



Implementing change: developing an action plan

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Implementing change overview

The change process through which schools and clusters are supported and work to improve their learning and teaching (represented diagrammatically on page 44) is the sequence of events and actions taken by teachers, working as a team, to improve learning and teaching in the school. The Principles are central to this; they provide the focus and are a reference point for talking about learning and teaching and clarifying goals and school-based initiatives. The change process is designed to facilitate locally based decisions about learning and teaching. The action plan is an agreed position generated at the school level about actions related to pedagogy that the school will undertake to bring about change. These decisions are determined by the particular and individual conditions and goals of each school, decisions that only the school can make. The action plan includes monitoring processes that help teachers refine their teaching approaches and evaluate whether the changes lead to improved student outcomes.

For clusters undertaking this program, the school action plan sits within a broader cluster plan. The relationship between the cluster and school planning and organisation will be different for each cluster, depending on local conditions.

Supporting actions: These are actions that are essential for the planning and implementation of change initiatives to be successful. For example, experience has shown that organisational arrangements such as time-tabling and room allocation must be attended to. Strategic reporting within and beyond the immediate school/cluster community can significantly enhance support for the program and the commitment of the team.

Infrastructure support: Implementing the change process assumes and depends upon a set of interlocking structures to support schools and clusters. These include:

- support from DE&T and critical friends who work with the school, supplemented by cluster and regional network arrangements including workshops
- access to local expertise, including the Cluster Coordinator
- the resources provided in this manual
- the Resources page at <http://www.sofweb.vic.edu.au/blueprint/fs1/polit/resources.asp>
- tools such as interviews and questionnaires for evaluation
- professional development through training workshops for PoLT and Cluster Coordinators, the PoLT modular and online Professional Learning resources, and other professional development support provided by the PoLT and/or Cluster Coordinator.

Linking with other initiatives at the school level

Planning to implement change in a context of reform such as that outlined in the Blueprint for Government Schools can appear daunting when schools are asked to implement several initiatives concurrently. In such a context it is critically important to identify the relationships between the various initiatives and show how they complement and support each other to achieve a whole school focus on improved student learning.

For FS1 Student Learning there is a coherent suite of policies and tools that have been developed to support schools in their central task of meeting the learning needs of all students and ensuring high quality outcomes for all.

The Victorian Essential Learning Standards, the Principles of Learning and Teaching, Curriculum Planning Guidelines, Assessment Advice and the New Student Report Card provide an integrated policy for Student Learning. Changes in teachers' pedagogy should be considered at the same time as teachers are developing their understanding of the Victorian Essential Learning Standards and the Assessment Advice.

Similarly, there are clear links between PoLT and FS4, Creating and Supporting a Performance Development Culture. A sustainable performance and development system in schools improves student outcomes by:

- identifying areas for the improvement of individual teacher's professional practice, and
- providing targeted professional development to do so.

Creating an effective Performance and Development Culture in schools entails the development of a more enriching and supportive environment for staff which in turn leads to better outcomes for students. At the end of this Section you will find a series of diagrams which demonstrate the strong relationship between PoLT and the accreditation process for a Performance and Development Culture.

PoLT implementation could also inform a school's Annual Implementation Plan. An example of what this might look like can be found on p.22 of the Guidelines for Annual Implementation Planning in Schools.

Developing an action plan

The planning phase is critical to the success of the project in the school. Developing an action plan requires considerable thought and attention, and will probably take a full term in the school year to complete.

The main steps in developing the action plan are:

- **auditing learning and teaching practices in the school**

A range of information is collected from student surveys, teacher interviews, analyses of the school curriculum and resources, PoLT team processes and relevant policies and initiatives in the school. This information will focus discussion on appropriate directions to take.

- **reviewing and prioritising**

The key issues are analysed and initiatives and goals are identified.

- **developing and writing the action plan**

The PoLT action plan should specify a range of actions to be taken by the PoLT Coordinator and teachers at various times during the implementation process to answer these questions and improve learning and teaching. PoLT action planning will be an integral part of the School Strategic Planning process.

Within the School Accountability and Improvement Framework, (see PoLT resources page) schools are encouraged to reflect on their current organisational sustainability, along with their current operations and practices, to identify and develop the key strategies required to achieve the desired student outcomes. At the heart of the new framework is a set of questions that will assist schools to focus evaluation and planning processes on improved outcomes for all students:

1. What outcomes are we trying to achieve for our students?
2. Where are we now?
3. What do we have to do to achieve the outcomes we want?
4. How will we manage our resources to achieve these outcomes?
5. How will we know whether we are achieving these outcomes?

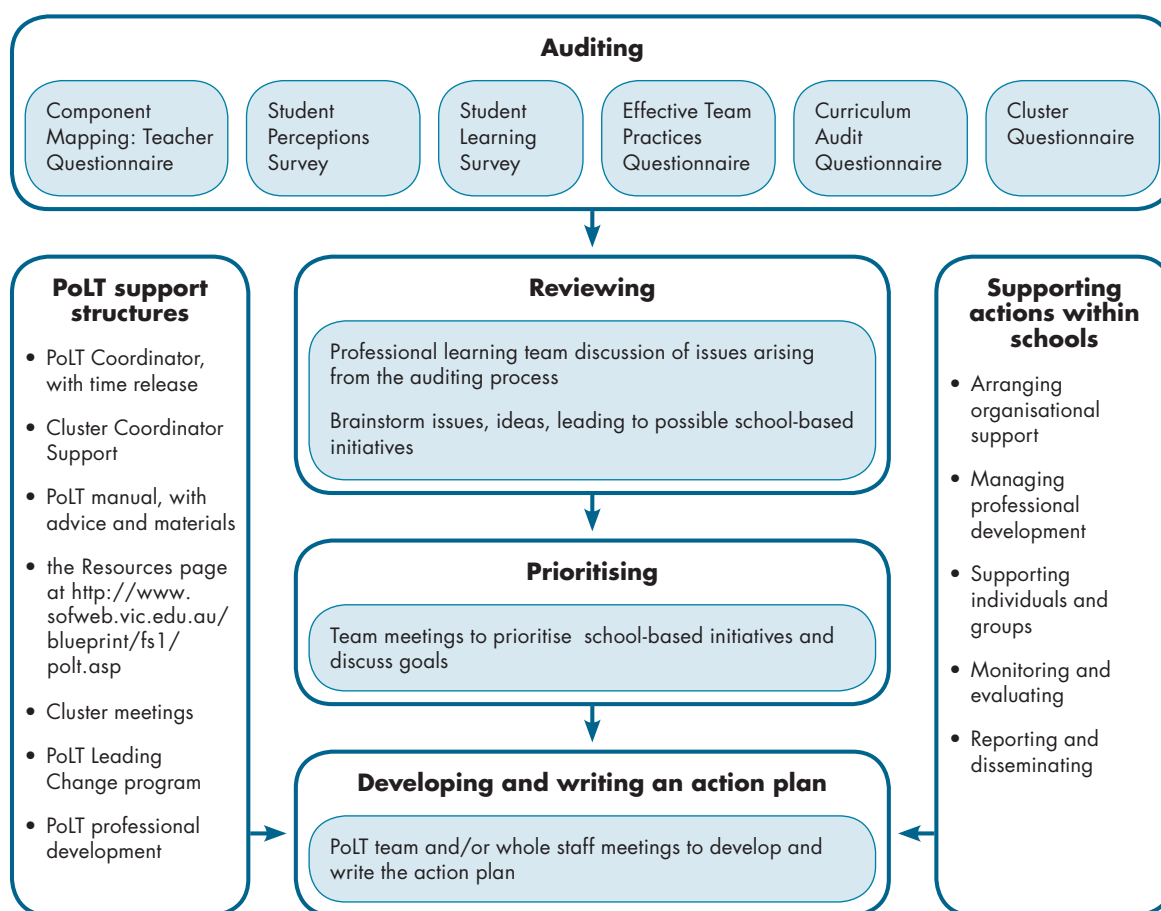
The PoLT team in larger schools

In larger schools the PoLT team will not be a single entity – its composition will change, depending on the task at hand. In the action planning process, thought will need to be given to how the process of planning can involve and be supported by all teachers, gain the support of the school leadership and not be too onerous in time involvement. During this process the PoLT team might be constituted in various ways. For example, it may comprise:

- all teachers involved in Years P–4, 5–6, 7–9 or 10–12. These groupings may become unwieldy for planning and close attention to auditing, but ultimately the action plan and initiatives need to be understood and agreed to by all teachers
- year-level teams, which may focus on particular issues
- teachers particularly interested in pursuing pedagogical change, conceived of as developmental teams that generate ideas and practices that are then incorporated in the wider setting
- teachers in particular learning areas, who might explore forms of curriculum integration
- a core team of teachers who are nominated and recognised for their interest and experience, who drive the planning process and the involvement of teachers in general.

There are many ways of composing professional learning teams, but ultimately all teachers involved with the PoLT program must achieve a degree of understanding and commitment to the initiatives and to development in their classroom pedagogy. It is important that this dissemination of innovation be explicitly embedded in action plans.

Representing the action planning process



Structuring the action planning process in a large secondary school

One of the complications in large secondary schools may be that there are parallel administrative structures with responsibilities for addressing pedagogical issues. The curriculum coordinator, the welfare coordinator, learning area leaders and year-level coordinators will all bring different perspectives to the task. These different perspectives will need to be recognised and accommodated in the strategic planning process. In some schools, however, the structures may be readily conducive to an integrated action-planning process.

Two possible scenarios for larger secondary schools, in managing the action planning process, are:

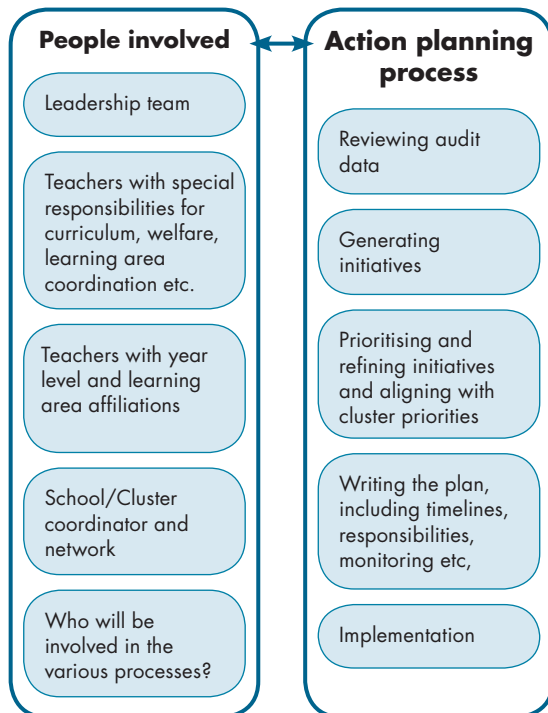
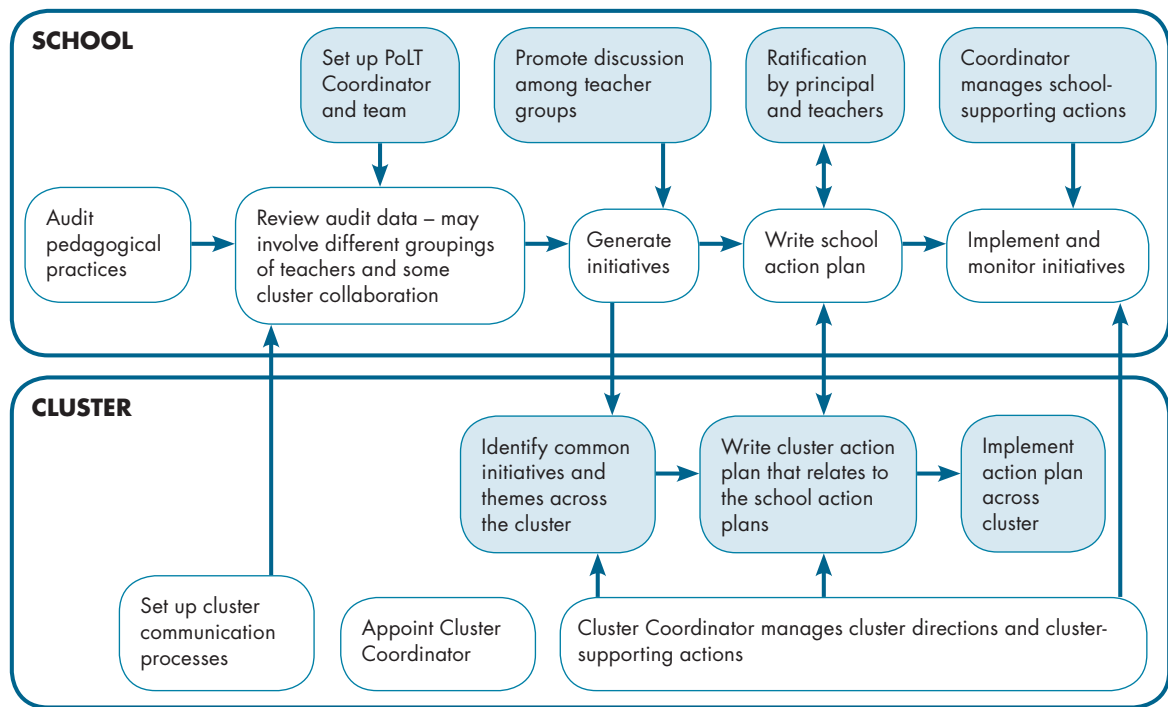
- A number of learning area or smaller groupings meet to discuss the main issues arising from the audit. These are taken to a larger staff meeting, which then decides on the process, including nomination of teachers who will carry the process forward in consultation with school leadership.

- The process is initially overseen by a grouping of key teachers with representation from the different learning areas and other structures, using audit information from subject groupings. Smaller groupings could then be given responsibility for developing draft initiatives. These are then referred to learning area meeting or to a general staff meeting, for discussion leading to 'in principle' agreement.

The action plan needs to have the agreement and support of the school leadership team so that what emerges is a set of school-based initiatives that are transparent and agreed to by all levels of the school. When working in a cluster, it is important that cluster priorities are reflected in the school action planning process.

The figure right shows the different levels of responsibility in the school that will need to be involved in the planning and implementation, and the different phases of the process. The links between the levels and phases may be complex, and need to be thought through.

Action planning flow chart for the PoLT initiative for schools/clusters



Auditing pedagogical practice

The first step in the action planning process is a review of current learning and teaching practices and beliefs, curriculum, team strategic practices, student beliefs and perceptions, and the expertise that exists within the school.

The audit of learning and teaching practices occurs as a lead-up to a major meeting, or series of meetings, in which the strengths and gaps in learning and teaching are identified, and a set of possible school-based initiatives is generated to address the gaps. Where there already exists a relevant proposal for the cluster or school, this will provide an opportunity to revisit and refine.

The PoLT Coordinator will be responsible for overseeing the process, but the PoLT team should be substantially involved in all aspects, and responsibility for tasks should be shared. The audit focuses on the following.

Component Mapping teacher classroom practice

This process has been described at length in the previous section. It fulfils a number of functions, a major one of which is its function of auditing existing practice and learning and teaching strengths within the school.

The PoLT Coordinator will be responsible for ensuring that Component Mapping of the teachers in their school takes place. The data gathered from this process is confidential and should not be reported publicly if any individual teacher can be identified. Only aggregated data should be presented for discussion. The aggregation might occur at the professional learning team level or the whole school level, depending on the context.

Student Perceptions Survey

The questions in this survey are matched to the Principles and their components, and are numbered accordingly. This survey is appropriate for Year 5 upwards, given the nature of the language and ideas. An Early Years (P–4) version is also included. This has been developed from an instrument generated and trialed in the Drouin cluster during the piloting phase. For primary school students, and particularly for Early Years students, it will be important to clarify with them verbally what each question is really asking, while minimising the influence this could have on their responses.

The data from the Student Perceptions Survey should be aggregated with the other class data to produce year-level, or whole school data, so that the results for more than one teacher are shown, to avoid identification of individual teachers and classes. The data can also be analysed by learning area for discussion by the school/cluster.

Student Learning Survey

The Student Learning Survey asks students to think about the types of activity they feel best help them learn. Each teacher administers this survey and collates the results to give to the PoLT Coordinator. This is a useful exercise for teachers to consider what types of learning activities are valued by students, and to match this against current practice.

Use of the Component Mapping tool and the aligned Student Perceptions Survey and the Student Learning Survey provide the minimum amount of data to begin successful implementation of the PoLT initiative. The following tools will provide additional information to inform action planning. Their usefulness, appropriateness and timeliness will vary according to local contexts.

Effective Team Practices Questionnaire

The PoLT program is based on the concept of professional learning teams working together to develop a shared vision, and a shared strategic process focusing on learning and teaching. It is important that, from the outset, the teams examine and develop their practices. The Effective Team Practices Questionnaire is intended as a review tool and discussion starter – for teams to consider the extent to which their practice is in line with the Principles, to begin to discuss ways forward and to contribute to the development of an action plan. The questionnaire should be discussed in meetings preferably attended and chaired by the PoLT Coordinator. The questions reflect a large body of research into school effectiveness, and into the needs of students.

Curriculum Audit Questionnaire

This instrument is concerned with curriculum questions related to learning and teaching Principles rather than key learning area content. The presumption underpinning the questionnaire is that pedagogical practices should be explicitly embedded in the curriculum planning process.

In primary schools, the PoLT team meeting will provide an opportunity to discuss how each Principle is handled in different areas and to share ideas about how each might be more effectively represented across the board. It will be necessary to make a judgment about the extent to which the Principle is embedded in the school curriculum in general.

In secondary schools, the questionnaire may initially be considered by learning area or year level teams before being brought to a meeting of the PoLT Coordinator and PoLT team. In the learning area meeting judgments are made about the extent to which each Principle is represented in the curriculum for that learning area.

The important issue is that a productive discussion comes from the data. The numbers as such are of secondary importance.

PoLT Student Perceptions Survey

Middle and Later Years

Year level _____ Class _____ Learning area _____ M/F _____

Please respond to each item by putting a cross in the box for your chosen response to that item.


Extent you agree with the following statements	Strongly agree	Agree	Disagree	Strongly disagree
1.1 The teacher understands and gets on well with the students in our class.				
1.2 The teacher and students listen to and respect what everyone says.				
1.3 In our class we can talk about our ideas without being put down.				
1.4 The teacher knows when I do good work.				
2.1 The teacher encourages us to make decisions about our work and to take responsibility for our learning.				
2.2 We often work together in groups to complete tasks.				
3.1 In our class we do different work depending on our interests and abilities.				
3.2 In our class we do different types of activities to help us learn in different ways.				
3.3 The teacher introduces new work by finding out what we know and think, and what we can do.				
3.4 In my class I get the chance to use what I know about computers and other technologies.				
4.1 We study ideas over a number of lessons to help us understand.				
4.2 We are encouraged to express our ideas and opinions in class discussions.				
4.3 The teacher expects us to do our best and helps us to achieve this.				
4.4 The things we do in class encourage us to think and ask questions.				
4.5 The teacher helps us work out ways of solving issues or problems.				
4.6 The teacher encourages us to think imaginatively and be creative.				
5.1 Assessment tasks we do let us show the different things we have learnt.				
5.2 The teacher gives me feedback and comments that help improve my learning.				
5.3 The teacher makes it clear how we are going to be assessed and what we need to concentrate on.				
5.4 The teacher helps us to think about how well we are understanding things.				
5.5 The teacher sometimes changes what we do when it is clear we don't understand or need more time or help to learn.				
6.1 We often link our learning to current events and issues such as those reported in the media.				
6.2 We often work on projects that link us to people and places outside our school.				
6.3 We use technologies in ways I think adults would use them in their work and in the community.				

Thank you for completing this survey.

PoLT Student Perceptions Survey

Early Years

Year level _____ Class _____ Learning area _____ M/F _____

	Yes	Sometimes	No
1.1 Does your teacher like your class?			
1.2 Does your teacher listen to you?			
1.3 Do you tell your teacher how you feel and what you think?			
1.4 Does your teacher care about your work?			
2.1 Does your teacher help you decide what to do next?			
2.2 Does your teacher help you learn how to work in groups?			
3.1 Is what you learn at school interesting and useful to you?			
3.2 Do you get to make choices about what you do and how you do it?			
3.3 Does your teacher find out what you can do when you are starting new work?			
3.4 Do you get to show what you know about computers and other technologies?			
4.1 Do you learn ideas over enough time so you can understand them and connect them?			
4.2 Do you have interesting discussions in class about what you are all learning?			
4.3 Does your teacher expect you to think hard about things?			
4.4 Does your teacher like you to ask questions about what you are doing?			
4.5 Does the teacher help you try out ideas to solve problems?			
4.6 Does your teacher encourage you to use your imagination and try out unusual ideas?			
5.2 Does your teacher check your work and help you do better next time?			
5.4 Does your teacher help you think about how well you do things and understand things?			
6.1 In your classroom do you talk about things on TV and things that happen in real life?			
6.2 In your class do you work on things that involve people in the outside world?			
6.3 Do you use the computer in your class to help you learn?			
Do you enjoy learning at school?			

<p>Draw pictures of the people who help you with your learning at school</p>	
<p>Draw pictures of what helps you with your learning at school.</p>	

PoLT Student Learning Survey

M/F _____

Below is a list of activities that you may do in your classes. For each activity, mark how helpful you think it would be for your learning.	Very helpful	Helpful	A bit helpful	Not helpful
1 Taking part in class discussions				
2 Doing exercises or answering questions from a book				
3 Doing hands-on activities				
4 Doing homework				
5 Working in small groups				
6 Doing worksheets				
7 Listening to the teacher explain ideas				
8 Playing games				
9 Doing investigations or projects of my own choice				
10 Using computers				
11 Watching the teacher show us how to do things				
12 Going on excursions				
13 Copying notes off the board				
14 Talking in class about things in the news				
15 Asking questions about things that interest me				
16 Searching and collecting information using the Internet or CD-ROM				
17 Doing projects in my local area				
18 Giving a talk to the class				
19 Listening to a visiting speaker				
20 Being able to choose how I present things				
21 Watching videos				
22 Writing my thoughts about what I've learnt in a diary or journal				
23 Presenting the development of my work in a portfolio				
24 Doing activities that challenge me to think				
25 Searching for information using library books				

PoLT Effective Team Practices Questionnaire

This questionnaire is intended as an auditing tool and discussion starter, for schools to consider their practice in regard to the organisation and operation of professional learning teams and other school structures, and to begin to discuss ways forward. The questionnaire should be discussed by the core teams, and their leaders, in each school. The questions reflect a large body of research into school effectiveness, and into the needs of students.

To what extent do the following statements describe the situation in your school?	Completely	Significantly	Somewhat	Not at all
<i>Teacher knowledge and commitment</i>				
1 Teachers have a shared understanding of effective approaches to learning and teaching.				
2 Teachers share ideas/strategies about learning and teaching, within and across learning areas and year levels.				
<i>Promoting teacher learning</i>				
3 There are policy and procedures in place to promote teacher learning about pedagogical approaches.				
4 There is sufficient time and opportunity made available for teachers to share ideas and develop a shared program.				
5 Structures are in place to keep teachers informed about coming professional development events and opportunities.				
6 There is contact with teachers from neighbouring (or cluster) schools to discuss learning and teaching and other issues.				
<i>Infrastructure arrangements</i>				
7 There is a commitment to flexibility in timetabling and use of facilities to provide opportunities for innovative approaches to teaching.				
8 Processes are in place to support the transition from primary to secondary school.				

<i>Student welfare and support</i>				
9 There are effective procedures for identifying and supporting 'at risk' students.				
10 Processes are in place to ensure that each student has at least one nominated teacher who knows them well and from whom welfare support is available.				
11 There is a coordinated approach to managing student individual pathways and providing a range of opportunities for students to engage with meaningful learning.				
<i>Curriculum organisation</i>				
12 Curriculum planning across the school reflects a clearly articulated vision of learning and teaching.				
13 Curriculum planning processes ensure that students see connections between curriculum content across learning areas.				
14 There are opportunities for special events and projects, or integrated units, that allow students to apply what they have learnt in a range of contexts.				

- 1** How would you describe your current practices in regard to these statements?
- 2** Complete a SWOT analysis of your pedagogical practice by brainstorming the strengths, weaknesses, opportunities and threats.

SWOT Analysis

Pedagogical Practice in Your School

Strengths	Weaknesses
Opportunities	Threats

PoLT Curriculum Audit Questionnaire

This instrument is concerned with curriculum questions related to the generic Principles of Learning and Teaching P–12 rather than specific learning area content. The presumption underpinning the questionnaire is that pedagogical practices should be explicitly embedded in the curriculum planning process.

In secondary schools, the questionnaire could initially be considered by learning area teams (Questionnaire A) before being brought to a meeting of the curriculum coordinator and team (Questionnaire B). In the learning area meeting, judgments are made about the extent to which each Principle is represented in the curriculum for that learning area, across the stages of learning.

A curriculum team meeting could provide an opportunity to discuss how each Principle and associated components is handled in different areas and to share ideas concerning how each might be more effectively represented across the curriculum. Make a judgment about the extent to which each component is an embedded part of the school curriculum in general.

PoLT Curriculum Questionnaire A: Learning Areas

To what extent are the following components explicitly represented in curriculum planning?	Embedded in all planning	Embedded in many units	Incorporated in some units	Not explicitly considered in planning
<i>1 The learning environment is supportive and productive</i>				
1.1 Tasks are designed to encourage the teacher to build positive relationships with each student.				
1.2 Tasks are designed to promote a culture of value and respect for individuals and their communities.				
1.3 Teaching strategies promote students' self-confidence and a willingness to take risks with their learning.				
1.4 Tasks, strategies and assessment are planned to allow each student to experience success in some form.				
<i>2 The learning environment promotes independence, interdependence and self-motivation</i>				
2.1 Tasks are designed to encourage and support students to take responsibility for their learning.				
2.2 Activities are embedded that build skills required for productive collaboration.				

<i>3 Students' needs, backgrounds, perspectives and interests are reflected in the learning program</i>				
3.1 The teaching program is designed to be flexible and responsive to the values, needs and interests of individual students.				
3.2 Planning promotes a range of teaching strategies that support the different ways of thinking and learning.				
3.3 Learning sequences are designed to build on students' prior experiences, knowledge and skills.				
3.4 Activities are incorporated that capitalise on students' experience of technologies.				
<i>4 Students are challenged and supported to develop deep levels of thinking and application</i>				
4.1 Teaching sequences promote sustained learning that builds over time and emphasise connections between ideas.				
4.2 Activities are included that promote substantive discussion.				
4.3 There is an emphasis on the quality of learning with high expectations of achievement.				
4.4 Explicit thinking and learning strategies are embedded, that challenge and support students to question and reflect.				
4.5 Tasks and strategies are used to develop investigative and problem-solving skills.				
4.6 Activities and strategies are included that foster imagination and creativity.				
<i>5 Assessment practices are an integral part of learning and teaching</i>				
5.1 Assessment practices reflect the full range of learning program objectives.				
5.2 Planning ensures that students receive frequent constructive feedback that supports further learning.				
5.3 Assessment criteria are agreed upon, and made explicit.				
5.4 Assessment practices include self- and peer assessment.				

<p>5.5 Units are planned flexibly so that evidence from assessment is used to inform the learning program.</p>				
<p><i>6 Learning connects strongly with communities and practice beyond the classroom</i></p>				
<p>6.1 The curriculum ensures that students engage with contemporary knowledge and practice.</p>				
<p>6.2 Tasks involve students interacting with local and broader communities.</p>				
<p>6.3 The program incorporates technology use that reflects professional and community practices.</p>				

PoLT Curriculum Questionnaire B: Whole-school Version

Judgment should be made as to the extent to which each of these Principles and components are embedded in planning processes across the learning areas. Ideas for extending Principles and components across learning areas can be discussed.

To what extent are the following components explicitly represented in curriculum planning?	Embedded in all planning	Embedded in many learning areas	Incorporated in some learning areas	Not explicitly considered in planning
<i>1 The learning environment is supportive and productive</i>				
1.1 Tasks are designed to encourage the teacher to build positive relationships with each student.				
1.2 Tasks are designed to promote a culture of value and respect for individuals and their communities.				
1.3 Teaching strategies promote students' self-confidence and a willingness to take risks with their learning.				
1.4 Tasks, strategies and assessment are planned to allow each student to experience success in some form.				
<i>2 The learning environment promotes independence, interdependence and self-motivation</i>				
2.1 Tasks are designed to encourage and support students to take responsibility for their learning.				
2.2 Activities that build skills required for productive collaboration are embedded.				
<i>3 Students' needs, backgrounds, perspectives and interests are reflected in the learning program</i>				
3.1 The teaching program is designed to be flexible and responsive to the values, needs and interests of individual students.				
3.2 Planning promotes a range of teaching strategies that support the different ways of thinking and learning.				
3.3 Learning sequences are designed to build on students' prior experiences, knowledge and skills.				
3.4 Activities are incorporated that capitalise on students' experience of technologies.				

<i>4 Students are challenged and supported to develop deep levels of thinking and application</i>				
4.1 Teaching sequences promote sustained learning that builds over time and emphasise connections between ideas.				
4.2 Activities that promote substantive discussion are included.				
4.3 There is an emphasis on the quality of learning with high expectations of achievement.				
4.4 Explicit thinking and learning strategies are embedded, that challenge and support students to question and reflect.				
4.5 Tasks and strategies are used to develop investigative and problem solving skills.				
4.6 Activities and strategies that foster imagination and creativity are included.				
<i>5 Assessment practices are an integral part of learning and teaching</i>				
5.1 Assessment practices reflect the full range of learning program objectives.				
5.2 Planning ensures that students receive frequent constructive feedback that supports further learning.				
5.3 Assessment criteria are agreed, and made explicit.				
5.4 Assessment practices include self- and peer assessment.				
5.5 Units are planned flexibly such that evidence from assessment is used to inform the learning program.				
<i>6 Learning connects strongly with communities and practice beyond the classroom</i>				
6.1 The curriculum ensures that students engage with contemporary knowledge and practice.				
6.2 Tasks involve students interacting with local and broader communities.				
6.3 The program incorporates technology use that reflects professional and community practices.				

PoLT Cluster Questionnaire

This questionnaire is intended as an auditing tool and discussion starter. The questionnaire should be discussed by the Cluster Coordinator(s) and Curriculum/PoLT Coordinators, possibly in consultation with leadership teams.

To what extent do the following statements describe the situation in your cluster?	Completely	Not at all	Somewhat	Not at all
<i>There is a shared understanding across schools in the cluster regarding:</i>				
1 Policy and arrangements for student welfare and support				
2 Curriculum organisation				
3 Existing pedagogical practices				
4 Issues related to student engagement				
<i>There is effective communication across the cluster between:</i>				
5 The leadership teams				
6 Curriculum leaders				
7 Teachers in the cluster schools				
<i>There is a tradition of joint action across the cluster schools regarding:</i>				
8 Transition arrangements				
9 Special events				
10 Curriculum projects				
11 Sharing of information about students				
12 Teacher professional development				

Reviewing the data

This section describes a series of professional learning team meetings that may be held to review learning and teaching practice against the Principles. Data from the audit process will provide a basis for discussion for these meetings.

It will be important to have a major meeting early in the process, which allows sufficient time for real issues to emerge and be discussed fully. Aim to take at least a half-day initially then organise some substantial meetings as a follow-up. The meetings should involve a representative range of teachers involved in the project, if not all staff. The Cluster Coordinator should preferably attend the meeting to provide support and an outside perspective and to generate shared understandings from the outset.

It is a good idea, for the key review meeting(s), to choose a setting that is conducive to uninterrupted discussion – if possible, away from the distractions of school – and to provide a comfortable and supportive environment with coffee/tea and lunch as appropriate. Key review meetings are too important to be squeezed in after school.

Three major areas inform the audit:

- Component Map
- Student Perceptions Survey: Middle and Later Years
- Student Learning Survey

Other tools that can provide further information as appropriate are:

- Effective Team Practices Questionnaire
- Curriculum Audit Questionnaire
- Cluster Questionnaire.

Classroom teaching practice is a major aspect, and it is best to begin the Component Mapping early to establish a shared language for discussing learning and teaching. It may also be advantageous to consider results from the Student Perceptions and Student Learning surveys at an early stage. For each focus area a set of focus questions is given below, which should form the basis of discussion in the review meetings and drive the development of initiatives.

Schools will have other data that will feed into the review process. These may include retention data, AIM data, reports from welfare coordinators, etc.

Classroom learning and teaching: Component Mapping

A critical aspect of the PoLT program is that teachers reflect on their teaching practice. It is important to allow teachers time to prepare for this aspect of the review meeting and encourage them to provide input based on the individual questionnaires that they have completed. Taking turns to talk about their

current strengths and any areas they would like to work on should provide enough material to begin with in terms of forming some school-based initiatives or future plans for action. The PoLT Coordinator should construct a profile of scores relating to each component or some kind of summary comment, from the interview mapping data. This could be used (not identifying individual teachers) to highlight areas of strength and trends in components that teachers feel they need to work on. A concept map, bubble diagrams, a graph etc. can be used to organise the information on an overhead projector slide, or lists of possible teaching strategy foci could be constructed under each component. Teachers could bring their individual questionnaires to promote the discussion. Once again, the focus questions should be used as guide and the components used to organise and clarify all of the ideas.

For each of the Principles and their components, the professional learning team should consider the following focus questions:

- How well do we address this component, as classroom teachers?
- How relevant and appropriate is this component for each of the learning areas?
- How well is this component supported in our overall curriculum planning and documentation?
- Which aspects of this component should form a part of our action plan, for working on: – by the PoLT team and school overall? – by groups of teachers in professional learning teams?
- Are there examples of things we are doing well in this component that we could use as a starting point?
- Do we have experience amongst our staff that we can draw on as a resource?
- What are some possible school-based initiatives we could include in our action plan?

The issue of the relevance of the different components to different learning areas may arise. It is important not to make assumptions that each PoLT component can be equally addressed across all learning areas. However, there is a strong indication that each is relevant for all learning areas.

Student Perceptions Survey data

The Student Perceptions Survey can provide a student perspective on the extent to which classrooms reflect the Principles in secondary schools. It is neither possible nor desirable that all classes are surveyed, since this would involve each student filling in the same questionnaire many times. Rather, a sensible survey program should be devised to give a snapshot of student perceptions across subjects and year levels. The results from the survey can then be analysed and presented as an overview at the meeting to add to the findings from the Component Mapping data. The questions

on the Student Perceptions Survey are matched to and appear in the same order as the Principles and their components. This is so that the overall pattern of the two sets of data can be compared. It should be noted however, that the two sets of data are not directly comparable. It is for this reason that the Component mapping tool involves a 5 point scale while the Student Perception Survey uses a 4 point scale.

The professional learning team should consider the following focus questions:

- Does the Student Perceptions Survey provide a picture of practice that is similar to the picture provided by the Component Mapping?
- Are there patterns of response which would give us any indication of practice in different learning areas or year levels?
- Which Principles and components need focusing on, according to the results? Is this realistic?
- How would we like this data to have changed two or three years from now?
- What can we do to make this happen?

Student Learning Survey data

It is not intended that students should be given a choice of activities in a way that overrides teacher judgment. However, student views about their learning can provide interesting and even surprising input into planning. The Student Learning Survey should be processed before the meeting, and the main patterns of response identified. Each teacher will need to have ensured that his/her classes have completed the survey and could provide at the meeting or to the PoLT Coordinator prior to this, a brief summary of the class responses. During the meeting, the main findings across year levels could be jotted down on a whiteboard. The focus questions should form the basis of a discussion of student learning preferences and how these might or might not match current practice.

The PoLT team should consider the following focus questions:

- What types of classroom activities are valued by students?
- Are there patterns of response that are informative? Is there a wide variety of responses?
- How does this match up with our current practice?
- Are there classroom strategies that we need to emphasise more?
- How might we act on this information?

Reviewing Effective Team Practices data

The following focus questions should be considered during the process of professional learning teams working through the Effective Team Practices questionnaire.

Each team should consider the following focus questions:

- What are positive aspects of the way learning and teaching issues and policy are shared by the relevant groups in the school, and by teachers in general? How do teams work together?
- What should we be doing to improve the way we work and plan together?
- In what sort of ways might we work together, to develop and follow through on learning and teaching initiatives?

This last question will need to be continually revisited as the action plan develops and is implemented.

After discussing the questionnaire, the PoLT team should begin to talk about the different ways they will work together, as a team and in groups, to develop a shared understanding of pedagogy. This should also lead to discussion about how to develop and follow through on initiatives. The discussion at this stage is necessarily preliminary. These questions will need to be seriously considered when the action plan is being developed.

Curriculum Audit data

This discussion flows from:

- the Curriculum Audit Questionnaire, which could be discussed by learning areas and the PoLT team prior to the review meetings
- a report prepared by the PoLT Coordinator indicating whether there may be gaps in curriculum coverage representing the different components.

The professional learning team should consider the following focus questions:

- Are the units in each learning area sufficiently coherent and of a length to support the substantial engagement of students with ideas and processes implied by the Principles and their components?
- Is the curriculum in each learning area supportive of good pedagogical practice? Are there good examples in particular learning areas of practice that support the different components, which could be shared and built on?
- Is there recognition of growth in student responsibility, competence and interests in the way the curriculum is framed?
- Is the way the curriculum is documented supportive of the sorts of outcomes we might aim for? How will we ensure that the initiatives develop into curriculum products accessible to current and future teachers?
- How might we develop an assessment and reporting process to support initiatives we might take? NB: Assessment Professional Learning Modules are available to assist schools and teachers in this area, (See the PoLT Resources page.)
- What are some possible initiatives, arising from all this, that we could include in our action plan?

Between review meetings, it will be useful for the PoLT Coordinator to provide a set of minutes and a summary of the findings/issues that arise. These can then be presented at the next meeting with all teachers involved in the PoLT initiative, for review, refinement and brainstorming of possible initiatives related to issues. The important thing is to provide a focus for the meetings that ensures the outcomes are tangible, based on evidence and generally agreed upon.

Generating initiatives

The outcome of discussion from these review meetings is a list of issues and initiatives that could form the basis of the school's action plan. An example of an initiative would be: 'Working to establish cross learning area planning to allow for links to be made between major ideas in different subjects'. These school-based initiatives should reflect responses to 'what do we see as important?' or 'what do we need?'.

A proforma for mapping the initiatives against the Principles and components (PoLT Action Plan) can be found on page 67.

Developing and prioritising school/cluster initiatives

There will be a number of initiatives to deal with at this stage: those that arise from the auditing process, those that are already identified as cluster initiatives and those that are implied by individual school strategic plans or broader cluster goals or directions. These may, of course, interrelate. A cluster direction or goal such as 'focus on mathematics classroom practice to more fully engage students' may be better understood after the audit process. School-based initiatives may arise out of the audit that are compatible with cluster directions.

This first part of the school/cluster initiative development will consist of listing, then refining. The prioritising of the initiatives would best take place at a separate meeting from the one at which they were formulated. It would be useful if the PoLT Coordinator or another team member were to provide a summary list of school-based initiatives to bring to that next meeting to help move the process along.

The process should involve a preliminary classification of the initiatives into:

- high priority initiatives – 'must do'
- important initiatives – 'should work on'
- other initiatives – 'would be good to include' or 'minor items that will make a difference'.

The prioritising will be influenced by agreements across the cluster concerning common foci.

For each of the initiatives, at this stage it would be useful to identify a rough timeframe (e.g. which term(s), which year(s)).

Grouping the initiatives into coherent themes

Following this, it can be useful to group the initiatives into 'themes' that bring out the relationship between them and highlight the strategic nature of what is being focused on. Themes might focus on community links, for instance, or the development of student autonomy and responsibility for learning. For example, an initiative concerned with increasing teacher experience with open-ended questioning and interpretive discussion might, with other initiatives, form part of a 'student higher order thinking' theme.

Such themes represent broader issues or concerns identified for improvement and can provide a coherence for thinking about strategic change in the longer term. Examples of themes around which initiatives might cluster include:

- developing students' autonomy and awareness of quality learning
- increasing student engagement with, and attitudes towards, schooling
- increasing the level of communication and shared understanding among teachers
- developing a more coherent curriculum across learning areas
- using learning technologies in the learning and teaching process
- fostering student understanding of the relationship of the curriculum to human and social concerns
- increasing communication, understanding and joint planning between schools in the cluster
- transition of students from primary to secondary schools in the cluster.

As the PoLT program has a pedagogical focus, themes will mostly concern students or classroom characteristics but may also address the way the professional learning team relates or works together, or the way learning is supported within the school. The themes themselves could cluster under the following areas:

- student learning and attitudes
- teacher confidence/competence and team building
- productive cross-curriculum links and arrangements
- cluster-wide links and focus.

The initiatives generally will need to be consistent with the PoLT vision statement (see page 2), which should form the basis of a vision for pedagogy in each school. A consultant or 'critical friend' can provide a different perspective and help to refine and consolidate the vision.

Supporting Actions

It will be essential for the team and the PoLT Coordinator to think carefully about the processes involved in implementing the initiatives in classrooms. Issues such as fostering team communication, supporting individuals within the team, ensuring support from the school leadership team, providing resources and professional development, handling communication and sharing across the cluster, and collecting relevant data are critical to the success of the project. A number of groups of Supporting Actions will need to be considered. They will need to be discussed at two levels: for the project as a whole and for each initiative.

The Supporting Actions that need to be incorporated into the action plan are:

- **Arranging organisational support:** making needs clear to the principal and leadership team, working with the timetabler and coordinators, making sure IT support is on hand at appropriate times, ensuring that adequate resources are available.
- **Managing professional development:** providing or arranging for appropriate input of ideas and skills training using local or outside expertise, tapping into networks, using the Cluster Coordinator for ideas and advice.
- **Supporting individuals and groups:** supporting teachers as they work through a change process, both at an individual and a group level.
- **Monitoring and evaluating:** making sure school-based initiatives are monitored for effectiveness using teacher and student judgments and outcomes, providing regular opportunities for sharing feedback and being clear on what should be the basis of evaluation.
- **Reporting and dissemination:** reporting to teachers, the wider school/cluster community and outside the school in a way that invites constructive comment, encourages support for school-based initiatives and enhances the status of these initiatives.

Developing and writing the school action plan

At this stage the team needs to clarify how they will work on the PoLT initiatives, in what order, and with what teachers and resources, and over what period of time. The culmination of this process will be the school PoLT action plan. The action plan consists of initiatives in priority order with details about how they will be developed, implemented, supported and monitored. The school based initiatives should be framed within a three year rolling plan and addressed in a manageable sequence. Each stage of this plan will inform successive Annual Implementation Plans.

An example of what this might look like can be found on page 22 of the Guidelines for Annual Implementation Planning in schools (see Appendix 2 at the end of this section or the PoLT Resources page for the whole document). It will be important, of course, to deal with the most pressing concerns first, but some initiatives will depend on others, for instance making sure that there is a coherent planning process and appropriate curriculum arrangements in which classroom strategies can be developed. Curriculum considerations might be the initial focus and classroom activities and strategies may be developed within these. Alternatively, the team may decide to work on classroom strategies first, so that future curriculum planning is influenced by an understanding of what types of activities are productive in supporting student engagement in learning.

Each school-based initiative, therefore, will have its own timeline, its own group of teachers and its own support needs and monitoring procedures. While planning these elements, the PoLT Coordinator will need to think carefully about the specific outcomes of the initiative, and how these will be sustained as an inherent part of the school arrangements and culture. It would be of limited value, for instance, for teaching strategies and specialised resources to leave the school with the teachers that developed them. Ways need to be found to ensure that work undertaken is documented and shared in such a way that it will be ongoing.

For each school-based initiative, the following checklist of strategic elements may be useful:

- **Outcomes:** What are the planned tangible outcomes?
- **Actions:** What specific actions will be taken to ensure the success of the initiative?
- **Timeline:** What are the key stages along the way and when will they occur?
- **The Principles of Learning and Teaching P-12:** Which Principles and components are represented in each initiative?
- **Supporting individuals and groups:** How will teachers be supported, who will do what and how will information be shared?
- **Arranging organisational support:** What resources are available (time, teachers, outside support)? How can they be organised to maximise impact? What leadership support is needed?
- **Managing professional development:** How will teachers be supported to develop new skills and perspectives, and through which strategies?
- **Monitoring and evaluating:** How will it be monitored and evaluated? What data need to be collected?
- **Reporting and dissemination:** Are there aspects of the initiative that could be usefully reported to appropriate forums that will support the team, the school or the initiative itself?

The action plan is a working document and as such, is likely to change in response to the evaluation of the success of initiatives.

There are a variety of possible ways of laying out an action plan. The use of a grid or table which could include the following headings is recommended:

- school-based initiatives, linked under themes
- strategies or actions
- timelines
- monitoring processes and outcome measures
- professional development needed
- resource and other support requirements
- the individuals and groups involved
- disseminating information and reporting on the school-based initiative.

Under the above headings there should be statements that are sufficiently clear to all teachers that they have a common understanding of the plan.

It may be useful to split the initiatives into short- and long-term initiatives. The initiatives should be able to be explicitly related to the Principles of Learning and Teaching P-12. Sample sections of action plans are provided in the next section. As part of accountability processes within the PoLT initiative, it is suggested that the completed action plan be discussed at a session with the Cluster Coordinator or at the next cluster meeting. An Action Plan Checklist is provided (page 68) to help ensure that all of the above are represented.

Developing and writing the cluster action plan

The relationship between individual school action plans will vary, depending on the way the cluster works, and the particular initiatives. The reality of PoLT is that the school and cluster action plans will be developed side by side rather than one before the other, and developing a coherence between the various action plans will require time and close collaboration. The relationship between initiatives at the school and cluster levels may be related in a number of ways.

- The cluster initiatives might consist of broader themes (e.g. to strengthen the focus on literacy in all areas of the curriculum) that are represented by a variety of different school-based initiatives. Such school-based initiatives may arise first in the cluster as an inter-school agreement, or may develop out of individual school initiatives that are seen to be common.
- The cluster initiatives might be quite specific but apply separately in each school and be agreed to be part of each school's action plan (e.g. to develop the use of portfolio assessment across schools in the cluster).

- The cluster initiatives might refer specifically to projects or actions that are cross-school by nature and require cross-school cooperation (e.g. to develop a joint cluster newsletter, or to work collaboratively to establish an environmental action project). The cluster action plan should be similar in form to the individual school action plans. Cluster action plans should be developed through:
 - cluster meetings in which the operation of the cluster is audited and discussed
 - discussions between PoLT Coordinators and principals
 - reviewing and discussing individual school action plans and drawing out common themes around which cluster actions and discussions could usefully occur.

The development of the cluster action plan will be the responsibility of the Cluster Coordinator, working with the PoLT Coordinators.

Excerpts from sample action plans

Initiatives are things that will be done (projects, innovations). These may be clustered into themes. Actions are the finer detail of the initiatives (like 'Actions to be taken') that lay out the specific things that teachers will work on. The figures on the following pages show extracts of action plans that illustrate the relationship between initiatives and actions.

Secondary school initiatives and actions

Major goal/theme/issue/area of need: Catering for individual learners	
Initiatives	Actions to be taken
Increase the range of strategies used in the classroom	<ul style="list-style-type: none"> Plan units to include the development of creative problem-solving strategies and incorporate Bloom's taxonomy. Investigate Multiple Intelligences for use in planning.
Review the teaching program/curriculum	<ul style="list-style-type: none"> Plan as teams. Develop and share units each semester.
Increase opportunities for student decision making in the classroom	<ul style="list-style-type: none"> Build in aspects of the Personal Learning and Thinking domains or the Victorian Essential Learning Standards. Negotiate tasks with students in at least one topic per semester. Include 'contract' type tasks to allow students to choose tasks according to their level of ability and interest. Develop the use of student-negotiated research projects. Develop student Personal Learning Goals and monitor these.
Increase the sharing of ideas and strategies between teachers in different learning areas	<ul style="list-style-type: none"> Conduct joint brainstorming/planning meetings. Construction of a 'book of ideas'.

Primary school initiatives and actions

Major goal/theme/issue/area of need: Community links	
Initiative	Action
Introduce family night	<ul style="list-style-type: none"> Involve all teachers in deciding on learning area focus for night, planning and organisation. Use support material on the SOFweb site. Contact members of school community with expertise in focus area to assist with planning and night.
Support existing environmental and community projects (Air Watch, Steam Watch, Solar Energy Challenge, Dampier Creek re-vegetation project)	<ul style="list-style-type: none"> Select groups of students to be involved in the various challenges. Involve Channel 9 Air Watch, Friends of Dampier Creek and the Australian Solar Car Challenge group and local community groups/individuals. Arrange teachers in to teams to coordinate projects.
Continue project with university, where student teachers visit the school and work with small groups of students	<ul style="list-style-type: none"> Provide university students with a meeting room so that briefing can occur before and after working with students. Observe and evaluate student learning through the project.
Introduce a community focus to Education Week	<ul style="list-style-type: none"> Organise a whole day during Education Week where students carry out projects involving the local community.
Establish cross-age tutoring links with an associated secondary college	<ul style="list-style-type: none"> Organise timetables at both schools to enable this to take place. Select students and teachers to be involved. Identify area of the curriculum and activities to be used.

Detailed extract from a Science learning area action plan

Initiative	Action (Science key learning area)	Timeline	Individuals & groups	Outcome measures	Resources and support	Professional development	Reporting and disseminating
Trial a range of strategies that extend students' thinking skills when exploring issues, e.g. PMI, debates, role-plays, use of Bloom's.	<p>1 Audit the extent to which science in society issues are used in the current curriculum.</p> <p>2 Teachers get together to brainstorm types of thinking skills and cooperative grouping strategies used in the classroom. Teachers decide which strategies best promote student engagement with science issues.</p> <p>3 Locate appropriate resources and available PD.</p> <p>4 All teachers in selected year groups to trial strategies in Term 2 and report back results in allocated meeting times.</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3 + 4</p>	<p>Learning area coordinator and 3 other teachers</p> <p>All teachers</p> <p>PoLT Coordinator + 3 others</p> <p>Teachers of year levels involved</p>	<p>Document developed showing use of issues in curriculum.</p> <p>Shared understanding developed. Document developed outlining possible areas for further development.</p> <p>Create list of resources. Personal PD plans established.</p> <p>Different ways of assessing the development of student thinking skills are embedded in the curriculum and examples of strategies can be found in all units by end of year.</p> <p>Record frequency of strategy using sheets developed.</p> <p>Student attitudes to science are more positive.</p>	<p>Librarian and team to collect media files and identify resources that could be used.</p> <p>Leadership team to support time release of teachers for meetings and PD.</p> <p>Purchase teacher reference material.</p>	<p>IN HOUSE PD</p> <p>Selected teachers demonstrate use of strategies that promote student engagement with science issues.</p> <p>EXTERNAL PD</p> <p>External facilitator to provide after school workshop.</p>	<p>Teachers attend PoLT PD program.</p> <p>Brief teachers, parent committee and school council.</p> <p>Student bulletins and parent newsletters.</p> <p>Report in local newspaper.</p> <p>Build and exhibit student work.</p> <p>Display in local shopping centre.</p> <p>Report in staff meeting, network and cluster meetings.</p> <p>Share on Knowledge Bank.</p>

PoLT Action Plan Checklist

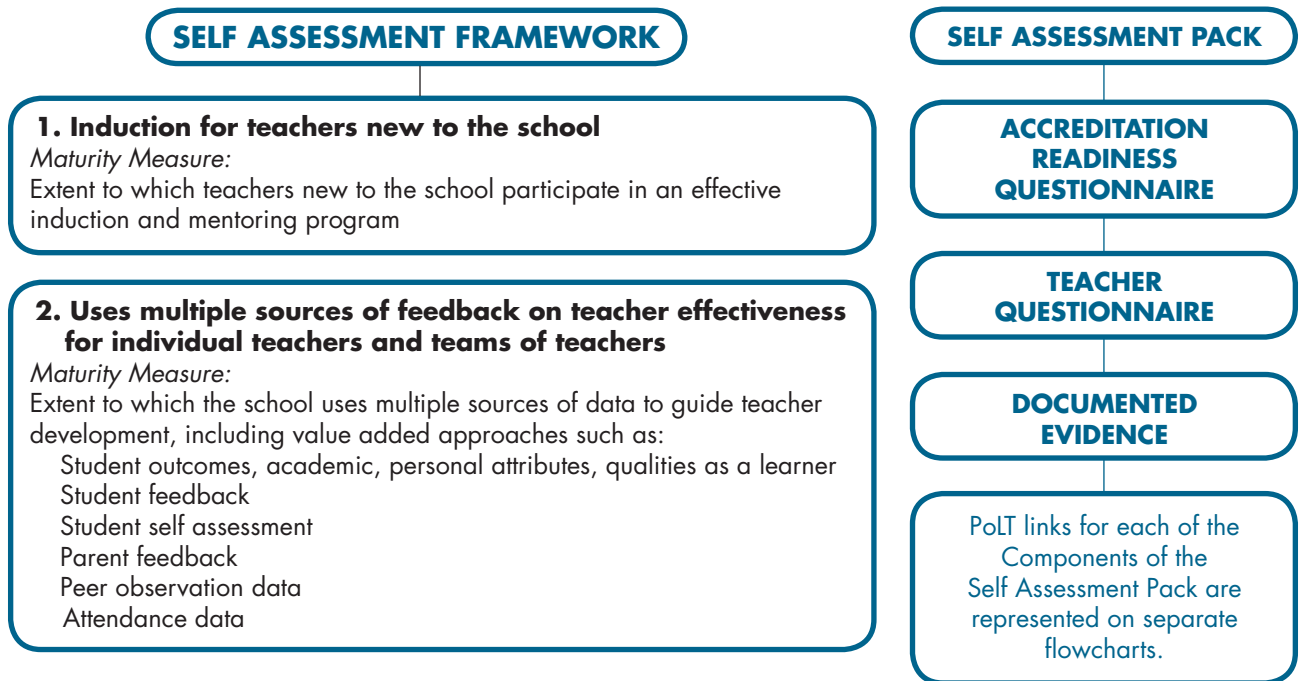
This checklist is a device for evaluating the school action plan. It could form the basis of discussions with the school leadership team, and the Cluster Coordinator. You should check whether your action plan:

	YES	NO
a Is based on evidence of:		
• current teacher classroom practices		
• student perceptions and attitudes		
• student achievement		
• review of the curriculum and resources		
b Has clear and appropriate:		
• goals		
• initiatives		
• strategic actions		
• monitoring strategies and performance measures		
• timelines		
c Incorporates appropriate supporting actions:		
• support for individuals and groups		
• arranging organisational support		
• professional development		
• monitoring and evaluation		
• reporting and dissemination		
d Incorporates the Principles of Learning and Teaching P–12:		
1 The learning environment is supportive and productive		
2 The learning environment promotes independence, interdependence and self-motivation		
3 Students' needs, backgrounds, perspectives and interests are reflected in the learning program		
4 Students are challenged and supported to develop deep levels of thinking and application		
5 Assessment practices are an integral part of learning and teaching		
6 Learning connects strongly with communities and practice beyond the classroom		

Appendix 1

The following diagrams show how the PoLT program can assist schools in creating a supportive Performance and Development Culture

PoLT and how it relates to Flagship Strategy 4 Creating a Supportive Performance and Development Culture



PoLT

Provides/adds to the multiple source data a school is required to use.

Data is derived from :

- Student Learning Surveys
- Student Perception Surveys
- Student Self Assessment Portfolios/journals that may be developed as a result of the PoLT modular and online Professional Learning Resources
- Effective Team Practices Questionnaire
- SWOT Analysis
- Curriculum Audit Questionnaire – Learning Areas/whole school

3. Customised individual teacher development plans based on individual development needs, student learning and school priorities

Maturity measures:

Extent to which each teacher has a developed plan that links to their own development needs, school priorities and improved student learning. This plans includes consideration of feedback provided to individual teachers.

PoLT

- Teacher Questionnaire
- Teacher Component Mapping

These are components of PoLT that would assist in framing a teacher's plan linking their needs to school priorities and improved student outcomes. Feedback is given to individual teachers on their component map data and the aggregated school data. This is combined with their student survey data to provide a comprehensive basis for teachers to develop a personal plan based on their own needs, those of their students and school priorities.

4. Quality Professional Development to meet individual development needs

Maturity Measure:

Extent to which each teacher participates in professional development that helps improve their effectiveness as teachers and helps them focus roles.

PoLT

As part of the PoLT process schools, and often individual teachers, develop action plans. The action planning process is essential for planning and implementation change of initiatives. The action plan specifies a range of actions to be taken by schools and teachers at various times throughout the year to improve learning and teaching. To support changes emerging from the audits and action planning process a professional development program is developed that incorporates school and cluster discussions and draws on cluster expertise. The PD Program has multiple entry points and can be used in a variety of ways depending on the needs of the individual and school. The PoLT program is based on a multi faceted view of the ways that teachers can develop professionally, including sharing of ideas, mutual support, pd events - workshops, conferences, PLT's, peer coaching and mentoring. The PD is designed to be ongoing and fully integrated to meet the needs of individuals and schools. The Leading Change Program demonstrates the Principles of Highly Effective Professional Learning.

Belief by teachers that the school has a performance and development culture

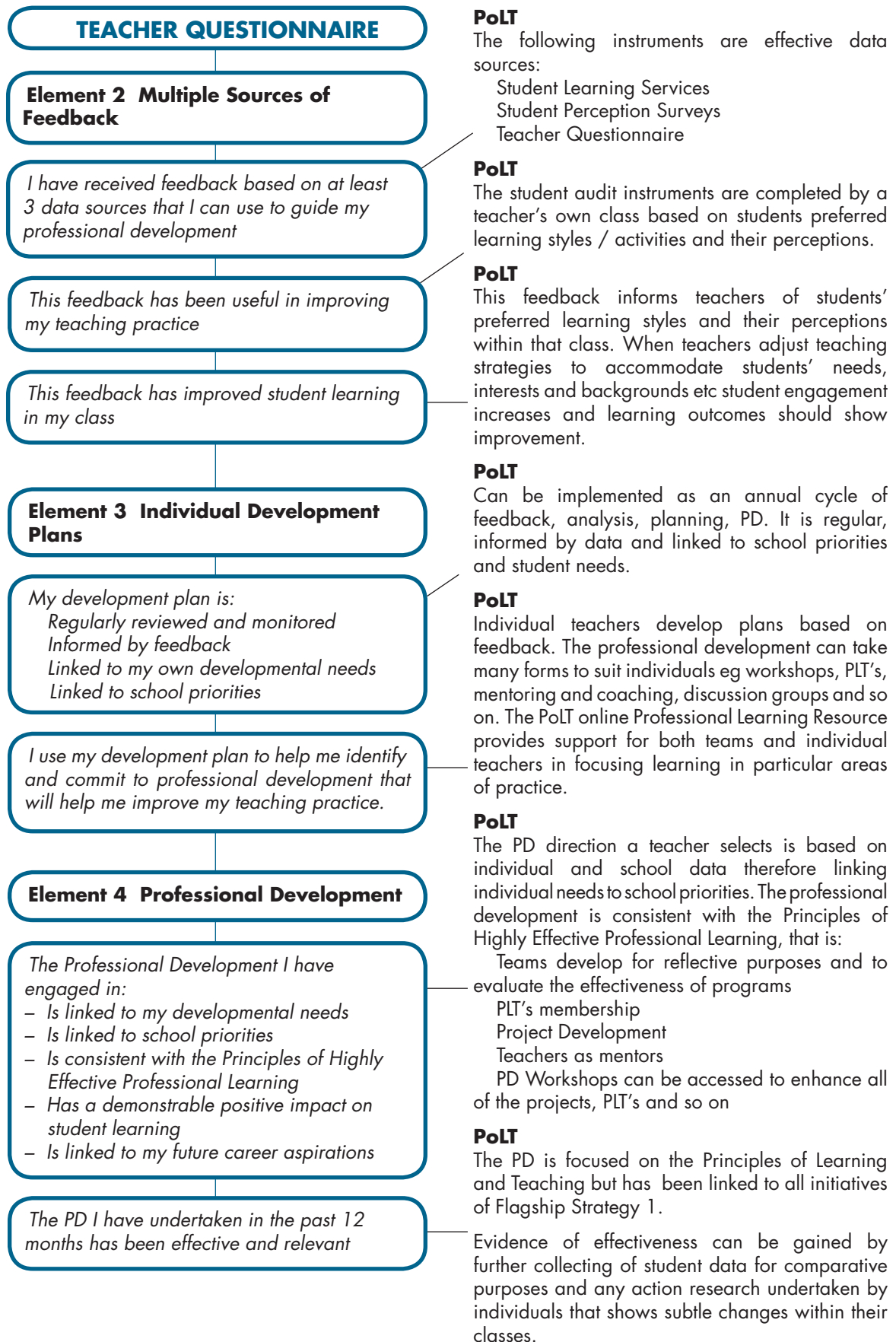
Maturity measure:

Extent to which teachers feel that the school culture is supportive of professional growth and development.

PoLT

Empowers teaches to take ownership of their professional learning based on data from self, students and team.

PoLT and how it relates to... Flagship Strategy 4
Creating a Supportive Performance and Development Culture



PoLT and how it relates to... Flagship Strategy 4
Creating a Supportive Performance and Development Culture

ACCREDITATION READINESS QUESTIONNAIRE

Element 2 Multiple Sources of Feedback

Can you describe the feedback process in your school and how it was established?

PoLT

Coordinators could describe in detail the Leading Change process with particular emphasis on the audit instruments, Student Learning, Student Perception, Teacher Component Mapping, Team Effectiveness survey and Curriculum Questionnaire.

Can you demonstrate that each teacher has received feedback based on at least 3 data sources (including student outcomes data)?

PoLT

Follow up from teacher Component Mapping interviews requires a teacher to look at student feedback data and consider the implications of this for personal action planning - Teacher Component Mapping/Student Learning and Perception surveys.

Can you describe how you have evaluated your feedback program?

PoLT

Data collection leads to: Data analysis, Teacher action plans, School action plans, Cluster action plans which are embedded in action research.

Can you describe the improvements you have observed in teacher effectiveness since the introduction of feedback?

PoLT

Data gathered and compared at both the student/teacher level and whole school level will inform the degree of improvement. Action Research evidence will also inform the improvements made.

Can you describe how you will sustain and improve the program in the future?

PoLT coordinators must build in sustainability via training several component mappers, PD deliverers, data gatherers, data entry personnel and data analysis personnel. By doing this the program will be sustainable and many staff empowered in the process.

Element 3 Development Plans

Do all teachers have development plans?

PoLT — Those teachers that go through the component mapping process have the opportunity to develop individual action plans.

Are these individual development plans up-to-date?

PoLT

Teachers are encouraged to be component mapped once a year to evaluate progress and set future plans for continuous improvement.

Are these development plans informed by feedback?

PoLT

Each year that a teacher is component mapped they have up-to-date student survey results to complement their data and to give realistic feedback.

Are plans regularly reviewed?

PoLT — Annually

Are plans aligned to school priorities?

PoLT

When considering individual teacher component mapping data, school data is also looked at to assist teachers to prioritise when action planning so that their chosen direction complements that of the school.

Are plans focused on improving student learning outcomes?

PoLT was developed to improve learning and teaching.

Can you describe how you established the practice of teacher development planning?

PoLT Leading Change Program has several graphical representations of how this takes place.

Can you explain how you engaged all staff in developing their individual PD plans?

PoLT — The audit processes involved have a particular sequence to inform the development of individual teacher action plans.

Can you describe the improvements you have observed in teacher effectiveness as a result of individual development planning?

PoLT data and action research evidence gathered over time provides sound data as evidence of teacher effectiveness.

Element 4 Professional Development

PoLT

The PoLT modular and online professional learning resources provide stimulus for PLTs to focus on various aspects of the Principles.

Have all teachers engaged in professional learning?

PoLT teachers select modular or online Professional Learning Resources as a result of individual component map results, student surveys and school priorities.

Is PD linked to individual needs and school priorities?

The **PoLT** modular and online Professional Learning Resources are:
Focused on improving student outcomes, based on teacher practice, informed by research and involve teachers working in teams.

Is PD based on the Principles of Highly Effective Professional Learning?

PoLT The results of the audit process each year and the action research journals will provide evidence of the value of the teacher PD.

Can you describe how teachers have engaged in effective forms of professional learning?

The **PoLT** Professional Learning Resources provide a framework for teachers to reflect on their own practice, gain feedback from students and colleagues, participate in teams, undertake action research and to evaluate effectiveness of programs.

Appendix 2

Section 3 – Examples of Annual Implementation Planning

School Goals (four year focus)

- Student learning
- Student engagement and wellbeing
- Student pathways and transitions

School Targets (four year focus)

- Student learning
- Student engagement and wellbeing
- Student pathways and transitions

2006 Annual Implementation Plan

Key Improvement Strategies and Significant Projects

What

the activities and programs required to progress the key improvement strategies

How

the people, budget, equipment, IT, learning time, learning space

Who

the individuals or teams responsible for implementation

When

the date, week, month or term for completion

Achievement milestones

the practice measures or lead indicators that describe success

Enhance teaching and learning across the school Develop school-wide principles of learning and teaching:

- Train PoLT coordinator in leading change processes and establish a regular meeting agenda
- Conduct POLT component mapping and develop school action plan
- Peer observation of classroom teaching
- Deliver PoLT PD Modules

Develop a thinking-oriented curriculum approach to teaching and learning

- Access regional facilitator to share strategies and link to pedagogy
- Link to Literacy and Numeracy teaching and learning practice. CRT release through PD budget. Project budget of \$5,000 Curriculum Professional Learning Teams Regional facilitator Project budget of \$5,000 Leading Teacher (seek expressions of interest), all staff Establish professional learning teams Middle Years coordinator, all staff Training in Term 1. Two dedicated staff meetings each term. Monthly staff meetings
- All staff routinely reflecting on their classroom practice in light of outcomes identified through the Principles of Learning and Teaching (PoLT) program
- All classroom teachers complete three peer observation and feedback sessions during Term 3
- Students routinely choosing Thinking Oriented Curriculum strategies as part of their work and making their thinking 'visible' through use of graphic organisers, etc.
- A 5% increase in the quality of teaching variable in the 2006 parent opinion survey
- A 5% increase in the quality of instruction variable in the 2006 student attitudes to school survey

NB: A link to this document can be found on the PoLT Resources page.