Domain 1

Learning for effective teaching

Central to the SA TfEL pedagogy framework is the belief that teachers respond more successfully to the needs of students when they approach their teaching as a rich learning process. Teachers need a deep understanding and knowledge of their field and to be expert learners themselves. When learning about learning becomes central to teachers' identities, they are better able to support and empathise with the learning of their students. Leaders play a significant role with teachers in creating a learning culture and community.

Pedagogy is improved through continual processes of questioning, review and redesign. The establishment of a professional learning community provides opportunities and support for such critical reflection with peers about classroom and teaching practice.

Becoming familiar with relevant policy and curriculum enables teachers to ensure the learning experiences they design for students address the big ideas in their field and develop the knowledge valued by our society.

Teachers have an important role and unique perspective in contributing to public debate about education. Teachers identifying themselves as learners is key to the development of a community of thinking in a school.

How does my learning inform my teaching?

Essence >

Leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design.

1.1 Understand how self and others learn

In my role as a leader of learning (instructional leader) this means I will:

○ **Develop awareness of myself as a learner and a leader**
- > Understand my preferences for thinking, learning and leading
- > Clarify and articulate my values as a leader

○ **Appreciate the impact of my style of leading on others and strengthen aspects as needed**
- > Gather 360˚ feedback regularly to monitor my impact on staff learning and check for congruence between my intent and the impact
- > Develop strategies to enhance my skills to lead for learning

○ **Develop an appreciation of the learning strengths and dispositions of my staff**
- > Explicitly draw out the learning dispositions and strengths of staff
- > Affirm and acknowledge staff members by engaging them in projects that utilise their strengths
- > Deliberately design teams to include complementary strengths

I will strategically design to:

○ **Determine the level of staff members' understanding about themselves as learners to establish relevant professional learning**
- > Ensure professional learning enables staff members to develop their understanding more deeply and learn about how this impacts on their teaching
- > Provide opportunities for staff members to extend their learning strategies
- > Encourage staff members' self-reflection and sharing about their learning

○ **Engage staff members in sharing their expertise and understanding of learning with each other**
- > Infuse meetings with a focus on learning
- > Encourage staff conversation about students as individual learners
- > Ensure professional learning incorporates the sharing of staff expertise

○ **Ensure professional learning engages staff members with current learning theories as a basis for co-constructing our whole school's vision and values for learning and teaching**
- > Strategically plan staff development to explore current learning theories and develop clear expectations for trialling, reviewing and implementing
- > Develop shared meaning and whole school agreements about learning and teaching
- > Be precise about what our shared agreements mean we do and don't do

We teach and lead who we are

We're 'naturally' blind to the impact we have on others—at the heart of developing our leading for learning is the recognition that we lead (and teach) to our preferences. Without this recognition, there is a danger of not seeing the strengths others bring to professional work, excluding some and stereotyping others.

'Know thyself', knowing your own worldviews and others' perceptions of you are key to leading for learning.

Practice check

- Do I have processes for gathering feedback, and a capacity to stay open to this and use it discerningly to rethink and modify my leadership as needed?

- Do all meetings of staff reflect sound learning principles? Do I:
  - > create safe conditions for rigorous learning with staff?
  - > develop staff expertise about learning?
  - > personalise and connect the learning of staff?

- Is there differentiation in the learning program to accommodate staff difference?

- Have we really learnt about 'learning', or have we simply engaged at a surface level and are mouthing the rhetoric?

- Have I identified who was an effective leader of my learning and modelled myself on his/her skills and attributes?

If teachers understand how self and others learn, they will …

- understand the process of learning as personal meaning making, and design teaching practice based on this understanding

- understand the fundamentally social and dialogic nature of learning and reflect this in the learning program

- appreciate the potency of the learner's self-concept in determining learning success

- know the significant role that emotion and the executive functions play in motivation, attention, felt meaning and learning

- develop an understanding of thinking and the role thinking plays in deep learning

- integrate current learning theories into their own personalised theories of learning and teaching

- appreciate diversity and, to enrich their thinking, collaborate with others who learn differently

- help their students understand and appreciate learner differences

Notes:

Leaders of learning— Food for thought

I would like to emphasise that unless leaders become learners themselves—unless they can acknowledge their own vulnerabilities and uncertainties —then transformational learning will never take place. When leaders become genuine learners, they set a good example and help to create a psychologically safe environment for others.

Edgar Schein

Effective leadership values diverse perspectives and believes that the richest view is that which is built from the perspectives of all.

Julia Atkin

Sustained school improvement processes are premised on the leader knowing the 'right questions to ask' without necessarily knowing all the answers.
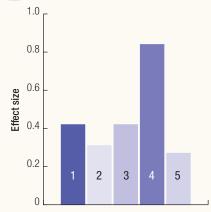
Daniel White

It is ironic that whilst schools exist to educate children, the principles and processes of learning are rarely applied to organisational learning and the professional learning of teachers.

Andy Hargreaves

The more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.

Viviane Robinson

Leadership dimensions that make a difference to student outcomes

1 Establishing goals and expectations
2 Resourcing strategically
3 Planning, coordinating and evaluating teaching and the curriculum
4 Promoting and participating in teacher learning and development
5 Ensuring an orderly and supportive environment

Viviane Robinson

1.1

15

South Australian Teaching for Effective Learning Framework guide   Learning for effective teaching: Understand how self and others learn

Essence >

Leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice.

16

South Australian Teaching for Effective Learning Framework guide | Learning for effective teaching: Develop deep pedagogical and content knowledge

1.2 Develop deep pedagogical and content knowledge

In my role as a leader of learning (instructional leader) this means I will:

○ **Understand what is involved in leadership for learning**
> Recognise that in this context my 'content' is knowledge of leading for learning
> Engage with current research on leadership that positively impacts on student and staff learning
> Recognise the power of my instructional leadership role to influence and develop a whole school learning culture, and prioritise meeting time and resources for professional learning and work with staff to ensure clarity of our vision for learning

○ **Accept responsibility to keep abreast of, engage with and critique theories of learning and teaching and their implications for practice**
> Seek out conferences and professional learning opportunities to be exposed to a range of learning theories
> Regularly engage in professional learning

○ **Develop personal clarity and precision with the metalanguage of learning and teaching**
> Discuss, debate and define the meaning of terms such as pedagogy, constructivism, mastery learning, student centred learning, personalised learning, explicit teaching, authentic assessment, professional learning community, learning styles …

○ **Appreciate that designing learning for understanding is strengthened by deep pedagogical and disciplinary knowledge**
> Identify staff members with expertise in particular learning areas, observe their practice and reflect on the role that deep pedagogical and disciplinary knowledge plays in their effectiveness

I will strategically design to:

○ **Ensure staff keep abreast of and critique theories of learning and teaching and their implications for practice**
> Provide professional learning opportunities on new pedagogy, including structured critique
> Identify staff with pedagogic expertise and develop opportunities for this to be shared through teams, mentors and staff professional learning programs

○ **Encourage and support staff members to develop their disciplinary and pedagogical expertise to ensure greater responsiveness and flexibility in their teaching**
> Encourage staff members to keep up to date with new knowledge in their relevant disciplines
> Distribute disciplinary expertise across collaborative teams
> Ensure faculty/year level leaders understand their roles as leaders of disciplinary learning as well as coordinating management tasks

Alert

In the past, knowledge was seen as a static body to be transmitted. Given this, it was reasonable to use strategies that simply required students to record and recall information.

However, if we truly believe that learning requires individuals to construct meaning and it is the teachers' role to foster this, we need to develop deep professional knowledge of the processes that best enable us to do this. We need to know the curriculum and the best ways to help students get to know 'the stuff'.

Practice check

○ Have I scheduled time for my own learning about educational leadership and learning through reading and conferences?

○ Do I regularly update my professional reading to ensure I'm abreast of current theories and engage in critiquing them?

○ Am I careful and precise in my use of professional language and ensure I'm communicating meaning, not empty words?

○ Do I challenge teachers to interrogate assessment information to determine where learning was not successful and to deliberately refine teaching to address this?

○ Do I support Learning Area/Year Level coordinators in their roles as leaders of learning?

○ Do staff members alert each other to emerging ideas and knowledge in their respective Learning Areas? Do I actively seek to develop content knowledge by engaging with my staff members who have experience in certain areas.

If teachers develop their pedagogical and content knowledge, they will …

○ understand their professional work as being intentional and responsive, not just technical implementation of textbook activities or others' programs and strategies

○ understand the nature of knowing through different disciplines and its application in real world/authentic contexts

○ maintain a responsiveness to learners and learning

○ develop and draw on an extensive repertoire of practice to provide multiple entry points into student learning

○ know and emulate contemporary pedagogical thinking and practice

○ work together to share and develop approaches to introduce new concepts/skills, identify misunderstandings, build and consolidate learner knowledge and design assessment tightly linked to the desired learning outcomes

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1.2

Leaders of learning— Food for thought

Content Knowledge
is knowledge about the actual subject matter that is to be learnt or taught. Clearly teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories, and procedures within a given field; knowledge of explanatory frameworks that organise and connect ideas … (Shulman 1986). Teachers must also understand the nature of knowledge and inquiry in different fields. For example, how is a proof in mathematics different from a historical explanation or a literary interpretation? Teachers who do not have these understandings can misrepresent those subjects to their students.

Pedagogical Knowledge
is deep knowledge about learning and the processes and practices or methods of teaching and learning. This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. A teacher with deep pedagogical knowledge understands how students construct (meaning), acquire skills, and develop habits of mind and positive dispositions toward learning.

Pedagogical Content Knowledge is where pedagogical and content knowledge come together
When we have deep knowledge of what we are teaching, we can anticipate likely misconceptions and we know what makes concepts difficult or easy to learn. Deep pedagogical knowledge means we have a repertoire of specific and effective strategies to respond.

Deborah Loewenberg Ball
& Williamson McDiarmid

Content Knowledge | Pedagogical Content Knowledge | Pedagogical Knowledge

… Australian operational views of constructivism confuse a theory of knowing with a theory of teaching.

We confuse the need for the child to construct her own knowledge with a form of pedagogy which sees it as the child's responsibility to achieve that.

We focus on the action of the student in the construction of knowledge, rather than the action of the teacher in engaging with the child's current misconceptions and structuring experiences to challenge those misconceptions … The constructivist theory of knowing has been used to justify a non-interventionist theory of pedagogy, whereas it is a fair interpretation to argue that constructivism requires vigorous interventionist teaching: how, after all, is a student with misconceptions supposed to challenge them unaided? How does she even know they are misconceptions?
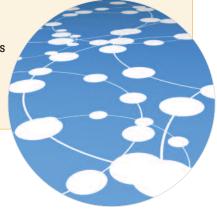
Bruce Wilson

Essence >

Leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school.

1.3 Participate in professional learning communities and networks

In my role as a leader of learning (instructional leader) this means I will:

○ **Seek out and actively participate in professional dialogue about my experiences of leadership for learning**
> Form a small learning group of my peers as a professional learning community
> Engage in relevant learning opportunities, such as Regional Leaders' days and cluster meetings with my professional learning community

○ **Participate in critically reflective inquiry to develop my leadership practice**
> Use systems-mandated accountability points (eg DIA*f* site review and validation, performance reporting to my line manager) as opportunities for critical reflection on my leadership practice

○ **Create and sustain a professional learning community with my school leadership team**
> Embed a learning approach in the day-to-day work of my team
> Establish specific sessions where our focus is purely professional learning

I will strategically design to:

○ **Create a climate where teachers can explore ideas and their practice in open dialogue**
> Establish expectations and norms for staff to learn together, share and critique practice
> Make explicit the difference between professional disagreement and personal conflict

○ **Encourage and support teachers to participate in professional learning communities within and beyond the school**
> Model participation in professional learning communities
> Establish effective systems and processes to support 'deprivatised' practice, such as teachers working in collaborative teams, teacher peer moderation of students' work and observing each other's practice
> Help staff members develop professional language to be able to describe their work explicitly and accurately

○ **Deliberately allocate school resources to initiate and support professional learning communities**
> Structure the timetable to allow staff collaborative planning time
> Allocate a budget to professional learning communities
> Resource professional learning communities with expertise as needed

Alert

Many professional learning communities 'fail' because they cast their focus as a 'problem' to be solved and assume they will find an answer overnight.

Building a learning community where rich learning occurs takes time and focuses as much on exploration as it does on problem solution.

Effectiveness of Leaders' Learning Circles depends on existing relationships, culture, rapport and an environment where participants can share their beliefs and bring unconscious assumptions to the surface.

Practice check

○ Do we actively employ what we know about learning in our own leadership and staff meetings?

○ How and how often do I critically reflect on my own practice and set specific goals for my development? Do I have a professional support group?

○ How am I modelling being a learning community member with staff? How do I do this with my leadership team?

○ How am I actively promoting respectful and trusting relationships?

○ Am I monitoring the 'climate' of our meetings? Do we have the right balance of challenge and support?

○ Am I actively supporting teachers' involvement in professional learning communities? How?

If teachers engage in professional learning communities and networks, they will …

○ be avid, ongoing learners about their professional work and actively participate in collegiate learning

○ learn together by sharing their thinking, practice, programs and responses to students' work

○ reflect, through the learner's lens, on the impact of what they do, say and imply

○ seek to clarify their own assumptions and work towards congruence between beliefs and practice

○ understand the role of intellectual conflict in learning, and will not confuse this with personal conflict

○ develop their professional language to describe their work explicitly and accurately

Notes:

Leaders of learning— Food for thought

A professional learning community is a community where we can learn the 'artistry' of teaching.

A community where teachers and leaders provide support and challenge for each other to learn new practices and to unlearn old assumptions, beliefs and practices.

Milbrey McLaughlin

To operate as a professional learning community we had to challenge perceptions of positional power. What we 'grew' to understand was that everyone has personal theories and theories about learning and it's OK to put them on the table and ask questions about them. Initially being challenged about my practice (what I did and why I did it) hurt. I cringed, but eventually I realised there isn't one 'right' way and my job is not to have all the 'right' answers. This was very liberating as it enabled me to be far more creative in my thinking and ask questions to better understand what we did.

Penny Cook

Instruction improves when teachers in a team teach each other the practice of teaching.

The traditional school often functions as a collection of independent contractors united by a common parking lot.

Robert Eaker, Rebecca DuFour & Richard Dufour

A successful face-to-face team is more than just collectively intelligent. It makes everyone work harder, think smarter and reach better conclusions than they would have on their own.

James Surowiecki

It is only by subjecting our preferences and projects to the test of debate that we come to understand what we know and we still need to learn. Until we have to defend our opinions in public, they remain opinions … half-formed convictions based on random impressions and unexamined assumptions.

Mike Schmoker

The teacher teams carefully deliberate over each step and the best possible sequence of steps in the lesson; how to most effectively introduce and explain the concepts; how much time to devote to practical exercise; and how to assess and adjust during and after each lesson and unit.

Mike Schmoker

1.3

Essence >

Leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school.

1.4 Engage with the community

1.4

In my role as a leader of learning (instructional leader) this means I will:

○ **Create conditions to involve parents/caregivers as partners in the educational process for their children**
> Remember that parents are the child's first educators
> Develop authentic, inclusive and respectful relationships with the community
> Appreciate the differing levels of parental and community engagement appropriate for the family contexts
> Harness the expertise of the community in the school's learning program

○ **Actively elicit and respond to parents'/caregivers' aspirations for their children's education**
> Create focus groups where parents/caregivers and staff share their views
> Work with the School Governing Council to promote its role in developing and communicating the learning vision for the school

○ **Ensure opportunities for the community to develop understandings about learning, the emerging future and the implications for their children**
> Develop credibility as an educational leader with the community
> Facilitate staff and parent/caregiver opportunities for shared learning
> Regularly expose parents/caregivers to relevant educational research, ideas and information
> Show connections between current educational thinking and the school's program

I will strategically design to:

○ **Clarify that partnership means mutual responsibility**
> Demonstrate that decisions and judgments are based on professional knowledge together with parental perspectives

○ **Establish expectations that teachers will engage positively with parents/caregivers and students as partners in the educational process**
> Develop protocols for engagement and prompt follow-up
> Explicitly encourage valuing of the diverse strengths and interests of the community that contribute to student learning
> Actively challenge non-inclusive attitudes and actions

○ **Establish systems and processes for teachers and families to work together to maximise student learning**
> Establish effective open communication between school and home about student learning
> Establish opportunities for teachers to learn in partnership with parents/caregivers
> Establish school reporting processes that include parents/caregivers in shared celebrations of student learning
> Encourage teachers to give specific strategies for parents/caregivers to assist learning at home

Alert

Some parents' own experience of schooling left them feeling vulnerable and alienated. Approaches and strategies to break down these barriers are crucial.

Establishing an appropriate interplay between parental perspectives and professional judgment can be challenging, requiring sensitivity and delicate balancing.

Practice check

○ Do I actively challenge deficit views and assumptions about the community aired by staff?

○ How consciously do we consider parents' own experiences of schooling when communicating with them?

○ What systems exist for staff and parents/caregivers to work together for student learning?

○ Are parents/caregivers invited to engage in conversations about learning, to listen to guest speakers about learning, and to talk about the future?

If teachers engage with the community, they will …

○ listen to and get to know the community, and actively seek out community strengths

○ use these strengths to complement and enrich the class learning program

○ develop richer understanding of their learners by seeking dialogue and feedback from parents/caregivers

○ blur the boundaries between home and school to create more natural learning contexts—the wall-less classroom

○ use contemporary ICTs to engage with global and online communities and to expand and enhance learning

○ communicate regularly with the community through multiple forums

Notes:

Leaders of learning— Food for thought

The best interests of the child shall be the guiding principle of those responsible for his/her education and guidance; that responsibility lies in the first place with his/her parents.

United Nations

If educators view children simply as students they are likely to see the family as separate from school … If educators view children as children, they are likely to see both the family and community as partners with the school in children's education and development.

Joyce Epstein

Involving parents in (and not just informing them about) common learning standards or outcomes, creates opportunities to develop a deeper dialogue between parents and teachers about teaching and learning …

Andy Hargreaves & Shawn Moore

For me as a parent, a teacher, a school principal, and one who remembers what it is like to be an Aboriginal student, I understand very well that just getting a child inside the school gate does not mean the problem is solved. My experience as an educator confirms that children and parents engage in school positively when respectful partnerships exist.

Chris Sarra

Our image of the child is rich in potential, strong, powerful, competent and most of all connected to the adults and other children around them. We wanted to build on parents' competencies, not their deficiencies, and recognise the crucial role they play in educating their children.

Margaret Whalley

A working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision making and accountability.

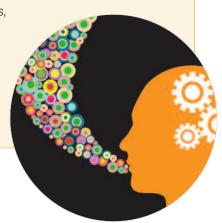Patrick Easen, Pippa Kendall & Janet Shaw

We often overestimate children's academic ability and underestimate their intellectual capacity.

Lillian Katz

1.4

Essence >

Leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice.

1.5 Discuss educational purpose and policy

1.5

In my role as a leader of learning (instructional leader) this means I will:

○ **Develop personal clarity about my vision for learning and teaching at our school to achieve our educational purpose**
  > Continue to test and refine my vision
  > Appreciate that policy is purpose expressed as action, captured in print

○ **Keep abreast of and develop understanding of current systems' policies as they relate to learning at my school**
  > Maintain preparedness to constructively challenge policy against values and purpose
  > Prioritise the school's engagement with systems' policies as they relate to the school's current focus

○ **Engage with other leaders to contribute to the development of systems' policies**
  > Participate in Principal Networks and Associations and provide a considered response to systems' policies
  > Take responsibility for contributing to development of systems' policies

I will strategically design to:

○ **Deliberately engage the community in co-constructing our school's values and vision for learning and teaching in light of our educational purpose**
  > Establish processes to engage the school community in clarifying and articulating the school's purpose
  > Establish dialogue processes to surface and debate staff values about learning and teaching

○ **Translate our values, vision and purpose into policy and actions**
  > Integrate our school's purpose and policy with DECS policy
  > Keep our educational purpose alive by ensuring its visibility and deriving practice from our values, vision and purpose

○ **Collectively monitor the congruence between our actions and our values and purpose**
  > Review policies in terms of our educative purpose and make refinements to ensure congruence
  > Obtain feedback from students and parents/caregivers
  > Ensure school reviews and validation processes are referenced against our vision for learning, and are designed for continuous improvement

Alert

A school's vision and purpose statement can easily become empty words without regularly referencing our actions against them.

Do we systematically consider our declared purpose when developing, implementing and monitoring policy and action?

Are we congruent—do we really 'walk our talk'?

Practice check

○ Do our policies and practices reflect our bigger intent—our purpose about teaching and learning?

○ Do budget priorities reflect our declared vision and values?

○ Can all my teachers describe how they translate our purpose and policies into their learning and teaching?

○ How do I engage the school community in developing, reviewing and understanding our vision and values and keeping them current?

○ What unconscious messages have we conveyed through the physical environment (eg displays, signage, access)?

If teachers discuss educational purpose and policy, they will …

○ be passionate about their purpose and share a professional voice

○ articulate what they do and how it supports the school's vision and values

○ be conscious of and explicit about what makes a difference for teaching and learning for today's learners

○ know policies and procedural guidelines that inform their work

○ accept their professional responsibility and work collegially to develop whole school approaches to teaching and learning

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Leaders of learning— Food for thought

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.

Joel Arthur Barker

Purpose acts as a moral north star on the route to excellence: It offers a steady beacon for inspiring and directing students' best efforts over the long haul, within the classroom and beyond.

William Damon

Intervention at the structural, policy or school level is like searching for your wallet, which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere—it lies in the person who gently closes the classroom door and performs the teaching act—the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15 000 hours of schooling.

John Hattie

When you have a very clear focus, you recognise what's important and all the other stuff becomes not important.
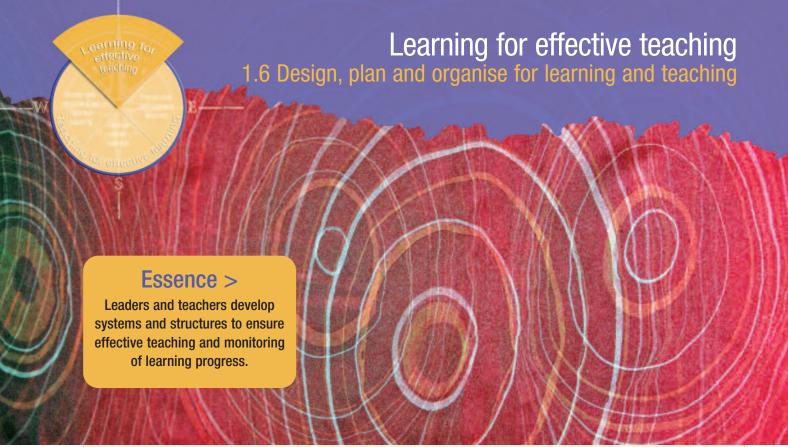
Anthony Alvarado

As the main institution for fostering social cohesion in an increasingly diverse society, publicly funded schools must serve all children, not simply those with the loudest or most powerful advocates. This means addressing the cognitive and social needs of all children, with an emphasis on including those who may not have been well served in the past.

John Goodlad

Leadership has multiple functions—the highest function of leadership is to release the creative energies of the people in the system and to manage the processes for giving that energy direction towards mutually beneficial goals.

Malcolm Knowles

People feel a commitment to a decision in proportion to the extent to which they feel they have participated in making it.

Julia Atkin

1.5

Essence >

Leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress.

1.6 Design, plan and organise for learning and teaching

1.6

In my role as a leader of learning (instructional leader) this means I will:

○ **Develop my understanding and skills of designing, planning and organising for learning and teaching**
> Use the SA TfEL Framework's learning principles of domains 2, 3 and 4 to design staff professional learning

○ **Design the use of time, space, resources—human, physical, financial, technical—to maximise learning**
> Think through the impact of the use of resources on the effectiveness of learning (eg appropriateness of the design of learning spaces, availability of ICT)
> Evaluate the effectiveness of the current use of resources and re-allocate as necessary
> Establish whole school systems for ensuring efficient use of resources

○ **Use evidence to inform the design of our learning and teaching program**
> Develop my ability to identify valid evidence and analyse data

I will strategically design to:

○ **Work with staff members to develop their skills for designing, planning and organising for learning and teaching**
> Enable staff to model design expertise and program exemplars
> Enable staff with specific expertise to model classroom management systems, approaches for differentiating the curriculum, learning and teaching strategies and inclusive assessment practices

○ **Establish whole school systems for monitoring and tracking student engagement and learning outcomes**
> Develop our school-based learning management system and integrate this with available system data
> Use student data as an integral aspect of performance development and accountability processes

○ **Critically evaluate the effectiveness of our systems and structures for maximising learning**
> Gather and examine appropriate evidence
> Involve staff in using evidence as a basis for critiquing our systems and structures

Alert

Pedagogy in the 21st century is far more sophisticated than in the '80s when effective teaching was often perceived to be good classroom management and 'a quiet classroom was a good classroom'. It's far more sophisticated than the '90s when 'busy work' and fun activities were used to engage students and 'variety' was the buzz word.

Contemporary pedagogy challenges us to be deliberate and thoughtful in design, planning, organisation and evaluation.

Practice check

○ Do I ensure staff members work collaboratively to design and plan teaching programs that are responsive to student needs and the curriculum standards?

○ Have I established processes for collaborative moderation of student learning?

○ How am I supporting teachers to interpret and analyse assessment information to direct future learning and teaching?

○ What processes have I put in place to get feedback about the effectiveness of our systems and structures?

○ Do I have a good overview of all the programs in use in our school and have we considered their appropriateness for the needs of our students?

If teachers design, plan and organise for learning and teaching, they will …

○ use rich sources of data and evidence to identify learner needs and develop appropriate programs and plans

○ tailor programs to meet the needs of and extend all learners, with differentiation being seen as essential

○ develop skills of intervention that ensure mastery and success for all learners

○ develop a range of strategies for engaging and challenging learners

○ establish the conditions and explicitly teach students the skills to engage with and manage their own learning

○ develop a repertoire of strategies for managing student behaviour to maximise learning

○ design learning programs clearly identifying the learning intentions, strategies, resources and assessment processes

○ give consideration to the best arrangements for learning (eg student groupings, use of space, access to resources)

Notes:

Leaders of learning— Food for thought

After all … there is 'no packaged program' that ensures success. But there are … common 'structural features' that promote success in schools. Successful schools allow more professional autonomy, but they also provide accountability through 'explicit goals for student learning'. Best of all, these structures can be established by any leader, and not just the rare individual with 'charisma'.

Mike Schmoker

It's not about either/or—it's not management or leadership of learning, it's about how the managerialist work serves our core purpose of improving student learning and achievement.

Margot Foster

The art of teaching involves clarity about the desired learning outcomes and learning activities to achieve these, as well as a thoughtful response to the context, learner needs and prior knowledge, the teachable moment and even the weather.

SA TfEL Review Tools handbook

Effective teaching is far more complex than the simple use of strategies … it is also a question of quality … The Quality Tests are:

Intentionality
Am I clear about what I want them to learn and how to help them learn it?
Is the teacher clear about the learning intent? Have approaches and strategies been designed purposefully, with the learners and their context in mind to achieve the desired learning outcomes?

Effectiveness
Did what I design work for everyone? Did they learn it? Are the strategies and approaches designed effective for their purpose? Did they meet the needs of each learner?

Consistency
Do I act consistently? Do the students know where they stand with the teacher? Are the messages given about learning consistent?

Responsiveness
Am I responding to the moment? Am I taking them to the next step?
Is the teacher responsive to what is emerging?
Is the teacher reading the cues indicating:
○ engagement/disengagement
○ understanding/misunderstanding
○ appropriate level of challenge
and intervening as needed?

SA TfEL Review Tools handbook

1.6