

Curriculum Intent

What am I teaching?

- Review 3 levels of planning
- Focus on critical content
- Begin lesson with statements, learning intention + success criteria
- Use clear + concise language

Travel the Crossroads to Success

Every student attending, reading, learning.



Assessment

Why am I teaching it?

- Review prior knowledge skills
- Provide a range of examples + non-examples
- Use data to inform teaching + learning
- Set learning goals

Feedback

What's next?

In-school cohort meetings

- Provide immediate affirmative and corrective feedback
- Walk throughs
- Coaching + feedback

Making Judgements

How will I know when my students learnt it?

- Require frequent responses
- Monitor student performance closely
- Review against learning intention + success criteria, Dimensions of Teaching + Learning

Sequence Teaching + Learning

How will I teach it?

- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units
- Design organised and focused lessons
- Provide step by step demonstrations
- Provide guided and supported practice
- Deliver the lesson at a brisk pace
- Help students organise knowledge
- Provide distributed and cumulative practice

Collaborative planning
Forefront Assessment
Exemplars

Gradual release
of responsibility
I DO, WE DO, YOU DO

Case management
Early + on-going intervention
+ extension



Miles State School



PEDAGOGICAL FRAMEWORK

2020 - 2023

Travel the Crossroads to Success

OUR TARGETS

ATTENDANCE – 90%

READING – 85% at or above benchmark

ENGLISH – 85% at C or above

Strive to Achieve

OUR SCHOOL VISION AT MILES STATE SCHOOL

Our Vision

Miles State School's motto of '**Strive to Achieve**', highlights our approach to education at the school.

- To deliver the highest quality curriculum, teaching, learning and assessment practices.
- To provide a whole school approach to achieve high standards in literacy and numeracy for all students.
- To provide a safe and caring environment where all students and staff learn about and value the 'culture of care' within the school.
- To maintain a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential

Our Values

Our core business is realised in **High Performance** through the following pedagogical principles:

1. Student-centred planning
2. High expectations
3. Alignment of curriculum, pedagogy and assessment
4. Evidence-based decision making
5. Targeted and scaffolded instruction
6. Safe, supportive, connected and inclusive learning environments

Our students value education and the pursuit of excellence. High learning expectations and a focus on the development of literacy and numeracy will see our students well placed for the move into higher education and beyond. The school pedagogical framework based on the broad constructs of Dimensions of Learning and Teaching, promotes deep understanding and connectedness to the world. From this framework our school has developed models of '*Best Practice*' teaching that are visible in all classrooms. These teaching practices provide the catalyst for teacher professional development, professional dialogue and performance review.

Teachers use effective and timely assessment to inform planning and provide a differentiated curriculum to suit student learning needs. Our school targets and goals help measure student achievement during the year and from juncture to juncture. School performance is reviewed against set targets and this in turn informs our annual operational plan and improvement agenda. We define our school core curriculum and high learning expectations from the Australian Curriculum, enacted throughout the Curriculum to the Classroom (EQ- C2C) units of work. Student feedback and celebration of learning are central in driving our improvement agenda.

We acknowledge that information communication technologies provide opportunities to support and enhance learning and should be integral in all class and school programs.

Our school community fosters a culture that promotes an active and healthy lifestyle and provides opportunities for all students to develop their talents and interests. Miles State School offers a broad range of activities both in school and across our cluster schools, including Spring Concert, After School Choirs with the local High School, Hip Hop and Sporting opportunities.

Positive communication amongst home, school and community is essential to realising our motto of 'Strive to Achieve.' Our school values, provide explicit, scaffolded programs to foster the development of positive social interactions between members of our school community and beyond.

Within our small school teaching community, the whole staff are incorporated into an Instructional Leadership approach. Conversations around the State Agendas are the basis to our professional development journeys and are supported by cluster initiatives. The Principal facilitates opportunities for collaborative participation in formulating ongoing school policies, programs and processes.

Our Expectations

We are committed to providing a caring, supportive and safe environment underpinned by strong values. Our values and expectations of:

- *Be Respectful*
- *Be Responsible*
- *Be Safe*
- *Be a Learner*

Our values permeate into all areas of our school curriculum. Explicit teaching of independent learning skills, cooperative practices and effective social skills help embed these school values. Our school community view these values as essential in setting the tone for our school.

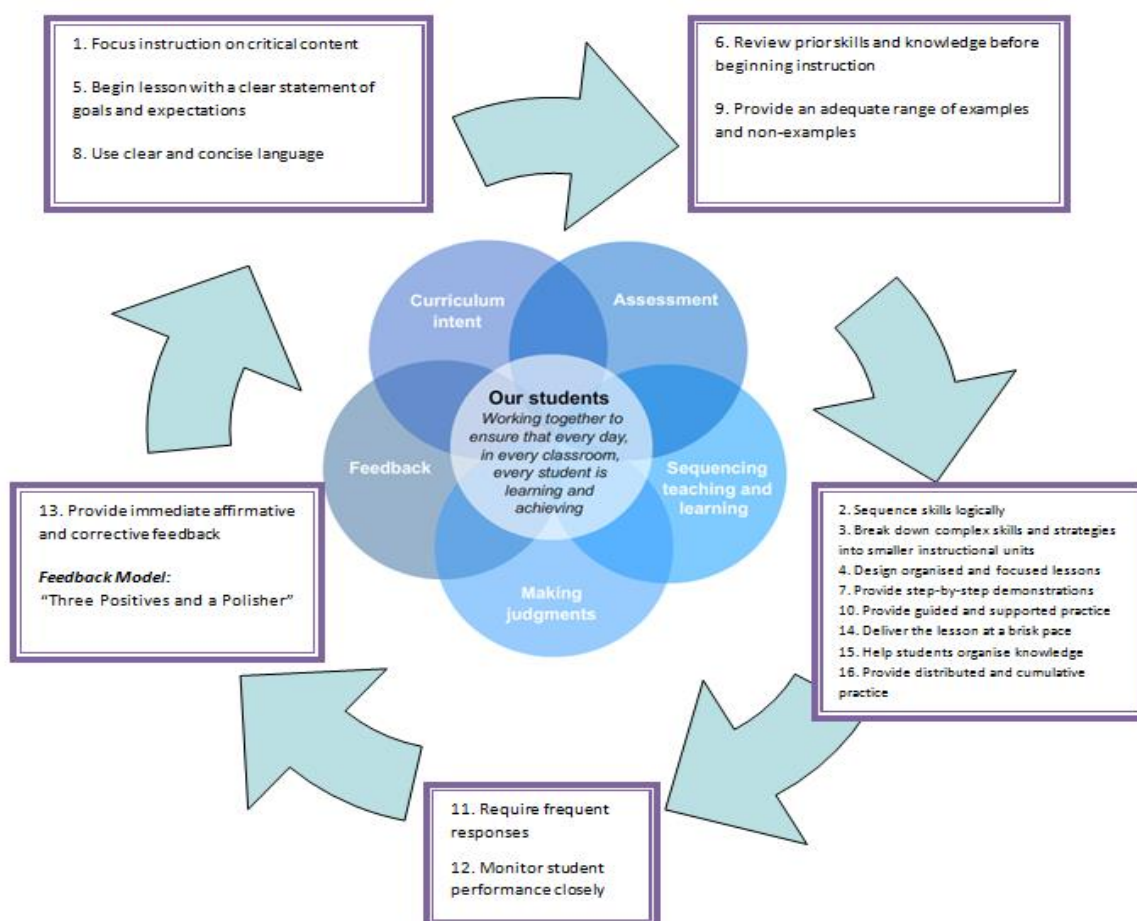
OUR PEDAGOGICAL APPROACH TO EFFECTIVE TEACHING AND LEARNING

Pedagogical (Teaching) Framework

We use high impact pedagogical practices to promote deep understanding, connectedness to the world and the wellbeing of students with acknowledgement and support for student difference. Our pedagogy is organized around the five inter-related components of the Dimensions of Teaching and Learning (EQ) or DOTAL, with the core component being our students. This

organisational schema is linked with the 16 Elements of Explicit Instruction and supported by the Explicit Teaching Lesson Structure of Archer & Hughes (2011).

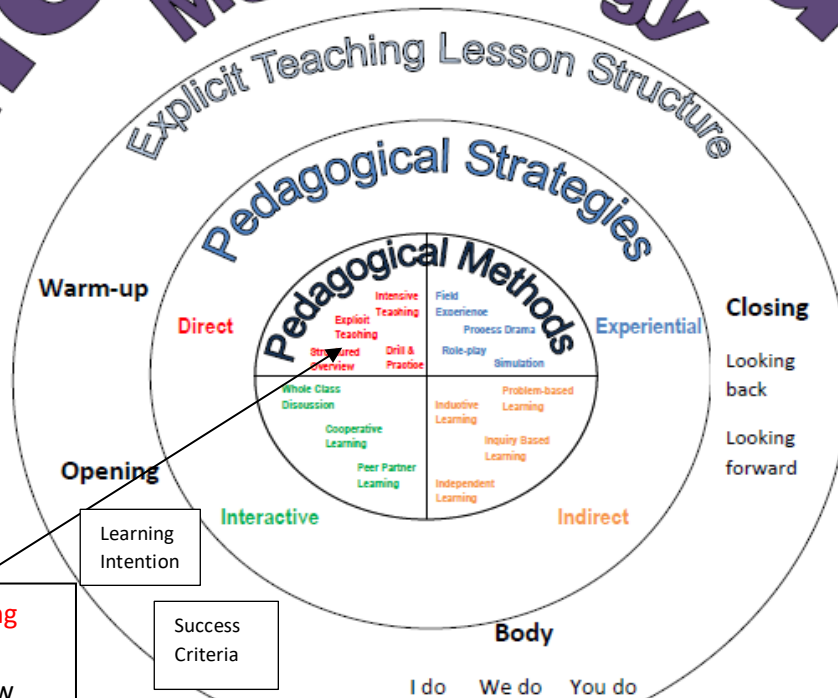
Pedagogical Model: Dimensions of Learning and Teaching linked to the 16 Elements of Explicit Instruction (Archer & Hughes)



Explicit Instruction Methodology:

By using the **Explicit Instruction Methodology** learning incorporates a balance of the four **Pedagogical Strategies** of **Direct**, **Interactive**, **Indirect** and **Experiential** learning. However when new concepts or skills are being taught then an **Explicit Instruction Method** is utilised. During the **Explicit Instruction Lesson Structure** students are moved through a gradual release of responsibility in the lesson from modelling by the teacher, through to guided and scaffolded practice, and finally to independent performance. With the implementation of the 16 Elements of Explicit Instruction, the 6 underpinning principles of effective instruction are achieved:

Explicit Instruction Methodology



Explicit Teaching is used when introducing new knowledge or skills

The 6 Underlying Principles of Effective Instruction

1. Optimise engaged time/time on task.

The more time students are actively participating in instructional activities, the more they learn.

2. Promote high levels of success.

The more successful (i.e., correct/accurate) students are when they engage in an academic task, the more they achieve.

3. Increase content coverage.

The more academic content covered effectively and efficiently, the greater potential for student learning.

4. Have students spend more time in instructional groups.

The more time students participate in teacher-led, skill-level groups versus one-to-one teaching or seatwork activities, the more instruction they receive, and the more they learn

5. Scaffold instruction.

Providing support, structure, and guidance during instruction promotes academic success, and systematic fading of this support encourages students to become more independent learners


6. Address different forms of knowledge.



The ability to strategically use academic skills and knowledge often requires students to know different sorts of information at differing levels: the declarative level (*what* something is, factual information), the procedural level (*how* something is done or performed), and the conditional level (*when* and *where* to use the skill)

Miles State School

EXPLICIT

TEACHING & LEARNING (PEDAGOGICAL) FRAMEWORK





DOTAL Component	Strategies we use:	Evidence we see:
 Curriculum intent	<p>Collaborative Planning – C2C/band plans</p> <p>Exemplars and standards Fore-fronted Assessment and criteria Accessing prior knowledge</p> <p>Knowing our students through systematic, school-wide and classroom data</p> <p>All staff collaborate on the development and review of the school's Curriculum, Assessment and Reporting Framework.</p> <p>Unpacking the C2C Units aligned to the school's Curriculum, Assessment and Reporting Framework is aligned with the mandated curriculum:</p> <ul style="list-style-type: none"> o Australian Curriculum o Early Years Guidelines <p>We consider cross curricula priorities, Aboriginal and Torres Strait Islander perspectives and cultural sensitivities when planning</p>	<p>School curriculum documents and teacher planning located on G: Drive</p> <p>Curriculum Framework</p> <p>Whole School Reading Framework</p> <p>Assessment criteria and exemplars Assessment and Reporting Framework</p> <p>Warm Ups</p> <p>Curriculum snapshot – each term Sent home in class newsletters</p> <p>Early Years Curriculum Guidelines</p> <p>Weekly meetings focus on key agenda items in relation to teaching, learning, resources and extra curricula arrangements each term</p> <p>Staff meetings include a case study focusing on instructional coaching meetings with Principal focus on building a professional learning culture with a focus on improving pedagogy</p>
 Assessment	<p>Fore-fronted Assessment and criteria Curriculum mapping of assessment task according to curriculum intent.</p> <p>Using Assistive Technology to reduce barriers for students with SWD and learning needs.</p> <p>Diagnostic Testing</p> <p>Student progress is tracked and monitored over time within and across year levels using One School, Data Walls and Student portfolios</p> <p>Assessment is used:</p> <ul style="list-style-type: none"> • of learning (summative)- to assess student achievement against goals and standards • for learning (formative)- student progress informs teaching and learning • as learning (metacognitive)- to inform students' future learning <p>Reporting</p>	<p>Miles SS Assessment and Reporting Framework</p> <p>Reporting cycle including two written reports and verbal reporting per annum.</p> <p>Reference is made to Literacy Continuum</p> <p>Learning Walls are shared with students and on display for access</p> <p>Individual Goal setting processes from Prep to year 6 – SMART goals</p> <p>Individual Curriculum Plans (ICP) are developed in consultation with the Student Services Team, parents and students (where appropriate)</p> <p>Student Services Team referral processes provide access to specialised assessment</p>
 Sequencing teaching and learning	<p>All teachers develop meaningful, engaging and</p>	<p>Teachers use differentiation surfboard for students</p>

	<p>challenging learning experiences that engage learners</p> <p>Adapting learning to meet the needs of our students</p> <p>Focussed and explicit teaching for basic skills and essential knowledge – Warm ups, I do, We do, You do, Closing</p> <p>16 Elements of Explicit Intentions Data based decision making –student grouping, intervention and extension.</p> <p>Lessons are designed and delivered based on the units outlined in the MWSS Curriculum framework</p> <p>All teachers consistently use: Learning Intentions (WALT) Success Criteria (WILF) Lesson Intention (TIB) Lesson Success (WILT) in all units / lessons</p> <p>Differentiation to meet individual students' needs</p> <p>C2C is used as a resource</p>	<p>Learning Intentions / Success Criteria / Lesson Intention / Learning Success</p> <p>I DO, WE DO, YOU DO exemplars</p> <p>Digital technologies to support learning</p> <p>Selection of strategies matched to the context and intent for learning and student needs</p> <p>Use of Literacy Continuum to guide planning decisions</p> <p>Differentiation of process, products, environments and assessment attached to each unit plan in each learning area</p> <p>Case Management Processes</p>
 Making judgments	<p>Assessment samples/records</p> <p>Explicit assessment criteria - All teachers use the Australian Curriculum Year level achievement (GTMJ) to provide consistency within school/sub cluster moderation</p> <p>Staff / Cluster networks</p> <p>Clear understanding of expectations relating to moderation outlined in the Miles SS Curriculum, Assessment and Reporting Framework.</p> <p>Commitment to the planning days and moderation process</p>	<p>Use of C2C based assessment criteria</p> <p>Participation in collegial moderation processes</p> <p>Moderation occurs each term Face-to-face and digital networks</p> <p>A-E is determined from achievement in summative assessment tasks</p> <p>Front-end assessment – be clear and explicit with students about how their work will be judged – Provide exemplars</p>
 Feedback	<p>Peer and Student-Teacher feedback Written, verbal and non-verbal feedback to students</p> <p>Collegial Feedback between teaching staff on specific stated 'Look for', as per the Explicit Teaching Agenda using the Feedback Model: 3 Positives & a Polisher.</p> <p>Give and receive constructive feedback from peers e.g. Principal Walkthroughs Peer Observations- using set Guided Reading template, Sub cluster Observations with neighbouring schools Use of Sharratt's '5 Questions' by all to clarify students understanding</p> <p>Pre-testing and post-testing</p> <p>Parent-teacher interviews and Reporting</p> <p>Parent-teacher communications – class newsletters, email</p>	<p>Student bookwork and performance Peer feedback</p> <p>Feedback conversations</p> <p>Feedback Model – 3 Positives & a Polisher</p> <p>Regular coaching session between teachers and coach using GROW model.</p> <p>Student performance recognition through awards and displays</p> <p>Offer Parent-Teacher interviews each Semester</p> <p>Report Cards each semester</p> <p>Professional conversations, walkthroughs and peer feedback based on lesson observations</p> <p>Use and analysis of school data for trends and patterns</p>

Our School Feedback Model	Feedback is:
<p>1 – Name the behaviour (<i>the agreed look for</i>)</p> <p><i>You demonstrated (look for) when you ..</i></p> <p>2 – List 3 positive observations (facts) when the <i>look for</i> occurred:</p> <p><i>Stated Moved.... Provided....Used...</i></p> <p>3 – Offer a polisher (<i>a think about</i>)</p> <p><i>Have you considered</i></p>	<ul style="list-style-type: none"> • Brief • Descriptive • Specific • Simple • On <i>facts</i> and against <i>‘look fors’</i> • Supportive <i>NOT</i> Judgemental

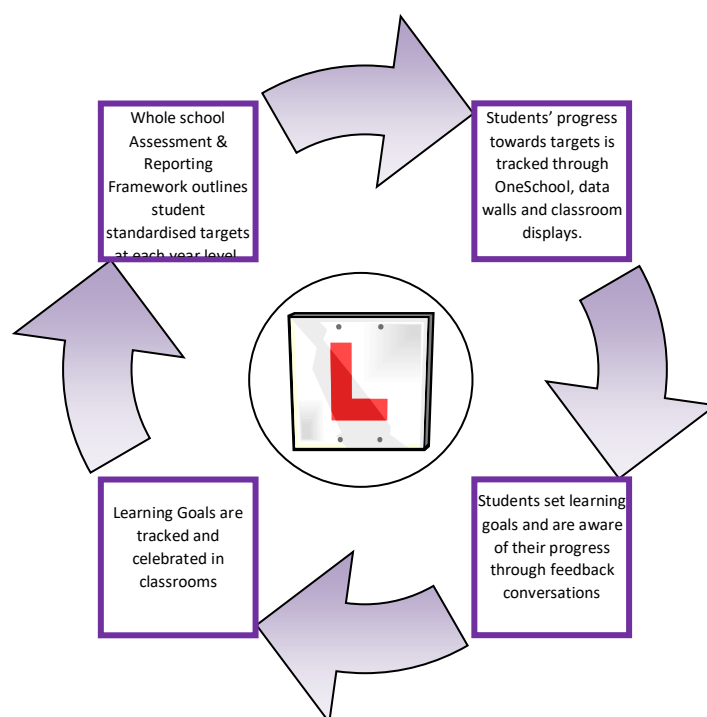


Coaching Model: G.R.O.W

Our School Coaching Model		Coaching is:
Goal	 • GOAL	Supportive NOT Supervision
Reality	 • REALITY	Professional development
Options	 • OBSTACLES • OPTIONS	Supports the Developing Performance Framework
Way Forward	 • WAY FORWARD	Controlled by the Coachee
		Action plan focused
		Confidential

SUPPORT FOR STUDENT DIFFERENCE THROUGH PURPOSEFUL USE OF DATA & FEEDBACK

We believe effective assessment will provide critical information about student learning, enabling differentiated learning opportunities. The Student Support Committee supports classroom teachers to provide timely, appropriate and quality programs to suit class, groups and individual student needs based on systemic and school assessment data. Differentiation is an essential component in successful learning and occurs in every classroom, every lesson, every day. It caters for all learners, providing intervention, consolidation and extension through



Explicit Teaching Lesson Structure

Warm Up

Opening

Learning Intention

Success Criteria

Body

I do

We do

You do

Closing

Check for understanding against the success criteria

Learning Intention



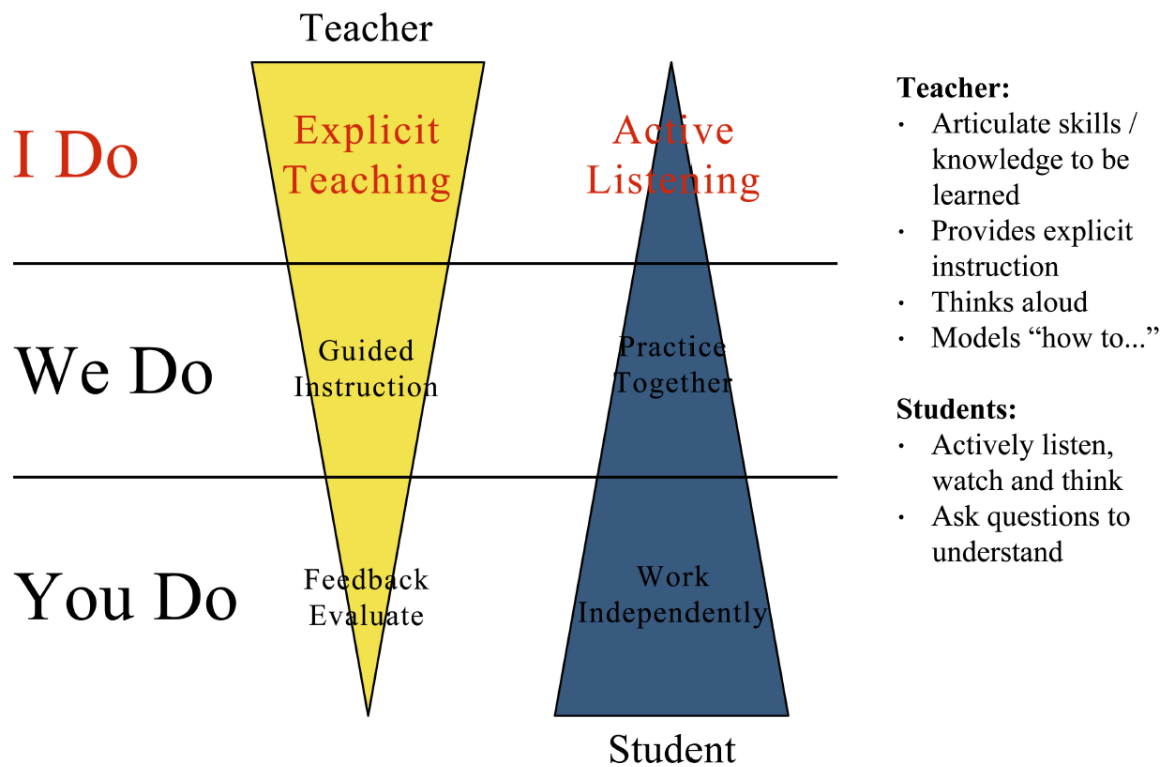
We are learning to ...

Success Criteria

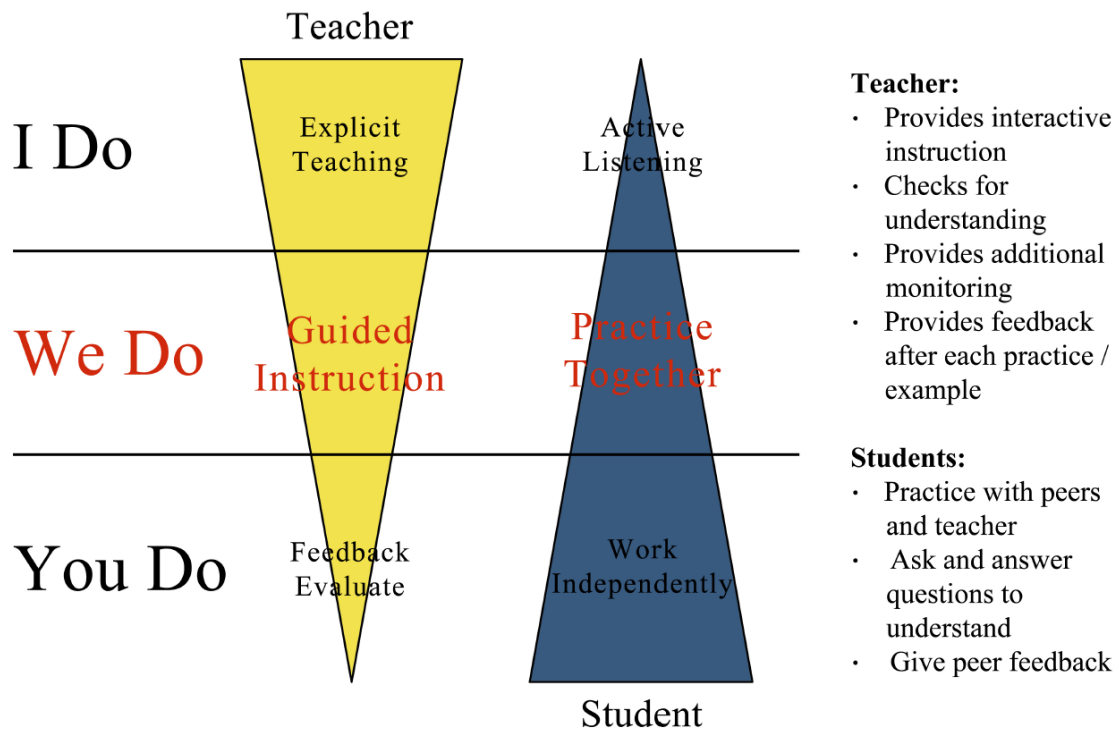


I will be successful if I can...

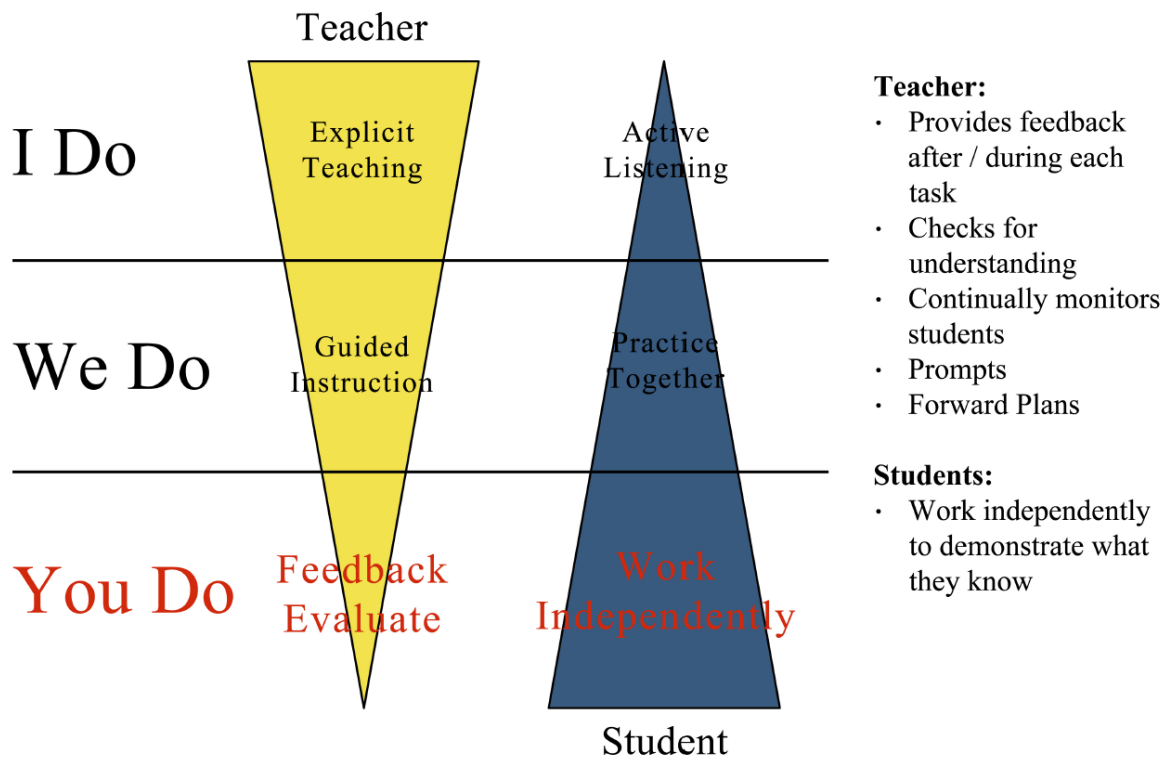
I Do



We Do



You Do





Explicit Planning and Lesson Proforma

"Every Day, Every Child Counts"

BIG FOCUS

When Planning

Focus	Element
Plan using ACARA core descriptors <ul style="list-style-type: none"> What is being asked of me as the teacher? 	4 th
Review student data and identify assessment <ul style="list-style-type: none"> Who is my audience and what are they capable of? How do I differentiate? What is my assessment task? 	4 th
Focus on Critical Content <ul style="list-style-type: none"> Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught 	1 st
Break Down Complex Skills <ul style="list-style-type: none"> Complex skills and strategies are broken down into smaller (easy to obtain) instruction units 	2 nd
Provide Systematic Instruction <ul style="list-style-type: none"> Are organized and focused Provide step-by-step demonstrations Provide guided and supported practice Use clear and concise language Provide scaffolding to increase student success 	3 rd
Allow for Judicious Practice <ul style="list-style-type: none"> Drill and Skill Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item 	9 th – 16 th

Through Delivery of Instruction

Focus	Element
Elicit Frequent Responses <ul style="list-style-type: none"> Verbal, Written and Action Response Procedures <ol style="list-style-type: none"> Involve all students Be structured Allow adequate thinking time 	11 th
Carefully Monitor Responses <ul style="list-style-type: none"> Walk Around, Look Around, Talk Around Scanning Moving to check responses 	12 th
Provide Feedback <ul style="list-style-type: none"> Praise/Acknowledge Encourage/Support Corrections are provided immediately Specific and informative Focused on the correct versus incorrect response Delivered with appropriate tone Ended with students giving correct response 	13 th
Maintain a Brisk Pace <ul style="list-style-type: none"> Prepare for the lesson – know the content and direction of the lesson Use routines and structured transitions When you get a response, move on Clear, consistent, concise delivery and vocabulary Avoid digressions 	14 th

LESSON STRUCTURE

OPENING	Warm Up "Opening it up"	<i>Structured revision of knowledge and skills. Vital for transferring knowledge to long-term memory.</i>	
	Gain students' attention Review: Review critical prerequisite skills Preview: State the goal of the lesson. Discuss the relevance of the target skill (or the larger goal)	6 th element	Review prior skills and knowledge before beginning instruction
		5 th element	Begin lessons with a clear statement of the lesson's intention and success criteria
SYSTEMATIC INSTRUCTION	I Do Modelled Learning "Teaching it"	<i>The Explicit teaching and demonstration of new knowledge and skills. The modelling of practices. Clear step by step explanations, revision and reinforcement.</i>	
	Modelling: (I do it) Demonstrate and describe Clear, Consistent, Concise.	1 st element	Focus instruction on critical content.
		8 th element	Use clear and concise language.
		7 th element	Provide step by step demonstrations.
		2 nd element	Sequence skills logically.
		3 rd element	Break down complex skills and strategies into smaller instructional units.
	We Do Guided/Shared Learning	<i>New knowledge and skills are practiced in groups. Teacher actively intervenes to re-teach where required.</i>	
	Prompted or guided practice: (We do it) Physical, Verbal and Visual prompts	9 th element	Provide an adequate range of examples and non-examples.
		10 th element	Provide guided and supported practice.
		11 th element	Require frequent responses.
		13 th element	Provide immediate affirmative and corrective feedback.
		15 th element	Help students organise knowledge.
	You Do Independent Learning	<i>Individual activities consolidate new learning. Extension of skills for those able.</i>	
	Unprompted practice: (You Do It). Fade Physical, Verbal and Visual prompts	12 th element	Monitor student performance closely.
		16 th element	Provide distributed and cumulative practice.
CLOSURE	Review	<ul style="list-style-type: none"> Review critical content Assign independent work Preview content of next lesson 	

Throughout lesson:

Involve students, Monitor performance, Allow for frequent responses (Element 11), Provide immediate affirmative and corrective feedback. (Element 13), Deliver lesson at a brisk pace (Element 14) NOTE: Elements are repeated throughout, and crossover within focus areas. Elements given are the main element for the given focus.

The Sixteen Elements of Explicit Instruction come from *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes, 2011.

1. **Focus instruction on critical content** – Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically** – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units** – Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesised. (i.e. practiced as a whole)
4. **Design organised and focused lessons** – Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lessons' goals and your expectations** – Tell learners clearly what is to be learned and why is important. Students achieve better if they understand the instructional goals and outcomes expected, as well, as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instructions** – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by step demonstrations** – Model the skill and clarify the decision-making processed needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language** – Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples** – In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice** – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses** – Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.
12. **Monitor student performance closely** – Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.
13. **Provide immediate affirmative and corrective feedback** – Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace** – Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented and on-task behaviour. Use a rate

of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

15. **Help students organise knowledge** – Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
16. **Provide distributed and cumulative practice** – Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

Miles State School – Walkthrough Template

Teacher: _____

Term: _____

Principal: _____

Charter of Expectations		Observable Characteristics	Comments
1	Consistent evidence of Explicit Instruction in every classroom (see Archer and Hughes)	<input type="checkbox"/> Explicit Teaching Lesson Structure <input type="checkbox"/> Learning Intention/Success Criteria/Lesson Intention <input type="checkbox"/> Warm ups <input type="checkbox"/> Frequent Student Responses <input type="checkbox"/> Affirmative Feedback <input type="checkbox"/> Corrective Feedback	
2	Use of ICTs in the explicit teaching process by all teachers	<input type="checkbox"/> Interactive Whiteboards <input type="checkbox"/> Laptops/iPads/Multimodal devices <input type="checkbox"/> Online Resources - learning objects	
3	Consistent use of the Australian Curriculum by every teacher	<input type="checkbox"/> Australian Curriculum or C2C based planning <input type="checkbox"/> Differentiation of task/resources/support <input type="checkbox"/> Assessment task marking criteria <input type="checkbox"/> Assessment task exemplar	
4	High standards of student presentation and handwriting in every classroom	<input type="checkbox"/> Book work policy displayed <input type="checkbox"/> Student bookwork compliant with policy <input type="checkbox"/> Student work corrected and dated	
5	Quality classroom displays in every room	<input type="checkbox"/> Quality student work on display based on current terms unit <input type="checkbox"/> Supportive learning resources displayed <input type="checkbox"/> Organised and efficient learning environment	
6	A systematic coaching and feedback process operating in every school	<input type="checkbox"/> Collegial feedback cycle <input type="checkbox"/> Verbal feedback given on negotiated Explicit Teaching element <input type="checkbox"/> Collegial coaching occurring using the GROW model and written action plan recorded by Coachee.	
7	Clear evidence that data is being systematically used to guide teaching and show improvement	<input type="checkbox"/> Record of student data – NAPLAN, PAT tests, reading levels, WTW <input type="checkbox"/> Link of data to warm ups <input type="checkbox"/> Data based intervention and differentiation. <input type="checkbox"/> Tracking of student data	
8	A positive behaviour plan in all schools and all classrooms	<input type="checkbox"/> Behaviour Expectations clearly displayed in classroom. <input type="checkbox"/> Use of rewards and consequences <input type="checkbox"/> Student behaviour wall <input type="checkbox"/> Consistent language used <input type="checkbox"/> Students engaged and on task <input type="checkbox"/> Teacher rapport with class	
9	A belief and commitment that all students will achieve the Regional Benchmarks	<input type="checkbox"/> Knowledge of school benchmarks. <input type="checkbox"/> Knowledge of student placement according to benchmarks. <input type="checkbox"/> Student goal setting <input type="checkbox"/> Evidence based plans, ICPs being enacted and goals tracked	
10	School leaders working with teachers with a focus on pedagogy	<input type="checkbox"/> Feedback and Coachee partnerships <input type="checkbox"/> Success sharing of pedagogy <input type="checkbox"/> Clear targeted 'Explicit Teaching' element for teacher professional development <input type="checkbox"/> Participation in Walk Through process and follow up discussions	

Observation Dates:

	Term 1		Term 2		Term 3		Term 4	
Date								
Sign								