



ROWVILLE

SECONDARY COLLEGE

COLLEGIATE SUPPORT AND DEVELOPMENT MODEL

HANDBOOK 2010

ROWVILLE SECONDARY COLLEGE
COLLEGIATE SUPPORT AND DEVELOPMENT MODEL

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1. THE COLLEGIATE SUPPORT AND DEVELOPMENT MODEL

Introduction:

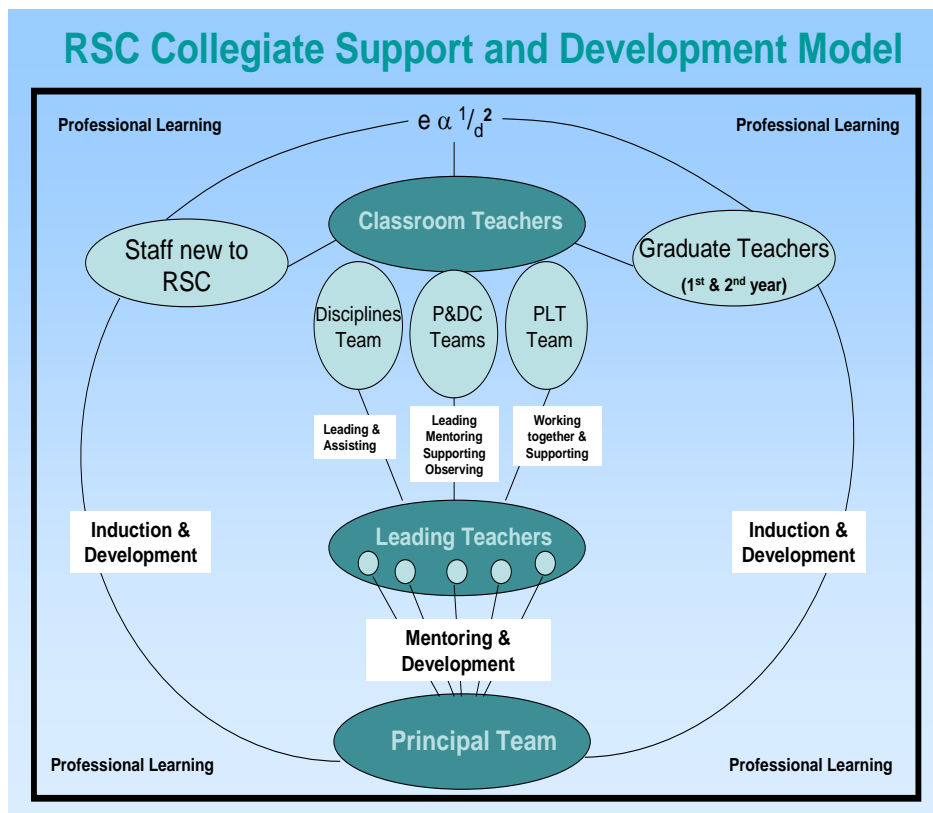
In 2006 Rowville Secondary College embarked on the process of developing and implementing the “**Collegiate Support and Development Model**”.

The vision underlying this model is of a vibrant learning community – a community where all members (particularly students and staff) are learning both individually and together. The concept of a learning community as part of the vision was influenced by the work of Senge (1996) and Sergiovanni (2000). The model, which was implemented in the second half of 2006, sees all staff as participants in a number of “teams” and encourages staff to be involved in peer observation as a means of improving teacher effectiveness through reflection and the provision of specific feedback.

The provision of professional learning opportunities is also a key element of the Collegiate Support and Development model, along with comprehensive staff induction and mentoring programs. The focus of the College’s professional learning plan is to enable teachers to better engage students and consequently improve student learning outcomes. Our vision is to create a vibrant, exciting learning culture for students using a continuous improvement model that focuses on supporting and growing staff. To ensure that our professional learning plan is the most effective possible, it is based on the latest research, in particular that relating to the “Seven Principles of Highly Effective Professional Learning”. The professional learning plan is designed in all aspects to provide programs that are ongoing and supported; school based wherever possible; directly relevant to the daily work of teachers (embedded in practice); research and evidence based and data driven; focused on College priorities; and linked to individual staff improvement goals as they relate to the improvement of teaching and learning and student performance within the college

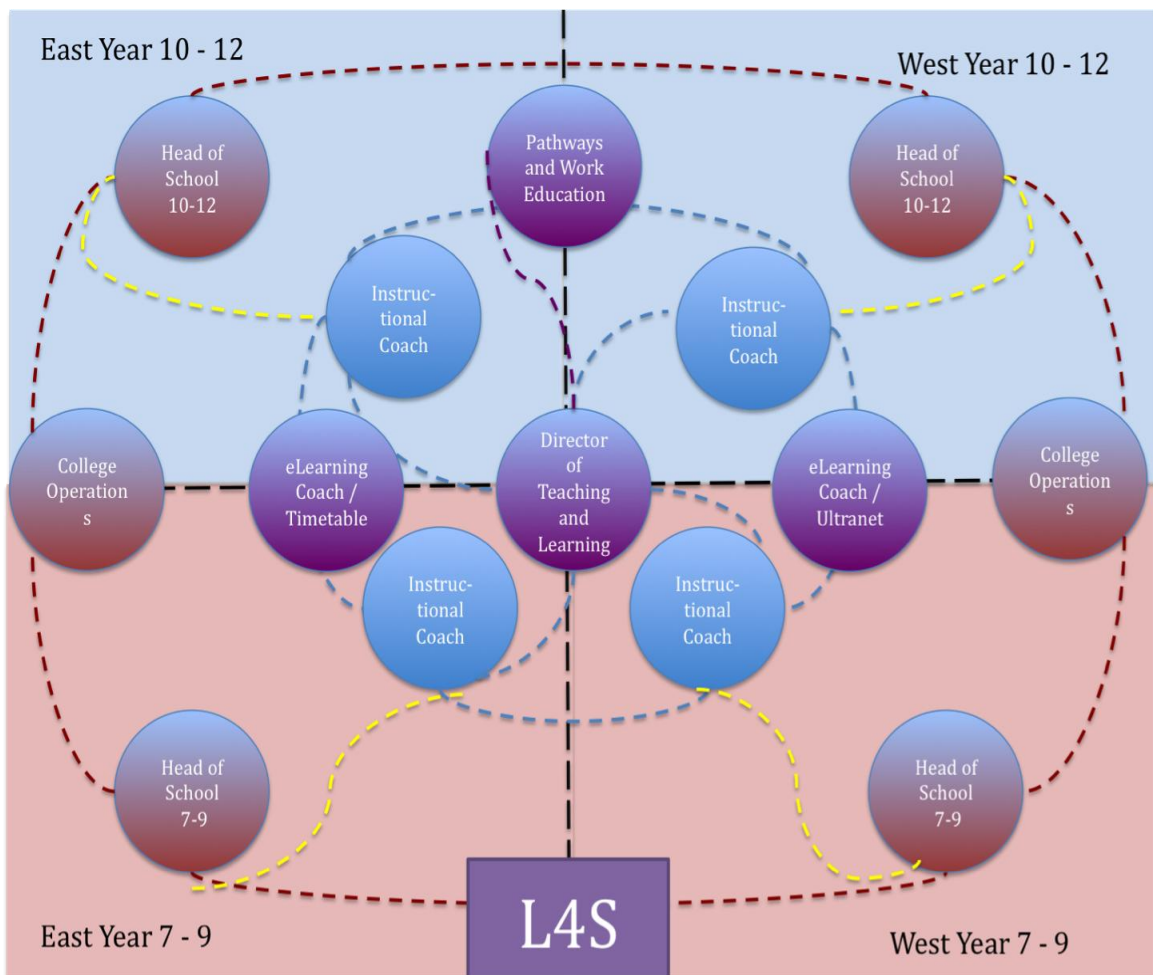
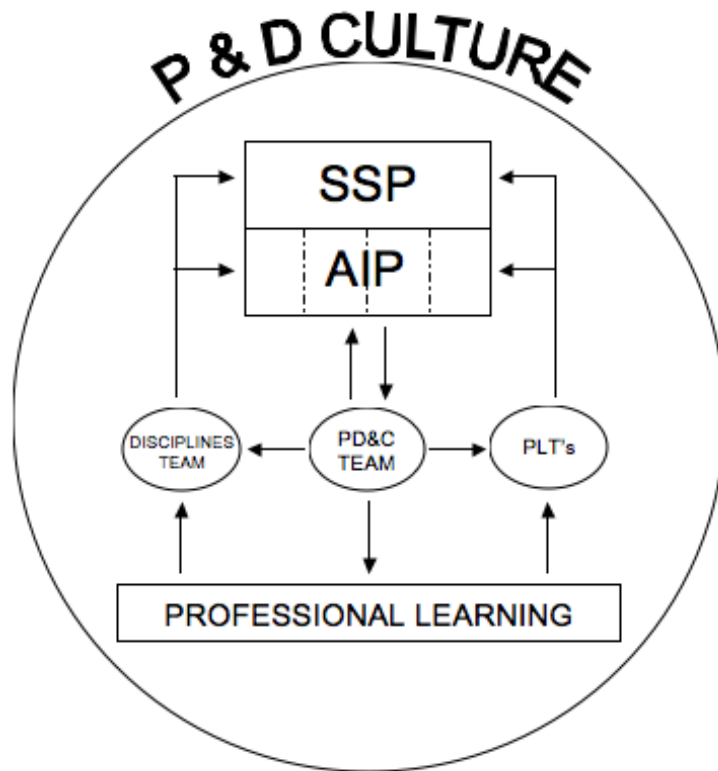
The College also offers staff new to the school a comprehensive Induction Program. The Induction Program actually begins in the preceding year with all new staff being allocated a staff mentor to assist them in their transition to the College. Those mentors working with graduate staff are familiarised with the VIT requirements necessary for full registration. Mentors are strategically selected based on involvement in similar teams to the new staff member. In addition to the support provided by the mentor, the program also involves a series of workshops presented by members of the Principal class during Term One that address key issues.

The following diagram is intended as a visual and schematic representation designed to summarise Rowville Secondary College’s **Collegiate Support and Development Model**.



“effective teacher professional learning is inversely proportional to the distance that the learning takes place from the classroom”

The following diagram shows the connectedness between the **Collegiate Support and Development Model** teams and the achievement of the School Strategic Plan/Annual Implementation Plan targets.



2. THE MODEL ELEMENT 1: TEAMS

It is expected that as a result of a team based model students will

- Be more connected to school
- Feel more engaged with their teachers and the subject material and
- Improve their academic outcomes

2.1 OVERVIEW OF TEAM BRIEFS

Performance and Development Culture Teams

Performance and Development Culture Team are staff groups that

- Are formed by staff from different backgrounds within the College, representing each campus, learning areas and classification level

The focus of the Performance and Development Culture Teams

- To create a supportive and motivating team environment so that team members are able to identify their own areas for improvement of professional practice consistent with school priorities
- Assist to identify the professional learning needs of each group member
- To reflect on individual and school performance using multiple sources of school data, individual (PoLT) and College (staff opinion, student opinion and parent opinion) to set direction towards the achievement of individual and College goals.
- To facilitate peer observation opportunities and training in the giving and receiving of quality feedback

It is expected that as a result staff will

- Have greater involvement in school decision-making
- Have a clear plan for professional growth
- Have greater support provided by the College leadership team
- Have a greater awareness of the strategic goals of the College
- Have the opportunity to increase teacher capacity through peer observation

Professional Learning Teams

Professional Learning Team are staff groups that

- Teach within that sub school for a majority of their teaching allotment
- Get to know a particular cohort of students well

The focus of the Professional Learning Teams

- To meet regularly and work collaboratively on a project that will enhance student learning or student pathways and transition or student engagement and wellbeing

It is expected that as a result staff will

- Be more connected to school
- Feel more engaged with their peers
- Improve their teaching outcomes

Disciplines Teams

Disciplines Teams are staff groups that

- Teach together in a Learning Area
- Teach within a learning area for a majority of their teaching allotment

The focus of the Disciplines Teams

- To meet regularly and work collaboratively to improve teaching and learning (improve student learning outcomes, develop pedagogical approaches to personalise learning and increase student engagement and share tools for learning and classroom practices)

It is expected that as a result staff will

- Improve their discipline content knowledge
- Increase their capacity to deliver learning in their discipline
- Feel a greater sense of collegiality

2.2 OUTLINE OF TEAM STRUCTURES AT ROWVILLE SC

	Leadership Team	Performance & Development Team	Disciplines	Professional Learning Team
Purpose within the College Role within the College structure	Lead the whole school community in the creation of a College vision, value, Performance and Development Culture and School Strategic Plan To implement the school strategic plan To implement government & DEECD guidelines	Develop the notion of continuous school improvement in line with the school strategic plan (SSP) Facilitate reflection and goal congruence to improve student outcomes Support professional learning Provide a supportive leadership structure	Explore, plan & create engaging curriculum platforms. Focus on improving student learning outcomes and developing student skills Identify curriculum enrichment opportunities	Improved student outcomes through the exploration of projects to improve school strategic plan priorities (in the areas of student learning, student engagement and wellbeing and student pathways and transitions)
Desired Results What are the outcomes	To meet the schools, and DEECD goals and targets	Improved student outcomes Improve staff satisfaction <ul style="list-style-type: none"> ○ staff support ○ collegiality ○ confidence Improved teacher effectiveness Greater teacher reflection on their practice and the practice of others Greater accessibility to the leadership team	Improve <ul style="list-style-type: none"> ○ Teacher effectiveness ○ Student engagement ○ Student learning (results / skills development) ○ Teacher engagement Teacher growth – change, skill sharing and best practice	Improved student <ul style="list-style-type: none"> ○ Academic outcomes ○ Connectedness to school Greater teacher reflection Improved staff satisfaction Staff feeling <ul style="list-style-type: none"> ○ Supported ○ Confident ○ Belonging to a team
Guidelines Rules for accomplishing the result	Implement distributed and instructional leadership through the L4S model To facilitate open communication To foster representative decision making To respond to contemporary educational research on leadership and teaching & learning To foster & create emotional intelligence To be sensitive to broader community & global issues To engender a belief that the school has a performance and development culture	Consistent approach (norms & processes) between all teams Each staff member supported in developing a P&D plan aligning with the SSP (College goals and directions), incorporating “stretch” goals. Goal priority/project topic areas will be nominated by the Leadership Team to assist in the achievement of the SSP Structures will be put in place to enable quality peer observation opportunities	Staff ownership – actively contribute, share and collaborate Staff assume the responsibility for the continuous enrichment of curriculum programs to improve student learning Participate in the PL program to access Discipline Team improvement needs/priorities in line with the SSP/AIP Participate in the PL program to access Individual improvement needs/priorities in line with the SSP/AIP	Increase understanding of student needs and backgrounds Pursuit of a team project in line with SSP priorities (in the areas of student learning, student engagement and wellbeing and student pathways and transitions) All staff required to attend & actively contribute and collaborate Project documentation will be shared through PL
Role of Leader Expectations of the leader	Capable & authentic leadership Inspire and lead others To provide an environment for professional growth of staff and personal growth students To create partnerships and links to the community to enhance resource base and opportunities Work collaboratively to enhance leadership capabilities	Leading Mentoring Supporting Observing Take collective responsibility with the leadership team for the SSP Act as a link between the P&DC team and the leadership team Promote & model instructional leadership Giving and receiving feedback	Foster a focus on issues affecting T&L Responding proactively to T&L issues LT's and ET's to take active role in planning/presenting classroom focused teacher professional learning	Role model Coach Mentor Utilize and develop staff skills in SSP projects Promote & model instructional leadership
Responsibility of team members Expectations of other team members	Take responsibility for agreed portfolios To develop creative thought and ideas Take collective responsibility for achieving the school vision and leadership of the College Provide a safe & supportive environment for all members of the school community	Work towards achieving goals To actively participate in peer observation and reflective practices To support colleagues in the process of reflecting on their own professional growth Meet agreed requirements in: <ul style="list-style-type: none"> ○ Attendance ○ Punctuality ○ Participation ○ Professionalism 	Actively participate in workshops exploring changed pedagogy Trial changes to pedagogy in own classroom Maintain documentation of changes to curriculum programs Share best practice in discipline based teaching and learning strategies Meet agreed requirements in: <ul style="list-style-type: none"> ● Attendance ● Punctuality ● Participation 	Actively participate as part of a project team exploring nominated school improvement area Take responsibility for the completion of agreed components of the project Share project findings and resources with staff across the College Meet agreed requirements in: <ul style="list-style-type: none"> ● Attendance ● Punctuality ● Participation

			<ul style="list-style-type: none"> Professionalism 	<ul style="list-style-type: none"> Professionalism
Accountability How to measure how well it is going	SLR SSP/AIP Progress Reports Triennial review Principal team reviews Leadership Team P&D Process Performance & Development Culture assessment	PoLT Data Staff Opinion Survey SLR SSP/AIP Progress Reports Feedback from peer observation and Reflective Practices	Student Opinion survey Staff Opinion Survey Parent Opinion Survey PoLT Data NAPLAN, AIMS, VCE and VET Results Data Feedback from peer observation and Reflective Practices SLR SSP/AIP Progress Reports Student Subject Retentions/Subject Choices	Student Opinion survey Staff Opinion Survey Parent Opinion Survey PoLT Data/e5 mapping SLR Student Engagement Data Student Referrals Increased Student Enrolments Reduced Absences Improved Retention Data
Consequences What should the consequences be for achieving or not achieving outcomes	Satisfactory or unsatisfactory Triennial review Improved/decreased College reputation Loss or gain of enrolments (Budget/Staffing implications)	<i>If outcomes achieved</i> <ul style="list-style-type: none"> Cross KLA appreciation Improved staff aspirations Staff stability improves Staff morale/recognition of performance <i>If outcomes not achieved</i> <ul style="list-style-type: none"> Do not continue to meet the requirements for P&D Culture progression Decrease in staff aspirations, morale and stability 	<i>If outcomes achieved</i> <ul style="list-style-type: none"> Stimulating curriculum KLA Improvement targets met Courses enrichment – increased rigour and relevance, reflected in quality documentation Increased student engagement Improved teacher effectiveness <i>If outcomes not achieved</i> <ul style="list-style-type: none"> Student needs not met Performance feedback from principal team Decrease in student engagement and behaviour 	<i>If outcomes achieved</i> <ul style="list-style-type: none"> Stimulating curriculum Greater sense of collegiality Student, staff and parent surveys positive Performance feedback from principal team Improved student engagement <i>If outcomes not achieved</i> <ul style="list-style-type: none"> Student, staff and parent feedback negative Staff feel unsupported Student misbehaviour Decreased College reputation Loss of enrolments Performance feedback from principal team
Resources e.g. Time, \$. PD What resources do we have to work with?	Budget Time Staffing budget Facilities	Staff expertise Regular meeting times Specific PL on improvement areas as applicable to College goals & targets	Regular meeting times Allocated budget to support planning of curriculum and resourcing of innovative programs Professional Learning	Time for teams to meet/research and develop projects Professional Learning

3. THE MODEL ELEMENT 2: LEADERSHIP

3.1 PRINCIPAL TEAM ROLES WITHIN THE MODEL

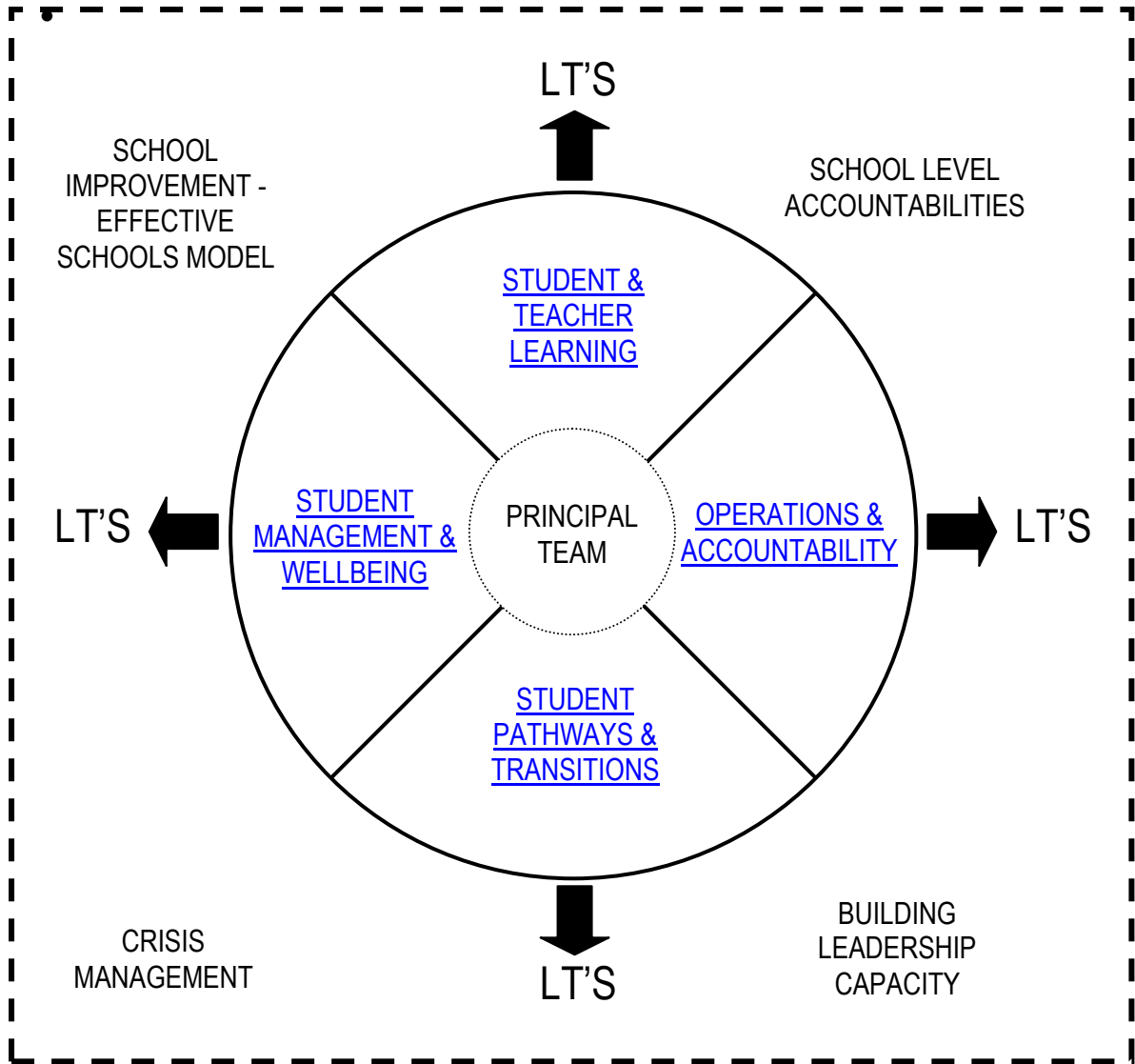
Instructional leadership at Rowville Secondary College is based on multiple sources of guidance and direction, 'following the contours of expertise in an organisation, made coherent through a common culture. It is the 'glue' of a common task or goal- improvement of instruction-and a common frame of values for how to approach that task' (Elmore 2000).

This does not mean that the principal team is not ultimately responsible for the overall performance of the school nor does it mean that those in formal leadership roles are redundant. A central task of the principal team is to distribute leadership to maximise human capacity within the school and to oversee a model of instructional leadership.

The principal team members are committed to provide instructional leadership where learning is given top priority and everything else revolves around the enhancement of learning. This will be evident through specific behaviours such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, leading 'learning walks' and commending effective teaching.

LEADERSHIP DOMAIN	DESCRIPTION	EXAMPLES
1. Technical Leadership	Sound management skills	The collegiate support and development model has been established as a team improvement model. In particular it seeks to address the issues of: <ul style="list-style-type: none"> • Supportive leadership • Consultative decision-making The model will better align individual and school goals and ensure that collegiate support is directed to better document and deliver teaching and learning programs. The principal team will ensure that the model is reviewed as required to achieve this.
2. Human Leadership	Harnessing the school's social and interpersonal potential	The principal team will oversee the performance of staff. Specifically the principal team will deliver or support professional learning modules and will provide mentoring and goal setting support. Peer observation professional learning opportunities will be provided and peer observation structures will be put in place.
3. Educational Leadership	Expert knowledge about learning and maximising school capability	This model is underpinned by a revitalised professional learning plan. The plan will focus on assisting staff to further develop their expertise associated with: <ul style="list-style-type: none"> • Tools for learning • Working with students and managing relationships • Personal and professional growth The principal team will be immersed in delivery of the professional learning plan and in "Learning Walks" designed to further build knowledge and discussion of school effectiveness.
4. Symbolic Leadership	Modelling important goals and behaviours to the school, networks and community.	The use and discussion of data will be promoted to better understand school, teacher and student performance. Members of the principal team will work with leading teachers to assist the understanding of school data and enhance their capacity to lead discussions with staff teams.
5. Cultural Leadership	Leading the school community by defining, strengthening and articulating values and beliefs that give the school its unique identity.	The College motto is "Opportunities for All". Members of the principal team are committed to living this motto by expanding opportunities for staff and students. This motto should also be reflected in the daily work of staff, in the relationships they develop, the expectations that they set and the way in which they deal with challenging situations.

DISTRIBUTED LEADERSHIP FRAMEWORK



3.2 LEADING TEACHER ROLES WITHIN THE MODEL

Leading teacher positions are senior positions within the College and holders of these positions are part of the management team of the College. As such they work with the principal team and leading teacher colleagues to ensure that College programs are implemented by staff for the maximum benefit of students.

The key objective of leading teachers is to improve the skill, knowledge and performance of the teaching workforce and to improve the curriculum program or student response to the program at the College.

In short, leading teachers will be responsible for:

- demonstrating and modelling excellent classroom teaching
- managing their portfolio to achieve school improvements particularly by improving teacher effectiveness and student engagement and through an instructional leadership style
- providing general advice to the principal team and staff in meeting DEECD and College policy and about effectively meeting the goals and priorities defined within the School Strategic Plan and Annual Implementation Plan.

Leading teachers, in addition to the DEECD guidelines and specific College job description, have a clear line management function within the implementation processes of the College to ensure that College curriculum programs, whole school strategies and student management approaches are delivered and goals as established within their area of responsibility are achieved. To this end they will need to meet regularly with members of the principal team to discuss and review progress, review performance objectives and evaluate tasks and timelines. They will also need to meet regularly with members of the staff who are their direct reports, to offer support, discuss outcomes and help set objectives.

Specifically Leading Teachers will undertake both formal and informal leadership roles within the operation of the Collegiate Support & Development Model:

1. **Disciplines Teams:** From 2010 in the move to L4S, Faculty Co-ordinators will lead the discipline teams. However Instructional Coaches will be allocated to the Discipline Teams, with the specific role of coaching, supporting and encouraging the Faculty Co-ordinators. The Director of Teaching and Learning will assist Faculty Co-ordinators to plan the operation of their teams to enable clear lines to and from the Teaching and Learning committee decision making.
2. **Professional Learning Teams:** The work of the PLTs will be overseen by the Sub School Leaders and Team Leaders who have been allocated leadership of the teams. Their major task will be to work collaboratively to plan and deliver a more effective and engaging curriculum. Sub School Leaders will be responsible for working with team leaders to identify the tasks to be achieved and to ensure that teams are working effectively to achieve improved student engagement in curriculum and as a consequence better learning outcomes.
3. **Performance & Development Culture Teams:** Leading Teachers will lead P&DC teams. They will plan carefully to ensure effective outcomes are achieved at each meeting, that individual support is provided where appropriate and that each team member is able to establish and implement their personal and professional planning consistent with school goals and priorities. They will also be responsible for training team members in the use of protocols for peer observation and feedback, as well as overseeing the implementation of other data gathering (e.g. staff survey) or specific change practices.

All Leading Teachers as part of their own reflective practices will bring other staff members into their classes to model the giving and receiving of feedback. This will be a clear goal for all Leading Teachers and is a key feature of their role as Instructional Leaders. They will actively encourage their team members and will develop a strong professional role with at least one staff member through the mentor program or as part of their P&DC team. Such a relationship would include two way class visits and discussions about the teaching and learning process.

3.3 BEHAVIOURS OF THE LEADERSHIP TEAM

The leadership team functions best when we are working towards achieving continuous improvement by:

1. Providing and being open to Feedback:

- Right way, right time, right place.
- Say it like it is

✘ Being passive

2. Maintaining Professional Integrity

- Model desired behaviour
- Be respectful
- See something, do something
- Be consistent

✘ Buck passing

✘ Ignoring negative behaviour

3. Providing continuous Support

- Listen attentively
- Use positive body language
- Observe, praise, advise

✘ White anting

✘ Undermining

✘ Blaming

✘ Not listening

✘ Negative body language

4. Operating fairly and with Responsibility

- Go to the source
- On time, every time
- No excuses
- Be accountable
- Silence is consent

✘ Not following through

✘ Agreeing up-front then doing different

✘ Too much talk

✘ Not meeting deadlines

✘ Blaming

✘ Excuses

5. Working with and towards Innovation

- Be brave, take risks
- Seek out contemporary research
- Recognize and seek out learning opportunities

✘ Actively blocking new ideas

✘ Undervaluing and / or dismissing contributions

✘ Staying in your comfort zone

✘ Opting out of innovative practice

3.4 TEACHER ROLES WITHIN THE MODEL

<p>As a graduate teacher, it is expected that you will:</p> <ul style="list-style-type: none"> - complete the VIT Portfolio for full registration OR - undertake observation/team teaching with mentor or colleague and engage in reflective professional discussions using the PoLT framework or e5 - Attend PL Modules in: <ul style="list-style-type: none"> » building collaborative learning relationships with students » classroom management strategies » foundation curriculum planning/curriculum enrichment » assessment OF, FOR & AS learning » strategies to personalise learning (beginning) - Develop, with support, a classroom management plan 	<p>As an accomplished teacher, it is expected that you will:</p> <ul style="list-style-type: none"> - establish goals to support improved classroom teaching and learning consistent with the professional standards - participate in PoLT Teacher Mapping or e5 data collection process - engage in learning walks process and one other nominated form of teacher reflective practice - undertake team teaching with graduate teachers - Attend PL Modules in: <ul style="list-style-type: none"> » improving learning relationships with students » classroom management strategies » advanced curriculum planning/curriculum enrichment » assessment OF, FOR & AS learning » strategies to personalise learning (intermediate) - Facilitate PL Modules as part of a team in either: <ul style="list-style-type: none"> » Discipline based tools for teaching OR » Catering for learning styles/learning modalities in the classroom - Lead a Discipline based/senior school curriculum planning team - Develop a classroom management plan
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3.4 TEACHER ROLES WITHIN THE MODEL

<p>As an expert teacher, it is expected that you will:</p> <ul style="list-style-type: none"> - Fill either a Lead Responsibility Position or an Expert Teacher Responsibility Position - - establish goals to support improved student leaning in classrooms across the College - mentor graduate/accomplished teachers - participate in PoLT Teacher Mapping or e5 mapping processes <li style="text-align: center;">& - facilitate the PoLT Teacher Mapping or e5 mapping processes for others - engage in at least two forms of teacher reflective practice - undertake team teaching with graduate & accomplished teachers - Attend PL Modules in: <ul style="list-style-type: none"> » coaching and mentoring staff » cross curriculum planning/cross curriculum enrichment » assessment OF, FOR & AS learning » strategies to personalise learning (advanced) » school level data analysis - Facilitate a PL Module in one of the following areas: <ul style="list-style-type: none"> » discipline based tools for teaching » improving learning relationships with students » classroom management strategies » curriculum planning/curriculum enrichment » catering for learning styles/learning modalities in the classroom - Lead a cross-curricular curriculum planning team/project team - Develop own classroom management plan - Support others in developing classroom management plans - engage in learning walks process and one other nominated form of teacher reflective practice 	<p>As a leading teacher, it is expected that you will:</p> <ul style="list-style-type: none"> - model agreed leadership trademark behaviours - mentor graduate/accomplished/expert teachers - mentor aspiring leaders within portfolio area/area of College responsibility - establish goals to support improved student leaning in classrooms across the College - participate in PoLT Teacher Mapping or e5 mapping processes - facilitate the PoLT Teacher Mapping process for others - engage in at least three forms of teacher reflective practice - undertake team teaching with graduate, accomplished and expert teachers - Attend PL Modules in: <ul style="list-style-type: none"> » coaching and mentoring staff » leadership development » school level data analysis and school improvement - Facilitate PL Modules addressing College priority areas - Facilitate effective Collegiate Support and Development Model Teams - Develop/Model own classroom management plan - Provide high level advice to support the development of classroom management plans - Complete a personal leadership development plan
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4. THE MODEL ELEMENT 3: PROFESSIONAL LEARNING

4.1 PROFESSIONAL LEARNING PLAN 2009-2012

Overview of the Plan

Rowville Secondary College is committed to supporting staff in the continual improvement of teaching and learning. The focus of the professional learning plan is to enable teachers to improve student learning outcomes through increased student engagement, improved relationships with students and by having high expectations (enhanced teacher capacity).

Our vision is to create a vibrant, exciting learning culture for all students using a continuous improvement model that focuses on supporting and growing staff. The model will support staff to develop and implement rigorous and challenging learning. Staff will be encouraged to particularly provide learning opportunities that engage and extend all students.

To ensure that our professional learning plan is the most effective possible, it will be based on the latest research and will be multi-dimensional.

The professional learning plan is designed in all aspects to provide programs that:

- Are ongoing
- School based wherever possible
- Directly relevant to the daily work of teachers
- Address College priorities while giving staff a wide choice of professional learning options
- Link to individual staff improvement goals as they relate to the improvement of teaching and learning and student performance within the College

The professional learning plan has been designed to allow staff to select a program tailored to their standards-based professional learning needs identified through work in the Performance and Development Culture Teams, leading to the development of individual performance and development plans .

Forms of Professional Learning

The Rowville Secondary College professional learning plan will incorporate professional learning opportunities that encompass and reflect our priorities through:

1. Teacher Professional Learning Modules
2. Whole College professional learning days - a minimum of three per year (Staff orientation and professional Learning Program: F3D)
3. Performance and Development Culture teams
4. Disciplines teams
5. Professional learning teams and projects
6. Coaching, shadowing and mentoring programs
7. Targeted external professional learning programs.
8. Peer Observation and feedback program
9. Professional Reading Circles

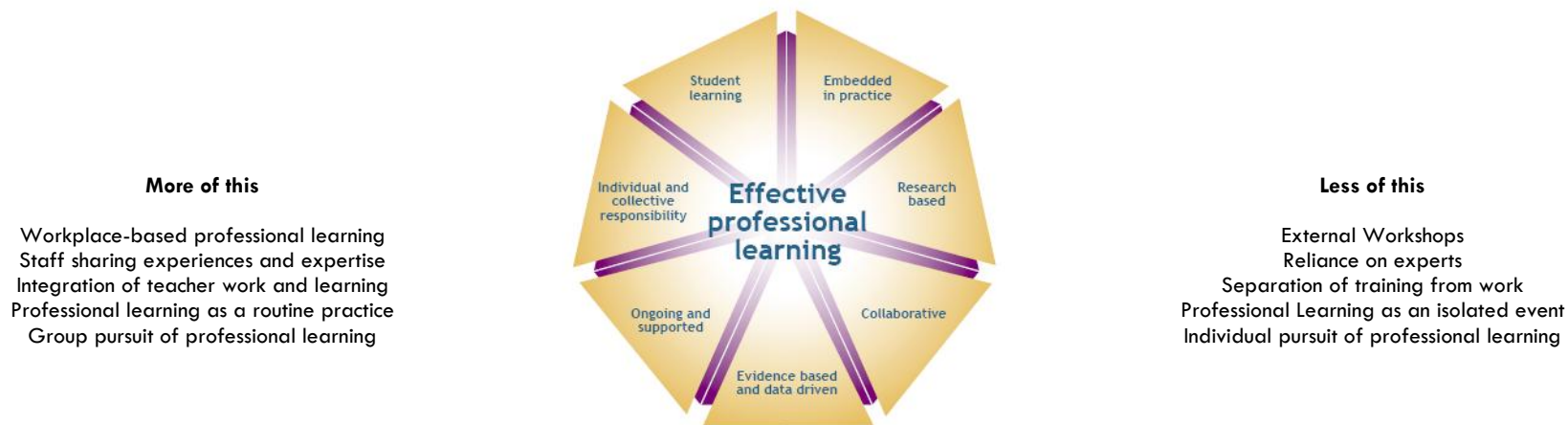
All of these forms of professional learning are informed by the:

- Principles of Effective Professional Learning
- Rowville Secondary College priorities 2009-2012
- Collegiate Support and Development model

- P & D Culture Revised Self Assessment Framework

Principles of Effective Learning

The Rowville Secondary College Professional Learning Plan for 2009 – 2012 will be based on the principles developed from research as shown here:



Seven Principals of Highly Effective Professional Learning

Professional Learning Plan Priorities 2009-2012

PRIORITY	IMPROVEMENT FOCUS	INCORPORATING
1. Tools for Learning	<ul style="list-style-type: none"> • NAPLAN Results – use of data to inform planning for learning • Literacy and Numeracy benchmarks • Senior school results • ICT uptake in classrooms (IWBs) • Full documentation of curriculum programs • Enrichment of curriculum programs • Assessment utilised for, as and of learning • Digital Learning Portfolio 	<ul style="list-style-type: none"> • Curriculum Planning/development • Curriculum Frameworks • Approaches to the craft of teaching (pedagogy) • ICT (including Scholaris) and IWBs • Assessment and Reporting • Coaching for teacher effectiveness • Coaching Program for Graduate teachers • Collecting & Interpreting Data and using data to inform planning for effective meaningful learning, student centred learning, incorporating use of learning styles
2. Working with Students and Managing Relationships	<ul style="list-style-type: none"> • Student Attitude to School Survey Results • Retention Rates • Student Attendance • Reduction in student management interventions • Individual Student Learning plans 	<ul style="list-style-type: none"> • Approaches to proactive classroom management (promoting student voice) • Creating safe and supportive learning environments • Catering for individual student differences and backgrounds (personalised learning)

		<ul style="list-style-type: none"> • Developing consistent practices • Acknowledging student needs and welfare • “Significant Teacher” role and relationships
3. Professional Growth	<ul style="list-style-type: none"> • Continued progress of Performance and Development Culture • Staff survey results improved • Uptake of promotion positions • Succession planning for responsibility positions • Leadership Development (L4S) 	<ul style="list-style-type: none"> • Staff Induction • Leadership development e.g. Leading Teacher Mentor Program • Career growth (e.g. DEECD Leadership programs) • Graduate Certificate in Educational Leadership • Formal certificate training courses and qualifications (e.g. Cert IV in Assessment and Training) • Pre-service teacher supervision • VIT portfolio • Review preparation • Mentor training

Professional Learning Plan Resource 2009 - 2012

1. Professional learning planning will be supported by the following College resources:

Professional learning funding

Time

Staff expertise and experience at all levels

2. Funding

A proportion of the professional learning funding will be allocated to each of the professional learning plan priorities:

Tools for learning

Working with students and managing relationships

Personal and professional growth

No funding will be provided for areas that are not directly linked to these priorities unless funded through learning areas or privately.

3. Time

The professional learning plan has been established to maximise the opportunities for staff to access relevant and meaningful professional opportunities in our workplace and minimise classroom disruption. However it is acknowledged that some professional learning will best be found externally to the school. Where this occurs and it is clearly shown that the program will benefit student learning outcomes across the curriculum and college in the near future and that the program is consistent with the College priorities then staff will be provided with an opportunity to attend these sessions. Time will also be made available when appropriate to support the coaching and mentoring programs that will operate in the school

4. Individual staff expertise and experience

Undoubtedly the best resource for rich professional learning that is available to schools lies in the skills and creativity of their staff. The Rowville Secondary College Professional Learning Plan seeks to utilise these human skills and to build throughout the school on the strengths of the best practitioners. Staff are encouraged to offer programs or nudge their colleagues if they see exciting learning opportunities which can be shared. Staff at all classification levels demonstrate excellent practices that can be shared to benefit learning outcomes.

4.2 PROFESSIONAL LEARNING MODULES

Goals

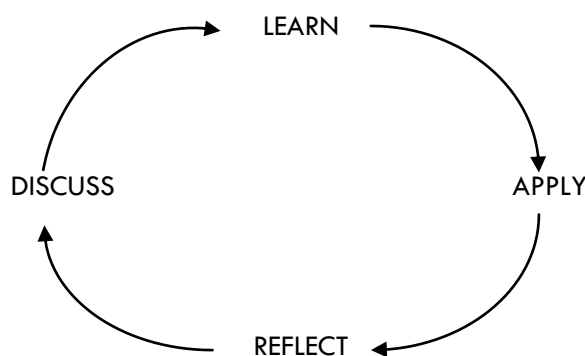
To provide a program that offers professional learning opportunities:

- that are ongoing
- that are school-based
- directly relevant to the daily work of teachers
- that address College priority areas
- that link to individual staff improvement goals

The Teacher Professional Learning Modules Model (TPLM):

- is based on the professional learning needs of the individual as they relate to the improvement of Teaching and Learning and student performance within the College
- is designed to provide a range of learning options addressing College priority areas
- allows staff to select a program tailored to their goal based professional learning needs identified in the Performance and Development Culture Teams
- provides flexibility to cater for staff learning needs through collective group/team and whole staff programs

Modules will provide staff with the opportunity to:



Modules will relate to one or more of the following categories:

Tools for Learning including curriculum planning, curriculum frameworks, pedagogy (approaches to the craft of teaching), ICT and approaches to assessment and reporting.

Working with Students and Managing Relationships including approaches to proactive classroom management, creating safe and supportive learning environments, catering for individual student differences and backgrounds, developing consistent practices, acknowledging student needs and welfare

Professional Growth including staff induction, leadership development, career growth, formal certificate training courses and qualifications

4.3 STAFF INDUCTION AND DEVELOPMENT

At induction day all graduates will get a survey of areas that may be covered as part of their ongoing induction program. The results of this will be used to finalise the program. Staff new to Rowville Secondary College but not first or second year graduates will be invited to participate in all or that part of the program of most interest to them.

Subject to survey results the program is summarised in the following table:

TERM	TOPICS	AREAS INCLUDED
Term 1	College Operations	Roll marking, notes, money, excursions, professional learning, absences, library, information and communications technology, ordering, telephones
Term 1	Student Management & Welfare	Processes, supports, students with special needs, standards and norms, building rapport
Term 1	Assessment & Reporting	Record keeping, types of assessment, student voice, feedback, support and advice, expectations and preparation for formal reports
Term 1	Parent Contact and Communication	Processes, managing difficult parents, legal issues including custody, parent teacher interviews
Term 1	Employment Conditions	VIT Registration, portfolio preparation, occupational health and safety, mandatory reporting, leave, working conditions, review process at RSC

The Business Manager will be responsible for the development of appropriate programs of induction for new ESO staff. These processes should mirror the approach above.

4.4 COACHING PROGRAM

The Proposal

- All Leading Teachers are educational leaders and will fulfil the role of a coach in varying capacities. The coaching program will be multifaceted and will consist of many components which will include, but not be limited to, direct report mentoring, EMR funded TALC, Instructional Coaches coaching and new teacher mentors and class visitations.
- A significant part of the coaching program will be to provide targeted support to new teachers, predominantly in their first and second year of teaching, as they consolidate their teaching experience.
- The purpose of the overall coaching and mentoring program is to drive school improvement by promoting, establishing and supporting a new teacher paradigm built around engagement of students and the promotion of student best performance.

The Role Focus

- Pre classroom planning with a focus on developing innovative and engaging lessons
- Support in developing classroom management strategies
- In class support for program delivery including lesson observation, team teaching and modelling
- Feedback and reflection
- Data collection and joint analysis
- Assistance in planning for effective assessment and reporting

Coachees

- Instructional Coaches will work with individual teachers at all classification levels and teaching teams across the College to focus on improving teaching and learning practices and student performance.
- A major aspect of the coaching program will be to provide support to inexperienced teachers (usually in their first two years of teaching). They will be chosen by the principal team after discussion with Educational Leaders. The coachees will be consulted and will only be included in the program if they wish to be.
- This is not a program for underperforming teachers, rather it is a program for support and development of all teachers to build their capabilities as excellent teaching practitioners.

How will the program operate?

- The core instructional coaching team will consist of four Educational Leaders: Instructional Coaches and a funded Teaching and Learning Coach who will spend four days per week in the College. The work of the Educational Leaders: Instructional Coaches work will involve one period one to one with each coachee. This time may be spent on joint lesson planning, team teaching, modelling best practice (demonstration lessons) guided reflection (E5 and PoLT frameworks), targeted feedback, student data analysis or addressing specific issues relating to the development of student/teacher relationships.
- It is expected that the coach and coachee will maintain a journal of activities and that this should on occasions be discussed with the principal team as part of the overall assessment of the benefit of the program. Other data including E5 and POLT surveys, student self assessment and other student surveys will be used for accountability purposes.

4.5 MENTORING

What mentoring is?	What mentoring is not?
<p>It is about:</p> <ul style="list-style-type: none"> • Helping with everyday things • What happens in the classroom • What should happen beyond the classroom • Showing how to teach <ul style="list-style-type: none"> * joint planning * observing * reflecting • Giving feedback on performance • Peer observation (two way) • Participating in VIT Reviews • A privilege and an opportunity • Two people in a developmental relationship supporting mutual learning and growth 	<p>It is not:</p> <ul style="list-style-type: none"> • Cloning, acquiring a disciple, establishing a power base • An alternative to counselling • About the mentoree becoming knowledgeable • For those who lack an action-based commitment to excellence and the high standards of the profession • For those unwilling to confront their own limitations • A job

ROLE OF THE MENTOR: How will it be done?
<p>New to teaching or new to RSC</p> <p><u>1. Before the end of the year</u></p> <ul style="list-style-type: none"> • Introduce yourself • Invite the mentee to the school or upcoming school functions <p><u>2. Before the start of 2010</u></p> <ul style="list-style-type: none"> • Try to make a call before Induction Day <p><u>3a). On Induction Day</u></p> <ul style="list-style-type: none"> • Be there or send a proxy • Help set mentorees up in their staffroom • Help mentorees check allotments and rooms • Assist mentorees to get keys, photocopy details and introduce a couple of people • Help get mentorees requisites – whiteboard markers, chronicle, etc <p><u>3b). At the end of the day</u></p> <ul style="list-style-type: none"> • Work out future meeting times: <ul style="list-style-type: none"> * for tomorrow * for a semi formal chat * for a class visit – to their class and to yours * for a time for reflection <p><u>4. And beyond</u></p> <ul style="list-style-type: none"> • Regular meetings formally twice per term, informally often to undertake all of those things in the column headed “what mentoring is” with a particular emphasis on teaching and learning. It is an expectation that two way peer observation with the possibility of team teaching will occur and that a record will be kept of this. <p>Mentors will be provided with professional learning opportunities.</p>
<p>New to leadership</p> <p><u>1. Before commencement</u></p> <ul style="list-style-type: none"> • Meeting with the Principal to discuss expectations and the general philosophy of the school

- Introduce to the other members of the Principal Team with a connection being made with the Assistant Principal that will oversee the new leaders work and with their mentor
 - Where possible set up a meeting time with the relinquishing leader for a “hand over”
2. And beyond
- Where there is a parallel position holder, set up a meeting to establish links, meeting times, processes and communication protocols
 - Regular meetings formally at least twice per term and informally with an emphasis on leadership growth and development.

4.6 Learning Walks, Problems of Practice and Professional Reading

Learning walks are an improvement strategy that helps to build a rich picture of teaching and learning practices across the College. Learning walks are structured around the investigation of a problem of practice or an exploration of an identified capability of excellent teaching practice (drawn from E5 or PoLT frameworks) and are tied to the professional learning program and individual staff performance and development plans.

Learning walks are conducted by a small group of Instructional Leaders/Educators who will visit a range of classrooms during a period/lesson, spending between 5 and 10 minutes in each room to collect evidence and broad feedback about student learning and teaching practices across the College. Learning walks are not a vehicle for making judgements nor are they intended to draw conclusions as they are ‘snapshot visits’.

Evidence and feedback gathered through learning walks will form the basis of whole staff reflection and will also shape the development of the professional learning modules. Learning walks are an important part of the Performance and Development Culture and are integral to the process of continuous improvement, they are focused on improving teaching and learning through reflection and professional learning

Teachers that are visited during the learning walks have the opportunity to reflect on the observation through discussion with a member of the walking team at their request.

Each round of learning walks will be preceded by Professional Learning modules in the focus area, this will be coupled with the distribution of professional reading material that will be explored through discussion circles in P&DC Teams.

Focus Areas 2010

Term	Continuing Focus	Aspect of Practice/Problem of Practice
<i>Term 1</i>	<i>Teacher positioning in the classroom</i>	<i>Student Questioning Technique</i>
<i>Term 2</i>	<i>Teacher positioning in the classroom</i>	<i>Predominant Learning Styles</i>
<i>Term 3</i>	<i>Teacher positioning in the classroom</i>	<i>Assessment OF/FOR/AS Learning</i>
<i>Term 4</i>	<i>Teacher positioning in the classroom</i>	<i>Collaborative Learning Practices</i>

5. THE MODEL ELEMENT 4: ACCOUNTABILITY

5.1 STAFF PERFORMANCE AND DEVELOPMENT

The Staff Performance and Development Model will provide staff with an opportunity to demonstrate their successful attainment of the professional standards at their teaching classification (Graduate, Accomplished, Expert or Leading Teacher).

Reviews will be based for most on performance in the 12 months of the previous school year. For those who start during the school year or have been adjusted because of leave this time will cross two years. It should be noted however that from the introduction of the Victorian Government Schools Agreement 2008, there is a common review date, which is May 1 every year. The review cycle is represented diagrammatically in an attachment that accompanies this memorandum. All staff who were eligible progressed a subdivision on May 1 2009.

Reviews for 2009/2010, staff at Rowville fall into a number of categories and each of these is explained further below. The categories are:

1. Staff, at Rowville in 2009, who will remain at their 2009 classification in 2010 (e.g. move from Graduate 1 to Graduate 2 but still remain in the Graduate classification, etc) – eligible for a salary increment
2. Staff, at Rowville in 2009, who will remain at their 2009 classification in 2010 but not eligible for a salary increment (ie remaining at the top of the Expert Teacher classification)
3. Staff who will progress from one classification to a different classification in 2010 (e.g. move from Graduate 2 to Accomplished 1)
4. Staff who are beginning their teaching career and are consequently provisionally registered teachers at Graduate 1 level.
5. Staff who will transfer to Rowville SC less than 6 months before the April 30 common review date.
6. Staff who have returned to Rowville SC for less than 6 months before the April 30 common review date, following leave of more than 12 months.

In More Detail

CATEGORY	BASIS FOR REVIEW	ACTIONS YOU NEED TO TAKE
1. Staff at Rowville in 2009 who remain at their 2009 classification in 2010 (eligible for a salary progression)	<ul style="list-style-type: none"> • Will receive an automatic satisfactory outcome if relevant Leading Teachers have provided evidence of: • 90% attendance at P&DC team meetings, have identified their areas of improvement and professional learning needs consistent with school priorities and used these meetings to ensure goals have been implemented. • 90% attendance at Discipline team meetings, actively contributing to the development of innovative curriculum programs that promote student centred learning and inquiry learning methodology. Demonstrated commitment to sharing pedagogy and to engaging in dialogue about classroom practice and performance. • 90% attendance at Professional Learning team meetings, engaging in a collaborative process to explore improvements to teaching and learning. • 90% attendance at professional learning modules chosen from the available internal options to best meet each teacher's own identified professional learning needs . <p>Note: Part time teachers are expected to attend these meetings for at least 90% of the times they are scheduled for duty.</p>	<p>1. Print out a copy of your 2009 goals and professional learning plan and have them signed off by your three team leaders (P&DC, Disciplines, PLT) who will authenticate your participation as described in the middle column. These leaders will briefly indicate areas of strength and areas for improvement and provide meeting attendance records.</p> <p>2. Hand this signed sheet to the Principal's PA at the West or to the designated office staff at the East.</p> <p>3. The Director of Teaching and Learning will provide advice and attendance at Professional Learning Modules</p> <p>Note: If any of your team Leaders are not available to sign off your plan (on leave / transferred), the relevant Assistant Principal will make a judgement about your role in that team, where necessary discussing this with other relevant staff</p>
2. Staff, at Rowville in 2009, who will remain at their 2009 classification in 2010 (not eligible for a salary progression – top of expert teacher classification)	<p>Will require a full professional review on one occasion each two years – either at the mid cycle or end of cycle phase.</p> <p>In the year that you are flagged for full review, you will be required to follow the process as outlined for staff progressing to a new classification (category 3).</p> <p>In the year that you are not required to have a full review, the process to be followed is as for staff who will remain in their classification in the year of review (category 1).</p>	<p>As for category 1 or category 3 depending on whether you are flagged as being in a full review year.</p>
3. Staff who will progress to a new classification	<p>Will require a full professional review to be conducted by 2 members of the Leadership Team designed to assess performance and readiness to move to the next classification. The basis for a satisfactory outcome will be demonstrable performance against the professional standards to the level required of the next classification.</p>	<p>1. Make an appointment with the designated Assistant Principal for a preliminary meeting to ensure that you understand what will be expected in the review and what documentation you will need to provide.</p> <p>2. Discuss with your reviewer how long you will need to gather the documentation and make an appointment for the review to occur.</p>

4. Graduate 1 Teachers	Graduate 1 teachers are provisionally registered by VIT and need to complete a portfolio for progression to full registration. They will be supported to achieve this during their first year of teaching and this process will provide the basis on completion for an automatic increment after the initial 12 months of teaching.	Attend all appropriate professional learning modules and meetings as advised by the designated Assistant Principal to assist in the preparation of portfolios. 2. Complete the preparation of the portfolio for assessment.
5. Staff who transferred to RSC during the 6 month period prior to April 30.	For these staff reviews are usually based on the procedures applied at their previous school. Indeed for those teachers who were at their previous school for at least 12 months we will approach your previous school to ask them to complete the review. For those who were at their previous school for less than 12 months the approach will be determined in consultation with you.	Discuss with the designated Assistant Principal whether a review has been completed at your previous school. If not the reviewer will follow this up for you or determine with you the process required for your review. If it has been completed then nothing else is required of you for 2009.
6. Staff who have returned to RSC after a break of more than 12 months	For these staff the Principal's PA will assess your eligibility for incremental progression and advise the designated Assistant Principal of the outcome of this assessment. If goals were not established for 2009 a full review will be conducted based on the professional standards for each teacher's classification.	1. Make an appointment with the designated Assistant Principal for a preliminary meeting to ensure that you understand what will be expected in the review and what documentation you will need to provide. 2. Discuss with your reviewer how long you will need to gather the documentation and make an appointment for the review to occur.

Part time teachers will be expected to participate in the Collegiate Support and Development model meetings and activities at least 90% of the times they are scheduled on duty.

Staff who have received an appointment to a promotion position at Rowville during the year for review will not be required to undergo review. Their successful appointment indicates that they clearly meet the professional standards for the position to which they have been appointed and will therefore receive an automatic incremental progression where appropriate.

Any staff member who is not required to have a full review may seek a meeting with the designated Assistant principal to seek out feedback on their performance and indeed they are encouraged to do so.

I would welcome the opportunity to clarify any of these matters that are not clear. Please see me if you need to discuss any issue.

Separate documentation (spreadsheet) will follow in the next day or so to show what form of review each staff member will have, when they are due for an increment and who their reviewer will be. **As this will be a document showing the whole staff, if you would prefer that your details are not shown on this list but rather provided separately, please advise me urgently.**

Important Reminder: In your preparation of goals for 2009 (that will be reviewed in 2010) the following must be noted:

"It is a requirement in 2009 of DEECD that all staff have as one of their review goals a teaching and learning goal that focuses on their effective use of ICT in the classroom

Trigger Point

Commencement of Goal Setting



Prior to 31 January
 [31st March deadline applies for employees with less than 6 months of eligible service]

Any employee assessed as not meeting all of the professional standards must

- 1) be notified in writing of:
 - the standards of performance that are expected,
 - the areas of the employee's performance that do not meet the required standards; and
 - the consequences of continued or repeated failure to meet these standards
- 2) be given the opportunity to enable improvement in performance to the required standard

Trigger Point

Finalisation of Goals



First two weeks of December

Formal end of cycle reviews conducted (where applicable) and employees notified in writing of the outcome

Review Cycle

By 30 April

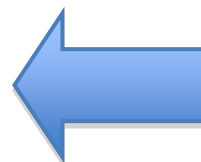
Employees will be advised of the outcome of their performance assessment



Trigger Point

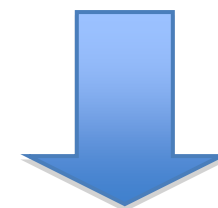
Last two weeks of Term 3

Formal mid-cycle reviews held for employees who are at risk of not meeting all of the professional standards. Employees will be provided with a letter outlining the concerns



1 May

All eligible employees receive salary progression based on achievement of the standards in the previous year



Trigger Point

Possible Trigger Point Issues: failure to attend meetings, failure to submit goals, failure to take on appropriate duties, inability to manage student behaviour, parent or student dissatisfaction non conformity to report deadlines and unprofessional behaviour