



Professional Learning Team Structure at St. Georges Road P-6

Rationale: *We recognise that teachers in the classroom need time to:*

- *plan for consistent and high quality instruction in literacy, numeracy, science and SOSE*
- *interrogate data to inform teaching and learning*
- *share resources and activities that engage and teach the explicit learning intention*
- *moderate student samples to come to a shared understanding of what success looks like*
- *assess students formally using agreed assessment tools and informally through the use and creation of checklists, rubrics and other anecdotal practices that provide vital evidence of student learning*

Aim: *As a result, we have committed to having literacy, numeracy and integrated studies PLT meetings each term that support collegiality and shared knowledge.*

Implementation:

In lieu of this rationale and our aims, we endeavour to:

- *Engage in one hour PLT's each week with rotation of numeracy and literacy and one integrated studies PLT each term. This will include a mid-term review session where teaching is reflected on, both anecdotally and with concrete evidence, to determine what has been mastered and what needs to be taught in the next 5 weeks.*
- *Commit to creating students' individual learning plans for: Koorie, EAL who are on the EAL reporting pathway, children with a diagnosis (funded or not) and children deemed at risk (acceleration or below). Plans will include long and short term SMART goals and be reviewed during the review week. These ILP's will be dated, have student's first and last names, teacher's name and be stored in the staff drive under ILP's and KELP's.*
- *Meet in the designated area, arriving on time and coming with the essential documents and planning tools. These will be listed in the diary by the curriculum leader. Release time will be provided during the school day to support this commitment to building our collective capacity, and improving teaching and learning across the school.*
- *Design and share documents, resources, activities, lesson plans, rubrics, learning strategies etc. that support teaching and learning in the section for the designated curriculum area.*
- *Regularly collect, organise and share our class data to inform our planning, instruction and growth over time with support from our colleagues, curriculum leaders and leadership. This support will include 2 testing days per year, agreed effective proformas to display and share the data, clear assessment processes and procedures and a clearly set due date.*
- *Plan for the curriculum each term by participating in the end of the term planning sessions where numeracy, literacy and integrated studies will be organised. Planning documents will be stored on the staff drive under planners with the curriculum area, date created and put into the correct section-junior, middle, senior.*