

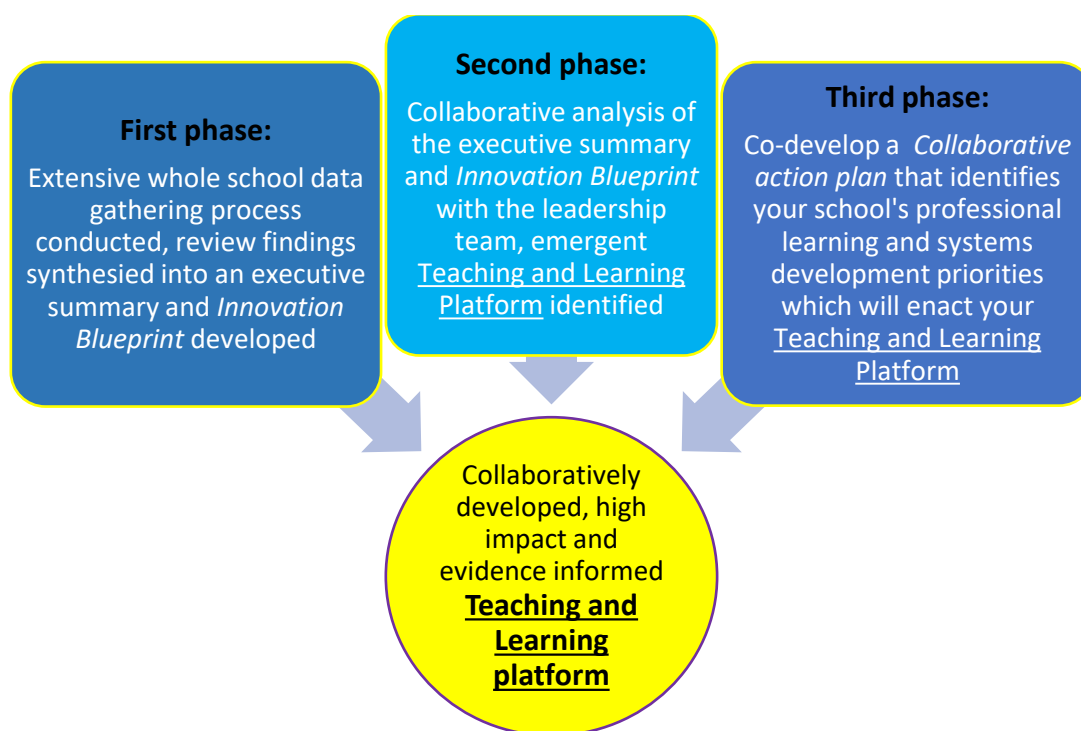
Comprehensive whole school *Teaching and Learning* Review and Innovation Recommendation package

Our comprehensive Review and Recommendation Package guides schools in their ongoing strategic pursuit of education's overarching goal; sustained and improved student learning outcomes, PROGRESS FOR ALL, ALL OF THE TIME.

The package is a comprehensive analysis that will identify your existing:

- Teaching and Learning culture
- level of teacher engagement and effectiveness within that culture
- student agency in their learning
- systems and processes that support effective teaching development and student learning

Analysis complete, this baseline data knowledge will then be used as a springboard to identify future teaching and leading innovations as we collaboratively develop your tailored *Innovation Blueprint* and Collaborative Action Plan. This will inform your school's new Teaching and Learning platform which captures your emerging instructional core.



To achieve this, we bring our attention to three key domains for educational success; *Teaching and Learning*, *Data literacy and engagement* and your school's *Structures, systems and planning*, each fundamental to high-quality education. For each domain, and the resulting 13 components, a range of school-based evidence sources and evidence gathering tools developed by *PROGRESS Educational Consulting* have been identified including:

- teachers, leaders and learners sharing their perceptions
- your school's learner achievement data being analysed
- existing school systems and structures being reviewed

With evidence-based innovation opportunities at a teacher, leader and school systems level now clear, you are powerfully positioned to identify, develop and eventually deliver a high impact Teaching and Learning Platform; your instructional core, as you pursue sustained and improved student learning outcomes.

First phase

Multiple measures of data are gathered across 2 days to inform the review and recommendation process including:

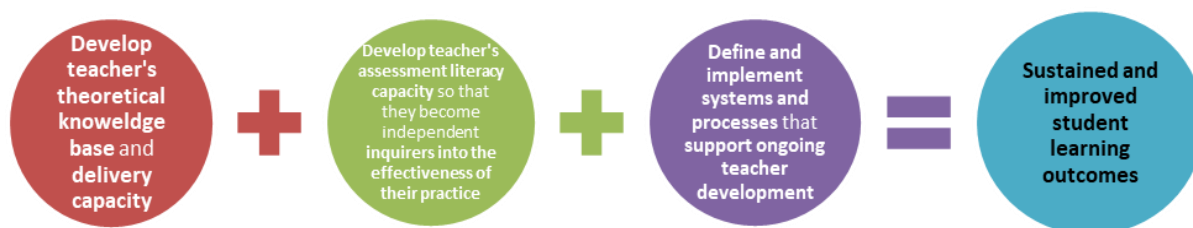
- site based and systems level achievement and progress data
- student focus groups who sit and share their perceptions of teaching and learning
- classroom walkthroughs conducted by *PROGRESS Educational Consulting* staff
- staff teams sit with our consultant to share their perception of:
 - their engagement capacity with the school's teaching and learning platform
 - consistency of whole site engagement with the platform
 - the level of relational trust across the school
 - their capacity to determine their own effectiveness i.e. data literacy
- leaders meet with our consultant to share their perceptions of the school's teaching and learning culture
- systems and processes already in place that are designed to support effective teaching and learning

This comprehensive evidence base is then analysed by your *PROGRESS Educational* consultant, alongside data provided by the school prior to the review (see page 4), to develop an executive summary of your current teaching and learning culture, and opportunities for teacher, leader and systems innovation; your *Innovation Blueprint*.

Second Phase

Approximately a fortnight after spending time with your school community, a day will be spent with the leadership team as we take a 'deep dive' into your school's data story based on our Executive summary, and the resulting *Innovation Blueprint*. The *Blueprint* considers three key domains that are fundamental to high quality education; *Teaching and Learning, Data literacy and engagement* and your *Structures, systems and planning* capacity. Our review findings are framed into several *opportunities for innovation* that we will consider with you.

In partnership, we discuss with you the findings with the intent of identifying your emergent Teaching and Learning Platform opportunities, and the organisational infrastructure required to support teacher engagement and development. Underpinning this stage of the process is the research of Professor Helen Timperley who identified three drivers that must be considered if we are to achieve sustained and improved student learning outcomes:



Third Phase

The final phase of the review and recommendation package continues the guided collaboration between *Progress Educational Consulting* and your leadership team as we co-create a *Collaborative action plan*. We identify:

- the nature of professional learning that will meet identified human resource capacity goals and deliver on your newly identified Teaching and Learning platform, for both teachers and leaders
- who is best positioned to provide professional learning
- and develop a timeline of engagement

Of vital importance at this stage is that all professional learning decisions are informed by either evidence-based research or school-based evidence.

The co-development of *innovation milestones*, with accompanying measures that track engagement, impact and inform systems agility, are a feature of this phase. An added component will be an analysis of your assessment capacity, both at a whole school level and classroom level, to ensure that you are able to 'measure what you value' and that measurement tools support teacher reflection and inform practice.



What the research says: “When the school is organized to focus on a small number of shared goals, and when professional learning is targeted and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement.” (Michael Fullan, *The Principal: Three keys to maximizing impact*, 2014)

There can be little doubt, given the research evidence (Mortimore et al., 1988), that schools make a difference. What is open to debate is how these differences are measured, what factors are included in the analysis and over what period. These are all important considerations when trying to measure outcomes.

“Effective principals (and schools) constantly plan, coordinate and evaluate teaching and the use of the curriculum with systematic use of assessment data.” (Robinson, Lloyd and Rowe, 2008)

“Educational change depends on what teachers do and think. It’s as simple and complex as that.” (The new meaning of educational change, Fullan, 1991)



The Review and Recommendation package will be successful when you can:

- articulate:
 - your current teaching and learning platform
 - the current level of teacher engagement and efficacy with high impact teaching practices
 - whole school assessment practices that are in place and areas for development
 - the level of student engagement, efficacy and agency within the learning process
- identify evidence-based, high impact teaching practice innovations that capture the instructional core of your school; your emergent Teaching and Learning platform
- define the organisational system and structure requirements to support ongoing engagement with professional learning innovations in line with your emergent Teaching and Learning Platform