



Continuum of Reflective Practice

2009

PURPOSE: To provide guidelines which establish and sustain improved teacher practice in schools.

Reflective practice is proven to be an effective strategy for achieving school goals and when undertaken at all levels within the school, can develop strong collaborative learning. It is also recognised as an important component of highly effective Professional Learning.

Reflective Practice must be planned for and conducted in an organised and systematic manner, and is most effective when structures are in place to support the development of a range of reflective skills, including planned collaboration, peer observation and coaching.

DEECD literature that supports reflective practice as a strategy for sustained improvement in teacher practice include Performance and Development Self Assessment Framework, Teaching and Learning Coaches Initiatives Guidelines 2009 and Professional Learning in Effective Schools.

CORE AREA 1: SUPPORTIVE LEADERSHIP				
KEY ELEMENT	☆ <i>The school has goals relating to their areas of need in improving teaching and learning, but does not have clear structures in place to achieve these goals. Development of these structures requires assistance. This is evidenced by...</i>	☆☆ <i>The school has goals relating to their areas of need in improving teaching and learning, and has broad structures outlined to achieve these goals. Implementation of these structures requires assistance. This is evidenced by...</i>	☆☆☆ <i>The school has goals relating to their areas of need in improving teaching and learning, and has clear structures in place to achieve these goals. Monitoring of these structures requires assistance. This is evidenced by...</i>	☆☆☆☆ <i>The school has clear goals relating to their areas of need in improving teaching and learning, and has defined structures in place to achieve these goals. No assistance is required to sustain improvement. This is evidenced by...</i>
THE PRINCIPAL IS INFORMED AND SUPPORTIVE	<ul style="list-style-type: none"> • The Principal delegates responsibility for the development of programs and activities which build reflective practice (such as coaching). • The Principal's involvement with leaders of these programs and activities (such as coaching) is through informal feedback/ information sessions. 	<ul style="list-style-type: none"> • The Principal is involved in the development of programs and activities which build reflective practice (such as coaching) and begins to establish structures which support the development of teacher practice. • The Principal's involvement with the leaders of these programs and activities (such as coaching) is through planned formal feedback / information sessions. 	<ul style="list-style-type: none"> • The Principal promotes and establishes structures which support the development of teacher practice. • The Principal regularly discusses with the Leadership Team the development of teacher capacity to improve student outcomes. 	<ul style="list-style-type: none"> • The principal is proactive in supporting the ongoing development of teacher practice. • The Principal empowers and leads the Leadership Team to build teacher capacity to improve student outcomes. •
SCHOOL LEADERSHIP TEAM IS INFORMED AND SUPPORTIVE	<ul style="list-style-type: none"> • School Leadership Team is aware of the potential a coach can provide to building reflective practice within their school. • Communication within the Leadership Team about reflective practice, data and coaching is informal. • 	<ul style="list-style-type: none"> • School Leadership Team understands the role of a coach in building reflective practice within their school. • There is regular informal communication within the Leadership Team about reflective practice, data and coaching. 	<ul style="list-style-type: none"> • School Leadership Team is engaged in effective reflective practice with teachers to build teachers capacity. • Structured communication within the Leadership Team occurs about reflective practice, data and building teacher capacity. 	<ul style="list-style-type: none"> • School Leadership team demonstrates ongoing commitment to leading sustained change in teacher practice by: <ul style="list-style-type: none"> ○ Facilitating targeted professional learning. ○ Having timetable & planning structures which allow collaboration & sharing. ○ Driving assessment strategies & data collection to inform curriculum planning. ○ Supporting teamwork across the school. ○ Utilizing a range of resources included those provided by DEECD. ○ Celebrating success.

CORE AREA 2: COLLABORATIVE SCHOOL CULTURE				
KEY ELEMENT	★ <i>The school has goals relating to their areas of need in improving teaching and learning, but does not have clear structures in place to achieve these goals. Development of these structures requires assistance. This is evidenced by...</i>	★★ <i>The school has goals relating to their areas of need in improving teaching and learning, and has broad structures outlined to achieve these goals. Implementation of these structures requires assistance. This is evidenced by...</i>	★★★ <i>The school has goals relating to their areas of need in improving teaching and learning, and has clear structures in place to achieve these goals. Monitoring of these structures requires assistance. This is evidenced by...</i>	★★★★ <i>The school has clear goals relating to their areas of need in improving teaching and learning, and has defined structures in place to achieve these goals. No assistance is required to sustain improvement. This is evidenced by...</i>
SCHOOL ACTIVELY FACILITATES COLLABORATION	<ul style="list-style-type: none"> • The school occasionally forms groups to review and plan curriculum. • Teachers plan independently of each other using school based resources and criteria. • Planning time is allocated for planning on an individual basis. 	<ul style="list-style-type: none"> • The school has structures in place that allow groups to review and plan curriculum on a regular basis. • Time is allocated for teams to plan together. 	<ul style="list-style-type: none"> • Leadership supports curriculum coordinators to drive curriculum development across the school. • Dedicated planning time is provided for teams to work together on developing curriculum. 	<ul style="list-style-type: none"> • Working groups are developed that have a flexible and relevant student learning focus that is separate from student management issues. • Groups of teachers develop, trial and evaluate curriculum. • The whole-school meeting schedule allows teachers to be involved in multiple working groups. • Regular opportunities are created for the sharing of practice amongst all staff.
SCHOOL LINKS REFLECTIVE PRACTICE AND COLLABORATION	<ul style="list-style-type: none"> • The school recognises the value of reflective practices and collaboration. • Informal individual reflection may occur. • 	<ul style="list-style-type: none"> • Professional development that supports reflective practice is provided. An example of this would be coaching. • Structured planning time includes reflective conversations. 	<ul style="list-style-type: none"> • Ongoing arrangements are made for structured planning and reflective conversations in order to support the sharing of new learning with others in the team and provide opportunities for further collaboration. 	<ul style="list-style-type: none"> • Schools which have a collaborative culture may establish an ongoing coaching program in their school. • Group reflective practices inform curriculum. • The school uses protocols to ensure participation, reflection and improvement on a regular basis.
SCHOOL BUILDS TEACHER CAPACITY	<ul style="list-style-type: none"> • Teachers share school based resources to inform teaching and learning. • 	<ul style="list-style-type: none"> • Teachers share examples of DEECD and other externally provided resources to inform teaching and learning. • 	<ul style="list-style-type: none"> • The sharing of DEECD and other externally provided resources underpins the development of common curriculum and planning at all levels. • Teachers each take responsibility for key areas within their team. 	<ul style="list-style-type: none"> • Regular PD sessions are timetabled which allow teachers to i) develop curriculum plans, ii) share ideas and strategies, and iii) analyse data and identify patterns of practice. • Teachers are involved in analysing data, decision making and curriculum preparation and documentation on a regular basis.

CORE AREA 3: SCHOOL STRUCTURES AND PROCESSES				
KEY ELEMENT	★ <i>The school has goals relating to their areas of need in improving teaching and learning, but does not have clear structures in place to achieve these goals. Development of these structures requires assistance. This is evidenced by...</i>	★★ <i>The school has goals relating to their areas of need in improving teaching and learning, and has broad structures outlined to achieve these goals. Implementation of these structures requires assistance. This is evidenced by...</i>	★★★ <i>The school has goals relating to their areas of need in improving teaching and learning, and has clear structures in place to achieve these goals. Monitoring of these structures requires assistance. This is evidenced by...</i>	★★★★ <i>The school has clear goals relating to their areas of need in improving teaching and learning, and has defined structures in place to achieve these goals. No assistance is required to sustain improvement. This is evidenced by...</i>
REFLECTIVE PRACTICE IS INCLUDED IN TEACHER PERFORMANCE PLANS	<ul style="list-style-type: none"> • There is an awareness of Reflective Practice in the school. • Collection of evidence which demonstrates Reflective Practice is informal. 	<ul style="list-style-type: none"> • Teachers have an understanding of what Reflective Practice looks like. • Evidence of Reflective Practice is included in performance plans as an optional component. • 	<ul style="list-style-type: none"> • Selected teachers have Reflective Practice as part of their performance plans. • PLTs allow time for reflection to occur as part of the planning process • Teachers identify, in their performance plans, strategies they will use to promote Reflective Practice and they document their progress. 	<ul style="list-style-type: none"> • Evidence of Reflective Practice is an expectation in all performance plans and is included in performance reviews. • PLTs include formal documentation of reflection that occurs as part of the planning process.
STUDENT DATA DRIVES CURRICULUM AND PLANNING	<ul style="list-style-type: none"> • Individual teachers are responsible for own assessment and record keeping. • Individual teachers use data to inform their curriculum planning and delivery. • The school acknowledges the need to modify curriculum documents driven by current DEECD requirements and relevant data 	<ul style="list-style-type: none"> • Some teams and individuals effectively incorporate student data to inform curriculum planning and delivery. • Some dialogue between colleagues based on data to inform teaching and learning. • Common assessment tasks are incorporated into some teams. • Assessment is mainly summative. • The school is attempting to modify aspects of curriculum documents driven by current DEECD requirements and relevant data 	<ul style="list-style-type: none"> • Student data (such as student assessment data, opinion data) is used to drive curriculum planning and delivery at leadership, team and classroom level. • The school attempts to develop an assessment schedule and longitudinal record keeping for the whole school. • The school recognises a need for a position of responsibility in charge of assessment. • Assessments “for”, “as” and “of” learning are incorporated in team and individual planning. 	<ul style="list-style-type: none"> • The school has developed a leadership position with a clear role description that manages information about student learning data which includes an assessment schedule, longitudinal record keeping, and the use of data to drive curriculum development. • All staff create an ongoing dialogue of collection, analysis and use of data to inform teaching and learning. • The school has curriculum documents driven by current DEECD requirements and relevant data.
TIMETABLE ENABLES REFLECTIVE PRACTICE	<ul style="list-style-type: none"> • The school recognises the value of Reflective Practice and the need to provide resources for the coaching initiative. 	<ul style="list-style-type: none"> • The school attempts to provide necessary resources for effective Reflective Practice through coaching. 	<ul style="list-style-type: none"> • The school commits resources for effective coaching to occur. • The school develops and implements strategies and resources that allow Reflective Practice between colleagues. 	<ul style="list-style-type: none"> • Timetabling is put in place to ensure dedicated time for team/s to share plan and evaluate the teaching and learning program. • Reflective conversations between colleagues are embedded in school structures.

Factors that may hinder a school from effectively moving along the continuum include:

- Principal not supportive of the coaching program in terms of philosophy or beliefs
- Timetable doesn't support staff working in teams on regular basis
- Attendance at staff meetings is not considered mandatory
- Meetings are cancelled at short notice
- Agendas are not set or when they are, often not adhered to
- Meeting Minutes not published
- Decisions made in meetings not actioned
- Meetings are not focussed on Learning and Teaching matters

*This document was created by the **SMR Teaching and Learning Coaches: Peninsula Sub-Region Team** –
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