type: none"> • People view and experience things differently • They need to be able to express their view and feel that it has been listened to with an open mind 	The other person feels respected, valued and listened to	They don't feel respected, valued or listened to
Take into account how people are likely to be feeling	<ul style="list-style-type: none"> • How people feel influences how they behave, now and in the future • If someone is nervous, stressed, angry or caught up in emotion they will find it hard to move beyond that • It is important to think about how people are feeling and how that might affect their behaviour and their ability to engage in a constructive discussion when you want to talk about an issue with them • You need to give them time to calm down and/or help them to do that before you try to get into a reasoned discussion 	The other person is able to work through their emotion and so can better process things, understand what has happened and think about what they can do/do differently	They remain caught in emotion and so struggle to move beyond that
Identify what people need to move on	<ul style="list-style-type: none"> • Where people come into conflict or have a disagreement they will both have things that they will need to be able to move on • It is important to recognise that and make sure that the needs on both sides are addressed 	The people involved are both likely to feel that their needs have been recognised and addressed and be able to move on	One or both parties are likely to feel that their needs have not been recognised or met and so are less likely to be able to move on
Involve them in identifying what needs to be done to repair the harm that has been done and move on	<ul style="list-style-type: none"> • People involved in the conflict or disagreement are usually best placed to identify what needs to happen so that they can move on and the harm to their relationship can be repaired • It is important to involve them in developing strategies to do that rather than designing solutions for them or imposing solutions on them 	The people involved feel included in the decision and are more likely to accept and buy into it. Because of that they are more likely to learn from the experience	The people involved do not feel included in the decision and are more likely to resist it. Because of that they are less likely to learn from the experience

⁶⁷ Transforming Conflict., p.8.

TOOL - EXAMPLE BEHAVIOUR MANAGEMENT PROTOCOL & SCRIPT

This tool is designed to provide staff with a basic protocol or script for disciplinary discussions.

STEPS	SCRIPT	TONE
Confirm what happened	<i>What just happened [in or with ...]?</i>	Calm and inquiring
Explore why it happened	<i>What were you thinking about or feeling when [reference events to identify triggers to behaviour]...?</i>	
Explore what could have done differently	<i>What do you think you could you have done differently?</i>	
What was the effect of what happened	<i>How do you think that made [name others involved] feel?</i>	
Express disappointment in behaviour	<i>You are capable of doing better than that. I am disappointed that you did that. I expect more from you.</i>	Firm voice
Reference mutual right and responsibility to feel safe	<i>You have a right to feel safe here and a responsibility to make sure that everyone else does too.</i>	Transition from firm voice to softer voice
Explore what needs to be done to repair harm	<i>What do you think you need to do to make things right?</i> [If the student struggles to respond give them time to think about it and come back to them later. If they still struggle then use a guided reflection process to explore what needs to be done to make things right with each person involved]	
Agree remedial actions	[Confirm actions including disciplinary response and follow up where required]	

TOOL - HANDY HINTS FOR MANAGING CHALLENGING BEHAVIOUR⁶⁸

This tool is designed to provide staff with handy hints and things to remember when managing challenging behaviour.

Set clear boundaries and be consistent

It's important to set clear boundaries for what is and isn't acceptable and be consistent in terms of how those boundaries are defined and enforced.

Expect those boundaries to be tested

Because of their background experiences low SES and NESB students can sometimes come to school without some of the basic social and behavioural skills that they need to operate effectively in a school/classroom environment. Because of that they can take time to settle into school.

Some students adopt a distant, defensive or challenging attitude towards staff. That behaviour is often part of a subconscious self-protection mechanism requiring staff to "prove" their trustworthiness and commitment to the student before the student will open up and engage with them.

It's important to recognise that students do this, that it comes from their lived experience and is usually a defensive mechanism against getting hurt or shamed. It's usually not about you. It's important to interpret and respond to behaviour with that in mind and to persevere.

If you understand why a student is acting in this way you are less likely to make a negative attribution error or be (as) frustrated by their behaviour.

In most cases, the best response to defensive or "testing" behaviour is to remain calm, not rise to it and to prove your interest in and commitment to the student by not being put off by their behaviour.

Put yourself in the student's shoes

It's important to try to step outside of how you are experiencing and interpreting a student's behaviour and remember to ask yourself what factors might be driving that behaviour.

Doing that can sometimes give you a better understanding of what's happening and give you more options for dealing with it.

Be alert to the tendency to "self-sabotage"

Remember that marginalised or disadvantaged students often consciously or subconsciously "self-sabotage" and put up barriers.

Remember to question your own behaviour

It's important to be prepared to reflect on your own behaviour and how it may inadvertently contribute to your students' behaviour.

Set a positive expectation

Set a positive expectation for each student in terms of both how they'll behave and what they're capable of.

Focus on the behaviour not the person

If a student has a track record for disengaged or challenging behaviour then try to consciously reserve judgment and engage with the student for

who they are rather than what they have done or how they have behaved in the past.

It is significantly easier to say than to do, but by focusing on the person and what they bring to an activity, rather than on their past behaviour, you can put yourself in a different, more positive, relationship space with the student which makes it easier to avoid falling into the trap of negative stereotyping or negative attribution error.

“Target” the problem child

Getting the natural leader in a group on side can be a powerful thing.

It can often be useful to “target” the problem child in a class or group early on and try to get them on board. If you can get through to them and get them on board then they often will draw others on side and in line.

The natural leadership skills they demonstrate (albeit often in unconventional ways) also mean that once they are onside they often act as strong role models for other students.

Keep the lines of communication open

It's important to try to keep the lines of communication open.

That doesn't mean you have to be free to talk to students all of the time, but it does mean that you have to make it clear through what you and your body language say that you're happy to talk and then make sure you set clear and consistent boundaries for when you can do that.

Always try to keep the end in mind ... and look for the opportunity not the challenge

Try to keep the end goal in mind when you're working in any given situation and look for the opportunity to use the situation to help the student work towards that goal.

This is important, because it can help you step back from the intensity of the situation and (especially when things get tough) help you remember that there's a bigger picture.

TOOL - TICK & DOT CHART

This tool is designed to help teaching staff to manage student behaviour in the classroom in a consistent way.

Tick and Dot Chart

Class:

Term:

NEGATIVES			STUDENT NAMES	POSITIVES										PRIVILEGES RECEIVED		
1	2	3		1	2	3	4	5	6	7	8	9	10	1	2	3

A tick is given for following the rules and behaving in a positive way that sets a good example for others. If students get [ten] ticks they will earn a reward. Rewards are negotiated between the student and the teacher and are linked to learning activities. They may involve a student being able to spend time working in the challenge lab or undertaking a learning activity of their own choice. Ticks can accumulate over the course of a [month] [term].

A dot is given for inappropriate behaviour. Dots are wiped out at the end of each day so that students can start of fresh each day. If a student gets [three] dots in one day then a parent notice slip will be sent home and a behaviour support conference will be scheduled with the parent.

TOOL - TIME OUT SPACE REFERRAL SLIP/PASS (IN)

This form is designed to be used to help keep track of students when they are referred to the time out space.

This form is completed in duplicate with one copy being given to the student to take with them to the time out space and the other being sent to administration (where it is usually entered into the student's online case note or attendance file). Using referral slips in this way allows the school to keep track of students and maintain a record of how often they are being referred to the timeout space.

Date: **Time:** **Referring Teacher:**

Telephone No:

Student Name:

Reason referred to time out space:

Quiet time/support

Cool down/self-reflection

Disciplinary action

Minimum time allocation:

Other

Comments:

Signed:

TOOL - TIME OUT SPACE REFERRAL SLIP/PASS (OUT)

This form is completed in duplicate with one copy being given to the student to take with them back to class and the other being sent to administration (where it is usually entered into the student's online case note or attendance file). Using referral slips in this way allows the school to keep track of students and maintain a record of how often they are being referred to the timeout space.

Date:

Student Name:

Referred to time out space by:

Reason referred to time out space:

- Quiet time/support
- Cool down/self-reflection
- Disciplinary action
- Other

Minimum time allocation:

Time In:

Time Out:

- Return to class
- Return to recess/lunch
- Contact parents/family for collection
- Other

Comments:

Signed:

TOOL - PARENT NOTIFICATION FORM

This tool is designed to provide staff with a template that they can use to notify parents/family members when a student has been disciplined or referred to the time out space.

Dear [parent's name]

Date:

Your child [student's name] was [disciplined today][sent to the time out space today] for [specific reason]

Your child has completed a self-reflection worksheet and discussed positive behaviour strategies that they could use in the future with school staff. A copy of the worksheet that [student's name] completed is attached.

It is important that you support your child and the school by talking to [student's name] about this incident and about the importance of making better choices or decisions in the future.

As you know, we are committed to making [this school] a positive place where everyone feels welcome, safe and supported to learn.

Thank you for your support in this. If you would like to talk about this please contact me on the telephone number provided below.

[Signature]

Name:

Contact telephone number:

TOOL - STUDENT REFLECTION SHEET (PRIMARY SCHOOL VERSION)

This tool is designed to be used with primary school students who have been referred to the time out space/disciplined for inappropriate behaviour to get them to reflect on their behaviour.

Thinking About My Behaviour Worksheet

Name:

Date:

What happened in class/the playground that led to you being sent to the time out space?

How can you make it better?

What will you do/do differently next time?

Signed:

Supervising Teacher

Student

TOOL - STUDENT REFLECTION SHEET (MIDDLE & SENIOR SCHOOL VERSION)

This tool is designed to be used with middle and senior school students who have been referred to the time out space/disciplined for inappropriate behaviour to get them to reflect on their behaviour.

Thinking About My Behaviour Worksheet

Name:

Date:

What happened that led to you being sent to the time out space?

HOW DID YOU ACT/RESPOND?	WHO WAS AFFECTED BY THAT?	HOW WERE THEY AFFECTED?

What needs to happen to make things right?

What will you do/do differently if something similar happens again?

Signed:

Supervising Teacher

Student

TOOL - EXAMPLE BEHAVIOUR & CONSEQUENCES TABLE⁶⁹

This tool is designed to provide schools with a framework to help them classify and manage student behaviour in a consistent way.

We are committed to making [school name] a positive place where everyone feels welcome, cared for and safe. Helping students to become aware of, manage and take responsibility for their behaviour is an important part of how we do that. It is important for us both to acknowledge positive behaviour and to manage inappropriate behaviour in a consistent, constructive and timely way. This table provides a framework for staff to use when assessing and managing inappropriate student behaviour. It is important that all staff use this framework so that we manage student behaviour in a consistent way. Level 0 behaviour leads to a warning without a loss of privileges. Students engaging in Level 1 or Level 2 behaviours will be sent to the time out space for a designated period of time. Students engaging in Level 3 behaviours will be removed from the playground/class and disciplined on a case by case basis. When addressing inappropriate student behaviour remember to speak in a firm and respectful way. Clearly identify the inappropriate behaviour and consequence.

CATEGORIES OF BEHAVIOURS	RECOMMENDED LANGUAGE	CONSEQUENCES
LEVEL 0		
Low level breach of "hands off" policy	<i>This is a "hands off" school. Please keep your hands to yourself.</i>	Reinforce "hands off" policy with warning if necessary
Littering	<i>Please pick up the rubbish you dropped.</i>	Student asked to pick up litter
Playing active games in passive areas	<i>This is a passive play area. If you want to play that game you need to play it in an active play area like [identify alternative area].</i>	Reinforce correct play areas
LEVEL 1		
Offensive language including swearing, name calling, rude gesturing	<i>We don't accept offensive language like that at our school. You need to come with me now.</i>	10 minutes in the time out space
Pushing and shoving, play fighting	<i>This is a "hands off" school so we don't accept this sort of [identify behaviour]. You need to stop doing that and come with me now.</i>	
Disrespecting school property including climbing fences, tables, benches	<i>We need to respect school property and act safely. By [identify behaviour] you are not doing that. You need to stop doing that and come with me now.</i>	
Repeating Level 0 behaviour	<i>I've spoken to you about this already today. You need to come with me now.</i>	

⁶⁹ Broadmeadows Valley Primary School Playground Behaviour, Language and Consequences Sheet

LEVEL 2		
Intimidating and threatening behaviour	<i>Your behaviour is making others feel unsafe. You need to come with me now.</i>	15-20 minutes in the time out space with appropriate follow up by referring teacher or time out staff
Throwing things or other behaviour that may put others at risk	<i>You're putting other students at risk by [identify behaviour]. You need to come with me now.</i>	
Repeating Level 1 Behaviour	<i>I've spoken to you about this already today. You need to come with me now.</i>	
LEVEL 3		
Disobedient behaviour including failure to follow a teacher's instruction	<i>I've given you an instruction which I need you to follow. Don't let this situation get out of hand. I need you to do this now.</i>	If student complies when follow up instruction given then time out based on initial action If further warning or intervention is required then inappropriate behaviour is deemed Severe and is subject to a case by case response with appropriate follow up
Fighting and assault [call for staff support if staff are nearby or ask students to get another staff member to provide support]	<i>This is a "hands off" school. We don't accept this sort of [identify behaviour]. You need to come with me now.</i>	Deemed Severe and is subject to a case by case response with appropriate follow up
Vandalism or intentional damage to school property [call for staff support if staff are nearby or ask students to get another staff member to provide support]	<i>We need to respect school property and act safely. By [identify behaviour] you are not doing that. You need to stop doing that and come with me now.</i>	

TOOL - STUDENT COMMITMENT TO POSITIVE BEHAVIOUR TRACKING SHEET

This tool is designed to be used to monitor the behaviour of students who are on a behaviour management plan.

Student Name:

Supervising Teacher:

Week commencing:

FOCUS AREAS/GOALS FOR THIS WEEK:	STRATEGIES:
1. [List 3 areas for focus]	[identify strategies that the student will use and things the teacher will do to help the student (eg. verbal cues or hinting strategies that the teacher will use)]
2.	
3.	

REFLECTION	WHICH GOALS WERE MET TODAY?				STUDENT COMMENTS	TEACHER COMMENTS
MONDAY	Student:	1	2	3		
	Teacher:	1	2	3		
TUESDAY	Student:	1	2	3		
	Teacher:	1	2	3		
WEDNESDAY	Student:	1	2	3		
	Teacher:	1	2	3		
THURSDAY	Student:	1	2	3		
	Teacher:	1	2	3		
FRIDAY	Student:	1	2	3		
	Teacher:	1	2	3		
TOTAL SCORE	Student:	/15				
	Teacher:	/15			OVERALL:	OVERALL:

Signed:

Student

Supervising Teacher

Parent/Guardian

TOOL - TEACHER SELF-REFLECTION SURVEY⁷⁰

This tool has been designed to help teachers to reflect on how they handled a particular behaviour management situation.

This tool can be used by individual staff as a self-reflection tool to think about how they can improve their behaviour management practices and/or by supervisors as an individual coaching and development tool to guide staff reflection.

1	Did you control any emotional response that you had to the incident and manage it logically rather than emotionally?	Yes / No
2	Did you reserve judgement and not take sides (did your body, tone and language reflect that)?	Yes / No
3	Did you ask the student(s) for their perspective on what happened?	Yes / No
4	Did you ask the student(s) about what they were thinking or feeling when they behaved in the way that they did?	Yes / No
5	Did you ask the student(s) how they were feeling now (ie. when you were speaking to them)?	Yes / No
6	Did you ask the student(s) to think about who might have been affected by their behaviour?	Yes / No
7	Did you ask the student(s) to think about how that person(s) might have been feeling at the time and since?	Yes / No
8	Did you clearly identify the unacceptable behaviour?	Yes / No
9	Did you encourage the student(s) to think about what they might need to do to put things right?	Yes / No
10	Did you encourage the student(s) to think about what they might need to do to make sure that the same thing did not happen again?	Yes / No
11	Did you involve the student(s) in developing a plan to put things right and avoid similar situations from happening again?	Yes / No
12	Did you communicate your disappointment in the student for the behaviour and your belief that they can do better in the future?	Yes / No

⁷⁰ Transforming Conflict., p.9.

TOOL - SCHOOL EXPECTATIONS FOR STUDENT BEHAVIOUR (SCHOOL NORMS)⁷¹

This tool has been designed to provide schools with an example of how they can define and communicate the minimum standard of behaviour that they expect from their students.

Every person at [school name] has the right to feel, and the responsibility to make others feel, welcome, cared for and safe.

Every [school name] student is expected to conduct themselves in a respectful and supportive way and to meet the following expectations for their behaviour every day.

Classroom Norms

- Arrive on time, prepared to begin before the bell rings.
- Enter the room quietly, be seated, and begin the assigned task.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class.
- Complete all assignments neatly and on time.
- Exit the classroom quietly and calmly after you are dismissed by the teacher.

Norms for Hallways & Stairwells

- Move calmly to and from each of your classes.
- Quiet conversation is acceptable; loud, raucous conversation is not.
- Walk through hallways and in stairwells - don't run.
- Discard rubbish in containers provided.
- Be aware of traffic flow; do not stand in groups and block other people.
- Follow the direction of all school staff members.
- Do not engage in inappropriate physical contact including both altercations and public displays of affection.
- Do not engage in horseplay or use obscene or vulgar language.

Norms for the Tuckshop/Canteen

- Treat all tuckshop/canteen staff and fellow students with courtesy and respect.
- Walk and never run to the tuckshop/canteen.
- Line up in a quiet and orderly way and wait to be served.
- Make sure that eating spaces are clean and neat when you leave.
- Exit the tuckshop/canteen in a quiet and orderly manner.

⁷¹ KIPP NYC Student and Family Handbook 2010-11.

TOOL - SCHOOL EXPECTATIONS FOR STUDENT BEHAVIOUR (SCHOOL NORMS)⁷²

This tool has been designed to provide schools with an example of how they can define and communicate the minimum standard of behaviour that they expect from their students.

EXPECTATIONS		CLASSROOM/ LEARNING ENVIRONMENT	LUNCH AREAS	WALKWAYS	SCHOOL ENTRANCE/ EXITS/BUS LINES TUCKSHOP/ADMIN & OFFICE	EXCURSIONS	TOILETS
R: RESPONSIBILITY	<ol style="list-style-type: none"> 1. Be prepared to learn 2. Own your actions 3. Set a good example 4. Care for self, others and the environment 	<ul style="list-style-type: none"> • Be on time • Respect others' right to learn • Follow instructions • Complete all your work • Listen actively • Complete all homework and assignments • Respect other people's property • Keep room tidy 	<ul style="list-style-type: none"> • Follow the rules • Use bins • Be a good role model • Use equipment and environment appropriately 	<ul style="list-style-type: none"> • Use walkways • Keep to the left • Move quickly and safely to classes 	<ul style="list-style-type: none"> • Follow directions • Act orderly and safely • Be where you are supposed to be • Be patient • Line up 	<ul style="list-style-type: none"> • Pay fees • Promote positive school image • Wear full uniform • Follow leaders' instructions • Leave environment as you found it or better • Stay with the group • Be where you should be 	<ul style="list-style-type: none"> • Use toilets appropriately • Leave clean and tidy
A: ACTIVE PARTICIPATION	<ol style="list-style-type: none"> 1. Attend school 2. Join in 3. Contribute positively 4. Do your best and encourage others 	<ul style="list-style-type: none"> • Get involved • Contribute ideas • Challenge yourself • Ask questions • Be a positive group member 	<ul style="list-style-type: none"> • Pick up litter • Participate in positive lunchtime activities • Be prepared to meet new people 	<ul style="list-style-type: none"> • Encourage others to do the right thing 	<ul style="list-style-type: none"> • Model appropriate behaviour and remind others to do the same • Help others 	<ul style="list-style-type: none"> • Ask appropriate questions • Complete all tasks for excursion • Assist others if required 	<ul style="list-style-type: none"> • Behave sensibly in toilet areas

⁷² Yeppoon SHS (Qld) Statement of Expectations by Setting

EXPECTATIONS		CLASSROOM/ LEARNING ENVIRONMENT	LUNCH AREAS	WALKWAYS	SCHOOL ENTRANCE/ EXITS/BUS LINES TUCKSHOP/ADMIN & OFFICE	EXCURSIONS	TOILETS
M: MANNERS	<ol style="list-style-type: none"> 1. Thoughtful and caring actions 2. Thoughtful and caring language 	<ul style="list-style-type: none"> • Greet the teacher • Say please and thank you • Hand up to ask questions • Say excuse me • Use positive language • Be courteous to everyone • Have good eye contact 	<ul style="list-style-type: none"> • Speak nicely to others • Be kind to others • Play fair 	<ul style="list-style-type: none"> • Be polite when passing people • Help others • Give way 	<ul style="list-style-type: none"> • Stand and wait quietly • Say please and thank you • Be courteous to everyone 	<ul style="list-style-type: none"> • Be polite to community and to others • Say please and thank you • Be patient 	<ul style="list-style-type: none"> • Wait your turn • Flush toilet • Be considerate of the cleaners
S: SAFETY	<ol style="list-style-type: none"> 1. Use and handle equipment appropriately 2. Move and act sensibly 3. Follow directions and report incidents 4. Be hygienic 5. Be in the right place for the right activity 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use equipment carefully • Wear appropriate footwear • Sit on chairs properly • Push chairs in at end of lesson 	<ul style="list-style-type: none"> • Play sports/games in appropriate areas • Follow playground teachers' directions • Running is for the oval • Walk in lunch areas • Do not spit • Eat food or put in the bin 	<ul style="list-style-type: none"> • Walking only in the walkways • Walk sensibly and use walkways appropriately • Be careful in wet weather • Stay off bag racks • Stay to the left 	<ul style="list-style-type: none"> • Wait in designated areas • Stay off the road • Use walkways • Line up quietly • Follow teacher instructions • Follow road rules • Walk slowly • Look where you are going 	<ul style="list-style-type: none"> • Follow teacher directions • Stay with your group • Wear full school uniform including hat and closed in shoes 	<ul style="list-style-type: none"> • Wash your hands • Inform office of unsafe incidents • Keep floor dry • Behave sensibly in toilet areas

EXAMPLE POLICY - STUDENT MANAGEMENT & DETENTION POLICY⁷³

[This school] recognises that each individual student may be facing unique challenges in and out of the classroom. Because the school strives to find solutions for all of our students, a variety of disciplinary and supportive programs may be put in place to help students take responsibility for and manage their behaviour. These are not limited to, but may include the use of:

Student Behaviour Management Plans

Where students demonstrate consistent disruptive or challenging behaviour or are involved in a serious incident, the school will set up a behaviour management plan with the student. Under those plans students, their parents/family and school staff agree actions that the student will take to improve their behaviour. Students are then monitored and supported by the students' parents/family and staff to undertake those actions and actively work on their behaviour.

Detention

Detentions and time outs will be used to get students to reflect on and redress inappropriate behaviour. Parents/guardians will be notified when a student is required to serve detention. Detention may be required for students having attendance issues, behavioural problems, and/or homework issues. Detentions can take different forms:

- AM detention: students will be required to arrive at school earlier than the required time. Morning detention will be administered from [7:25 am until 8:25am].
- Lunch detention: during lunch time students will be required to spend time in the "time out" space or perform specified tasks and will not be allowed to participate in lunch activities.
- PM detention: students will be required to stay back after school. Afternoon detention will be administered from [3:45pm until 4:45pm] on Monday – Thursday.

Students are responsible for getting themselves to detention on time.

In School Suspension

In school suspensions will be used for more serious or repeated inappropriate behaviour issues (eg. fighting, stealing, swearing, major disruptions or violent temper outbursts). Students may spend all or a portion of the day in a quiet, supervised space in the school. Students will be given class work to complete but will not be able to attend class or participate in school excursions or extra-curricular activities until the suspension period is completed.

⁷³ KIPP NYC Student and Family Handbook 2010-11.

Short Term Suspension

In accordance with state/territory law the principal reserves the right to suspend a student. A student who has committed any of the actions listed below may be subject to short term suspension (defined as a period of five days or less):

- Attempt to assault any student or staff member or fighting with another student
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Engage in conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare or morals of others
- Engage in acts of verbal or physical sexual harassment
- Vandalise school property causing minor damage
- Engage in insubordination
- Fail to complete assignments, carry out directions or comply with disciplinary sanctions
- Cheat or commit plagiarism
- Used forged notes or excuses
- Steal, attempt to steal or possess property known by the student to be stolen
- Commit extortion
- Engage in gambling
- Abuse school property or equipment
- Use obscene or abusive language or gestures
- Make a false bomb threat or pull a false emergency alarm
- Possess tobacco or alcohol or other illegal drugs
- Possess and/or use pagers, beepers or mobile telephones other than in accordance with school policy
- Wear inappropriate, insufficient or disruptive clothing or attire or violate the dress code
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school
- Repeatedly commit minor behavioural infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Long Term Suspension

A student who has committed any of the actions listed below may be subject to long term suspension (defined as a period of more than five days) or expulsion from school. In addition, a student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension if the student has committed the act on multiple occasions. A student may be subject to long term suspension if they:

- Commit or attempt to commit arson on school property
- Possess, use, attempt to use or transfer any firearm, knife, razor blade, explosive, mace, tear gas or other dangerous object
- Assault any other student or staff member
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury
- Vandalize school property causing major damage
- Commit any act which school officials reasonably conclude warrants a long term suspension.

Procedures and Due Process for Suspension or Expulsion

Before imposing a suspension, the principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance for the student to present their version of events shall also be provided.

A written notice shall be provided within 24 hours of the decision to impose suspension to the last known address(es) of the student's parents or guardians. Wherever possible, notification also shall be provided by telephone. The parents or guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Alternate Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual for the delivery of services, pick-up/delivery of work, and the make-up of any missed assignments and classroom instruction support.

Expulsion

In extreme circumstances, the principal may expel a student from school. Upon determining that a student's action warrants a possible expulsion the principal shall verbally inform the student that he or she is being suspended and is being considered for an expulsion and state the reasons for such actions. The Principal shall within 24 hours notify the student's parent(s) or guardian(s) in writing of the suspension at their last known address. Wherever possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented, question witnesses and present evidence on his/her behalf.

EXAMPLE POLICY - STUDENT BEHAVIOUR MANAGEMENT POLICY⁷⁴

[School name] is committed to making the school a positive place where everyone feels welcome, cared for and safe. Helping students to become aware of, manage and take responsibility for their behaviour is an important part of how we do that. It is important for us both to acknowledge positive behaviour and to manage inappropriate behaviour in a consistent, constructive and timely way.

This policy provides a framework for staff to use when assessing and managing inappropriate student behaviour. It is important that all staff use this framework so that we manage student behaviour in a consistent way.

Responding to minor and major problem behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor. Minor problem behaviour is handled by staff members at the time it happens. Major problem behaviour is referred directly to the [identify relevant staff member(s)/team].

Minor problem behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or senior staff.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as:
 - Complete or partial removal from an activity or
 - Event for a specified period of time
 - Individual meeting with the student
 - Apology
 - Restitution or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
 1. Names the behaviour that student is displaying
 2. Asks student to name expected school behaviour
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour.

Major problem behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of School Administration.

Major behaviours result in an immediate referral to the [identify relevant staff member(s)/team] because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

Level One: Time in office, removal to “time out” room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

Level Two: Parent contact, referral to Guidance Officer, suspension from school.

Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

⁷⁴ Yeppoon SHS (Qld) Consequences for Unacceptable Behaviour

The following table outlines examples of major and minor problem behaviours:

AREA		MINOR	MAJOR
BEING SAFE	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg. pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> Possession or selling of drugs
BEING RESPONSIBLE	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg. lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
BEING RESPECTFUL	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing/major theft Wilful property damage Vandalism
	Other	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying/harassment 	<ul style="list-style-type: none"> Major bullying/harassment Major disruption to class Blatant disrespect Major defiance

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour
- Describe the likely consequences if the problem behaviour continues and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Responding to emergency or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

AVOID ESCALATING THE PROBLEM BEHAVIOUR	Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
MAINTAIN CALM, RESPECT AND DETACHMENT	Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
APPROACH THE STUDENT IN A NON-THREATENING MANNER	Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation and withdraw if the situation escalates
FOLLOW THROUGH	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour
DEBRIEF	Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations

Physical intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation.

Physical intervention is not to be used as a response to:

- Class disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result and
- Take into account the age, stature, disability, understanding and gender of the student.

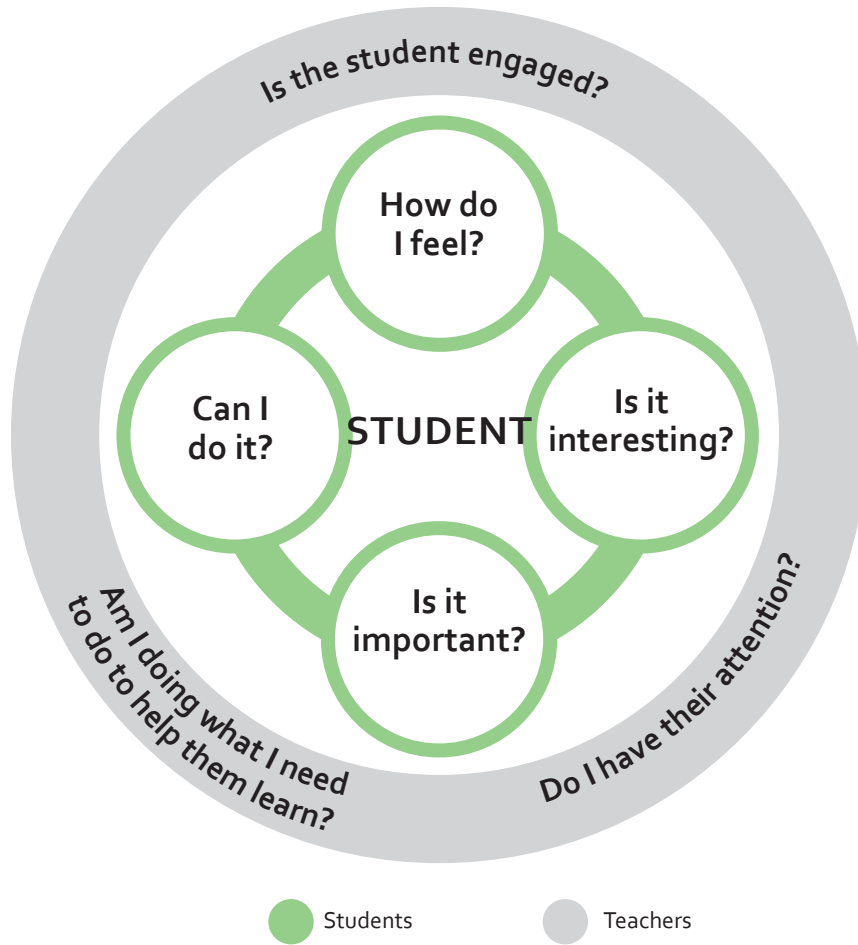
Record keeping

Each instance involving the use of physical intervention must be formally documented. [Note appropriate documentation.]

STAFF INDUCTION/TRAINING FACTSHEET - TEACHING APPROACH

How students engage in class and learn is affected by a number of factors including how they feel, whether they connect with the material that is being taught and whether they have confidence in their ability to master it.

Figure - Effective teaching both engages students and supports them to learn⁷⁶



⁷⁶ Draws on Marzano and Pickering 2011., p.19.

At [school name] we work hard to make sure that we address all of those factors.

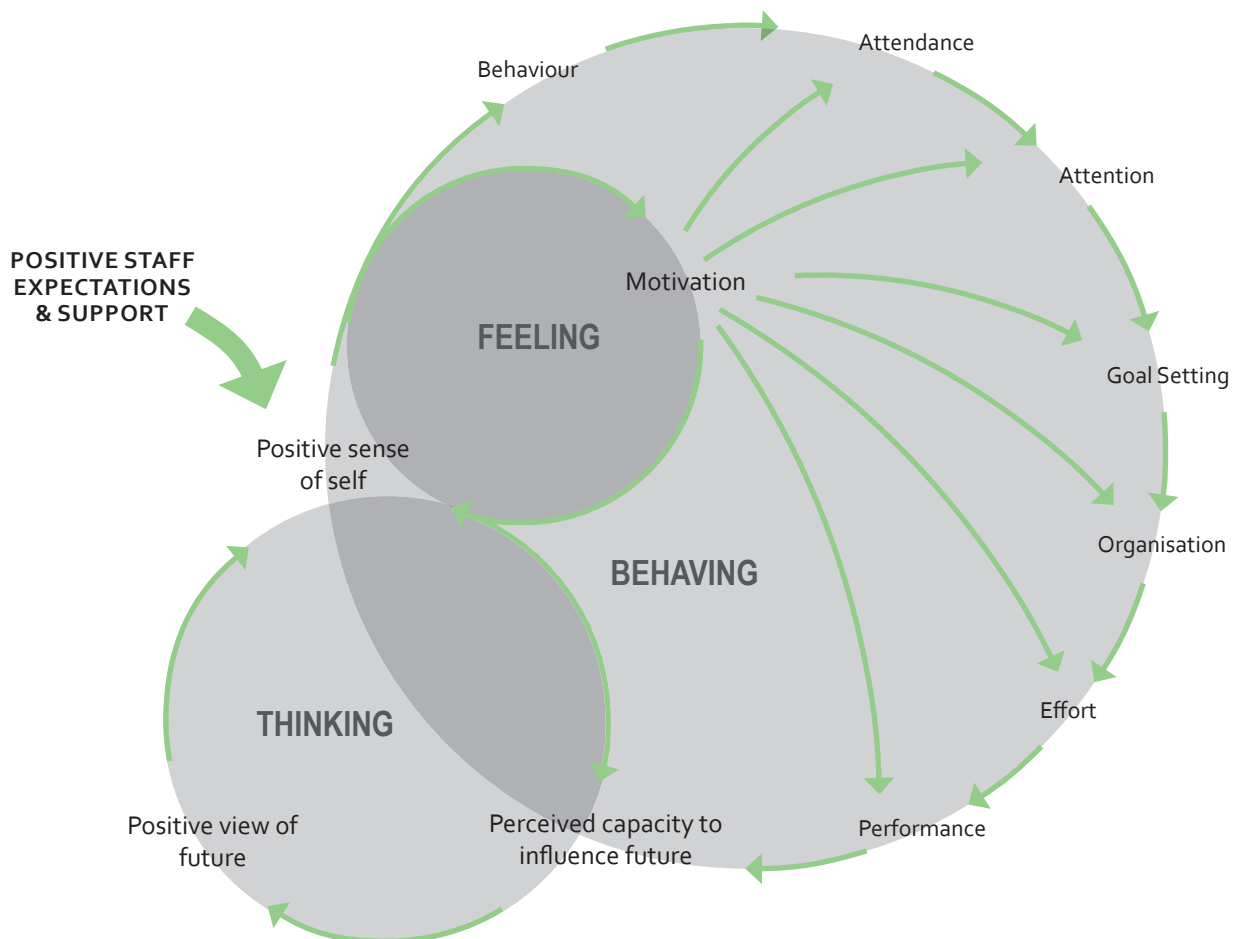
<p>HOW DO I FEEL?</p>	<ul style="list-style-type: none"> • Invest time to develop strong teacher-student and peer relationships • Set up a positive classroom environment where students feel welcome, safe, cared for and valued • Set clear boundaries and routines for classroom behaviour to make it easier for students to understand what is expected of them and negotiate the classroom environment • Use group based activities to provide an opportunity for peer to peer engagement and encourage participation • Actively encourage and support students to participate
<p>AM I INTERESTED?</p>	<ul style="list-style-type: none"> • Use culturally appropriate texts/integrate culturally appropriate activities, materials or themes wherever possible • Use activity-based teaching/learning approaches to help students to engage in activity
<p>IS IT IMPORTANT?</p>	<ul style="list-style-type: none"> • Contextualise teaching/learning activity by linking it to prior learning/ knowledge and showing how it relates to students' day to day experience and interests • Demonstrate links between school based learning and study and employment opportunities after school
<p>CAN I DO IT?</p>	<ul style="list-style-type: none"> • Teach students basic study skills and show them how to engage in individual and group learning activities • Focus on the most important content, processes and skills • Differentiate instruction to meet the different needs of students in the class group • Use small/flexible instruction groups, tiered assignments and collaborative/ team teaching approaches to tailor teaching to meet students' needs • Use explicit instruction techniques to break learning down into small components so that students can build up their knowledge and skills in small achievable steps • Structure teaching/learning activities so that they focus on students' proximal zone of development • Clearly define the focus and objective of activities • Set clear expectations of what students are required to do • Monitor student performance • Provide regular, real time feedback on their performance, identify what they have done well and what they need to focus on next to improve • Build in opportunities for practice, consolidation and extension • Provide 'one on one' support when needed • Acknowledge and celebrate effort, improvement and achievement

STAFF INDUCTION/TRAINING FACTSHEET - BUILDING STRONG TEACHER-STUDENT RELATIONSHIPS

Good relationships are the key to making sure that our students feel welcome and safe. If we can make our students feel welcome, cared for, safe and supported then they will think and feel more positively about themselves and being at school, they will feel more comfortable participating in class, they will behave better and they will be better able to learn.

Figure - The critical role that positive teacher-student expectations and relationships play

How teachers interact with students and what they expect of them play a critical role in how students think and feel about themselves and how they behave. If students feel welcome, cared for, safe and supported and know that their teachers believe that they can, and expect them to, succeed they are likely to think and feel more positively about themselves and what they can achieve, try harder and achieve more.



As staff, there are some things that we need to remember to do to make our school and classrooms a positive place to be. They are basic things - but they are important.

As you walk around the school remember to:

WHAT	WHY
Smile Say hello to students by name	It makes students feel welcome
Check in with them to see how they are going If a student looks down or like something is wrong ask if they are ok and do what you can to help	It shows you care about them
Acknowledge positive behaviour If you know about something positive that a student has done or achieved congratulate them on it	It makes students feel positive and motivated
If you need to get students to do something "ask" them rather than "tell" them to do it	It makes students feel valued and respected
If you need to discipline students focus on the behaviour not the person; be clear about what they have done wrong and the fact that you expect more of them And be consistent	It helps students understand what is expected of them and reinforces that you have a positive expectation of them

In your classroom remember to:

WHAT	WHY
Smile Say hello to students by name and show that you are pleased to see them, especially if they have been absent from class If students have been absent from class make sure that you tell them that you are pleased to see them back	It makes students feel welcome If they have been away it shows that you noticed they were gone
Take time at the start of class to check in with students to see how they are going If a student looks down or like something is wrong ask if they are ok and do what you can to help	It shows you care about them
Actively encourage all students to participate in class Make sure that you call on everyone equally When giving instructions "ask" students rather than "tell" them to do something	It makes students feel valued and respected
Acknowledge positive behaviour and effort Celebrate achievements	It makes students feel positive and motivated
If you need to discipline students focus on the behaviour not the person; be clear about what they have done wrong and the fact that you expect more of them And be consistent	It helps students understand what is expected of them and reinforces that you have a positive expectation of them

TOOL - HANDY HINTS FOR BUILDING A POSITIVE TEACHER-STUDENT RELATIONSHIP⁸³

This tool is designed to provide staff with handy hints and things to remember to help them build constructive relationships with their students.

Get to know students as individuals as well as learners

To be able to build a positive relationship with your students you need to get to know them both as individuals and as learners and engage with them in a way that demonstrates that you are:

- Interested in and value them as both individuals and learners
- Trustworthy and
- Committed to them.

Figure - The building blocks of a strong teacher-student relationship





⁸³ Based on BE WaY Toolkit, www.beyondempathy.org.au

Work one on one

Although activities in the classroom often take place in groups, it is important to find time to connect with students and work with them one on one.

Base relationships on commitment rather than control

Students will often engage more strongly where relationships are based on a commitment rather than a control model.⁸⁴

CONTROL MODEL	COMMITMENT MODEL
Power is derived from position	Power flows from expertise and contribution, not position
Students are motivated by the task at hand	Students are motivated by their commitment to the relationship
Students respond most to short term rewards in relation to task achievement	Students respond most to long term rewards or objectives
	
Control dynamic, control vested in one party, discourages collaborative input	Cooperative dynamics, mutual control, encourages collaborative input

Using a commitment-based model means that the relationship can be built on the student's terms. Because of that, the student usually has a stronger sense of ownership or control over the relationship (rather than being subject to, or dependent on, it) and so, as a result, often feels more comfortable engaging in the relationship.

Establishing a commitment based relationship takes time. It requires you to get to know the student and allow the student to get to know you.

It also means that you need to try to avoid establishing a more traditional, hierarchical teacher-student relationship and work more as an expert companion and guide.

Work at both an explicit and an implicit level

It's important to work at both an explicit and an implicit level. That means you need to look for and read both verbal and non-verbal messages. It also means that you need to send consistent verbal and non-verbal messages.

What you do is as important as what you say.

⁸⁴ Stacey 1993., p.186.

Think about the language you use

Language is important. Always try to use positive, strengths based rather than negative, deficits based language.

For example rather than say:

"You spelt 5 out of the 10 words wrong. You need to work harder on your spelling."

say *"You spelt 5 of the 10 words right. You need to focus on these 5 so you can get them right next time."*

Language can play an important role in helping you to set up a commitment rather than a control based relationship model. When giving instructions, always try to start by "asking" students rather than "telling" them to do something. If students don't comply then move to more directive language by saying "I need you to..." or "We need to...". Try to avoid using language that starts with "You need to..." as it can be perceived as being more confrontational and shifts the discussion from a commitment to a control based mode.

Encourage and value student contributions

Encourage students to participate in class. Try to make sure that you call on students equally so that no one feels left out.

If you ask for a student's input then always acknowledge it. If you need to correct or redirect the student then use strengths based language to do that.

Recognise effort ... as well as achievement

Recognise, affirm and celebrate what students do.

Focus on the value of trying, not just succeeding at, things.

Focus on the person not the behaviour

If a student has a track record for disengaged or challenging behaviour then try to consciously reserve judgment and engage with the student for who they are rather than what they have done or how they have behaved in the past.

It is significantly easier to say than to do, but by focusing on the person and what they bring to an activity, rather than on their past behaviour, you can put yourself in a different, more positive, relationship space with the student which makes it easier to avoid falling into the trap of negative stereotyping or negative attribution error.

Set a positive expectation

Set a positive expectation for each student in terms of both how they'll behave and what they're capable of.

Take a strengths based approach

Focus on the strengths that each student has and what they have taken from their lived experience (rather than the experience itself).

Often that means working with students to reframe their past experiences from being sources of difficulty to being sources of potential strength or assets (when you are marginalised or disadvantaged sometimes your only asset is your story).

The conscious adoption of a strengths based approach helps you to:

- Separate the person from their behaviour
- Shift the focus from the student's past experience to what they have taken from it
- Set a positive expectation of the student and
- Challenge the student to focus on their positive traits and skills.

Be alert to the tendency to "self-sabotage"

Remember that marginalised or disadvantaged students often consciously or subconsciously "self-sabotage" and put up barriers.

It's important to recognise that students do this, that it comes from their lived experience and is usually a defensive mechanism against getting hurt or shamed. It's usually not about you. It's important to interpret and respond to behaviour with that in mind and to persevere.

Be prepared to invest in the relationship

You need to be prepared to invest in the relationship. You can do that by spending time and effort getting to know students both as individuals and as learners and sharing something of yourself with your students – even if that is just a discussion about what you did on the weekend.

Be prepared to share something of yourself/your own experience

Be prepared to share something of yourself and your lived experience to help connect with the student. Draw on your lived experience to communicate an understanding of and an empathy with the student.

Be yourself

Make sure that you stay true to yourself and don't try to take on a style or way of being with students that is not true to your own personal style.

Students know when you try to be something or someone you're not and they won't engage with you if they think you're not genuine.

Look for opportunities to demonstrate trust

You should actively look for opportunities to communicate trust and to let your students know that they can trust you.

Be prepared to prove yourself ... again, and again, and again

As noted above, students often exhibit disinterest and confronting, disruptive and/or self-sabotaging behaviour, challenging you and requiring you to "prove" yourself.

In most cases, the best response to defensive (testing) behaviour is to remain calm and not rise to it and to prove your interest and commitment in the student by not being put off by their behaviour.

Be prepared to prove your commitment to your students ... again and again and again.

Be aware of group dynamics

You need to be aware of both the good and the bad side of group dynamics.

It's important to read the class group and make the most of the good dynamics and manage the bad dynamics.

If a student is leading the group astray, it's important to try to harness that leadership ability in a positive way. Sometimes a good offense is better than defence in these situations. Trying to get the student to take on a leadership role in the teaching/learning activity can sometimes work to bring things back under control; especially when you move to do that at an early stage.

Be careful of putting people on the spot

Remember to think about what you say and ask of students in a group environment in order to avoid putting them in an awkward situation or one where they feel exposed or might lose face.

Remember that passion is contagious

Your passion for an activity can provide a point of resonance from which to build a relationship with your students. It can help build rapport. Be prepared to express and share your passion for what you do and the things that you teach. This will help you to connect with your students and engage them in the activities that you are working on.

TOOL - APPLYING A REFLECTIVE TEACHING PRACTICE - STRUCTURED REFLECTION TOOL

This tool is designed to help teachers to reflect on their teaching practice and identify what they can do/ do differently to help students to engage more effectively and learn.

This tool can be used by individual staff as a self-reflection tool, by supervisors as a coaching and development tool or as a group reflection or change management tool.

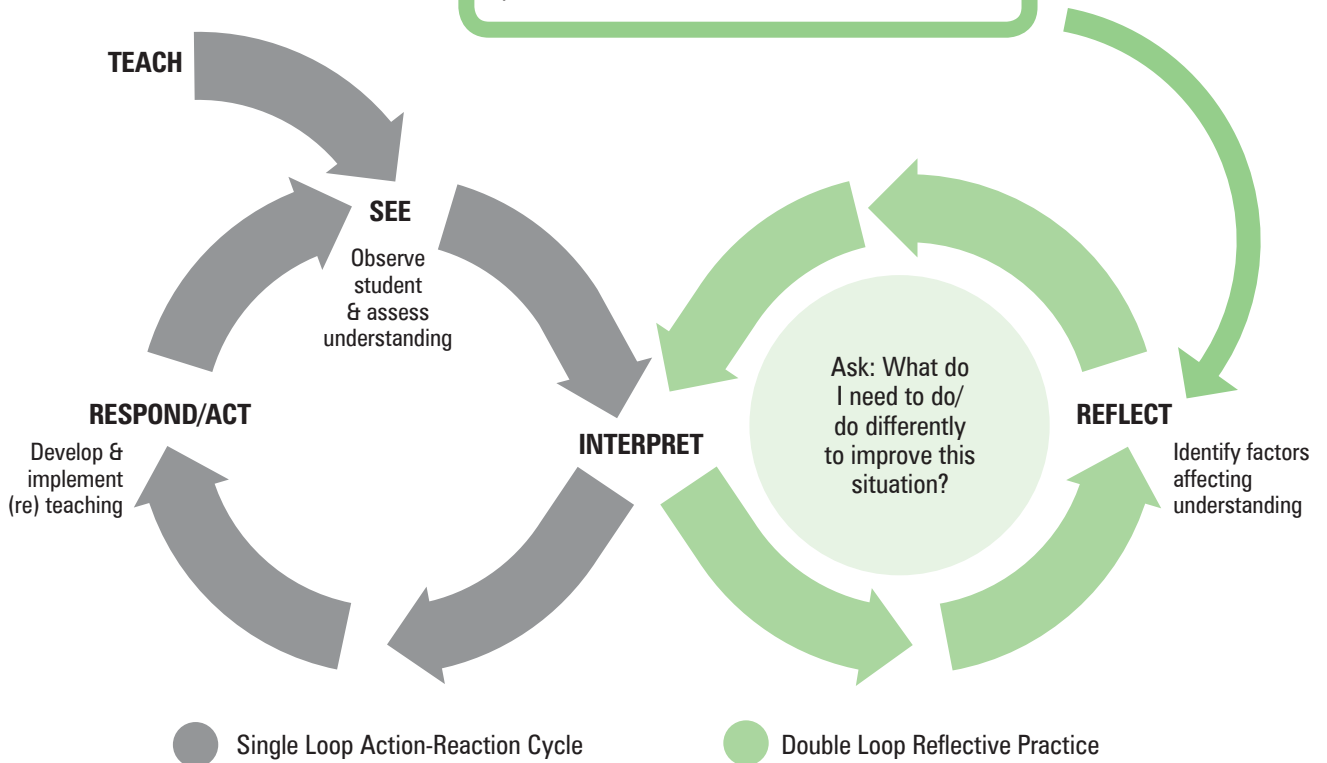
How reflective is your teaching practice?

What type of thinking are you bringing to the classroom/situation?

		REFLECTIVE FOCUS	
		Student	Self
VIEW OF STUDENT	Positive	<input type="checkbox"/>	<input type="checkbox"/>
	Negative	<input type="checkbox"/>	<input type="checkbox"/>

Are you taking a positive or negative view of the student?

Are you focusing on the student's behaviour or how you can influence that behaviour?



1. What is happening in your classroom?



2. What type of thinking are you bringing to the situation?



3. How is that influencing what is happening in the classroom?



4. What can you do/do differently to help the student engage/learn?



TOOL - TIPS FOR USING SMALL/FLEXIBLE LEARNING GROUPS⁹⁴

This tool is designed to provide teaching staff with a short checklist/overview of things to take into consideration when using small/flexible instruction groups.

LESSON FORMAT	<ul style="list-style-type: none"> • Use whole class format to present new concepts and skills
GROUPING STRUCTURE	<ul style="list-style-type: none"> • Avoid creating perception of “high” and “low” learning groups <ul style="list-style-type: none"> - Move between whole of class, small group, paired and individual learning activities - Use a mix of different student groupings (don’t always split on ability, use mixed ability groupings for collaborative learning activities) - Tailor group composition to suit the nature of the activity - Name groups neutrally (use naming conventions that do not identify learning level) • Build in opportunities for choice by allowing students to self-select groupings when working in collaborative groups
STUDENT SET UP	<ul style="list-style-type: none"> • Teach students how to work independently in groups
ACTIVITY GUIDELINES	<ul style="list-style-type: none"> • Establish clear behaviour guidelines for group work <ul style="list-style-type: none"> - How students know what group to move into - What to do when moving to or between groups - How students can move around the room during small group time - What to do if you finish early/don’t finish a task during class time - How to ask questions/get the teacher’s attention - What is an acceptable noise level (eg. no one outside your group should be able to hear you) • Develop a signal to get student’s attention and for quiet
CLASSROOM SET UP	<ul style="list-style-type: none"> • Prepare classroom for differentiation <ul style="list-style-type: none"> - Set up workstations and resource boxes - Lay out classroom so you can see all groups (and they can see you) • Set routines for distributing student folders, getting and returning materials and submitting completed work
ACTIVITY STRUCTURE	<ul style="list-style-type: none"> • Get students to do different work, not more or less work • Make activities “fair” in terms of the effort and time required to complete them successfully • Make activities equally active, interesting and engaging • Allow for choice
ACTIVITY INTRODUCTION	<ul style="list-style-type: none"> • Introduce all activities with the same level of enthusiasm • Mix up which group activity you introduce first

⁹⁴ Heacox 2002., p. 98.

GROUP SET UP	<ul style="list-style-type: none"> • Use warm up and cool down activities to provide time to set up flexible instruction groups and get students working, for example: <ul style="list-style-type: none"> - Word of the day - Journaling - Creative thinking or writing activities - Group discussion - Free reading - Skill based competitions or challenges - Note taking - Logic problems or quizzes • Provide instruction cards with process steps and checklists to help students track through activities independently • Provide worked examples/samples and assessment criteria that help students to understand what is expected of them and provide a basis for them to self-assess their work
RESERVE ACTIVITIES	<ul style="list-style-type: none"> • Use challenge centres/labs to provide practice and extension activities for students who finish early • Make sure that those activities: <ul style="list-style-type: none"> - Relate to the topic area/unit being covered - Focus on significant learning outcomes - Use materials and activities that cover a range of challenge, complexity, skill, learning preference and interest areas - Support individual, pair and small group activities
TEACHING TIME ALLOCATION	<ul style="list-style-type: none"> • Be flexible about how much time you spend with each group • Vary the amount of direction based on student readiness • Allocate time based on the groups' need for direct instruction • If you think that one group is going to need significant support then plan other groups' activities so that they are likely to require less support
PROGRESS TRACKING AND ASSESSMENT	<ul style="list-style-type: none"> • Use competency rubrics and activity trackers based on class plans to track student activity • Use tiered assessments to accommodate differences in learning pace across the group

TOOL –THINGS TO REMEMBER WHEN STRUCTURING & DELIVERING CLASS ACTIVITIES

This tool is designed to provide teaching staff with a short checklist/overview of things to take into consideration when using structured teaching/learning activities.

SET UP GROUPS	<ul style="list-style-type: none"> Split students in small, flexible instruction groups based on their skill level
TARGET CONTENT	<ul style="list-style-type: none"> Tailor the complexity of the material that you present to the skill level of the group Structure content to fall within the students' zone of proximal development so that it is not too easy or too difficult but extends students' understanding
CLEARLY EXPLAIN CONCEPT	<ul style="list-style-type: none"> Clearly explain the objectives of each learning activity and how it fits with what you have already done before you start teaching Build in a "hook activity" at the start of the lesson to get students engaged in the activity Explain concepts clearly Pay particular attention to the vocabulary that you use to make sure that students understand what you are saying Provide clear and simple examples and illustrations Relate the learning to your students' day to day experience to make it relevant to them
CHECKING FOR UNDERSTANDING	<ul style="list-style-type: none"> Ask frequent questions to check for understanding/misunderstanding Provide real time feedback to correct any misunderstandings that students may have
PROVIDE OPPORTUNITIES FOR PRACTICE	<ul style="list-style-type: none"> Provide multiple opportunities for learning and practice When getting students to perform specific learning tasks, make sure that you give clear, step by step directions and provide tools for students to use to be able to revisit those directions as they work through the task Tailor the level of guidance that you give students based on their ability Allow students to record and represent their work in different ways to accommodate different learning styles
MONITOR PROGRESS	<ul style="list-style-type: none"> Use a mix of class based observation and formative and summative assessment to monitor student progress
TEACH TO PROFICIENCY	<ul style="list-style-type: none"> Continue to work with students on each component teaching and re-teaching material (in different ways) until they have achieved proficiency before moving on to the next concept
LINK NEW CONTENT TO EXISTING KNOWLEDGE	<ul style="list-style-type: none"> When you move on to the next concept make sure that the students understand how it fits with the previous concept and use iterative revision processes to consolidate earlier learning.

STAFF INDUCTION/TRAINING FACTSHEET - THINGS TO REMEMBER WHEN GIVING & RECEIVING FEEDBACK

Most people want to know how they are doing. They want to know if other people like what they're doing. They also want to know if they could do things more effectively or build on what they are doing. Having said that, it can still be difficult to give and receive feedback.

It is important to remember the following things when giving and receiving feedback.

Structuring feedback

Feedback is most effective when it:

TIMELY	<ul style="list-style-type: none">• Is given as close to the behaviour/activity/work that you are referring to as possible, taking account of the person's state of mind and readiness to receive feedback
SELECTIVE	<ul style="list-style-type: none">• Addresses only one or two key issues so that the recipient can process the feedback effectively
BALANCED	<ul style="list-style-type: none">• Balances good and bad feedback by acknowledging what the receiver is doing well and areas that they can improve on
IMPERSONAL	<ul style="list-style-type: none">• Is linked to observed and demonstrable behaviour/activity/work (rather than the person)
DESCRIPTIVE	<ul style="list-style-type: none">• Describes (rather than interprets or judges) the behaviour/activity/work, how you perceive it and (where appropriate) what kind of reaction it evokes in you
SPECIFIC	<ul style="list-style-type: none">• Is specific (rather than general) and refers to concrete and clearly defined behaviours/activities/work
ACTIONABLE	<ul style="list-style-type: none">• Is directed towards behaviour/activity/work that can be changed
SUGGESTS (RATHER THAN PRESCRIBES) RESPONSES	<ul style="list-style-type: none">• Is formulated in a way that invites the receiver to act on the feedback and helps the receiver to do something with it

Giving feedback

Before you give feedback ask yourself:

- What is my intention in giving this person feedback?
- What do I want them to take away from the discussion?
- How am I feeling about giving it; am I likely to deliver it in a constructive way?
- How is the recipient likely to be feeling; are they likely to be in the right frame of mind to receive and process it?
- How might they respond to it (with acceptance, action, dejection, anger, denial, blame, rationalisation)?
- How will I deal with those responses?

When giving feedback take your time to think about - and where possible write down - what you want to say. You can use the following worksheet to do that.

Feedback Worksheet

What are the key things (good and bad) that you want the receiver to take away from your discussion?

1	
2	
3	

How are you going to communicate those things?

OBSERVED BEHAVIOUR/ ACTIVITY/WORK	POSITIVE ASPECTS (WHAT IS WORKING WELL)	NEGATIVE ASPECTS (EVEN BETTER IF)	POTENTIAL STRATEGIES/ RESPONSES

Things to remember when giving feedback

Make sure that you set things up to make it as easy to give and receive feedback as possible. Make sure that:

EMOTIONAL STATE	Both you and the recipient are calm and are in an emotional space where you will be able to engage in a constructive discussion
LOCATION	You are in a physical space where you both feel comfortable and will not be overheard or interrupted
TIMING	You will not be rushed and will have time to discuss and reflect on the feedback that is being given

It can often help to use a structured approach when giving feedback to make sure that you cover the points that you need to and avoid falling into the trap of making positive distortions¹⁰³ to try to motivate recipients or make them feel more positive by over emphasising what is going well without explaining where they need to focus their effort to progress.

WHAT WENT WELL?	Identify what the recipient can do
WHAT CAN BE IMPROVED?	Identify where they require more work, focusing on specific areas for improvement/errors/misunderstandings
HOW CAN YOU IMPROVE?	Identify what they need to focus on next to progress and help identify strategies to work on those areas
IS IT CLEAR?	Check that the recipient understands what you are trying to explain

Try to use "I" based language "*I see/think/feel that...*" when giving feedback rather than using descriptions that start with "*You...*" as the latter can easily be perceived as being accusing or judgmental.

Prime yourself so that you are ready to give the feedback. Remind yourself that receiving feedback can be difficult and that even if the person is keen to hear and learn from the feedback they may still have an emotional reaction to it that influences how they respond to it. Remind yourself that it is important to be, and come across as being, helpful and constructive.

Take care to listen carefully and openly to the recipient when giving feedback. Use reflective listening techniques to check for understanding and communicate to the recipient that you are listening to them and have heard what they have said.

Pay attention to your language and body language to make sure that you remain calm, open and constructive.

Try to avoid arguing or getting frustrated or defensive.

Be prepared to take a break or bring the session to an end on the basis that you will hold a follow up meeting to continue the discussion once the recipient has had time to reflect on the feedback if that is appropriate.

¹⁰³ Reeve 2003., p.10.

Receiving feedback

When receiving feedback be proactive and make sure that things are set up to make it as easy to give and receive feedback as possible. Make sure that:

EMOTIONAL STATE	Both you and the person giving the feedback are calm and are in an emotional space where you will be able to engage in a constructive discussion
LOCATION	You are in a physical space where you both feel comfortable and will not be overheard or interrupted
TIMING	You will not be rushed and will have time to discuss and reflect on the feedback that is being given

If things are not set up in a way that will work, then talk with the person giving the feedback and re-arrange things so that you are better placed to take on board their feedback.

Prime yourself so that you are ready to receive feedback. Remind yourself that while receiving feedback can be difficult you can only improve if you understand what you are doing well and where you can do better. Acknowledge that giving feedback can also be difficult and remind yourself that the intention of the person giving the feedback is to be helpful and constructive, even if it may not feel that way at times during the discussion.

Listen carefully to what is being said. Take notes to help you to focus on what is being said rather than any emotional response that you might have to it.

Try to avoid arguing or getting frustrated or defensive.

Ask questions to clarify what is being said and ask for examples to help you understand.

Use reflective listening techniques to check for understanding and give yourself time to process what is being said.

Take the opportunity to brainstorm ways of building on your strengths and/or addressing any areas that you need to improve on with the person providing the feedback.

Give yourself time to think about/reflect on the feedback and try to translate it into action.

Be prepared to take a break or bring the session to an end on the basis that you will hold a follow up meeting to continue the discussion once you have had time to reflect on the feedback if that is appropriate.

STAFF INDUCTION/TRAINING FACTSHEET - USING STRENGTHS BASED LANGUAGE & AN OPTIMISTIC EXPLANATORY STYLE

Language can play an important role in influencing how students (and people more generally) think about themselves and the confidence that they have in their ability to do things.

Martin Seligman¹⁰⁴ has identified three aspects of language that reflect the explanatory style that people use to describe good and bad events or experiences:

	CONTRASTING PERSPECTIVES	
PERSONALISATION	– caused or attributed to the individual	– caused or contributed to by external factors
PERMANENCE	– subject to change	– not readily subject to change
PERVASIVENESS	– relevant or applicable to a particular situation	– relevant or applicable to all situations

He notes that people's wellbeing and the capacity to respond proactively to what comes their way tends to be improved when they take appropriate responsibility for their behaviour and use explanatory language that characterises events or experiences in an optimistic way.

Table: Optimistic versus pessimistic explanatory styles

EXPLANATORY STYLE	OPTIMISTIC EXPLANATORY STYLE		PESSIMISTIC EXPLANATORY STYLE	
	GOOD EVENT	BAD EVENT	GOOD EVENT	BAD EVENT
PERSONALISATION	Internal	External	External	Internal
PERMANENCE	Permanent	Temporary	Temporary	Permanent
PERVASIVENESS	Global	Specific	Specific	Global

It is important for teachers to encourage students to take appropriate responsibility for their actions. It is also important for teachers to use an optimistic explanatory style when they are speaking with students – particularly when they are providing them with feedback on their work – and to encourage students to do the same.

For example, if a student struggles with a mathematics problem, gets the wrong answer and responds using a pessimistic explanatory style by saying:

“It is no good. I am terrible at maths. I always get things wrong.”
(Internal, permanent and global)

The teacher should respond in a way that helps the student identify and work through their error and also helps them to reframe their explanatory language by saying:

(Make the issue specific – this problem – rather than global – all mathematics)

(Contextualise the challenge that the student is experiencing so that it is not them that is the problem but something that others can have trouble with too)

(Make the issue temporary not permanent)

The same principle of using strengths based language and an optimistic explanatory style can – and should – be applied equally to all of the interactions that we have with students, parents/families and other staff.

¹⁰⁴ Seligman 1995.

TOOL - GIVING FEEDBACK - PREPARATION TEMPLATE

This tool is designed to help staff work through what and how they will give feedback to someone so that it has the best chance of being received well, understood and acted on.

What are the key things (good and bad) that you want the receiver to take away from your discussion?

1	
2	
3	

How are you going to communicate those things?

OBSERVED BEHAVIOUR/ ACTIVITY/OUTPUT	POSITIVE ASPECTS (what is working well)	NEGATIVE ASPECTS (even better if)	POTENTIAL STRATEGIES/ RESPONSES

TOOL - RECEIVING FEEDBACK - REFLECTION TEMPLATE

What are the key things that you took away from the feedback discussion?

OBSERVED BEHAVIOUR/ ACTIVITY/OUTPUT	POSITIVE ASPECTS (what is working well)	NEGATIVE ASPECTS (even better if)	POTENTIAL STRATEGIES/ RESPONSES

General Notes:

--

What will you do based on the feedback you received?

--

TOOL - EVALUATION OF HOW WELL YOU PROVIDE FEEDBACK¹⁰⁵

This tool can be used by staff to self-assess how well they provide feedback or provided to feedback recipients for an assessment of their experience of receiving feedback.

Did I/the person providing feedback:

Establish and maintain a climate of trust	Yes/No
Use a proper setting for providing feedback	Yes/No
Invite feedback from the recipient	Yes/No
Identify both what the recipient did well as well as areas needing further work	Yes/No
Provide feedback in a timely way	Yes/No
Link feedback to the recipient's learning/development goals	Yes/No
Present feedback in nonjudgmental language, being as specific as possible	Yes/No
Present objective evidence to support feedback	Yes/No
Focus on the recipient's behaviour and performance (not make judgments about the recipient as a person)	Yes/No
Avoid overloading the recipient with feedback	Yes/No
Convey support when providing feedback	Yes/No
Help the recipient turn negative feedback into constructive challenges	Yes/No
Provide follow up to feedback when appropriate	Yes/No

¹⁰⁵ Based on WA Country Health Service., 2009., Appendix 6.

TOOL - EXAMPLE WELCOME LETTER – PRIMARY SCHOOL VERSION (STUDENT)

This tool is designed to provide a template that schools can use to write to primary school students at the start of the year.

[Address]

[Date]

Dear [student name],

Hello. My name is [teacher's name]. I am going to be your [home teacher][teacher] this year. I am looking forward to working with you!

The coming year will be an exciting one for us. We will be [exploring][covering] a lot of interesting things including [list example topics].

Our classroom will be [identify classroom or school block]. I have attached a list with the names of the other students who will be in our class.

School starts at [time] on [date]. I am looking forward to seeing you then.

Don't forget to bring along the following things when you come to school:

- [list things to remember].

I am looking forward to a positive and exciting school year ahead.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – PRIMARY SCHOOL VERSION (PARENT/FAMILY)

[Address]

[Date]

Dear [parent's/guardian's name],

My name is [teacher's name]. I am going to be [student's name]'s [home room teacher][teacher] this year. I am looking forward to working with [student's name].

School starts at [time] on [date]. [Student's name]'s classroom will be [identify classroom/classroom block]. I have attached a map of the school so that you can help [student's name] find it easily. [I have also enclosed a list of the other students that will be in [student's name] class this year.]

The coming year will be an exciting one for us. We will be [exploring][covering] a lot of interesting topics and subject areas including [list examples].

I am committed to doing all that I can to help make this year a positive and successful one for [student's name].

In class this year I will be using a mix of different teaching techniques to make sure that everyone in the class is able to learn as much as they can. Sometimes I will work with the whole class on things together and other times I will break the class into small groups so that I can focus on helping students to work through things that they are finding more difficult or move on to new material if they have mastered what we are covering. My focus will be on making sure that everyone has a chance to do the best that they can.

If you have any questions or concerns at any time through the year please feel free to contact me. You can get in touch with me through the school, by telephone on [telephone number] or by email [email address]. I have enclosed a copy of the school contact list to help make it easy for you to contact me or other staff at the school. The school is keen to work closely with parents and families to help our students to do and be the best that they can. Please keep in touch with us through the year.

As you know, [school's name] is committed to making sure that everyone at the school feels welcome, cared for and supported to learn. I have enclosed a copy of the school's [handbook and/or student's expectation checklist]. Can you please take a moment to read through this with [student's name] before the start of term as a reminder of what we expect of our students.

Please make sure that [student's name] brings along the following things on the first day of school:

- [list things to remember].

I am looking forward to working with you and [student's name] over the year ahead.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – MIDDLE & SENIOR SCHOOL VERSION (STUDENT)

This tool is designed to provide a template that schools can use to write to middle and senior school students at the start of the year.

[Address]

[Date]

Dear [student's name],

I hope that you have had a good summer break. My name is [teacher's name]. I am going to be your home room teacher this year.

The coming year is shaping up to be an exciting and positive one. [Comment on the coming year with reference to the relevant year level].

School starts at [time] on [date]. Your home room will be [identify classroom or classroom block]. I have attached a map of the school so that you can find it easily. [I have also enclosed a list of the other students that will be in our home room class this year.]

Please make sure that you bring along the following things when you come to school:

- [list things to remember].

Remember that as a [school name] student we have high expectations of you. It is important that you work hard and do and be the best that you can this year. I am looking forward to working with you over the year ahead to help you do that.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE WELCOME LETTER – MIDDLE & SENIOR SCHOOL VERSION (PARENT/FAMILY)

This tool is designed to provide a template that schools can use to write to middle and senior school parents/families at the start of the year.

[Address]

[Date]

Dear [parent's/guardian's name],

My name is [teacher's name]. I am going to be [student's name]'s home room teacher this year. I am looking forward to working with [student's name].

School starts at [time] on [date]. [Student's name]'s classroom will be [identify classroom/classroom block]. I have attached a map of the school so that you can help [student's name] find it easily. [I have also enclosed a list of the other students that will be in [student's name] home room class this year.]

The coming year will be an exciting one for us. [Comment on the coming year with reference to the relevant year level].

I am committed to doing all that I can to help make this year a positive and successful one for [student's name].

In class this year I will be using a mix of different teaching techniques to make sure that everyone in the class is able to learn as much as they can. Sometimes I will work with the whole class on things together and other times I will break the class into small groups so that I can focus on helping students to work through things that they are finding more difficult or move on to new material if they have mastered what we are covering. My focus will be on making sure that everyone has a chance to do the best that they can.

If you have any questions or concerns at any time through the year please feel free to contact me. You can get in touch with me through the school, by telephone on [telephone number] or by email [email address]. I have enclosed a copy of the school contact list to help make it easy for you to contact me or other staff at the school. The school is keen to work closely with parents and families to help our students to do and be the best that they can. Please keep in touch with us through the year.

As you know, [school's name] is committed to making sure that everyone at the school feels welcome, cared for and supported to learn. I have enclosed a copy of the school's [handbook and/or student's expectation checklist]. Can you please take a moment to read through this with [student's name] before the start of term as a reminder of what we expect of our students.

Please make sure that [student's name] brings along the following things on the first day of school:

- [list things to remember].

I am looking forward to working with you and [student's name] over the year ahead.

Yours faithfully,

[teacher's name]

TOOL - EXAMPLE GETTING TO KNOW YOU WORKSHEET

This tool is designed to help teachers to get to know their students at the start of the year

The tool can be used to support an activity based question and answer session or as a written/online survey tool to help teaching staff to get to know their students.

Name:

Class:

Where do you live?

What does your family look like?

What do you like to do outside of school?

What is your favourite subject/activity at school? Why? What about it do you like?

What is your least favourite subject/activity at school? Why? What about it don't you like?

What subjects do you do best at?

What is it about those subjects that helps you do better at them?

What types of activities do you enjoy doing most in class? Why? What about them do you like?

What is something about you that others in the class might not know or would find surprising?

TOOL - STUDENT COHORT TRANSITION SUMMARY

This tool is designed to provide a template that schools can use to prepare an overview of how a given student cohort is performing.

Year Level Transition Summary:

Year Level:

Year:

Student #: #

Male: # (%)

Female: # (%)

ESL: # (%)

Students with special needs: # (%)

Identify the main student groupings based on cultural background.

STUDENT BACKGROUND:	#	%
[List main student groups]		
Other		

ATTENDANCE PROFILE:	VERY POOR	POOR	GOOD	VERY GOOD
	[insert school definition]	[insert school definition]	[insert school definition]	[insert school definition]
	# (%)	# (%)	# (%)	# (%)

OVERALL ACADEMIC PERFORMANCE:	SIGNIFICANTLY BELOW	BELOW	AT STANDARD	ABOVE
	# (%)	# (%)	# (%)	# (%)

Sub-group performance:

Complete separate performance summaries for relevant student sub-groups (eg. based on performance - significantly below, below, at or above target level – or other relevant groupings)

Sub-group: [above target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [at target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [below target level]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

Sub-group: [other]

LEARNING AREA	STRENGTHS	DEVELOPMENT NEEDS
[Subject/Skill Area]		

General comments/observations:

TOOL - INDIVIDUAL STUDENT TRANSITION SUMMARY

This tool is designed to provide a template that schools can use to prepare student transition summaries.

Coversheet:

Name:

Academic History:

YEAR LEVEL	SCHOOL ATTENDED	CLASS	TEACHER	ATTENDANCE (%)	COMMENTS
KINDERGARTEN					
PREP					
YEAR 1					
YEAR 2					
YEAR 3					
YEAR 4					
YEAR 5					
YEAR 6					
YEAR 7					
YEAR 8					
YEAR 9					
YEAR 10					
YEAR 11					
YEAR 12					

Year Level Transition Summary:

Name:

Year Level:

Class:

PAST TEACHING STAFF	ROLE

Circle the option that best describes this students attendance over the last 12 months:

GENERAL ATTENDANCE RECORD: (over the last 12 mths)	VERY POOR	POOR	GOOD	VERY GOOD
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Learning Support/Extension Plan currently in place: Yes/No

Student Welfare Support Plan currently in place: Yes/No

Behaviour Management Plan currently in place: Yes/No

Academic development summary:

Circle the option that reflects the students overall academic performance against the target level for their year level:

OVERALL ACADEMIC PERFORMANCE:	BELOW	AT STANDARD	ABOVE
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General comments:

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Provide details of the student's performance by subject/skill area:

SUBJECT/SKILL AREA	PERFORMANCE (align with reporting req.)	STRENGTHS	DEVELOPMENT NEEDS

Attach capability matrices, standardised test results etc.

Identify any specific learning support needs or modifications:

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Circle the option that best describes the student's:

CLASSROOM PARTICIPATION:	NEEDS WORK	OK	GOOD	VERY GOOD
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LEARNING STYLE/ PREFERENCE:	VISUAL	AUDITORY	TACTILE
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Ability to work effectively (based on age):

Tick the box that best describes the students ability to work in the following ways:

WORK TYPE	NEEDS WORK	OK	GOOD	VERY GOOD
Independently				
Paired work				
Small group				
Large group				

Individual development summary:

Circle the option that best describes the students classroom behaviour:

GENERAL BEHAVIOUR:	VERY POOR	POOR	GOOD	VERY GOOD
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Individual development summary (based on age):

Tick the box that best describes the students skill level:

AREA	NEEDS WORK	OK	GOOD	VERY GOOD
Self-awareness – ability to assess own feelings and emotions				
Self-management – ability to manage own emotions/behaviour				
Social awareness – ability to interpret and respond appropriately to other's feelings/behaviours				
Relationship skills – ability to establish and maintain relationships				
Responsible decision making – ability to make decisions based on appropriate considerations and likely consequences				

General comments:

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STAFF ROLES/FUNCTIONS SUMMARY – TEACHER AIDES

ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none">• Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none">• Manage teaching/learning equipment and materials
CLASSROOM SET UP	<ul style="list-style-type: none">• Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none">• Assist teachers with class activities and class supervision• Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher)• Assist students with special needs
SUPERVISION	<ul style="list-style-type: none">• Supervise playground, excursion, extra-curricular activity etc.
STUDENT BEHAVIOUR MANAGEMENT/ DISCIPLINE	<ul style="list-style-type: none">• Manage student behaviour/discipline where appropriate

STAFF ROLES/FUNCTIONS SUMMARY – MULTICULTURAL AIDES

CROSS-CULTURAL AWARENESS BUILDING	<ul style="list-style-type: none"> Assist staff to understand students' home cultures and the influence that has on student, parent and family behaviour
CROSS-CULTURAL COMMUNICATION AND ENGAGEMENT	<ul style="list-style-type: none"> Help the school/staff to communicate and engage with parents/families Support students and their parents/families to understand the education system, complete enrolment and induction processes, participate in student-parent-teacher meetings, understand reports, communicate with the school/staff etc.
TEACHING/ LEARNING MATERIAL MANAGEMENT	<ul style="list-style-type: none"> Help source culturally appropriate resources and materials Manage teaching/learning equipment and materials
STUDENT ENGAGEMENT	<ul style="list-style-type: none"> Help teaching staff to communicate and engage with students effectively in the classroom Support NESB students to engage in teaching/learning activities Help NESB students to build their understanding of the mainstream language and culture
ADMINISTRATIVE SUPPORT	<ul style="list-style-type: none"> Perform administrative tasks (eg. collect and record student attendance data, type/photocopy instructional plans/materials, collate student material, enter student performance results into data collection systems, help to collate and prepare materials for professional teaching/learning team activities)
CLASSROOM SET UP	<ul style="list-style-type: none"> Help to set up classrooms
CLASSROOM SUPPORT	<ul style="list-style-type: none"> Assist teachers with class activities and class supervision Provide one on one support and/or work in small groups with students requiring additional assistance/supervision to undertake teaching/learning activities (with direction from a teacher) Assist students with special needs

STAFF ROLES/FUNCTIONS SUMMARY – SPECIALIST LEARNING SUPPORT STAFF

LEARNING NEED IDENTIFICATION AND TEACHING STRATEGY DEVELOPMENT	<ul style="list-style-type: none"> • Work with teaching staff to help diagnose individual student learning needs and develop teaching/learning strategies to address those needs
SPECIALIST INSTRUCTION	<ul style="list-style-type: none"> • Provide specialist instruction (eg. English as a second language (ESL), literacy, numeracy etc.) • Work with students one on one and/or work in small groups with students requiring additional assistance/supervision/extension in the mainstream classroom environment and/or in specialist classes/learning labs • Assist students with special needs
TAILORED TEACHING/ LEARNING RESOURCE DEVELOPMENT	<ul style="list-style-type: none"> • Develop tailored teaching/learning materials to help develop foundation literacy/numeracy skills and address gaps in foundation learning areas (content/skills/processes)
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support curriculum and instructional planning
PROFESSIONAL TEACHING/LEARNING TEAM MEETINGS	<ul style="list-style-type: none"> • Participate in professional teaching/learning team review and moderation activity to help tailor classroom instruction to students needs
STAFF TRAINING AND DEVELOPMENT	<ul style="list-style-type: none"> • Provide peer coaching/training to general teaching staff

STAFF ROLE/FUNCTION SUMMARY - WELLBEING AND SUPPORT STAFF FUNCTIONS

PRE-ENROLMENT AND ENROLMENT SUPPORT	<ul style="list-style-type: none"> • Meet with parents and students as part of the pre-enrolment/enrolment process to help understand what the student's learning and support needs are, explain how things work, what they can expect from the school and what the school expects from them • Support families to complete the enrolment process
STUDENT INDUCTION	<ul style="list-style-type: none"> • Support student induction activities • Follow up with students where appropriate to make sure that they are settling into school and proactively address any issues
INDIVIDUAL STUDENT LEARNING AND DEVELOPMENT PLANNING	<ul style="list-style-type: none"> • Support teaching staff to work with students to develop individual learning and development plans
CASE MANAGEMENT STYLE SUPPORT	<ul style="list-style-type: none"> • Coordinate assessments to identify individual student's learning and development needs where that is appropriate and work with parents/family to help coordinate the development and implementation of plans to address those needs
SUPPORT NETWORK	<ul style="list-style-type: none"> • Establish and maintain relationships with a network of specialist service providers • Coordinate student referrals and specialist assessments
BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • Support teachers to anticipate and manage challenging student behaviours • Participate in professional teaching/learning team meetings to help develop classroom based behaviour management strategies • Run "time out" spaces to support student behaviour management • Coordinate the development and implementation of behaviour management plans
COACHING/INFORMAL COUNSELLING	<ul style="list-style-type: none"> • Provide one on one coaching/informal counselling to students to help them deal with barriers to learning and/or address inappropriate behaviour
CURRICULUM PLANNING	<ul style="list-style-type: none"> • Support the development and implementation of the social and emotional learning (SEL) curriculum • Act as the SEL curriculum coordinator
PROFESSIONAL DEVELOPMENT AND TRAINING	<ul style="list-style-type: none"> • Conduct staff briefings to improve awareness of issues affecting students' readiness (and ability) to learn, attendance, behaviour, participation etc. • Make sure that staff are aware of available specialist support services • Coordinate or run professional learning and development programs to help staff develop their behaviour management and SEL skills
PARENT/FAMILY ENGAGEMENT	<ul style="list-style-type: none"> • Coordinate or run parent/family briefings or education programs to help them understand the support structures available through the school, student development and transition experiences and requirements and behaviour management protocols etc. • Coordinate or run training and development programs to help parents/families support their children to learn and develop their behaviour management and SEL skills
EXTRA-CURRICULAR PROGRAM	<ul style="list-style-type: none"> • Identify behavioural and support issues that can/should be addressed through the extra-curricular program • Identify and coordinate program delivery

TOOL - STAFF (PROFESSIONAL TEACHING/LEARNING TEAM) ALLOCATION WORKSHEET

This tool is designed to help school leaders structure their teaching teams in a way that balances subject expertise (including both content and pedagogical knowledge), experience, teaching style and knowledge of the student group.

Year level:

Class:

Year:

ROLE	STAFF NAME	EXISTING RELATIONSHIP WITH STUDENT GROUP [Tick yes]	SUBJECT COVERAGE [List subject areas]		POTENTIAL PEER COACH/ MENTOR [Tick yes]	NOTES
			Main	Secondary		
HOME ROOM/CLASS TEACHER						
TEACHING STAFF						
TEACHING SUPPORT STAFF						
SPECIALIST LEARNING SUPPORT STAFF						
WELLBEING AND SUPPORT STAFF						
ADMINISTRATION SUPPORT STAFF						

Professional Teaching/Learning Team Lead:

Potential Peer Coaching Pairs:

TOOL - STUDENT LEARNING COMPACT – SCHOOL¹¹²

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

[This school] commits to do everything that we can to help your child.....to do the best that they can at school and achieve their full potential.

- We will work hard to establish a supportive learning environment for all of our students where they feel welcome, cared for and safe and supported to learn.
- We will always strive to improve our teaching and our school so that our students have the best education.
- We will be available to students and parents by phone or in person.
- We will work with each of our students in the best way we know how to help them to develop and grow as individuals and as learners and achieve their full potential.
- We will encourage and support all of our students to be the best that they can be, to work hard and always do their best at school.
- We will encourage and support our students to challenge themselves to always be prepared to try to do more than they think they can because it is only in trying that we learn that we can do things.
- We will contact you if your child does not attend school or leaves school without your permission.
- We will apply the school rules and policies in a fair and consistent way.
- We will actively communicate with you about how your child is going at school.
- We will be responsible for the actions of our staff.

[This school] understands that we are active partners with you and your child in their education. We understand that failure on our part to meet these commitments can adversely affect your child's ability to engage at school fully and learn and we commit to meet our responsibilities.

Staff name: On behalf of [school name]	
Signature:	
Date:	

¹¹² KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - STUDENT LEARNING COMPACT – PARENT/FAMILY¹¹³

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

I/we commit to do everything that we can to help our childto do the best that they can at school and achieve their full potential.

- I will encourage my child to be the best that he/she can be, to work hard and always do his/her best at school.
- I will make sure that my child attends school, arrives on time and stays to the end of the day.
- I will notify the school no later than the beginning of the school day if my child will miss school.
- I will encourage my child to always behave in the best way that he/she knows how and to always try to do the right thing.
- I will encourage my child to challenge him/herself and to always be prepared to try to do more than he/she thinks they can because it is only in trying that we learn that we can do things.
- I will support the school's rules and policies and the application of them.
- I will be responsible for the actions of my child.
- I will always help my child in the best way I know how.
- I will actively communicate with my child's teacher/the school about how my child is going at school.
- I will participate in student-parent-teacher meetings and other meetings held by the school relating to my child.
- I will make myself available to my child's teacher/the school to help them to support my child.
- I will contact my child's teacher/the school if there is anything that the school should know about that might stop my child from being able to participate well at school.

I understand that I am an active partner with the school in my child's education. I understand that failure on my part to meet these commitments can adversely affect my child's ability to engage at school fully and learn and may result in adverse consequences including my child's loss of privileges and possibly suspension or removal of my child from the school.

Parent's/guardian's name:	
Signature:	
Date:	

Parent's/guardian's name:	
Signature:	
Date:	

¹¹³ KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - STUDENT LEARNING COMPACT – STUDENT¹¹⁴

This tool is designed to provide a template that schools can use to formally document the responsibility that the school shares with the student and their parents/family to help the student to engage at school and to learn.

I commit to do the best that I can at school to achieve my full potential.

- I will work hard and always try to do my best at school.
- I will come to school regularly.
- I will arrive on time and stay to the end of the day.
- I will be cooperative and work hard every day.
- I will always try to behave in the best way that I know how and will always try to do the right thing.
- I will complete all my homework and will follow up with my teachers if I have a problem.
- I will always follow the directions of my teachers and other adults at school.
- I will challenge myself and always try to do more than I think I can because it is only in trying that we learn that we can do things.
- I will comply with the school's rules and policies.
- I will tell the truth and accept responsibility for my actions.

I understand that I am an active partner in my education and that my parents/family and the school will do everything that they can to help me to learn. I understand that failure on my part to meet these commitments can adversely affect my ability to learn and may result in adverse consequences including my loss of privileges and possibly suspension or removal from the school.

Student's name:	
Signature:	
Date:	

¹¹⁴ KIPP Infinity Elementary Family Handbook 2010-11.

TOOL - INDIVIDUAL STUDENT TRANSITION SUMMARY – SHORT FORM SCHOOL TRANSFER FORM

Coversheet:

Name:

Academic History:

YEAR LEVEL	SCHOOL ATTENDED
KINDERGARTEN	
PREP	
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	
YEAR 7	
YEAR 8	
YEAR 9	
YEAR 10	
YEAR 11	
YEAR 12	

Circle the option that best describes the student's:

GENERAL ATTENDANCE RECORD:	VERY POOR	POOR	GOOD	VERY GOOD
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OVERALL ACADEMIC PERFORMANCE:	BELOW	AT STANDARD	ABOVE
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Please attach copies of most recent school reports if possible.

Comments:

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Circle the option(s) that best describes the student's learning styles:

LEARNING STYLE/PREFERENCE:	VISUAL	AUDITORY	TACTILE
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Ability to work effectively (based on age):

Tick the box that best describes the student's ability to work in the following ways:

WORK TYPE	NEEDS WORK	OK	GOOD	VERY GOOD
Independently				
Paired work				
Small group				
Large group				

Please identify any specific learning support needs or modifications (if any):

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Circle the option that best describes the student's:

GENERAL BEHAVIOUR:	VERY POOR	POOR	GOOD	VERY GOOD
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CLASSROOM PARTICIPATION:	NEEDS WORK	OK	GOOD	VERY GOOD
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Comments:

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Individual development summary (based on age):

Tick the box that best describes the student's skill level:

AREA	NEEDS WORK	OK	GOOD	VERY GOOD
Self-awareness - ability to assess own feelings and emotions				
Self-management - ability to manage own emotions/behaviour				
Social awareness - ability to interpret and respond appropriately to other's feelings/behaviours				
Relationship skills - ability to establish and maintain relationships				
Responsible decision making - ability to make decisions based on appropriate considerations and likely consequences				

Comments:

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POLICY - EXAMPLE ATTENDANCE POLICY¹¹⁷

School Hours

[This school] believes students need to be at school daily to maximise their learning opportunities. We require that students and their parents make every effort possible to minimise the number of days they miss school.

[The school will open for breakfast at 7:30 am.] The school day begins at [8:30 am] and ends at [3:30 pm]. Students who participate in activities after school may stay on at school after that time. Students committing to after school activities are expected to attend them on a regular basis as they do school.

Students must arrive to school by [8:20 am] to ensure that they will be in their first period class by [8:30 am].

Regular classroom attendance is necessary to build the habits of accountability and responsibility needed at school and throughout life. Classroom instruction time is important to prepare for the demands of further study and/or work. Making up missed assignments, while required, cannot replace classroom time.

Excused Absences

Daily attendance at school is required. The only excused absences are:

- Personal illness
- Death of a family member
- Serious family emergencies (subject to principal approval)
- Court summons
- School approved activity
- Religious holiday
- Medical appointments (please note: if regular doctor, dentist or other non-urgent appointments need to be made, the expectation is for every attempt to be made to schedule appointments after school, or on early dismissal or school holiday dates).

For an excused absence, parents/guardians must notify the school by 8:00am of each day the student is absent. When the student returns to school, they must bring a note signed by a parent/guardian to the main office. The note must be written clearly and contain the following information:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where parents/guardians may be reached (home and work)
- Signature of parent/guardian.

Any student who is absent with an illness for three or more days must bring an official note signed by their doctor to the main office when they return to school. The note must include the name of the student, dates of absence and reason for absence. The note must be written on a doctor's letterhead.

¹¹⁷ KIPP NYC College Prep Student and Family Handbook 2010-11.

Unexcused Absences

If a student does not arrive at school or class and we have not received notification of the absence from a parent/guardian, the parent/guardian will be immediately contacted. If students are absent frequently (excused or unexcused) a letter of concern will be sent home and if the absences continue, a parent-teacher conference will be called to discuss a solution to the problem. The following are some examples of missed school days that will be considered as unexcused absences:

- Family trips
- Non-school related activities (eg. sporting events, cultural activities, celebrations, performances)
- Truancy (non-attendance).

Any student who is absent from school without the permission of a parent/guardian and/or without the knowledge and permission of the school is considered truant and may be subject to disciplinary action by the school and/or by government authorities. Under the law, the school is required to report excessive truancy to the relevant government authority. We will do so where required.

Students will not qualify for end of term/semester/year outings and other rewards and opportunities if they have been identified as having an unacceptable attendance record.

The school will review absences when evaluating students and take that into consideration when determining whether or not it is appropriate for students to progress from year level to year level.

Tardiness

Lateness to school and to class will not be tolerated.

School begins each day at [8:30 am] and students must arrive at school [8:20 am]. A student will be considered tardy to school if they arrive at class late and may be required to attend detention. If a student is going to be tardy, they must notify [identify position]. Upon late arrival, the student must report to the office and sign in before going to class. Five late arrivals to school will equal one unexcused absence.

Additionally, lateness to class is unacceptable. Any student who arrives late to class without a pass will be subject to disciplinary actions determined by the teacher and may receive detention. Individual teachers in collaboration with the school leadership will determine additional consequences for students who accumulate multiple late arrivals.

Signing Out Early

We strongly discourage parents/guardians from signing students out early for appointments or other engagements which can be scheduled during school breaks, half days, or after school hours. Students who must leave school early for unavoidable purposes must provide a written request with the reason for leaving signed by a parent/guardian to the school office or their parent/guardian must call and notify the office verbally. Family members must sign students out in the office if approved for early pick-up. Before students leave early, they are responsible for collecting coursework/homework from every teacher. A parent/guardian must authorise in writing all additional family members who can sign their child out of school.

Promotion and Retention

Students are allowed up to ten total absences or five unexcused absences during the year without a need for the school to evaluate the student's progress at the end of the year. Attendance will be taken on all days that school is in session. If a student has ten or more total absences or five unexcused absences during the year, a year level committee will determine if the student is prepared for success at the next year level. The committee may decide that a student will be retained in the same year for the following year for missing too much instruction time.

TOOL - KEY PERSONAL ATTRIBUTES & BEHAVIOURS¹²²

This tool is provided to help schools define the personal attributes and behaviours (traits) that they are looking for in their staff.

It is often easier to identify the technical skills that staff need to perform their role than to articulate the personal attributes or traits that staff need to have to work well with disengaged and low SES and NESB students. The following table provides a list of some of the traits that are particularly important for staff to have. The table can be used to help develop staff role descriptions and can provide a basis for staff recruitment, development and evaluation tools.

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
INTEGRITY	Maintains and promotes social, ethical and organisational norms. Adheres to code of conduct and abides by accepted behavioural norms	<ul style="list-style-type: none"> • Has integrity and principles • Reflects expected standards of behaviour/complies with code of conduct • Adheres to policies and regulations • Identifies and responds to unethical behaviour in an appropriate manner
HONESTY	Is trustworthy and maintains confidentiality where appropriate	<ul style="list-style-type: none"> • Is truthful • Is trustworthy/inspires trust • Maintains confidentiality where appropriate
POSITIVE ATTITUDE	Maintains a positive, can do perspective	<ul style="list-style-type: none"> • Is optimistic • Remains calm and focused when faced with difficulties • Has faith in own abilities • Is prepared to put in effort and try things
SELF-RELIANCE AND SELF-CONFIDENCE	Is able to work independently and possesses belief in self	<ul style="list-style-type: none"> • Is able to work independently where required • Has faith in own ability to be successful or overcome difficulties • Is confident in own judgement and ability • When appropriate, expresses own position clearly and confidently, even when it is evident that others don't agree • Maintains self-esteem without personal support networks

¹²² Draws on <http://www.australianvolunteers.com/volunteer/what-we-look-for.aspx> and Personal Attributes Matrix in the Community Sector Workforce Capability Framework Toolkit, Victorian Department of Planning and Community Development, 2010.

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
SELF-AWARENESS	Demonstrates an awareness of own strengths, limitations and personal values. Understands how own beliefs, thoughts and emotions influence behaviour and actions	<ul style="list-style-type: none"> • Is able to describe own strengths and limitations • Is able to articulate beliefs, motivations and values • Is able to describe thoughts and emotions and how they influence behaviour in a given situation • Understands how own actions impact on others • Acknowledges and learns from mistakes • Identifies and acts on areas for self-development
SELF-DISCIPLINE	Manages self and time effectively. Consistently meets commitments	<ul style="list-style-type: none"> • Is reliable • Manages own time to achieve key outcomes • Avoids distractions and diversions • Follows through on commitments
ORGANISATION	Is well organised and efficient	<ul style="list-style-type: none"> • Is well organised • Plans effectively • Manages time well • Consistently meets deadlines • Manages others' expectations effectively • Works efficiently
RESILIENCE	Is able to respond positively to and persevere in the face of challenges	<ul style="list-style-type: none"> • Maintains enthusiasm after disappointment • Accepts constructive criticism or feedback without loss of self-esteem • Recovers from setbacks • Overcomes obstacles • Learns from experience
MANAGING STRESS	Maintains performance under pressure and/or opposition (eg. time pressure, job ambiguity) and is able to relieve stress in a manner acceptable to other people and the organisation	<ul style="list-style-type: none"> • Is able to recognise stressful situations and the effect they have on self and others • Maintains composure when dealing with difficult situations or people • Identifies ways to reduce stress • Seeks support from others when stressed • Uses appropriate coping techniques

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
CROSS-CULTURAL SENSITIVITY	Remains open to all people regardless of race, religion or culture. Seeks opportunities to learn and understand other cultures. Able to communicate and interact effectively with people from different geographies and organisations	<ul style="list-style-type: none"> • Values diversity • Respects and embraces difference • Is able to suspend personal judgement to understand different perspectives • Adapts language to aid communication • Checks to ensure mutual understanding when working across cultures • Helps others to understand own culture • Checks own understanding before acting in new situations, recognising that own interpretation may not be correct • Incorporates an understanding of how other people and organisations do things into own approach • Adjusts behaviour to others' cultural and work environments
INCLUSIVITY	Has a collaborative and inclusive working style	<ul style="list-style-type: none"> • Recognises and respects the rights of others • Makes equitable decisions • Works to accommodate and include others
WORKING WITH AND DEVELOPING OTHERS	Is able to establish cooperative and supportive working relationships. Demonstrates commitment to developing self and others	<ul style="list-style-type: none"> • Establishes and maintains a connection with others • Observes and listens before speaking/responding to a situation • Demonstrates patience, tolerance and respect for others • Understands and interprets the needs, concerns and feelings of others • Readily establishes rapport and trust with others • Seeks opportunities and makes time to coach/mentor people • Provides tactful feedback and guidance to help others achieve their goals • Encourages others to achieve their goals • Listens actively • Demonstrates empathy when confronted by adversity • Works well with others • Engenders a spirit of teamwork

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
FLEXIBILITY	Modifies style and approach in order to achieve a specific objective(s). Adapts behaviours to meet situational needs	<ul style="list-style-type: none"> • Identifies and adapts to other people's style of working • Able to change working habits • Able to change strategies or approaches when necessary • Willing to change mind in light of new evidence • Adjusts behaviour to others • Adjusts behaviour to the work and/or cultural environment • Adapts to changing circumstances • Prioritises work and addresses what is most important • Takes advantage of new and emerging opportunities
PROBLEM SOLVING	Demonstrates an ability to analyse a situation, to develop solutions to problems and implement the solutions	<ul style="list-style-type: none"> • Recognises and identifies the existence of problems • Generates solutions to problems • Breaks down a complex task into manageable parts in a systematic way • Thinks critically and makes accurate linkages between cause and effect • Anticipates obstacles and thinks about next steps • Demonstrates the ability to gather and prioritise information effectively when making decisions • Finds the most appropriate general concepts or rules which fit the situation • Reviews arguments and opinions before making judgements • Presents clear and logical arguments
CREATIVITY	Thinks creatively	<ul style="list-style-type: none"> • Finds ways to work better and smarter • Generates options and ideas • Is open to change and alternatives

ATTRIBUTE	DESCRIPTION	KEY BEHAVIOURS
ACHIEVEMENT ORIENTED	Sets clear goals and demonstrates ability to develop and implement a plan to work towards them	<ul style="list-style-type: none"> • Demonstrates willingness to pursue agreed goals • Overcomes obstacles to accomplish goals • Makes repeated attempts to meet objectives when required • Adjusts plans or actions to respond to constraints • Knows when to adjust to new goals
LEADERSHIP	Has demonstrated leadership skills. Is able to motivate and lead others	<ul style="list-style-type: none"> • Inspires confidence • Has clear goals • Sets a clear path • Demonstrates commitment and encourages commitment and effort in others
STUDENT FOCUSED	Applies a student-centred approach	<ul style="list-style-type: none"> • Maintains a high expectation for student behaviour, potential and performance • Prioritises student needs • Consistently looks for opportunities to help students engage and learn

TOOL - “WHAT IS WORKING WELL, EVEN BETTER IF” REFLECTION TOOL

This tool has been designed to help schools/staff reflect on how things are going and identify areas that are working well and ones that require additional focus or change.

This tool can be used by individual staff as a self-reflection tool and/or by supervisors as an individual or group coaching and development tool to guide staff reflection.

- STEP 1** Think about how things have been going for you, your students and your staff/peers, generally.
- STEP 2** Identify things that have been working well and things that have not been working so well and record them in the appropriate column in the table. If you are using the tool in a supervision or group context, then make sure that staff understand that this is a brainstorming exercise and encourage staff to put all of their ideas/issues on the table. Make it clear that although it is open for staff to put differing ideas on the table it is not appropriate to enter into debate about any of the ideas that are tabled at this stage of the process. This stage of the process is about idea generation not discussion.
- STEP 3** Review the list of things that you identify, group similar things together and pull out the key themes that come out of the above brainstorming exercise. If appropriate, use this as an opportunity to explore differing points of view about particular ideas/issues.
- STEP 4** Identify what you will do/do differently individually and/or as a group based on your reflection.

WHAT IS WORKING WELL...	IT WOULD BE EVEN BETTER IF ...

TOOL - PROFESSIONAL SUPERVISION GUIDELINES¹²⁹

This tool is designed to provide guidelines that school leaders and staff can follow when implementing a professional supervision system.

What is professional supervision?

Professional supervision is a process whereby individual teachers/staff members work with another more experienced teacher/staff member to reflect on their teaching/work practice.

The professional supervision process is used to support staff and provide them with a regular opportunity to debrief, reflect on what is happening for them on a day to day basis and access support to deal with those situations and improve their teaching or work practice.

Table - Benefits and objectives of professional supervision¹³⁰

SUPPORT	LEARNING	ACCOUNTABILITY
<ul style="list-style-type: none"> • Develops a culture of peer/ professional support • Reduces professional isolation (associated with working independently in a classroom environment) • Validates staff experiences, ideas and feelings • Offers opportunities to explore different perspectives on experiences • Provides a forum for discussion of challenging students/student groups • Minimises professional uncertainty • Assists in decision making and problem solving • Helps staff manage work related stress • Supports work life balance 	<ul style="list-style-type: none"> • Focuses on the awareness and development of skills and abilities • Addresses blind spots in practice, attitudes and knowledge • Develops realistic self-evaluation and reflection skills • Negotiates goals and monitors achievement • Offers feedback on teaching practice • Helps staff develop their teaching practice • Supports teachers to take responsibility for their own practice and development 	<ul style="list-style-type: none"> • Defines and clarifies performance standards • Facilitates innovative practice and discussion of practice issues • Promotes a high standard of teaching/work

¹²⁹ WA Country Health Service 2009.

¹³⁰ WA Country Health Service 2009., p.9.

Setting up supervision pairs

[Identify participating staff members] will be paired with a supervisor at the start of the year. Responsibility for pairing up staff sits with the [identify coordinating staff position]. The [identify coordinating staff position] will take a range of factors into consideration when pairing up staff, including:

PROFESSIONAL FIT	Whether the supervisor has appropriate expertise to be able to support and develop the supervisee
PERSONAL FIT	Whether or not the supervisor and supervisee have, or are likely to be able to establish, a constructive relationship that will allow them to work together effectively
POTENTIAL INHIBITORS	Whether reporting lines or other teaching arrangements have the potential to inhibit the ability of the staff members to feel comfortable opening up to one another and talking frankly about practice issues.

Wherever possible and appropriate professional supervision relationships will be continued from one year to the next unless staff ask for a change.

If staff are paired together and they find that their supervision relationship is not working then they should contact the [identify coordinating staff position]. The [identify coordinating staff position] will then meet with those staff and, where appropriate, will set up an alternative supervision relationship.

Agreeing how the supervision relationship will work

At the start of the year paired staff should meet and set up (or review their existing) supervision agreement.

That agreement should set out the way that the supervisor and supervisee will work together and identify what the supervisee wants to get out of the relationship.

At a minimum the supervisor and supervisee agreement should define:

FREQUENCY	How often they will meet
TIMING	How long they will usually meet for
LOCATION	Where they will meet (ideally staff should meet in a location where they are not likely to be interrupted and will be able to have a private conversation)
OBJECTIVES	What the supervisee wants to get out of the supervision process.

Unless otherwise agreed with the [identify coordinating staff member] it is anticipated that at a minimum staff will meet:

New teachers (teachers with less than 2 years experience)	[fortnightly]
New staff members (teachers in their first six months of teaching at the school)	[fortnightly]
Experienced teachers	[monthly]

Both parties are responsible for arranging a mutually suitable time and venue for their meetings and must take responsibility for providing each other with adequate notice if they need to cancel or change the meeting.

Establishing goals and objectives


Staff are encouraged to identify clear learning and development goals/objectives for the supervision process. Supervision goals should be:

SPECIFIC	So that supervision time can be used effectively to focus on clearly defined areas of practice or development
MEASURABLE	So that staff can monitor progress against those goals
ACCOUNTABLE	So that the supervisor and supervisee know what they are each accountable for doing to help the supervisee meet the goal
REALISTIC	So that staff can stay focused and not get discouraged by over-stretching what is doable within the time period
TIME BASED	So that staff have a timeline against which to work to achieve the goal

Working through the supervision process

Supervision meetings should be used to provide supervisees with an opportunity to:

DEBRIEF	Talk about and “debrief” on what is happening for them on a day to day basis at school - both good and bad – in and outside of the classroom
REFLECT	Think critically about what is happening and the factors that may be affecting what is happening
BRAINSTORM	Identify alternative strategies to respond to or manage what is happening
PLAN	Develop a plan for trialling alternative classroom or behaviour management approaches
TRIAL	Be supported to try new ways of doing things



The process of recognising and sharing positive experiences and debriefing on negative experiences can be an important step in helping staff to manage the challenges that they face when working in what can be an intense and difficult, albeit rewarding, teaching environment.

The role of the supervisor is to act as an experienced guide or companion. Supervisors should help their supervisee to reflect on what is happening, develop their professional skills and work through challenging situations that come their way.

The focus of supervision and the nature of the supervision relationship will vary depending on the experience of the supervisee and what they are looking to get out of the relationship.

Different stages of supervision¹³¹

FEEDBACK	TRANSITIONAL	SELF-SUPERVISION
<ul style="list-style-type: none"> New/beginning teacher/ supervisee 	<ul style="list-style-type: none"> More experienced teacher/ supervisee 	<ul style="list-style-type: none"> Highly experienced teacher
<ul style="list-style-type: none"> Supervisor has dominant/ guiding role in the supervision process/ discussion 	<ul style="list-style-type: none"> Supervisee plays a more active role in guiding the supervision process/ discussion 	<ul style="list-style-type: none"> Relationship becomes more of a peer interaction Supervisee guides discussion
<ul style="list-style-type: none"> Interactions are focused on helping supervisee to develop teaching practice and skills 	<ul style="list-style-type: none"> Supervisee is supported to analyse her/his own behaviour Supervisee draws on experience and expertise of supervisor to develop practice Supervisor acts as a sounding board and helps with problem solving 	<ul style="list-style-type: none"> Supervisor acts as a sounding board/assists supervisee to reflect and develop their practice Supervisee draws on supervisor for support/advice

Supervision discussions should usually be based around a specific issue or development area identified by the supervisee or by the school leadership where specific development needs have been identified as part of the school's annual performance review process.

Supervisors may work with staff in a number of different ways:

SUPERVISION DISCUSSIONS	<ul style="list-style-type: none"> Meet with staff on a regular basis to discuss what has been happening and help them debrief/reflect on what has been happening
CLASSROOM OBSERVATION AND FEEDBACK	<ul style="list-style-type: none"> Act as a peer observer and provide feedback on specific areas of practice Allow the supervisee to observe their class or team teach with them to model different teaching strategies or arrange for the supervisee to do so with another staff member
ONE ON ONE COACHING	<ul style="list-style-type: none"> Work with the supervisee on key areas to help them develop their skills
FORMAL TRAINING	<ul style="list-style-type: none"> Help identify internal or external training opportunities that might be useful for the supervisee

The specific type of support that is provided should be tailored to meet the needs of the individual supervisee.

¹³¹ WA Country Health Service 2009., p.19.

Maintaining confidentiality

It is essential that the content of professional supervision sessions remain confidential unless the discussion gives rise to a mandatory reporting obligation or raises a significant concern relating to student or staff safety, a breach of the school's codes of conduct/policy or where there is a legal requirement to disclose the information shared during the session.

Documenting supervision activity

Staff are encouraged to keep a record of their supervision sessions. Whether or not they do so and the format of those records is up to individual staff. Care should be taken to respect the confidentiality of any records that are maintained.

Managing disputes or grievances

If a dispute or grievance arises in the course of the supervision relationship staff are encouraged to work through that themselves. If they are not able to resolve the issue then they should contact the [identify coordinating staff member].

TOOL - EXAMPLE SUPERVISION AGREEMENT¹³²

This tool provides schools with a proforma supervision agreement.

SUPERVISOR	[name]
SUPERVISEE	[name]
FOCUS OF SUPERVISION	[list goals and objectives]
AGREED EXPECTATIONS	Supervisor:
	Supervisee:
FREQUENCY OF MEETINGS	
DURATION	
TIMING	
LOCATION	
DOCUMENTATION	[identify what is to be recorded by whom and how those records will be kept and stored]
CONFIDENTIALITY	We acknowledge that unless otherwise agreed the content of our supervision discussions will remain confidential except where they give rise to a mandatory reporting requirement or raises a significant concern relating to student or staff safety, a breach of the school's codes of conduct/policy or where there is a legal requirement to disclose the information shared during the session.

Supervisor:

Supervisee:

Date:

Date:

¹³² WA Country Health Service 2009., Appendix 9.

TOOL - SUPERVISOR EVALUATION¹³³

This tool has been designed to provide staff with a checklist to evaluate their performance as a supervisor.

This tool can be used by staff to self-assess their performance or be provided to their supervisees so that they can assess their performance.

Supervisor name:

Supervisee name:

Date:

ASSESSMENT PARAMETERS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
Communication				
Is an active listener				
Encourages dialogue and questions				
Communicates in a non-threatening manner				
Openly and honestly discusses perceptions and issues				
Is open to conflicting ideas and opinions				
Interpersonal Relationship				
Creates a comfortable learning environment				
Provides appropriate support for concerns, frustrations and anxieties				
Demonstrates positive regard for the supervisee as a person				
Is accessible (provides time for supervision)				
Professional Skills				
Possesses and demonstrates broad knowledge				
Displays competence				
Is sensitive to student/parent/family/staff needs				
Demonstrates professional behaviour				
Provides a systematic approach to problem solving				
Explains the basis for his/her actions				
Serves as a role model				
Demonstrates practical applications of knowledge and skills				
Manages time well				

¹³³ WA Country Health Service 2009., Appendix 11.

Demonstrates leadership				
ASSESSMENT PARAMETERS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
Supervision (Teaching, Instruction, Evaluation)				
Allows progressive and appropriate independence				
Assists the supervisee in defining objectives for supervision				
Assesses progress systematically				
Provides frequent and constructive feedback				
Uses questions and coaching to facilitate learning				
Provides supervisee opportunities to practice technical skills				
Observes performance discreetly				
Accurately documents supervisee's performance				

TOOL - MINI OBSERVATION GUIDELINES¹³⁴

This tool is designed to provide guidelines that school leaders can follow when conducting mini observations.

Mini observations can provide staff with a powerful learning experience. When undertaking a mini observation it is important for school leaders to follow some basic guidelines:

BE SYSTEMATIC	<ul style="list-style-type: none">• Let staff know that you are planning to visit classes on a regular basis to get to know students, get a feel for what is happening inside the classroom and provide feedback to staff• Set yourself a target to do a minimum number of mini-observations each week so that you can visit every class within a given time frame• Keep a list of each teacher/class and use it to “check off” which teachers/ classes you have visited in a given cycle
BE OPPORTUNISTIC	<ul style="list-style-type: none">• Take up opportunities to conduct observations as they arise
BE BRIEF	<ul style="list-style-type: none">• Keep classroom visits short (5 – 10) minutes
BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you want to look for in a particular cycle of observations or with particular staff
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you observed and can go back later on and check to see if there are any common themes in what you are observing that might warrant more general discussion/training
BE PROMPT	<ul style="list-style-type: none">• Make sure that you touch base with the teachers that you visit promptly (within 24/48 hours of your observation) ideally face to face
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When giving feedback make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

¹³⁴ Draws on Marshall 2009.

TOOL - CLASSROOM WALK THROUGH GUIDELINES

This tool is designed to provide guidelines that schools/teaching staff can follow when conducting classroom walk throughs.

Classroom walk throughs can provide staff with a powerful learning experience. When participating in a class walk through it is important to follow some basic guidelines:

BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you are focusing on/looking at as a group when you conduct a walk through
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you observed
BE RESPECTFUL	<ul style="list-style-type: none">• Remember that you are visiting another teacher's classroom, that you are observing them for only a short period of time and only seeing a snapshot of the teaching/learning activity that is going on in their classroom• Be respectful of that and refrain from making judgements• Remember to formally thank the classroom teacher for allowing you to walk through their classroom
BE DISCRETE	<ul style="list-style-type: none">• When in the classroom be discrete• Where appropriate speak to the teacher or the students to inquire about the teaching/learning process but be careful not to interrupt direct teaching and try to disrupt learning as little as possible
BE PROMPT	<ul style="list-style-type: none">• Debrief as a team as soon as possible after the walk through so that you can draw as much out of the experience as possible
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When reflecting on what you have observed remember to describe what you have seen rather than give an opinion on it• Be constructive and explore what can be learned from what was observed• If giving feedback to the classroom teacher make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

If you are running a walk through class then remember to try to teach in your normal way.

Any walk through should involve the following steps:

<p>PRE-WALK THROUGH PREPARATION FOR WALK THROUGH TEACHERS</p>	<ul style="list-style-type: none"> • Staff participating in the walk through process meet with the facilitating staff member and agree what they want to focus on in the walk through process • Walk through classes are identified and the walk through is scheduled
<p>PRE-WALK THROUGH PREPARATION FOR CLASSROOM TEACHERS</p>	<ul style="list-style-type: none"> • Facilitating staff members meet with the participating classroom teachers and let them know when the walk through will be and what the walk through will be focusing on • Classroom teachers let them know about anything in particular that is relevant for them to know about the class/class group given the focus of the walk through • Classroom teachers provide the facilitator with a copy of their instructional/ class plan prior to the walk through. The facilitator forwards copies of the plan(s) to the participating teachers prior to the walk through
<p>PRE-WALK THROUGH BRIEFING</p>	<ul style="list-style-type: none"> • Facilitating staff meet with walk through teachers immediately prior to the walk through. Facilitating staff remind teachers of the focus of the walk through and reiterate the basic protocols applying to walk through activities
<p>CLASSROOM VISITS/ WALK THROUGHS</p>	<ul style="list-style-type: none"> • Walk through teachers arrive at the class. They are introduced to the class briefly with a short explanation of why they are there • Walk through teachers observe the teacher and the students • Where appropriate they may speak to the teacher or the students to inquire about the teaching/learning process. In doing that walk through teachers should be careful not to interrupt direct teaching and to disrupt learning as little as possible • The walk through teachers should take notes and/or use an observation checklist to record their observations during the class
<p>POST-WALK THROUGH REFLECTION</p>	<ul style="list-style-type: none"> • Immediately following the walk through the walk through facilitator and walk through staff should meet and discuss their observations • Walk through staff should take turns to reflect on what they observed and what they have learned from the experience
<p>POST-WALK THROUGH FEEDBACK</p>	<ul style="list-style-type: none"> • The facilitator or a member of the walk through team should formally follow up with the classroom teachers to thank them for allowing the team to do a walk through in their classes and share the learning that the walk through teachers took out of the exercise

TOOL - PEER OBSERVATION GUIDELINES

This tool is designed to provide guidelines that schools/teaching staff can follow when conducting peer observations.

Acting as a peer observer is an important role. In undertaking that role it is important to follow some basic guidelines:

BE FOCUSED	<ul style="list-style-type: none">• Be clear about what you are focusing on• Use an observation checklist to help you focus your observation and/or reflect on what you are observing
BE STRUCTURED	<ul style="list-style-type: none">• Use a simple note keeping format to record your observations so that you remember what you have observed
BE PROMPT	<ul style="list-style-type: none">• Make sure that you touch base with the teacher that you visit promptly (within 24/48 hours of your observation) ideally face to face
BE CLEAR AND CONSTRUCTIVE	<ul style="list-style-type: none">• When giving feedback make sure that you follow the basic rules for providing constructive feedback:<ul style="list-style-type: none">- Focus on what the staff member can do- Identify and work through areas where they can develop- Identify strategies to address them- Check for understanding

If you are being observed remember to try to teach in your normal way. Resist trying to impress the observer. You will learn more and get more out of the experience if you try to be yourself and teach in your normal way.

Any observation should involve:

PRE-OBSERVATION CONFERENCE

- The teacher and observer should meet prior to the observation session to agree the focus and approach for the observation
- They should review the instructional/class plan for the session, including the lesson goals and objectives, planned teaching strategies, student tasks/ assignments and assessment methods to make sure that the observer has a clear understanding of what the teacher is seeking to achieve and do in the class
- At the end of the pre-observation conference the observer should be clear about:
 - What the main goal of the class is going to be
 - What the teacher expects the students to know and be able to do by the end of the session
 - What strategies/methods the teacher is planning to use to help students reach that objective
 - How they will assess whether the students have reached that objective
- At the end of the pre-observation conference the teacher and observer should be clear about:
 - What the observer will focus on in the session
 - How the observer will document their observations (usually this will include some form of observation checklist and feedback sheet)
 - How and when the observer and teacher will follow up with each other after the session to debrief on the class and work through those observations

OBSERVATION

- The observer should arrive at the class at least 5 – 10 minutes before it begins
- The observer should be introduced to the class briefly at the start of the session with a short explanation of why they are there. The teacher should then proceed with the class as if the observer was not present
- The observer should position themselves in the classroom at a point where they can clearly observe the activities going on in the class without disrupting them. If appropriate, they should move around the room to make sure that they can observe the class effectively. If they need to do this they should do so as unobtrusively as possible
- The observer should take notes and/or use an observation checklist to record their observations during the class
- As soon as possible after the class the observer should review their notes and complete the agreed feedback documentation

POST-OBSERVATION CONFERENCE

- The observer should meet with the teacher to discuss their observations promptly (within 48 hours of the class) ideally face to face
- The feedback session should centre on the areas identified in the pre-observation conference as being the focus of the observation

TOOL - CLASSROOM OBSERVATION WORKSHEETS¹³⁵

This tool is designed to provide schools with a checklist that supervisors and staff can use when observing other teaching staff. It can be used to provide staff with constructive feedback on their teaching practice and help identify teacher strengths and areas for focus.

Teacher:

Class:

Time and Date:

Observer:

Agreed focus of observation:

Tick the box that best describes your observations:

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Organisation – overall				
Begins class on time in an orderly, organised fashion				
Appears well prepared for class				
Uses introduction to class to capture attention				
Previews class content				
Clearly states the goal or objective for the class				
Reviews prior class material to prepare students for content				
Provides internal summaries and transitions				
Does not digress often from the main topic				
Summarises main points at the end of class				

¹³⁵ Based on Classroom Observation Instruments prepared by the Centre for Teaching and Learning., University of Minnesota.

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Organisation – individual activities				
Clearly explains the goal or objective for individual activities				
Clearly explains directions or instructions				
Uses teaching methods appropriate for the content				
Tailors instruction to meet different students' needs				
Has necessary materials/equipment readily available				
Provides practice time				
Recognises when students do not understand				
Gives prompt attention to individual problems				
Provides individuals with constructive verbal feedback				
Allows sufficient time for completion				
Allows opportunity for individual expression				
Pays appropriate attention to student safety				
Allocates sufficient clean-up time within the class session				
Content				
Asks questions at different levels				
Provides sufficient wait time				
Includes illustrations/demonstrations				
Makes content relevant through "real world" applications				
Selects examples relevant to student experiences				
Explicitly states relationships among various content				
Seeks to apply theory to problem-solving				
Explains difficult terms/concepts/problems more than one way				
Presents background of ideas and concepts				
Presents pertinent facts and concepts from related fields				

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Presentation				
Incorporates various instructional supports				
Uses instructional support effectively				
Responds to changes in student attentiveness				
Uses a variety of spaces in the classroom to present material				
White/blackboard writing is large and legible				
Visual aids can be easily read				
Talks to the students, not the board or windows				
Speaks audibly and clearly				
Speech is neither too formal not too casual				
Language is understandable				
Uses gestures to enhance meaning				
Varies the pace to keep students alert				
Establishes and maintains eye contact with students				
Communicates a sense of enthusiasm/excitement				
Presentation style facilitates note taking				

FOCUS AREAS	NOT OBSERVED	MORE EMPHASIS RECOMMENDED	WELL DONE	OBSERVATIONS
Rapport				
Good rapport with students				
Knows and uses student names				
Responds to students as individuals				
Treats class members equitably				
Asks questions at different levels				
Provides sufficient wait time				
Listens carefully to student comments and questions				
Praises students for contributions that deserve commendation				
Does not deprecate student ignorance or misunderstanding				
Solicits student thought and participation				
Encourages mutual respect among students				
Has credibility and control				
Responds to distractions effectively yet constructively				
Uses authority to create an environment conducive to learning				
Speaks about class content with confidence and authority				
Is able to admit error and/or insufficient knowledge				
Seeks student feedback				

Feedback on focus area:

TOOL - KEY THINGS TO REMEMBER WHEN MANAGING CHANGE

This tool is designed to provide a checklist that staff can refer to when managing change.

BE CLEAR	<ul style="list-style-type: none">• Set a clear vision and a pathway for getting there• Be clear, consistent and credible
KEEP FOCUSED	<ul style="list-style-type: none">• Keep focused on the big picture• Do first things first• Stay focused
PACE YOURSELF	<ul style="list-style-type: none">• Pace yourself• Work at a pace that the organisation can sustain
COLLABORATE	<ul style="list-style-type: none">• Don't work alone; look for partners to work with you• Build in multiple opportunities for staff to be involved
ENGAGE AND MANAGE RESISTENCE	<ul style="list-style-type: none">• Pay attention to alternative points of view (you could be missing something important or at the very least it will help you understand where other people are coming from)• Work through opposition• Work one on one, one by one if you need to• Manage push back but don't be stopped by it• Don't wait for everyone to get on board before you get started• Keep engaging with resisters
BALANCE PLANNING AND ACTION	<ul style="list-style-type: none">• Keep a balance between planning and action• Build staff skills and tools to support the change as you go
KEEP TRACK	<ul style="list-style-type: none">• Set up systems to keep track of how things are going (it helps you stay on track and acknowledge progress)• Hold people to account
RECOGNISE EFFORT AND ACHIEVEMENT	<ul style="list-style-type: none">• Recognise effort• Celebrate achievement (include the small wins)• Keep things in perspective• Don't sweat the small stuff
TAKE TIME TO REFLECT AND RECHARGE	<ul style="list-style-type: none">• Build in time to reflect• Don't forget your own support network

TOOL - WORKING THROUGH DIFFERENCES & MANAGING DIFFICULT CONVERSATIONS¹⁴⁸

This tool is designed to provide a checklist that staff can refer to when preparing for difficult conversations or working through differences.

INQUIRING	<ul style="list-style-type: none">• Make sure that you try to understand what other people think• Try to avoid making assumptions about what other people think or the reason why they think that• Ask for people's views• Explore the ideas of others before advocating your own ideas to encourage constructive dialogue and discussion (particularly where one party has decision making power and another does not)
PAUSING	<ul style="list-style-type: none">• Pause before responding or asking questions to give yourself time to think about what the other person has said and how it affects your own view or understanding
PARAPHRASING	<ul style="list-style-type: none">• Use reflective listening and paraphrasing techniques to make sure that you have heard and understood what the other person has said correctly
PROBING	<ul style="list-style-type: none">• Use gentle open-ended questions to explore ideas, build your understanding and encourage reflection on the part of others. For example: <i>"Can you talk to me more about that?"</i> <i>"I wonder why ...?"</i> <i>"I wonder whether ...?"</i> <i>"Can you explain that to me/help me understand why ...?"</i> <i>"What do you think that means...?"</i> <i>"What do you think would happen if ...?"</i>
PUTTING IDEAS ON THE TABLE	<ul style="list-style-type: none">• Put ideas or suggestions on the table in a way that encourages discussion. For example: <i>"What if we ...?"</i> <i>"An option might be to ..."</i> <i>"Another consideration might be ...?"</i>
PAYING ATTENTION TO SELF AND OTHERS	<ul style="list-style-type: none">• Think about how you are likely to experience a discussion and take that into account when you prepare/plan for it• Think about how best to approach/structure the discussion and where and when to hold it to encourage an open dialogue• Try to remain conscious not only of what you and others are saying but how you are feeling and responding to what is said. It is as important to "listen" and respond to the emotional side of the discussion as to the content side
PRESUMING POSITIVE INTENTIONS	<ul style="list-style-type: none">• Assume that others are coming to the discussion with a positive intention. Doing that helps you frame your language in a more constructive way and helps stop you from putting up unintentional barriers or defensive signals