KELSO SMART TEAM ROLES AND RESPONSIBILITIES

Develop & Plan Scan & Assess Review **SHORT TERM LONGER TERM IMPROVEMENT FOCUS INPUTS OUTPUTS ACTIVITIES OUTCOMES OUTCOMES PRIORITY** Teaching Quality/Expert Focus A Embedded use of the ten Teaching Teams essential skills High impact practices Consistent use of the ten Coaching team work collaboratively Coaching Teams building evident in daily teaching essential skills 100% a chievement C or above with individual year 2 classroom teacher capacity through the **Instructional Coaching** 1 x Capability Development Team LOA data in English Comparison of 2017 Sem 2 Established Expert teachers through a Co-Plan, Coinstructional coaching cycle. 1 x Teaching Team Coach (D) Teaching Teams LOA data in English and 2018 Cycle Teach, Co-Reflect process to build Improvement 2019 Yr 3 and 5 Curriculum and Pedagogy Support Sem 2 LOA data in English understanding, clarity and NAPLAN 100% NMS **Engaged Students** Year 2 classroom teachers capability of high impact practices Comparison of 2017 Sem 2 Improvement 2019 Yr 3 and 5 **SEP Teachers** Improved learning focussed on improving pedagogy and 2018 Sem 2 PBL data NAPLAN 30 % U2B in reading outcomes and student learning outcomes. and writing Quality teaching and INITIATIVE/S & learning of the Australian Curriculum **EVIDENCE BASE** Embedded use of the ten Focus B essential skills Consistent use of the ten High impact practices evidentin Coaching team work collaboratively essential skills 100% a chievement C or **INFORMING** daily teaching 1 x Capability Development Team **Coaching Teams** with individual year 4 classroom above LOA data in English 1 x Teaching Team Coach (A) Comparison of 2017 Sem 2 teachers through a Co-Plan, Co-Established Expert Teaching **EVIDENCE** improving high impact Curriculum and Pedagogy Support LOA data in English and 2018 Teach, Co-Reflect process to build Improvement 2019 Yr 3 Teams Year 4 classroom teachers Sem 2 LOA data in English instructional practices and 5 NAPLAN 100% NMS understanding, clarity and **Engaged Students SEP Teachers** capability of high impact practices Comparison of 2017 Sem 2 Improvement 2019 Yr 3 of Kelso SS teachers. Improved learning outcomes focussed on improving pedagogy and 2018 Sem 2 PBL data and 5 NAPLAN 30% U2B Sharratt and Fullan - P1 and student learning outcomes in reading and writing & P14 Teachers using high **AITSL** 7.1, 6.2, 3.6, 6.3, impact practices in 6.4, 5.4 Embedded use of the ten daily teaching to Hattie –Collaborative essential skills Consistent use of the ten High impact practices improve student expertise Coaching team work collaboratively essential skills 100% a chievement C or evident in daily teaching with individual classroom teachers Fisher and Frey - gradual learning outcomes. above LOA data in English Comparison of 2017 Sem 2 2 x Capability Development Team Established Expert Teaching through a Co-Plan, Co-Teach, Corelease of responsibility LOA data in English and 2018 Improvement 2019 Yr 3 Curriculum and Pedagogy Support Teams Reflect process to build Sem 2 LOA data in English and 5 NAPLAN 100% NMS Identified classroom teachers understanding, clarity and **Engaged Students SEP Teachers** Comparison of 2017 Sem 2 Improvement 2019 Yr 3 capability of high impact practices Improved learning outcomes and 2018 Sem 2 PBL data focussed on improving pedagogy and 5 NAPLAN 30% U2B in and student learning outcomes reading and writing **PROBLEM OF INQUIRY QUESTION/ PRACTICE OBJECTIVE** If Capability Teams use an instructional coaching cycle with Teaching Teams then we should see Teachers using a improvements in Pedagogical Practice and Student LOA data. What impact do Mentor systematic approach, teachers have on inquiry based building teacher capacity Baseline and comparison professional learning, **Input Measures Interim Indicators Outcome Measures** by improving high yield measures coaching, mentoring instructional practices and feedback to (and targets) and how does that improve teaching benefit the students at practices. Comparison of pre and post profiling of participants Kelso SS? Embedded use of the tenessential skills (Co-Plan, Co-Teach, noting improvement Collaborative conversations before and after 5 X Capability lessons (co-plan, co-teach, co-reflect > assess Co-Reflect) Comparison of 2017 Sem 2 LOA data in English and **Development Team** 2018 100% student achievement C or above 2018 Sem 2 LOA data in English (100% C or above) 2 x Teaching Team LOA data in English Prep-Yr6 Demonstrated understanding of high impact Coaches Comparison of 2017 Sem 2 and 2018 Sem 2 PBL data practice through implementation in teaching SEP Teachers (50% less classroom incidents during English) Improvement 2019 Yr 3 and Yr5 NAPLAN 100% episodes Classroom Teachers Improvement 2019 Yr 3 and 5 NAPLAN 100% NMS in Teacher Aides Increased on task behaviour reading and writing

Improvement 2019 Yr 3 and 5 NAPLAN 30 % U2B in

2017 -2018 Student opinion survey items S2051

reading and writing

Improvement 2019 Yr 3 and Yr5 NAPLAN 30%

U2B in reading and writing

80% students tracking towards a chieving C or

above in English