Cairns State High School

Pedagogical Framework

The Art and Science of Teaching (ASoT)

2014-2018

(Working Document)

Endorsed by the Cairns State High School Council on 22 March 2016
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1. Overview of Dr Robert Marzano’s Art and Science of Teaching model

I have promoted the notion that effective teaching is part art and part science. The ‘Science’ part of effective teaching is founded on decades of research that has provided guidance for the general categories of behaviours that constitute effective teaching and for the specific techniques that can be employed within those general categories. The ‘Art’ part of teaching is founded on the dual realisations that research cannot provide answers for every student in every situation and that the same behaviours can be employed in a different order and fashion by two different teachers with equally beneficial results. I hope that I have succeeded in providing the necessary research base and practical suggestions to equip new and experienced teachers alike with the tools to enhance the art and science of effective teaching (Marzano, 2007)

2. Cairns State High Preamble

In line with the Regional educational initiatives and expectations, Cairns State High State High School adopts Robert Marzano’s Art and Science of Teaching (ASOT) as its pedagogical framework to support teaching and learning. Effective classroom instruction involves engaged students and improved student outcomes; to achieve this educators must examine every element of the teaching process. The Art and Science of teaching framework is designed to aid teachers in examining and developing their pedagogical knowledge and skills so they can achieve improvement in teaching and student results. The ASOT framework concentrates on three key areas and in underpinned by 10 design questions.

The ASOT framework incorporates **three key areas of improving teaching and learning:**

- Use of effective instructional strategies
- Use of effective management strategies
- Use of effective curriculum design.
These key areas of improvement are underpinned by **10 design questions:**

1 – What will we do to establish and communicate learning goals, track student progress, and celebrate success?
2 – What will we do to help students effectively interact with new knowledge?
3 – What will we do to help students practice and deepen their understanding of new knowledge?
4 – What will I do to help students generate and test hypothesis about new knowledge?
5 – What will I do to engage students?
6 – What will I do to establish or maintain classroom rules and procedures?
7 - What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8 – What will I do to establish and maintain effective relationships with students?
9 – What will I do to communicate high expectations for all students?
10 – What will I do to develop effective lessons organised into a cohesive unit?
### 3. ASoT Domains, Lesson Segments

**“THE ART AND SCIENCE OF TEACHING”**

<table>
<thead>
<tr>
<th>Lesson Segments Involving Routine Events</th>
<th>Lesson Segments Addressing Content</th>
<th>Lesson Segments Enacted on the Spot</th>
</tr>
</thead>
</table>
| - Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?  
  1) Providing Clear Learning Goals and Scales to Measure those Goals  
  2) Tracking Student Progress  
  3) Celebrating Student Success | - Design Question 2: What will I do to help students effectively interact with the new knowledge?  
  6) Identifying Critical Information  
  7) Organizing Students to Interact with New Knowledge  
  8) Previewing New Content  
  9) Chunking Content into “Digestible Bites”  
  10) Processing of New Information  
  11) Elaborating on New Information  
  12) Recording and Representing Knowledge  
  13) Reflecting on Learning | - Design Question 5: What will I do to engage students?  
  24) Noticing and Reacting when Students are Not Engaged  
  25) Using Academic Games  
  26) Managing Response Rates  
  27) Using Physical Movement  
  28) Maintaining a Lively Pace  
  29) Demonstrating Intensity and Enthusiasm  
  30) Using Friendly Controversy  
  31) Providing Opportunities for Students to Talk about Themselves  
  32) Presenting Unusual or Intriguing Information |
| - Design Question 6: What will I do to establish and maintain classroom rules and procedures?  
  4) Establishing Classroom Routines  
  5) Organizing Physical Layout of the Classroom for Learning | - Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?  
  14) Reviewing Content  
  15) Organizing Students to Practice and Deepen Knowledge  
  16) Using Homework  
  17) Examining Similarities and Differences  
  18) Examining Errors in Reasoning  
  19) Practicing Skills, Strategies, and Processes  
  20) Revising Knowledge | - Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?  
  33) Demonstrating “Withitness”  
  34) Applying Consequences  
  35) Acknowledging Adherence to Rules and Procedures |
| - Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?  
  21) Organizing Students for Cognitively Complex Tasks  
  22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing  
  23) Providing Resources and Guidance | | - Design Question 8: What will I do to establish and maintain effective relationships with students?  
  36) Understanding Students’ Interests and Backgrounds  
  37) Using Behaviors that Indicate Affection for Students  
  38) Displaying Objectivity and Control |
| - Design Question 9: What will I do to communicate high expectations for all students?  
  39) Demonstrating Value and Respect for Low Expectancy Students  
  40) Asking Questions of Low Expectancy Students  
  41) Probing Incorrect Answers with Low Expectancy Students | | |
### Tables of Domains

#### Marzano Art and Science of Teaching Framework

**Learning Map**

**Domain 1: Classroom Strategies and Behaviors**

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

#### Lesson Segments Involving Routine Events

- **Design Question 1**: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
  1. Providing Clear Learning Goals and Standards (Rubrics)
  2. Tracking Student Progress
  3. Celebrating Success

#### Lesson Segments Addressing Content

- **Design Question 2**: What will I do to help students effectively interact with new knowledge?
  1. Identifying Critical Information
  2. Organizing Students to Interact with New Knowledge
  3. Providing New Content
  4. Chunking Content into Digestible Bites
  5. Processing of New Information
  6. Exploring New Information
  7. Recording and Representing Knowledge
  8. Reflecting on Learning

- **Design Question 6**: What will I do to establish or maintain classroom routines and procedures?
  1. Establishing Classroom Routines
  2. Organizing the Physical Layout of the Classroom

#### Lesson Segments Enacted on the Spot

- **Design Question 5**: What will I do to engage students?
  1. Noticing When Students are Not Engaged
  2. Using Academic Games
  3. Managing Response Rates
  4. Using Physical Movement
  5. Maintaining a Lively Pace
  6. Demonstrating Interest and Enthusiasm
  7. Using Friendly Controversy
  8. Providing Opportunities for Students to Talk about Themselves
  9. Presenting Unusual or Intriguing Information

- **Design Question 7**: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
  1. Demonstrating "Wholeness"
  2. Applying Consequences for Lack of Adherence to Rules and Procedures
  3. Acknowledging Adherence to Rules and Procedures

- **Design Question 8**: What will I do to establish and maintain effective relationships with students?
  1. Understanding Students’ Interests and Background
  2. Using Verbal and Nonverbal Behaviors that Indicate Affect for Students
  3. Displaying Objectivity and Control

- **Design Question 9**: What will I do to communicate high expectations for all students?
  1. Demonstrating Value and Respect for Low Expectancy Students
  2. Asking Questions of Low Expectancy Students
  3. Probing Incorrect Answers with Low Expectancy Students

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4. Links to the Australian Professional Standards for Teachers

AITSL MAPPING with ASOT

BACKGROUND

This document maps the AITSL Professional Standards for Teachers against the Marzano “The Art and Science of Teaching” Observation Protocol.

The Australian Professional Standards for Teachers comprise of seven Standards, which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Art and Science of Teaching (Marzano, 2007) is a comprehensive framework for effective instruction. The basis of The Art and Science of Teaching is 10 design questions, which are to be used by teachers to plan effective units and lessons within those units.

These design questions not only provide a planning framework for teachers but they also provide a framework for observing classroom instruction. For this later purpose they must be reorganised to represent three very general categories of behaviour or “lesson segments” that might be observed.

These three types of segments are:

Lesson Segments that Involve Routine Events

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Design Question 6: What will I do to establish or maintain classroom rules and procedures?

Lesson Segments that Address Content:

Design Question 2: What will I do to help students effectively interact with new knowledge?
Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?
Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?

Lesson Segments that Are Enacted on the Spot:

Design Question 5: What will I do to engage students?
Design Question 6: What will I do to establish or maintain classroom rules and procedures?
Design Question 7: What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
Design Question 8: What will I do to establish and maintain effective relationships with students?
Design Question 9: What will I do to communicate high expectations for all students?

Design Question 10 is not included in the observational protocol because it involves the organisation of lessons into cohesive units, and, therefore, is not amenable to observation during a specific lesson.
5. Links to the NATIONAL SCHOOL IMPROVEMENT TOOL

<table>
<thead>
<tr>
<th>LINK to ASoT</th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An explicit Improvement Agenda</td>
<td>Domain 1</td>
<td>Domain 1</td>
<td>Domain 3</td>
<td>Domain 4</td>
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<tr>
<td>Analysis and discussion of data</td>
<td>Domain 1</td>
<td>Domain 4</td>
<td>Domain 2</td>
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<tr>
<td>A culture that promotes learning</td>
<td>Domain 2</td>
<td>Domain 1</td>
<td>Domain 2</td>
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<td>Targeted use of school resources</td>
<td>Domain 3</td>
<td>Domain 4</td>
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<td>An expert teaching team</td>
<td>Domain 1</td>
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<td>Systematic curriculum delivery</td>
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<td>Differentiated teaching &amp; learning</td>
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<tr>
<td>Effective pedagogical practices</td>
<td>Domain 1</td>
<td>Domain 2</td>
<td>Domain 3</td>
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<tr>
<td>School-community partnerships</td>
<td>Domain 4</td>
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</tr>
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</table>

6. Links to Cairns State High School Annual Improvement Plan (AIP)

**Strategic Focuses for 2016**

- Implementation of the Australian Curriculum
- Development of Global Citizenship
- Student and Staff Wellbeing
  - **Quality Teaching and Learning**
- eLearning
7. Long Term Vision - Targets and Timelines

At Cairns State High School, teachers routinely evaluate the effectiveness of teaching and using these evaluations to make adjustments to their practice. We are committed to improving student outcomes by building expert teaching teams. Our leadership and teaching staff commit to regular and scheduled professional development, in order to learn new skills, reflect on professional practice and share success in the classroom. Inter-faculty ASoT Key teachers provide interfaculty groups with the skills and support necessary to implement the Cairns High Five – Teaching Focus: What am I teaching? Why am I teaching it? How will I teach it? How will I know when students have learnt it? Where can I go for help? Through collegial and collaborative processes of Observations, Walkthroughs, Reflection and Coaching, we are able to provide evidenced based academic growth that is tracked and celebrated.

<table>
<thead>
<tr>
<th>Timelines and Targets</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>ACTIONS REQUIRED FOR 2016</th>
</tr>
</thead>
</table>
| 2015                 | • Introduced DQ1 Elements 1, 2 & 3  
• Consolidated DQ6 Element 4  
• Introduced the use of I-Obsreve  
• Establish an ASoT team | • Continued focus on DQ1 with explicit focus on Element 1 (learning goals, proficiency scales, success criteria)  
• Continued with Element 2 & 3  
• Element 1 embedded faculty level | • Continued focused DQ1  
• Development and introduction of the Cairns High 5 Learning Focus and Teaching Focus  
• Element 1 embedded inter-faculty level  
• Identified key teachers for coaching and learning  
• Continued with element 2 & 3  
• Included ASoT in One School C2C unit planning documents  
• Provided partnership school in-service to administration and middle management. | • Key teacher taking on ASoT coaching role  
• Tracking where Element 1 is embedded  
• Coaching and feedback (360)  
• Introducing DQ6, element 5  
• Engaging teachers in developing a ‘front window’ to learning in every classroom  
• Work with LCC to establish an agreed protocol around coaching feedback, observations and walk throughs | • Review DQ 1 is embedded  
• Review DQ 6 is embedded  
• Introduce DQ2 Elements 6-13  
• Key teacher in each faculty to conduct observations within and across faculties  
• Develop a meeting schedule to reflect the continued implementation of ASoT  
• Consider GRG funding used to release key teachers to perform observations and meet to moderate findings with lead coach.  
• Continue to provide whole staff PD to all staff as DQ2 is
<table>
<thead>
<tr>
<th>2016</th>
<th>Target</th>
<th>Budget &amp; Resources</th>
<th>Target</th>
<th>Budget &amp; Resources</th>
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<th>Budget &amp; Resources</th>
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<th>Budget &amp; Resources</th>
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<tr>
<td></td>
<td>Identified key teachers for coaching and learning</td>
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<td>Key teachers taking on ASoT coaching role</td>
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<td></td>
<td>Develop a meeting schedule to reflect the continued implementation of ASoT</td>
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<td></td>
<td>Purchase the classroom strategies series</td>
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<td>Develop ASoT team structure (Communication, Inter-faculty groups, Observation/Walk-Throughs)</td>
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<td>Develop a meeting schedule to reflect the continued implementation of ASoT</td>
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<td></td>
<td></td>
<td>$ GRG Teacher</td>
<td></td>
<td>$4000 (PD)</td>
<td></td>
<td>$4000 (GRG)</td>
<td></td>
<td>$ No Cost</td>
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</tbody>
</table>

- Introduced
- Administration and middle management to receive PD from Marzano experts
- Maintain our partnership with William Ross
- Consider establishing partnerships with other ASoT schools to ensure best practice continues at CSHS.
| Key teacher in each faculty to conduct observations within and across faculties | Coaching from District Office Personnel |
| PD for Key Teachers and ASoT Leaders around Observation and walk-throughs | Introduce DQ 2 Elements 6-13 |
| Review DQ 1 Review DQ 6 is embedded | Focus on Tracking student progress |
| DQ6 E5 Specifically consider and explore instructional window of your learning spaces | Maintain our partnership with William Ross |
| Audit learning spaces/instructional windows | Refine DQ1 and strengthen through curriculum & planning documents |
| Provide PD to new teachers – ASoT introduction | Administration, middle management and Key teachers to receive PD from Marzano experts |
| Observation/Walk –Through trials for all Key Teachers and Leaders | Continue to develop the culture of collaboration and team work |

2017
Further training for staff is required, in order to progress and sustain the Art and Science of Teaching at Cairns State High School. Additionally, resilient, reliable and supportive teams will ensure teaching and learning professional development is delivered in a safe and sustainable way.

<table>
<thead>
<tr>
<th>Year</th>
<th>Staff</th>
<th>Professional Development</th>
<th>School Based PD</th>
<th>Interschool PD</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>BLACAM</td>
<td>2 x days Marzano workshop</td>
<td>Links; DETE, School Priorities, Data, ASoT, PD &amp; Curriculum Recognise Marzano’s organisational structure 70mins Consolidation Elements from 2014 &amp; 2015 direction 60mins E_1 Goal setting and proficiency scales 20mins 30mins E_2 Tracking Student progress 30mins 30mins E_3 Celebrating student success 30mins Faculty DQ1; E1-3 30mins Professional Learning Teams 1 hour Faculty DQ1; E1-3 30mins Interfaculty Consolidation 60mins</td>
<td>2x days William Ross SHS 2x days ASOT &amp; High Reliability Schools</td>
</tr>
<tr>
<td>2015</td>
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<tr>
<td>Year</td>
<td>Group</td>
<td>Activity/Plan</td>
<td>Details</td>
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</tbody>
</table>
| 2016 | Administration, Middle Management and Key Teachers | Marzano team delivers @ Cairns SHS | Review DQ 1  
Review DQ 6 is embedded  
Introduce DQ 2 Elements 6-13  
DQ6 E5  
Specifically consider and explore instructional window of your learning spaces  
Continue to refine and strengthen curriculum & planning documents specifically agreed upon proficiency scales  
Reflecting on tracking and developing more efficient ways of tracking interfaculty data for implementation with students in 2017  
Key Teacher & Interfaculty Teams as per whole school meeting schedule |
|      | All Staff                                |                                                                                |         |
| 2017 |                                          |                                                                                |         |
| 2018 |                                          |                                                                                |         |
8. Growth of Teams and Role Descriptions

9.

2015

- Principal
- Deputy Principal Curriculum 7-12
- ASoT Coach 1
- HOD T&L 7-9, HOD T&L 10-12

2016

- Principal
- All Deputy Principals
- ASoT Coaches 0.5 x 2
- T&L 7-9, HOD T&L 10-12
- HOSES, HODs from each faculty
- Key Teachers

William Ross State High School
Kenmore State High School
Caboolture State High School

Interfaculty Teams
## 9. ASoT Organisation Charts

### ASoT Inter-Faculty Team Structure 2016

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>2</th>
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<td>BACUCA</td>
<td>BAKUKH</td>
<td>SOLOGA</td>
<td>TOPPAN</td>
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<tr>
<td>Members</td>
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<td>BALLMA</td>
<td>KAVAST</td>
<td>STIBNE</td>
<td>HARLMA</td>
<td>WHITJO</td>
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<td>PAGEAD</td>
<td>COATCA</td>
<td>VEARLI</td>
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<td>COSSSA</td>
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<td></td>
<td>ADEMAJE</td>
<td>GONZAM</td>
<td>BALCIA</td>
<td>BURDBR</td>
<td>ABELKR</td>
<td>FURLST</td>
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<td></td>
<td>HENNEPE</td>
<td>STARMI</td>
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<td>Leader</td>
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<td>Members</td>
<td>TIVECH</td>
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<td>TAYLSU</td>
<td>HANSHEL</td>
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<td>KOCHDE</td>
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<td>HORIZ</td>
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<td>VORSBA</td>
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ASoT Team Lines of Communication

Wayne Hay
Deputy Principal Teaching and Learning

Agata Evans
ASoT Coach

Mark Luki
ASoT Coach

Interfaculty

Trevor Auer
SCIENCE
PRACTICAL ARTS

Khradija Bakurally
HUMANITIES
VISUAL ARTS
C4DL

Teresa Giacomi
ENGLISH
LOTE

Gary Solomon
MATHEMATICS
BUSINESS

Carmel Bakurski
HPE
PERFORMING ARTS

Key Teachers
<table>
<thead>
<tr>
<th>Name</th>
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<th>Name</th>
<th>Name</th>
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<td>Aggie Evans</td>
<td>Mark Luki</td>
<td>Gary Solomon</td>
<td>Khradija Bakurally</td>
<td>Carmel Bakuski</td>
<td>Teresa Giacomi</td>
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<tr>
<td>JOHNVA</td>
<td>BURBDR</td>
<td>STARMI</td>
<td>PORTLA</td>
<td>HODBR</td>
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<td>MANZIE</td>
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<td>LAVALLE, Antonietta</td>
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</table>
# Suggested strategies of operation for Expert Teams

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Method</th>
</tr>
</thead>
</table>
| Facilitated dual observations within faculty  | A teacher nominates a colleague to observe; example maths teacher 1 observes maths teacher 2  
Key teacher and maths teacher 1 observe maths teacher 2, recording observations & discuss observations  
Key teacher & maths teacher 2 observes maths teacher 1, recording observation & discuss observation  
Key teacher and maths teachers 1 & 2 discuss observations |
| Facilitated dual observation inter faculty     | A teacher nominates a colleague to observe; example maths teacher observes HPE teacher  
Key teacher and maths teacher observe HPE teacher, recording observations & discuss observations  
Key teacher & HPE teacher observes maths teacher, recording observation & discuss observation  
Key teacher and maths teacher & HPE teacher discuss observations |
| Where do I go for help                        | • Key Teacher  
• Team teachers; faculty or interfaculty  
• iObservation  
• Prescribed readings  
• ASoT afternoon PD |
| Observe and share anonymously                 | Using R26 and the observation room, teachers can observe colleges pedagogical practise without disturbing the class |
| Record and share                              | With permission, use your camera or iPad to photograph or video record teacher delivery  
Recording can be done within the context of the learning space or book R26 + observation room |
<table>
<thead>
<tr>
<th>Role Descriptions</th>
<th>Coach</th>
<th>Teaching &amp; Learning Team</th>
<th>Principal &amp; Other Deputies</th>
<th>HODs &amp; HOSES</th>
<th>Key teachers</th>
<th>Interfaculty team</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>Drive whole school, interfaculty team and individual teacher pedagogical</td>
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<td>improvement through organising, coordinating and planning professional</td>
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<td>development sessions</td>
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<td>Work collaboratively with ASoT Team and Key Teachers through organisation of</td>
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<td>fortnightly meetings to continue driving the improvement agenda</td>
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<td>Provide collegial feedback to teachers to assist reflection on and improvement in</td>
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<td>their professional practice.</td>
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<td>Conduct and model in class observations, class walk throughs, feedback and</td>
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<td>coaching to all levels of the 2016 model</td>
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<td>Organise professional networking and continue to develop partnerships between</td>
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<td>CSHS and other Marzano school</td>
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<td>Continue to develop and share a deep understanding of the school pedagogical</td>
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<tr>
<td>Key teachers meeting interfaculty teams to share practice and build capacity</td>
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<tr>
<td>To ensure the continuity of a culture of collaboration and team work over time</td>
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<td>across cohorts of teachers</td>
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<td>School leadership team establishes and communicates clear expectations</td>
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<td>concerning the use of effective teaching strategies (ASoT) throughout the school</td>
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<td>by staff meetings, twilight meetings, within faculty meetings and mid-man</td>
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<td>meetings</td>
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<tr>
<td>School leaders, including the principal spend time working with teachers,</td>
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<td>providing feedback on teaching and where appropriate modelling effective teaching</td>
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<td>strategies (ASoT)</td>
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<td>Setting high expectations for every students progress and ambitious targets for</td>
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<tr>
<td>improving classroom performances through the use of ASoT</td>
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</tbody>
</table>
ASoT Coach

GENERAL ROLES, RESPONSIBILITIES, DUTIES AND TASKS

ROLE CLARIFICATION

1. Leadership Roles
   - Leading the Implementation of ASoT across the whole school
   - Drive whole school, interfaculty team and individual teacher pedagogical improvement through organising, coordinating and planning professional development sessions
   - Drive the delivery of ASoT elements across the whole school
   - Lead and support the Inter-faculty key teachers and ASoT leaders in performing their duties
   - Organise and Lead Professional Development at faculty, middle management and teaching staff meetings

2. Management Duties and Responsibilities
   - Work collaboratively with ASoT Team and Key Teachers through organisation of fortnightly meetings to continue driving the improvement agenda
   - Manage the communication between the AsoT team, including the whole school and wider community - including feedback, issues, suggestions for improvement and questions or concerns, ideas, innovations, partnerships.
   - Organise professional networking and continue to develop partnerships between CSHS and other Marzano school
   - Celebrate success
   - Connect teachers with specific skills – e.g. lesson observations
   - Conduct and model IObservations (10 per term approx.) - Walk-throughs (10 per term approx.)
   - Provide collegial feedback to teachers to assist reflection on and improvement in their professional practice. This includes formal and informal feedback – Entering IObservation reports and face to face coaching and feedback with teachers.
   - Manage the IObservation program – Administrator role
   - Track IObservation and Walk-through process and progress
3. Team Membership Duties and Responsibilities

- Undertake relevant Professional Development to become an expert in ASoT Pedagogy
- Provide support to all teachers in pedagogical practice
- Create relevant resources to support teachers
- Attend regular meetings with ASoT team members (1-2 per week initially and once per week)
- Attend weekly ASoT Team meetings and line management meetings with the Deputy Principal (Teaching and Learning)
- To ensure the continuity of a culture of collaboration and team work over time across cohorts of teachers

4. Line Management Responsibilities

- NONE
Inter-Faculty Key Teacher

(Incorporating ASoT Key Teacher Role)

GENERAL ROLES, RESPONSIBILITIES, DUTIES AND TASKS

ROLE CLARIFICATION

1. Leadership Roles
   - Lead inter-faculty groups in discussions and professional development at staff meetings - key school focus areas
   - Drive the delivery of ASoT elements within their assigned faculties
   - Lead Professional Development at faculty and teaching staff meetings to share practice and build capacity
   - Drive whole school, interfaculty team and individual teacher pedagogical improvement through organising, coordinating and planning professional development sessions

2. Management Duties and Responsibilities
   - Manage the communication between faculties and AsoT team including feedback, issues, suggestions for improvement and questions or concerns
   - Celebrate success
   - Connect teachers with specific skills – e.g. lesson observations
   - Conduct and model IObservations (10 per term approx.) & Walk-throughs (10 per term approx.)
   - Provide collegial feedback to teachers to assist reflection on and improvement in their professional practice. This includes formal and informal feedback – Entering IObservation reports and face to face coaching and feedback with teachers.

3. Team Membership Duties and Responsibilities
   - Undertake relevant Professional Development to become an expert in ASoT Pedagogy
   - Provide support to inter-faculty team members in pedagogical practice
   - Create relevant resources to support teachers
   - Attend regular meetings with ASoT team members (1-2 per week initially and once per week)
• To ensure the continuity of a culture of collaboration and team work over time across cohorts of teachers

4. Line Management Responsibilities
   • NONE
ASoT Leaders

(Principal, Deputy Principals, HODs, HOSes, E-Learning Coordinator)

GENERAL ROLES, RESPONSIBILITIES, DUTIES AND TASKS

ROLE CLARIFICATION

1. Leadership Roles
   • School leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies (ASoT) throughout the school by staff meetings, twilight meetings, within faculty meetings and mid-man meetings
   • Drive whole school, interfaculty team and individual teacher pedagogical improvement through organising, coordinating and planning professional development sessions
   • Lead the faculties/whole school in implementation of the ASoT Pedagogical Framework
   • Lead inter-faculty groups during professional development to share practice and build capacity
   • Support the delivery of ASoT elements within their assigned faculties

2. Management Duties and Responsibilities
   • Contribute to the communication between faculties and AsoT team including feedback, issues, suggestions for improvement and questions or concerns
   • Celebrate success
   • Support teachers in the development and delivery of ASoT elements
   • Conduct and model inter-faculty IObservations (3 per term approx.) and Walk-throughs within their own faculty (10 per term approx.) Principal, Deputy Principals, E-Learning Coordinator, HODs Teaching and Learning and Student Services will conduct the inter-faculty walk-throughs.
   • Provide collegial feedback (formal and informal, IObservation reports, face to face coaching) to teachers to assist reflection on and improvement in their professional practice.

3. Team Membership Duties and Responsibilities
   • Undertake relevant Professional Development in ASoT Pedagogy
• Provide support to inter-faculty team members in pedagogical practice
• Share relevant resources to support teachers
• Support ASoT implementation during midman, faculty and staff meetings
• To ensure the continuity of a culture of collaboration and team work over time across cohorts of teachers

4. Line Management Responsibilities
   • As per normal HOD role
### 11. Meeting Schedules

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Faculty A</th>
<th>Faculty B</th>
<th>Twilight/ Faculty A&amp;B</th>
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<tbody>
<tr>
<td>IA, ASoT</td>
<td>HPE</td>
<td>English</td>
<td>03-04. 05. 2016</td>
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<tr>
<td></td>
<td>Maths</td>
<td>Science</td>
<td>Whole school PD DQ.2 (120 min)</td>
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<td>Humanities</td>
<td>HPE</td>
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<td></td>
<td>Arts</td>
<td>C4DL</td>
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<tr>
<td></td>
<td>Business</td>
<td>Prac Arts</td>
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<tr>
<td>ASoT PD for Leaders (1day) with Marzano Institute</td>
<td></td>
<td>Performing Arts</td>
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</table>

### 12. Partnerships

<table>
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<tr>
<th>Cairns State High School</th>
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</thead>
<tbody>
<tr>
<td><strong>William Ross SHS</strong></td>
</tr>
<tr>
<td>2015 -</td>
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<tr>
<td><strong>Kenmore SHS</strong></td>
</tr>
<tr>
<td>2016 -</td>
</tr>
<tr>
<td><strong>Caboolture SHS</strong></td>
</tr>
<tr>
<td>2016 -</td>
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<td><strong>?</strong></td>
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<tr>
<td>2017 -</td>
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</tbody>
</table>
13. **Endorsed Collegial Engagement In Classrooms Agreement**

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**Collegial Engagement in Classrooms**

The QTU and DET developed the Joint Statement on Collegial Engagement in Classrooms in 2011 to provide advice and clarity about the collaborative approach to improving pedagogical practice and student learning outcomes.

The purpose is to provide collegial feedback to teachers to assist reflection on, and improvement in, their professional practice.

Under the joint statement (www.qtu.asn.au/collegial-joint-statement), classroom observations and walk-throughs are not supervisory and are not used for appraisal. The process is not about assessing teacher performance, is entirely separate to the procedures for MUP, and is not intended to prevent the ad hoc involvement of school leaders in classroom activities.

**Establishing collegial engagement in classrooms**

- Place it on the LCC agenda – ask to formalise the current arrangement.
- Define purpose – i.e. the scheme should provide collegial feedback, and not be supervisory.
- Reflect on and build in the fundamental principles:
  - positive engagement between school leaders and teachers
  - recognition of classroom teachers' professional expertise, the exercise of professional judgment and range of effective teaching practices
  - the involvement of school leaders and heads of programs – observers should also be available to be observed
  - a collaborative process to enable reflection on teaching practice.
- Identify elements of the scheme – includes walk-throughs, classroom observations, peer coaching and model lessons.
- Identify who (what positions) will conduct the walk-throughs/observations.
- Be clear about what each form of collegial engagement will involve - ensure the practices of observation are consistent with the principles.

**Art and Science of Teaching Cairns State High School**

In line with regional education initiatives CSHS has adopted Robert Marzanos Art and Science of Teaching (ASoT) as its pedagogical framework to support teaching and learning. Effective classroom instruction involves engaged students and improved student outcomes; to achieve this educators must examine every element of the teaching process. The ASOT framework is designed to support Teachers in examining and developing their pedagogical knowledge and skills so they can in turn achieve improvement in teaching and student results.
Under the Leadership of the Principal, the DP Teaching and Learning and the ASoT team at CSHS will implement a collegial feedback process to support and assist teachers to implement ASoT.

Observation is the tool by which CSHS will track the implementation of ASoT. Observation is platform to build capacity and consistent practice, it is NOT an evaluative or performance based tool.

Observation can be (and should be) limited to the observer and the Teacher. Observation is used to support Teachers

This table provides an overview of the minimum expectations for walkthroughs and formal observations

<table>
<thead>
<tr>
<th></th>
<th>time</th>
<th>Negotiated class entry</th>
<th>No of visits per term</th>
<th>Student engagement</th>
<th>ASOT team will notify teaching staff as a group via email of the timeframe for walkthroughs (eg Week 3-6) and the focus of the element.</th>
</tr>
</thead>
</table>
| Walkthrough    | 5 mins   | X                      | 3                     | ✓                 | • Not to take over class lesson  
• Individual teacher  
• Teacher negotiates time for verbal feedback.  
• Coach will assist Teachers to identify strengths and weaknesses around the implication of the focus element.  
• After verbal feedback coach releases electronic feedback via I-Observable |
| Formal Observation | 20-30mins | ✓                      | 1                     | ✓                 | Once a term observation: extra can be negotiation when agreed upon between teacher and Coach |

Walk-throughs:

- teachers will receive prior notice via an email identifying:
- walk through periods up to three times per term: extra negotiated walk-throughs can occur when agreed upon
- agreed purpose e.g.: learning goals are present on board
- not to include sitting down and observing
Lesson observations:

- once a term: extra negotiated lesson observations can occur when agreed upon
- will include feedback –
  - to individual teachers
  - teacher negotiates the time for verbal feedback
  - teacher receives electronic feedback form from coach (I-observe)

- at Cairns High State School observers will include: school leaders, heads of department (HODs), pedagogical coaches, key teachers and partnership schools
  - model of observation: pre-conference, lesson observation, agreed post conference

- Consultation will occur with the LCC, regarding the above two processes
- Agreement re process should be reached by consensus at the LCC.
- Publish and implement.
- Reviews will be conducted regularly with the LCC.

Use of data from collegial engagement

Classroom observations and walk-throughs are not to be supervisory in nature, therefore the data collected from this process will be used to support teacher development, to inform practice, not drive it. The data will be used to assist Cairns State High School on how best to direct professional development budgets and other resources.

Principal __________________________

LCC __________________________

Date: __________________________

Mrs Angela Toppin

Mr Ian Griffin
14. **iObservation**

iObservation is an instructional and leadership improvement system. It collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year. It is also an excellent reflection tool for teachers.

**iObservation is platform to build capacity and consistent practice, it is NOT an evaluative or performance based tool.**

Applying this innovative technology in an intuitive and customizable system, iObservation supports schools to:

- Establish a common understanding of effective classroom instruction
- Create a singular focus on enhancing teaching to increase student learning
- Develop trust with teachers through a focused and fair walkthrough, evaluation and observation process
- Engage in reflection and collaboration within virtual professional learning communities
- Save time and money by implementing effective professional development programs
- Connect teacher learning to student learning
- Help principals and administrators monitor and support effective teaching
- Build capacity and implement for sustainability


**Feedback should be specific and honest. Some guidelines that coaches/leaders can follow when giving feedback to teachers are:**

- Be clear about what you want to say in advance
- Own the feedback
- Start with the positive
- Give one piece of feedback at time
- Be specific, not general
- Focus on behaviour rather than the person
- Refer to behaviour that can be changed
- Be descriptive rather than evaluative

*(R.J. Marzano, *Coaching Classroom Instruction*, 2012)*
ASoT Coaches, Key Teachers and ASoT Leaders will be conducting iObservations exclusively in Domain 1
<table>
<thead>
<tr>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy was called for but not exhibited.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.</td>
<td>Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.</td>
</tr>
</tbody>
</table>
15. Resources and Readings

IOBSERVATION

Coaches require:

- **The Art and Science of Teaching** Robert J Marzano
- **Coaching Classroom Instruction** Tom Roy, Tammy Heflebower Phil Warrick
- **Becoming a Reflective Teacher** Tina Boogren, Tammy Heflebower, Jessica Kanold-McIntyre, Debra Pickering
- **Designing & Teaching Learning Goals & Objectives** Robert J Marzano

HODs, HOSEs, Deputies, Principal & Key Teachers require:

- **Coaching Classroom Instruction** Tom Roy, Tammy Heflebower Phil Warrick
- **The Art and Science of Teaching** Robert J Marzano
16. **EOI Application**

**Cairns State High School**  
**Art and Science of Teaching (ASoT)**  
*Making good teaching great teaching*

**2016 2x Teacher Coaches (0.5 each)**

**Expression of Interest**

*Please return to Karen Spannagle by 9am Wednesday 09 December – EOIs will be reviewed by a panel.*

<table>
<thead>
<tr>
<th>Role Descriptions</th>
<th>Coach</th>
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<tbody>
<tr>
<td>Drive whole school, interfaculty team and individual teacher pedagogical improvement through organising, coordinating and planning professional development sessions</td>
<td>✔</td>
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<td>✔</td>
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<td>School leaders, including the principal spend time working with teachers, providing feedback on teaching and where appropriate modelling effective teaching strategies (ASoT)</td>
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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Provide details as to why you would like to be considered for the position of Teacher Coach</td>
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<th>Name</th>
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<tr>
<td>Provide details of your knowledge regarding the Art and Science of Teaching</td>
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17.
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<thead>
<tr>
<th><strong>Provide details of any past experience as coachee or coach and skills that you will bring to the position of Teacher Coach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide details of your ability to communicate effectively with colleagues individually and in small and large groups</strong></td>
</tr>
<tr>
<td><strong>Provide details of any past experience in leading whole of school and/or faculty professional development</strong></td>
</tr>
<tr>
<td><strong>Please provide details of your future aspirations</strong></td>
</tr>
<tr>
<td><strong>Signature and date</strong></td>
</tr>
<tr>
<td><strong>HOD Signature and date</strong></td>
</tr>
</tbody>
</table>