

# Appendix B—South Australian Teaching for Effective Learning Framework

## Domain 1 Leadership overview

1.1 understand how self and others learn	1.2 develop deep pedagogical and content knowledge	1.3 participate in professional learning communities and networks	1.4 engage with the community	1.5 discuss educational purpose and policy	1.6 design, plan and organise for learning and teaching
<b>In my role as leader of learning (instructional leader) this means I will:</b>					
<p><i>Develop awareness of myself as a learner and a leader</i></p> <ul style="list-style-type: none"> <li>understand my preferences for thinking, learning and leading</li> <li>clarify and articulate my values as a leader</li> </ul> <p><i>Appreciate the impact of my style of leading on others and strengthen aspects as needed</i></p> <ul style="list-style-type: none"> <li>gather 360° feedback regularly to monitor my impact on staff learning and check for congruence between my intent and the impact</li> <li>develop strategies to enhance my skills to lead for learning</li> </ul> <p><i>Develop an appreciation of the learning strengths and dispositions of my staff</i></p> <ul style="list-style-type: none"> <li>explicitly draw out the learning dispositions and strengths of staff</li> <li>affirm and acknowledge staff members by engaging them in projects that utilise their strengths</li> <li>deliberately design teams to include complementary strengths</li> </ul>	<p><i>Understand what is involved in leadership for learning</i></p> <ul style="list-style-type: none"> <li>recognise that in this context my 'content' is knowledge of leading for learning</li> <li>engage with current research on leadership that positively impacts on student and staff learning</li> <li>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</li> </ul> <p><i>Accept responsibility to keep abreast of, engage with and critique theories of learning and teaching and their implications for practice</i></p> <ul style="list-style-type: none"> <li>seek out conferences and professional learning opportunities to be exposed to a range of learning theories</li> <li>regularly engage in professional learning</li> </ul> <p><i>Develop personal clarity and precision with the metalanguage of learning and teaching</i></p> <ul style="list-style-type: none"> <li>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 ...</li> </ul> <p><i>Appreciate that designing learning for understanding is strengthened by deep pedagogical and disciplinary knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><i>Seek out and actively participate in professional dialogue about my experiences of leadership for learning</i></p> <ul style="list-style-type: none"> <li>form a small learning group of my peers as a professional learning community</li> <li>engage in relevant learning opportunities, such as Regional Leaders' days and cluster meetings with my professional learning community</li> </ul> <p><i>Participate in critically reflective inquiry to develop my leadership practice</i></p> <ul style="list-style-type: none"> <li>use systems-mandated accountability points (eg DIAf site review and validation, performance reporting to my line manager) as opportunities for critical reflection on my leadership practice</li> </ul> <p><i>Create and sustain a professional learning community with my school leadership team</i></p> <ul style="list-style-type: none"> <li>embed a learning approach in the day-to-day work of my team</li> <li>establish specific sessions where our focus is purely professional learning</li> </ul>	<p><i>Create conditions to involve parents/caregivers as partners in the educational process for their children</i></p> <ul style="list-style-type: none"> <li>remember that parents are the child's first educators</li> <li>develop authentic, inclusive and respectful relationships with the community</li> <li>appreciate the differing levels of parental and community engagement appropriate for the family contexts</li> <li>harness the expertise of the community in the school's learning program</li> </ul> <p><i>Actively elicit and respond to parents'/caregivers' aspirations for their children's education</i></p> <ul style="list-style-type: none"> <li>create focus groups where parents/caregivers and staff share their views</li> <li>work with the School Governing Council to promote its role in developing and communicating the learning vision for the school</li> </ul> <p><i>Ensure opportunities for the community to develop understandings about learning, the emerging future and the implications for their children</i></p> <ul style="list-style-type: none"> <li>develop credibility as an educational leader with the community</li> <li>facilitate staff and parent/caregiver opportunities for shared learning</li> <li>regularly expose parents/caregivers to relevant educational research, ideas and information</li> <li>show connections between current educational thinking and the school's program</li> </ul>	<p><i>Develop personal clarity about my vision for learning and teaching at our school to achieve our educational purpose</i></p> <ul style="list-style-type: none"> <li>continue to test and refine my vision</li> <li>appreciate that policy is purpose expressed as action, captured in print</li> </ul> <p><i>Keep abreast of and develop understanding of current systems' policies as they relate to learning at my school</i></p> <ul style="list-style-type: none"> <li>maintain preparedness to constructively challenge policy against values and purpose</li> <li>prioritise the school's engagement with systems' policies as they relate to the school's current focus</li> </ul> <p><i>Engage with other leaders to contribute to the development of systems' policies</i></p> <ul style="list-style-type: none"> <li>participate in Principal Networks and Associations and provide a considered response to systems' policies</li> <li>take responsibility for contributing to development of systems' policies</li> </ul>	<p><i>Develop my understanding and skills of designing, planning and organising for learning and teaching</i></p> <ul style="list-style-type: none"> <li>use the SA TfEL Framework's learning principles of domains 2, 3 and 4 to design staff professional learning</li> </ul> <p><i>Design the use of time, space, resources—human, physical, financial, technical—to maximise learning</i></p> <ul style="list-style-type: none"> <li>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)</li> <li>evaluate the effectiveness of the current use of resources and re-allocate as necessary</li> <li>establish whole school systems for ensuring efficient use of resources</li> </ul> <p><i>Use evidence to inform the design of our learning and teaching program</i></p> <ul style="list-style-type: none"> <li>develop my ability to identify valid evidence and analyse data</li> </ul>
<b>I will strategically design to:</b>					
<p><i>Determine the level of staff members' understanding about themselves as learners to establish relevant professional learning</i></p> <ul style="list-style-type: none"> <li>ensure professional learning enables staff members to develop their understanding more deeply and learn about how this impacts on their teaching</li> <li>provide opportunities for staff members to extend their learning strategies</li> <li>encourage staff members' self-reflection and sharing about their learning</li> </ul> <p><i>Engage staff members in sharing their expertise and understanding of learning with each other</i></p> <ul style="list-style-type: none"> <li>infuse meetings with a focus on learning</li> <li>encourage staff conversation about students as individual learners</li> <li>ensure professional learning incorporates the sharing of staff expertise</li> </ul> <p><i>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</i></p> <ul style="list-style-type: none"> <li>strategically plan staff development to explore current learning theories and develop clear expectations for trialling, reviewing and implementing</li> <li>develop shared meaning and whole school agreements about learning and teaching</li> <li>be precise about what our shared agreements mean we do and don't do</li> </ul>	<p><i>Ensure staff keep abreast of and critique theories of learning and teaching and their implications for practice</i></p> <ul style="list-style-type: none"> <li>provide professional learning opportunities on new pedagogy, including structured critique</li> <li>identify staff with pedagogic expertise and develop opportunities for this to be shared through teams, mentors and staff professional learning programs</li> </ul> <p><i>Encourage and support staff members to develop their disciplinary and pedagogical expertise to ensure greater responsiveness and flexibility in their teaching</i></p> <ul style="list-style-type: none"> <li>encourage staff members to keep up to date with new knowledge in their relevant disciplines</li> <li>distribute disciplinary expertise across collaborative teams</li> <li>ensure faculty/year level leaders understand their roles as leaders of disciplinary learning as well as coordinating management tasks</li> </ul>	<p><i>Create a climate where teachers can explore ideas and their practice in open dialogue</i></p> <ul style="list-style-type: none"> <li>establish expectations and norms for staff to learn together, share and critique practice</li> <li>make explicit the difference between professional disagreement and personal conflict</li> </ul> <p><i>Encourage and support teachers to participate in professional learning communities within and beyond the school</i></p> <ul style="list-style-type: none"> <li>model participation in professional learning communities</li> <li>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</li> <li>help staff members develop professional language to be able to describe their work explicitly and accurately</li> </ul> <p><i>Deliberately allocate school resources to initiate and support professional learning communities</i></p> <ul style="list-style-type: none"> <li>structure the timetable to allow staff collaborative planning time</li> <li>allocate a budget to professional learning communities</li> <li>resource professional learning communities with expertise as needed</li> </ul>	<p><i>Clarify that partnership means mutual responsibility</i></p> <ul style="list-style-type: none"> <li>demonstrate that decisions and judgments are based on professional knowledge together with parental perspectives</li> </ul> <p><i>Establish expectations that teachers will engage positively with parents/caregivers and students as partners in the educational process</i></p> <ul style="list-style-type: none"> <li>develop protocols for engagement and prompt follow-up</li> <li>explicitly encourage valuing of the diverse strengths and interests of the community that contribute to student learning</li> <li>actively challenge non-inclusive attitudes and actions</li> </ul> <p><i>Establish systems and processes for teachers and families to work together to maximise student learning</i></p> <ul style="list-style-type: none"> <li>establish effective open communication between school and home about student learning</li> <li>establish opportunities for teachers to learn in partnership with parents/caregivers</li> <li>establish school reporting processes that include parents/caregivers in shared celebrations of student learning</li> <li>encourage teachers to give specific strategies for parents/caregivers to assist learning at home</li> </ul>	<p><i>Deliberately engage the community in co-constructing our school's values and vision for learning and teaching in light of our educational purpose</i></p> <ul style="list-style-type: none"> <li>establish processes to engage the school community in clarifying and articulating the school's purpose</li> <li>establish dialogue processes to surface and debate staff values about learning and teaching</li> </ul> <p><i>Translate our values, vision and purpose into policy and actions</i></p> <ul style="list-style-type: none"> <li>integrate our school's purpose and policy with DECS policy</li> <li>keep our educational purpose alive by ensuring its visibility and deriving practice from our values, vision and purpose</li> </ul> <p><i>Collectively monitor the congruence between our actions and our values and purpose</i></p> <ul style="list-style-type: none"> <li>review policies in terms of our educative purpose and make refinements to ensure congruence</li> <li>obtain feedback from students and parents/caregivers</li> <li>ensure school reviews and validation processes are referenced against our vision for learning, and are designed for continuous improvement</li> </ul>	<p><i>Work with staff members to develop their skills for designing, planning and organising for learning and teaching</i></p> <ul style="list-style-type: none"> <li>enable staff to model design expertise and program exemplars</li> <li>enable staff with specific expertise to model classroom management systems, approaches for differentiating the curriculum, learning and teaching strategies and inclusive assessment practices</li> </ul> <p><i>Establish whole school systems for monitoring and tracking student engagement and learning outcomes</i></p> <ul style="list-style-type: none"> <li>develop our school-based learning management system and integrate this with available system data</li> <li>use student data as an integral aspect of performance development and accountability processes</li> </ul> <p><i>Critically evaluate the effectiveness of our systems and structures for maximising learning</i></p> <ul style="list-style-type: none"> <li>gather and examine appropriate evidence</li> <li>involve staff in using evidence as a basis for critiquing our systems and structures</li> </ul>

