

Building practice excellence

Definition:	<p>Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teaching is a key determinant of variation in student achievement.</p> <p>Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement. Effective schools use Communities of Practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.</p>		
Essential Element 2	School-based professional learning program developed and implemented that supports the school's identified improvement strategies		
Essential Element 7	Data collection, analysis and evaluation of student learning growth over time		
Essential Element 8	Explicit use of evidence-based school improvement strategies and teacher professional practice activities		
Emerging	Evolving	Embedding	Excelling
Professional learning is focused on student outcomes			
<p>Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice.</p> <p>Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.</p>	<p>The school has clear goals and targets that support agreed FISO priorities.</p> <p>The school develops professional learning aligned with their FISO improvement strategies.</p> <p>Teachers have a shared focus for improvement in student outcomes.</p>	<p>The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data.</p> <p>Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.</p>	<p>A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.</p>
Professional learning is collaborative, involving reflection and feedback			
<p>Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs.</p> <p>The school encourages teachers to seek support from experienced colleagues.</p> <p>Teachers occasionally give and receive feedback with a focus on improving practice.</p> <p>The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a</p>	<p>Professional learning teams are formalised and teachers work collaboratively to review and develop their practice.</p> <p>Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.</p> <p>Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.</p>	<p>The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.</p> <p>Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Structured mentoring and coaching programs are established.</p>	<p>The school has established teaching teams dedicated to challenging and improving each other's practice. Student feedback is routinely sought and informs school improvement.</p> <p>The school's Professional Learning Plan is developmentally-focused, and designed to enable both individual and collective responsibility and accountability. The plan supports collaborative professional learning to build collective responsibility for improved student outcomes.</p>

focus on improving practice.			
Professional learning is informed by the collection, analysis and evaluation of student data			
Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.	Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.	Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements. SEMESTER 2 FOCUS (ABOVE)	Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.
Professional learning is evidence-based and modelled on recognised best practice			
Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.	Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.	Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school's professional learning.	The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers' individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.
Professional learning is ongoing, supported and fully integrated into the culture of the school			
A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.	The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.	The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.	The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.

Evaluating impact on learning

<p>Definition:</p>	<p>Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future learning. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.</p> <p>Assessment 'of' learning usually happens at the end of a cycle of learning for summative purposes. Assessment 'for' learning refers to integrating assessment information into the teaching and learning process. Assessment 'as' learning has a stronger emphasis on students becoming independent learners. Assessment 'as' and 'for' learning are often referred to as formative assessment.</p> <p>Effective teachers see formative assessment as an integral part of teaching and learning, for both themselves and their students. Using data and feedback, teachers identify important issues which drive inquiry and actions. They monitor the impact of their actions and adjust their practice accordingly.</p> <p>School leaders share a strong message about the impact of teaching on student learning outcomes and they support and challenge teachers to understand their effectiveness. They ensure that ongoing evaluation of teachers' current practice is used to focus their professional learning and Performance and Development Plans.</p>		
<p>Essential Element 6</p>	<p>Moderation of common student assessment tasks</p>		
<p>Essential Element 7</p>	<p>Data collection, analysis and evaluation of student learning growth over time</p>		
<p>Emerging</p>	<p>Evolving</p>	<p>Embedding</p>	<p>Excelling</p>
<p>The school builds assessment literacy</p>			
<p>Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards.</p> <p>Teachers collaborate to create and share assessment tasks mapped to the standards.</p> <p>Teachers provide students with feedback on strengths and areas for improvement to progress learning.</p>	<p>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards.</p> <p>Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning.</p> <p>Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning.</p>	<p>Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is routinely adjusted to cater for individual needs.</p> <p>The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking.</p> <p>Teachers and students feedback to each other about student progress. Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve.</p>	<p>All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth.</p> <p>A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes.</p> <p>The school documents the processes which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.</p>

The school connects student assessment with learning			
<p>The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning.</p>	<p>Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches.</p>	<p>Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.</p>	<p>Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidenced based strategies.</p>
Teachers evaluate and modify their teaching practice			
<p>Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards.</p> <p>Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills including peer observation, feedback and coaching.</p>	<p>Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching.</p> <p>Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.</p>	<p>Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery.</p> <p>Team planning and professional learning time prioritises assessment data analysis.</p> <p>Teachers evaluate the effectiveness of their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices.</p>	<p>A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students' progress.</p> <p>Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning.</p> <p>The school uses student learning data for strategic planning of teacher individual and collective professional development.</p>