



# Plan for improvement

<p><b>Vision</b></p> <p>What are the intended outcomes?</p> <p>What will change because of this plan?</p> <p>What is our vision for the future?</p>	<p>Collaborative approach to responsive planning cycles</p> <p>Evaluation element of the Model of Pedagogy – capturing student feedback</p> <p>Professional Learning Process includes reflection and goal setting, professional practice and learning and feedback and review.</p> <p>Developing a performance and development culture that:</p> <ul style="list-style-type: none"><li>• Focuses on student outcomes</li><li>• Clear understanding of effective teaching</li><li>• Leadership – shared commitment</li><li>• Coherence – Processes and teacher goals should reflect the overall approach to teaching and learning within the school.</li></ul>
<p><b>Measurables and Monitoring</b></p> <p>How will intended outcomes and impact be monitored, measured, or observed over time?</p>	
<p><b>Communication</b></p> <p>How will the explicit focus and intended outcomes and impact be communicated to staff, parents, students, and other community stakeholders?</p>	

**The plan for enacting this explicit improvement agenda will be developed by:**

- School leadership and Senior Leader Performance and Progress (self-managed)
- School leadership and Learning and Teaching staff (critical friend and/or strategic partnership)

**The creation and implementation of this plan will be supported by:**

- School leadership with support from the Senior Leader Performance and Progress (self-managed)
- School leadership, Senior Leader Performance and Progress, and a critical friend from Learning and Teaching (critical friend)
- School leadership, Senior Leader Performance and Progress, and Learning and Teaching staff (strategic partnership)

## Plan for action

Action	Impact	Responsibilities	Steps	Timeline	Resources	Monitoring
<p>What needs to be done to achieve the intended outcomes?</p> <p>Frame this action around what needs to change.</p>	<p>What is the intended outcome of this action?</p>	<p>Who is responsible for leading this action?</p> <p>Who will need to be involved?</p>	<p>What steps are involved in this action?</p>	<p>What milestones and defined improvement targets are anticipated?</p> <p>Is a phased approach needed for change to occur? If so, what are the phases?</p>	<p>What support, structures, or other resources are needed to enable these actions and steps?</p>	<p>How will we evaluate the outcomes of our actions?</p> <p>How will we monitor change to know we are on track to success?</p>
<p><b>BCE Model of Pedagogy – focus on Evaluate</b></p>	<p>Evaluate the impact of teaching on student achievement and success; review the climate of the class; evaluate the invitation to learning experienced by the students; collect students' feedback on the impact of teaching, evaluate from a curriculum perspective.</p>	<p>Classroom Teachers</p> <p>Middle Leaders</p> <p>SLT</p>	<p>All elements of the Model of Pedagogy are embedded in the planning, activating, and reviewing stages.</p> <p>Evaluate is inbuilt in Department Meetings, Responsive Planning Cycles and Performance and Development conversations.</p> <p>Student feedback (voice) is captured as part of the process.</p>			

<p><b>Collaborative practices</b></p>	<p>Have a powerful effect in magnifying and spreading the benefits of professional learning and adds a valuable dimension to the learning undertaken by individuals.</p>	<p>Classroom Teachers Middle Leaders SLT</p>	<p>Teachers engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.</p> <p>Teachers work together to research, plan and design effective teaching strategies and programs</p> <p>Teachers engage in professional dialogue to evaluate and modify teaching strategies and programs</p> <p>Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.</p> <p>Collective ownership of learning goals and outcomes, for both the individual and the whole school</p> <p>Collaboration is prioritised and sufficient time is given to investing in the practice</p>			
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<b>Performance and development process</b>	The processes associated with teacher performance and development typically occur in a cycle which provides a structure for appraising, developing, and refining teaching practice. It also recognises the entitlement of teachers to receive feedback and support.	Classroom Teachers Middle Leaders SLT	Reflection & Goal setting Professional Practice & Learning Feedback & Review			
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