



HIGHPERFORMANCE
SCHOOLS

HPT Teaching Team Meetings

Suitable For:

Primary: Cohort / PLT Teams
Secondary: Faculty / Sj. / Yr Lvl Teams
Special Ed: Sector / Cohort Teams

“Don't wish it was easier, wish you were better. Don't wish for less problems, wish for more skills. Don't wish for less challenge, wish for more wisdom.” Jim Rohn

Name: _____

Contact No.: _____

High Performance Teaching Team Meetings

“Accomplishing the maximum impact on student learning depends on teams of teachers working together.”
John Hattie

High Performance Teams are the backbone of all successful schools. Small groups of supportive, professional peers who face similar challenges and opportunities and are committed to bringing out the best in each other and their students provide the right mix of empathy and accountability to maximise quality teaching and learning.

“I firmly believe in the age-old wisdom of the three imperatives for student success: (1) at least one teacher who cares for them; (2) enabled to work and learn at their own level; and (3) a genuine friend at school.”
Kay Kirkman

Academically, we know that 30% of the variance in student achievement depends upon the classroom teacher (ref. Hattie). Relationally, we know that every child needs at least one teacher who cares for them, enabling them to learn at their own level in order to succeed (ref. Kirkman). We know that this one teacher’s positive impact (AKA Unicorn Teacher) can last a lifetime – yet we also know that the care and insights that each student needs requires tremendous empathy and focus from teachers who are incredibly busy managing the combined needs of 20-30 students as well as the demands of a busy curriculum and assessment cycle.



“Those teachers who are students of their own impact are the teachers who are the most influential in raising students’ achievement.” John Hattie

So how do we increase the chances of a Unicorn Teacher for every student? How do we maximise the 30% of the variance that the teacher impacts upon in student achievement? The answer to this question is to positively influence the level of empathy and professional focus each of your teacher colleagues have for their students by being members of ‘High Performance Teaching Teams’.

Teachers & The Need For High Performance Teams

At the most basic level, building High Performance Teaching Teams begins by addressing three foundational issues: (1) ensuring the size of teams is optimal for professional interactions; (2) ensuring that the frequency of meetings is optimal for maximum performance; and (3) ensuring the content of meetings is optimal to maximise empathy and professional focus.

1. Size of Teams: From an anthropological social psychology perspective, 5+/- is the ideal Team size for teachers who work together regularly and/or share a common purpose in their day-to-day work. Where group size exceeds this number extra scaffolds and supports are needed to effectively function as ‘Teams’.

2. Frequency of Team Meetings: There are two key factors to consider in team meeting frequency: (1) the amount of change the team must manage (more change equals higher frequency meetings); and (2) the amount of risk the team must manage (higher risk equals higher frequency). Teaching Teams must manage significant variability in student behaviour and ongoing adjustments in curriculum delivery to match student needs which, if not managed appropriately, creates long-term negative consequences from both a student learning and behaviour perspective. Such problems can emerge on a daily and/or weekly basis. Thus, a weekly meeting (with smaller huddles between meetings) is optimal.

3. Content of Team Meetings: After working with hundreds of Teaching Teams across primary, secondary and special education schools over recent years there appears to be an optimal recipe for maximising the empathy and focus of teachers in subsequent classroom interactions (AKA Unicorn Moments). This recipe contains two parts: (1) a simple Update Tool teachers fill out prior to the meeting and refer to as an aide during various parts of the meeting; and (2) a 60-minute agenda that primarily focuses on (a) managing reactionary ‘Hot Issues’ that need to be addressed to prevent unwanted distractions and stress and (b) ‘Focused Teamwork’ in a termly cycle of best practice quality teaching and learning activities.

Importantly, this High Performance Teaching Team Meeting Agenda provides the core cycle of peer interaction to maximise empathy and focus. Any other meetings or training activities should be scheduled around this time as opposed to replacing it.

In this QuickStart guide we’ll take you through the basics of getting started with the 60 minute High Performance Teaching Team Meeting Toolkit.

Let’s go!

Teaching Team Meeting Agenda (60mins)

Context & Roles	Date & Time: Chair: Moderator: Live Notes: Apologies: <i>Pre-Work</i> <i>Complete Teacher Update Tool and Review / Update HPT Team Data Wall</i>												
	Agenda Item	Lead	Time										
Item 1 <i>Inclusion</i>	Welcome and Acknowledgement of Country School Motto: <i>(Insert)</i> Team Purpose: <i>(Insert)</i> Meeting Purpose: <i>(Insert)</i> Moderator, Ground Rules and Chatham House Rules	Chair	1 min										
Item 2 <i>Support</i>	Warm-Up (Check-In)* One word barometer & share 1 success and 1 challenge from Update Tool <i>(*teams larger than 6, split into smaller groups of 3-4)</i>	All	2 mins										
Item 3 <i>Proactive 1</i>	School Leadership Team (SLT) Staff Newsletter: Review & Feedback Scroll through latest SLT staff newsletter confirming all have read. Live note any feedback for SLT (no further discussion at this time) <i>Live Notes:</i>	All	2 min										
Item 4 <i>Proactive 2</i>	Select 1 x Option: Option 1 - Hot Issues <i>(expert item – focus on day-to-day operational issues)</i> P1: Pair & Share Top 2-3 Issues – Write on Whiteboard (2min) and Vegas Vote (5 ticks per person) (1min) with Top 3 Topics Selected. P2 Cycle: 1 min – Elaborate / 1 min – Clarify / 3 mins – Discuss / 1 min Takeaway Actions (4Cs) Option 2 - Team Brainstorm <i>(alternative item – same focus)</i> (10min) P1: Sponsor Presents Topic/ Focus Question (1min); P2: Pair/ Share (1min) Whole Group Share (6min); P3 Sponsor Shares Takeaway Actions (4Cs) (2min) <i>Live Notes:</i>	All	10-15 mins										
Item 5 <i>Strategic 1</i>	Leader's Update / Team Pulse Scorecard / Team Booster (Cycle) <ul style="list-style-type: none"> Leaders Update and Q&A; or Team Pulse Scorecard Discussion; or 10 min Team Booster Activity <i>Live Notes:</i>	All & Line Manager	8-10 mins										
Item 6 <i>Strategic 2</i>	Focused Teamwork (10 week cycle) – <i>(expert item - focus on professional growth and specific student support needs)</i> ^Instructional Recipe Cards in 'HPT Teaching Team Meetings' QuickStart Download <ul style="list-style-type: none"> Case Management for Learning (CM)^ The Council Forum^ Moderation^ Data Discussions^ Reasonable Adjustments^ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Week 1 N/A – General Staff Meeting</td> <td>Week 6 – The Council Forum</td> </tr> <tr> <td>Week 2 – Data Discussion <i>(select student for CM)</i></td> <td>Week 7 – Case Management 2 – Follow-Up</td> </tr> <tr> <td>Week 3 – Case management 1 – Focus Students</td> <td>Week 8 – Moderation I (eg. English)</td> </tr> <tr> <td>Week 4 – Reasonable Adjustments</td> <td>Week 9 – Moderation II (eg. Maths)</td> </tr> <tr> <td>Week 5 N/A – General Staff Meeting</td> <td>Week 10 N/A – General Staff Mtg / Parent Mtgs</td> </tr> </table> <i>Live Notes:</i>	Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum	Week 2 – Data Discussion <i>(select student for CM)</i>	Week 7 – Case Management 2 – Follow-Up	Week 3 – Case management 1 – Focus Students	Week 8 – Moderation I (eg. English)	Week 4 – Reasonable Adjustments	Week 9 – Moderation II (eg. Maths)	Week 5 N/A – General Staff Meeting	Week 10 N/A – General Staff Mtg / Parent Mtgs	All or nominated presenter/s	25-30 mins
Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum												
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Item 7 <i>Accountable</i>	Close (Check Out) Barometer and Takeaway Actions per person Moderator Report: Openness (score) /5; Balance /5; Competency /5; Issues Focus /5; Actions /5; Next Mtg Improvement Focus: Next Meeting Date/Time: Chair: Moderator: Live Notes:	Chair & Moderator (and All)	3 mins										

Ground Rules *(Moderator using Red Card / Yellow Card as signal to Chair)*

- Openness & Trust** – Chatham House Rule – Discussion 'off record' with 'on the record' documented in Live Notes.
 - Balanced Debate** – Respecting both sides of the argument and allowing diversity of views.
 - Competency over Role** – Respecting the 'value' of the person's opinion regardless of their 'status'.
 - Issues over Personalities** – Staying 'issues' focused and not letting personalities overpower the agenda.
 - Accountable Actions & Clear Outcomes** – Clear next steps and/or SMART actions recorded for each item.
 - Device Rule** – Only if needed with Chair's Permission – On Task & On Topic!
- End of Meeting Team Performance Ratings** (1 – very low to 5 – very high)

Key Meeting Items Unpacked I

Meeting Roles: Chair, Moderator & Live Notetaker

There are three key roles in a HPT Teaching Team Meeting: Chair, Moderator and Live Notetaker. Once everyone in the team has completed training, these roles are rotated evenly across the team over each term/semester.

Chair & Moderator: Batman & Robin

The Chair & Moderator work together as a team to maximise the performance of the meeting akin to Batman & Robin where the Chair (aka Batman) leads the meeting with support from the Moderator (aka Robin).



The Chair: The meeting 'Chair' runs the meeting according to the items set down in the agenda, follows the general timings (and decides whether or not to extend particular items by 1-2 mins if needed), and ensures the 'content' of the meeting is covered adequately. The Chair has final say on all matter of timing and is required to start and finish the meeting on time unless there is consent from all members to vary this. Listed below are a few Pro Tips for great Chairing:

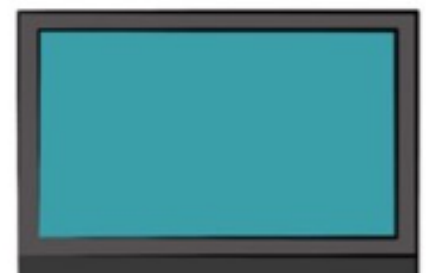
- Using elbow partners to quickly prime for longer discussions;
- Proactively seeking round the room feedback;
- Managing time and quality openly with the Moderator (and group);
- Ensuring there are SMART Actions and outcomes at the end of each item; and
- Using effective paraphrasing and summarising when needed to keep the group focused.

The Moderator: The meeting 'Moderator' supports the Chair in managing (1) the time of each item and (2) the overall meeting time using a timer, alarm and notepad to keep track of the overall time. The Moderator also uses red/yellow moderator cards to signal to the Chair when any meeting ground rules may be broken or interpersonal dynamics become problematic. At the end of the meeting the Moderator completes a Team Dynamics Scorecard (see template in this toolkit) and provides feedback to the group to encourage continuous improvement.

The Live Notetaker: High Performance Teams don't record verbatim minutes per se but rather keep a 'real-time' general bullet point summary of the discussions visible on a screen as the meeting progresses. The Live Notetaker's job is to make sure that this general bullet point summary of key points is displayed on a large screen in real-time as the meeting progresses (unless stated as 'off the record') while also documenting SMART Actions and next steps at the end of relevant items.

The Live Notetaker is also an active participant throughout the meeting (as are the Chair and Moderator) and is vocal about clarifying anything that they are uncertain about, with the meeting paused when needed to ensure they are keeping up with discussions. The Live Notetaker is also responsible for emailing out the live notes to all team members and any other key recipients *immediately* after the meeting is closed.

HIGH PERFORMANCE SCHOOLS		Moderator Scorecard				
		Team Dynamics Scorecard				
Team/Meeting: _____		Date/Duration: _____				
		Moderator Initials: _____				
Instructions: Use the scale below to indicate how each factor applies to your team meeting. Please ensure the statements accurately and without over-claiming your answers.						
1.	Openness & Trust A climate of trust and candour – sharing difficult information and engaging in spirited debate Rating Observations: _____	Very Low	Low	Moderate	High	Very High
2.	Balanced Debate A culture of balanced debate through respect for dissenters and avoiding of silent participants Rating Observations: _____	Very Low	Low	Moderate	High	Very High
3.	Competency Over Role Utilising professional competencies over initial positions to ensure expertise is brought to the discussion Rating Observations: _____	Very Low	Low	Moderate	High	Very High
4.	Issues Over Personalities The discussion centres on key strategic issues/ topics and is not overborne by personalities associated with issues Rating Observations: _____	Very Low	Low	Moderate	High	Very High
5.	Accountable Actions & Clear Outcomes Clear individual accountability established for each group member with key clear deliverables Rating Observations: _____	Very Low	Low	Moderate	High	Very High
Total Scores Total Performance Score: _____ out of a maximum of 20 Percentage Performance Score: _____ multiplied by 4 = _____ %						
Yellow Card – Caution – Keep on Track Red Card – Stop – Refocus/Redirect						



Key Meeting Items Unpacked II

Hot Issues

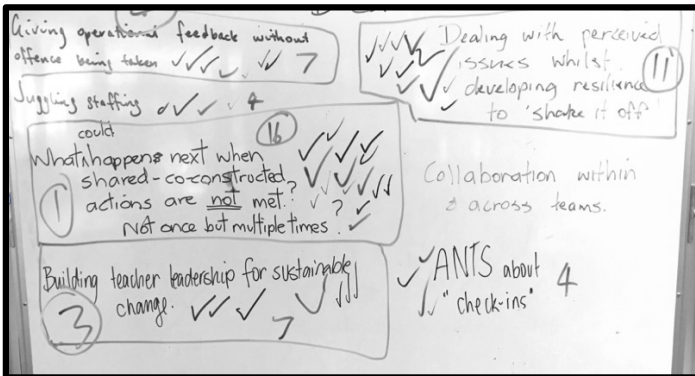
Hot Issues is an important agenda item that ensures team voice occurs in selecting, and then collaborating on, the most urgent and/or important issues the team is currently facing. It is a 2-part process that we'll unpack below:

Item 4 Proactive 2	Option 1 - Hot Issues (<i>expert item – focus on day-to-day operational issues</i>) P1: Pair & Share Top 2-3 Issues – Write on Whiteboard (2min) and Vegas Vote (5 ticks per person) (1min) with Top 3 Topics Selected. P2 Cycle: 1 min – Elaborate / 1 min – Clarify / 3 mins – Discuss / 1 min Takeaway Actions (4Cs)	All	10-15 mins
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Part 1 – Identifying The Hot Issues

In order to make efficient use of time and to focus on issues truly relevant to the wider team (as opposed to those issues raised by staff with the loudest voices) follow the following Hot Issues process:

- Staff complete a quick pair and share of Hot Issues topics then write 2-3 issues (per pair) on the whiteboard (2 mins);
- Each person votes for the topics they wish to focus on by placing 5 x ticks on the whiteboard (Vegas Vote). The 5 votes can be spread across multiple issues or all 5 votes can be assigned to one issue – democracy at its finest! (see below) (1 min).



Part 2 – Issues Specific Workouts

- Select the issue that garnered the most votes.
- **Step 1** – The individual who raised the issue provides a brief outline of the issue (1 min). It is important the spokesperson actually stipulates why they are personally impacted by the Hot Issue so it is specific and real for the wider group to assist with (as opposed to a generic circular discussion) (see example below).
- **Step 2** – The group asks brief questions to clarify their understanding of the issue (1 min). Make sure these are yes/no or short answer questions as opposed to broader open ended questions.
- **Step 3** – Open a whole group quick, solutions focused discussion (3 mins) taking advantage of the elbow partner primer steps in the pro tips box below.
- **Step 4** – Allow the individual who initially raised the issue to wrap up, stating their key takeaway action/s as one or more of the 4Cs in the diagram below noting accountability and timeframes in live notes. (1 min).
- Repeat process for as many issues as time allows.

EXAMPLE

Hot Issues: Part 2

HOT ISSUES DISCUSSION (3min) Chair's PRO TIP!
(30sec) Elbow Partners - "First Thoughts On Possible Solutions"
 (30 sec) Round Room - Quick Feedback From Pairs
 2min Open Floor - steered by person who raised specific issue
 Why? Ensures Input From Everyone and Maximises Strategic Value

Issue (1min) <ul style="list-style-type: none"> • Person who originally wrote the issue explains it, and what they would like to get from the group discussion. 	Issue: Poor Communication across the school causing multiple issues It's Hot for me personally because... I can't keep up! communication is overload and I miss important stuff - too many channels to stay up to date
Clarification (1min) <ul style="list-style-type: none"> • Short Q&A – Brief / Yes/No answers. 	Where are the gaps/ overloads? Staff and arrangements and interruption – daily operations and calendar updates – teacher and/or student matters?
Discussion (3min) <ul style="list-style-type: none"> • Solution focused discussion raising possible next steps. 	TV in common room – visual cues of staff notices static display in mornings. Morning entry protocol – staff notices and emails before commencing work - hard copies in pigeon holes – quick staff survey on preferred channel - clarify and aim for one main channel for everything...
Takeaways (1min) <ul style="list-style-type: none"> • Person who originally raised issue, summarises take aways (one or more of 4Cs) and thanks the group 	Clarify: Communicate: ST to email summary key issues and suggestions from team to line manager by COB and seek follow up meeting and or options for immediate action – review next week. Collaborate: Commit:

Key Meeting Items Unpacked III

Focused Teamwork: Recipe Cards

How do we work smarter, not longer, AND, still complete the required activities that are so important to teaching and learning *within our existing Teaching Team Meeting Agenda?* The answer is to use our Focused Teamwork time more effectively and Recipe Cards – specific protocols for different activities that are essential to quality teaching and learning.

<p>Item 6 Strategic 2</p>	<p>Focused Teamwork (10 week cycle) – (<i>expert item - focus on professional growth and specific student support needs</i>) ^Instructional Recipe Cards in 'HPT Teaching Team Meetings' QuickStart Download</p> <ul style="list-style-type: none"> • Case Management for Learning (CM)^ • The Council Forum^ • Moderation^ • Data Discussions^ • Reasonable Adjustments^ <table border="1" data-bbox="288 577 1198 779"> <tr> <td>Week 1 N/A – General Staff Meeting</td> <td>Week 6 – The Council Forum</td> </tr> <tr> <td>Week 2 – Data Discussion (<i>select student for CM</i>)</td> <td>Week 7 – Case Management 2 – Follow-Up</td> </tr> <tr> <td>Week 3 – Case management 1 – Focus Students</td> <td>Week 8 – Moderation I (eg. English)</td> </tr> <tr> <td>Week 4 – Reasonable Adjustments</td> <td>Week 9 – Moderation II (eg. Maths)</td> </tr> <tr> <td>Week 5 N/A – General Staff Meeting</td> <td>Week 10 N/A – General Staff Mtg / Parent Mtgs</td> </tr> </table> <p><i>Live Notes:</i></p>	Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum	Week 2 – Data Discussion (<i>select student for CM</i>)	Week 7 – Case Management 2 – Follow-Up	Week 3 – Case management 1 – Focus Students	Week 8 – Moderation I (eg. English)	Week 4 – Reasonable Adjustments	Week 9 – Moderation II (eg. Maths)	Week 5 N/A – General Staff Meeting	Week 10 N/A – General Staff Mtg / Parent Mtgs	<p>All or nominated presenter/s</p>	<p>25-30 mins</p>
Week 1 N/A – General Staff Meeting	Week 6 – The Council Forum												
Week 2 – Data Discussion (<i>select student for CM</i>)	Week 7 – Case Management 2 – Follow-Up												
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Week 5 N/A – General Staff Meeting	Week 10 N/A – General Staff Mtg / Parent Mtgs												

Using a simple Recipe Card within the 60 minute High Performance Teaching Team Meeting agenda, means essential work to support quality teaching and learning is completed. In what is a highly complex work environment, the use of systemised and structured Recipe Cards reduces workload and builds capability in teachers, whilst not depleting capacity. Teachers know the expectations during this time and know how it will look at each meeting, therefore, reducing cognitive load. At the end of the meeting, most (or all) of the work has been done, meaning our teachers leave the school day without the need for an additional meeting to do this work, or the need to take it home.

The Recipe Card protocols ensure that collaboration is targeted and focused using a time management system to drive the conversation, whilst giving each team member a voice in the discussion.

Pro Tips

- Ensure you have completed any pre-work before the Team Meeting.
- Be prepared to be part of the collaborative discussion.
- Make sure the overall meeting is running on time, which is the responsibility of the Chair and Moderator.
- Follow the Recipe Card exactly using effective Chairing/Moderator using a loud timer to keep on task and on time. Remember, the Chair can approve 1-2 minute extensions, provided the overall meeting remains on track.
- At the end of each meeting, identify the next meeting's Focused Teamwork item and review the specific Recipe Card, noting any pre-work.

RECIPE CARDS (25-30 mins)

- Moderation
- Data Discussions
- Reasonable Adjustments
- Case Management
- The Council





Team Dynamics Scorecard

Team/Meeting _____ Date/Duration _____ Moderator Initials _____

Instructions: Use the scale below to indicate how each factor applies to your team meeting. Please evaluate the statements honestly and without over-thinking your answers.

1.	Openness & Trust <i>A climate of trust and candour – sharing difficult information and engaging in spirited debate</i> Rating Observations: _____	Very Low 1 <input type="checkbox"/>	Low 2 <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 4 <input type="checkbox"/>	Very High 5 <input type="checkbox"/>
2.	Balanced Debate <i>A culture of balanced debate through respect for dissenters and probing of silent participants</i> Rating Observations: _____	Very Low 1 <input type="checkbox"/>	Low 2 <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 4 <input type="checkbox"/>	Very High 5 <input type="checkbox"/>
3.	Competency Over Role <i>Utilising professional competencies over roles/positions to ensure expertise is brought to the debate/decision</i> Rating Observations: _____	Very Low 1 <input type="checkbox"/>	Low 2 <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 4 <input type="checkbox"/>	Very High 5 <input type="checkbox"/>
4.	Issues Over Personalities <i>The discussion remains on key strategic issues/topics and is not overtaken by personalities associated with issues</i> Rating Observations: _____	Very Low 1 <input type="checkbox"/>	Low 2 <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 4 <input type="checkbox"/>	Very High 5 <input type="checkbox"/>
5.	Accountable Actions & Clear Outcomes <i>Clear individual accountabilities established for each group member with key due dates for measurable deliverables</i> Rating Observations: _____	Very Low 1 <input type="checkbox"/>	Low 2 <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 4 <input type="checkbox"/>	Very High 5 <input type="checkbox"/>

Total Scores

Total Performance Score:

Sum of 5 Ratings _____ out of a maximum of 25

Percentage Performance Score:

Total Score _____ multiplied by 4 = _____%

Yellow Card – Caution – Keep on Track _____

Red Card – Stop – Refocus/Redirect _____

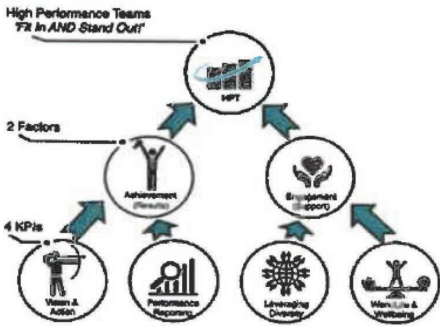
Teacher Update Tool*

*Complete Prior To Faculty/ Cohort Meetings and 1:1 Meetings With Supervisor

Name: *EXAMPLE TEACHER* Date: *DDMMYY* Barometer: *'Rushed'*

Classroom Successes and Challenges

		Description	Impact	Action to take
Successes	Last week	<i>Collaborative Planning</i>	<i>Cohesive Team planning</i>	<i>Implement activities planned</i>
	Next week	<i>collaborative review of strategies worked.</i>	<i>Allow for different strategies to be tried near year</i>	<i>Develop similar planning strategies</i>
Challenges	Last week	<i>Behaviour</i>	<i>Disruption of class routine</i>	<i>Revise classroom management strategies in term admin.</i>
	Next week	<i>Assessment</i>	<i>Report card writing</i>	<i>Moderation and communication within teams</i>



Work Life & Wellbeing	
On Track	Off Track
<i>Sharing resources.</i>	<i>Late night planning</i>
<i>Good communication</i>	<i>High stress level</i>
<i>Supporting each other</i>	<i>Lack of sleep.</i>

Hot Issues

Describe the Issue	Describe Impact / Risk	Action/Solution
<i>Challenging Behaviours</i>	<i>Total class disruption</i>	<i>PBL Chill in / Chill out Stamps - positive consistency.</i>

Priority Students In Focus

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy
[Redacted]	<i>• Unstable life • Mental Health • Off Task - no movement • Behaviour</i>	<i>• External support • Mum/ Child safety • Meeting with Mum • SNAG referral.</i>

Deep Dive Register

Describe the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks
<i>Learning walks ends talk</i>	<i>Time to get it done</i>	<i>• See different ideas • Teachers being consistent</i>	<i>Risk - teachers feeling judged??</i>

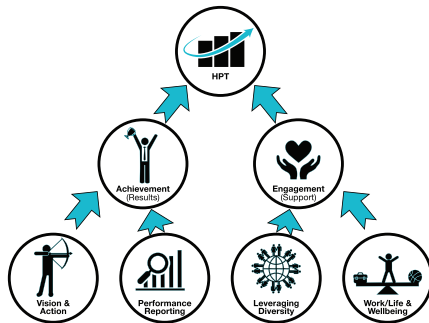
Teacher Update Tool*

*Complete Prior To Faculty/ Cohort Meetings and 1:1 Meetings With Supervisor

Name: _____ Date: _____ Barometer: _____

Classroom Successes and Challenges

		Description	Impact	Action to take
Successes	Last week			
	Next week			
Challenges	Last week			
	Next week			



Work Life & Wellbeing	
On Track	Off Track

Hot Issues (focus on day-to-day classroom & school operational issues)

Describe the Issue	Describe Impact / Risk	Action/Solution

Priority Students In Focus

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy

Deep Dive Register (focus on professional growth & specific student support challenges)

Describe the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks

Student Data Discussion

Aim: To understand our cohort data and agree upon a targeted improvement strategy.

Item	Actions	Who	Time
PRE - WORK	All team members must bring their current class LOA data. Team Leader brings the next Assessment Task to meeting.		
Item 1 Teamwork	Data Discussion – Step 1 The team are divided into 4 groups and each group is assigned a quadrant of the 4-Square (Noticeable, Concerns, Questions, Suggestions) to discuss (1 minute). Each 'group' discusses the data, taking note of their findings, directly related to their assigned quadrant (7 mins). <i>Live Notes:</i>	All team members	8 mins
Item 2 Teamwork	Data Discussion – Step 2 Each group reports their findings back to the team. <i>Live Notes:</i>	All team members	5 mins
Item 3 Teamwork	Data Discussion – Step 3 The team reviews the next Assessment Task, and using the 4-Square information, determines their cohort's greatest need. <i>Live Notes:</i>	All team members	5 mins
Item 4 Teamwork	Data Discussion – Step 4 The team brainstorm ideas for instructional strategies to implement to support the needs of the cohort and decide which strategy to implement and how. <i>Live Notes:</i>	All team members	8 mins
Item 5 Team Leader	Data Discussion – Step 5 The Team Leader checks for clarity, and provides an opportunity for teachers to ask any clarifying questions.	Team Leader	4 mins

Reasonable Adjustments

Aim: To quality assure best practice in task adjustments for identified students within cohorts.

Item	Actions	Who	Time
Item 1 Solo	Teacher reviews class list and identifies priority students who need reasonable adjustments (based on NCCD)	Individual teacher	5 mins
Item 2 Teamwork	Teacher x Teacher Round room quick presentations which include: <ul style="list-style-type: none"> • Priority student name • Disability • Current adjustments on PLP • Proposed task adjustment <i>Live Notes:</i>	Team	15 min s (3-4 mins per teacher)
Item 3 Teamwork	Round room feedback: Peer feedback for each teacher on appropriateness of proposed task adjustment for each student <i>Live Notes:</i>	Team	10 mins (2-3 mins per teacher)

Case Management for Learning Part 1: Focus Students

Aim: To target intervention, support, or instructional strategies for identified students of concern.

Item	Actions	Who	Time
PRE - WORK	Case Management: Focus Students – Step 1 Teacher reviews class list and identifies students of concern and narrows focus to 1 key student to discuss with team and prepares a quick case summary of student background (<i>DOB/Age, Diagnoses, Family Structure, CARD Type, Academic Results, Behaviour Status and Learning Area/s of Concern</i>) and <i>learning engagement focus question</i> .	Individual teacher	NA
Item 1 Teamwork	Case Management: Focus Students – Step 2 Teacher x Teacher Round room quick presentations and feedback loop (Total Time = 6 min per teacher – split into sub-groups for teams larger than 5) which includes: <ul style="list-style-type: none"> • Part 1 (2 min) – Case Summary (<i>DOB/Age, Diagnoses, Family Structure, CARD Type, Academic Results, Behaviour Status and Learning Area/s of Concern</i>) and <i>focus question</i> • Part 2 (3 min) – Solution focused discussion • Part 3 (1 min) – Action / Learning Engagement Strategy <i>Live Notes:</i> <i>Student 1: Name / Background / Current Concerns:</i> <i>Focus Question:</i> <i>Discussion:</i> <i>Action / Learning Engagement Strategy:</i>	Team	30 min (6 min per teacher)

Case Management for Learning P2: Follow-up

Aim: To follow up on student progress and strategy implementation.

Item	Actions	Who	Time
PRE - WORK	Case Management: Follow-up – Step 1 Review Live Notes from Case Management Part 1 and prepare a Progress Report (<i>Summary of strategy utilised, any updates to student circumstances, current work sample compared to previous work sample, feedback from the student about their own progress and challenges</i>) and a 'Next Steps' <i>further improvement question</i> .	Individual Teacher	NA
Item 1 Teamwork	Case Management: Follow-up – Step 2 Teacher x Teacher Round room quick presentations and feedback loop (Total Time = 6 min per teacher – split into sub-groups for teams larger than 5) which includes: <ul style="list-style-type: none"> • Part 1 (2 min) – Progress Report and 'Next Steps' <i>further improvement question</i> • Part 2 (3 min) – Solution focused discussion • Part 3 (1 min) – Action / Further Improvement Strategy <i>Live Notes:</i> <i>Student 1: Name / Progress Report</i> <i>Improvement Question:</i> <i>Discussion:</i> <i>Action / Further Improvement Strategy:</i>	All team members are involved	30 min (6 min per teacher)

Moderation

Aim: Align and gain consensus on student grading

Item	Actions	Who	Time
PRE-WORK	Each person selects 3 student assessments to share with the team, ensuring there is a D-E sample, a C sample and an A-B sample (if possible) placed in the allocated piles prior to meeting.	All	NA
Item 1 Teamwork	<u>Step 1.</u> Read the assessment task sheet and marking guide (1-2min). <u>Step 2.</u> Discuss any concerns you observed among your students whilst completing the assessment tasks (3-4min). <i>Live Notes:</i>	Led by Team Leader	5 mins
Item 2 Solo	Moderation part 1 <u>Step 1.</u> The team leader divides the student samples evenly amongst the teaching team across the 3 grading bands that are not from your own class to review (1min). <u>Step 2.</u> In silence, each teacher reads the x 3 student samples they have been allocated and, using the marking guide, either agrees or disagrees with the assigned mark. A post-it note is used to stick on the marking guide to explain their reasoning (max 9 mins). <u>Optional Step 3.</u> (time permitting) Each teacher passes their allocated samples to the teacher to their right (This step is repeated until the allocated 10 minutes has elapsed). <i>Live Notes:</i>	Individual	10 mins
Item 3 Teamwork	Moderation part 2 – 3 x 5min cycles (or more)# <u>Step 1.</u> Beginning with C student samples, the Team Leader calls out the name of a student they select. <u>Step 2.</u> The teacher who originally moderated the piece shares their findings (1 min). <u>Step 3.</u> Feedback regarding the student sample grading is given by peer teacher (2 min). <u>Step 4.</u> Consensus is agreed upon and the student grade is changed or remains the same* (2min). Live noted feedback is taken to share with HoC on any matters of contention. <u>Cycle Steps 1-4</u> are then repeated for an A-B and a D-E student sample. #NOTE: If time remains the 4 Step cycle is repeated. <i>Live Notes:</i>	Led by Team Leader All team members are involved	15 mins (3 x 5 min cycles or more)

The Council Forum

Aim: Enable deeper reflection and problem solving for complex problems of practice.

Item	Actions	Who	Time
NOTES	<i>*Time is managed so ALL members present an issue. *The Council groups size of 5 max then split into 3s and 4s. Cycle times are 5px = 1/1/3/1; 4px= 1/1/4/1; 3px=1/1/5/1. This is a HIGH TRUST ACTIVITY – allow non-participants to opt out prior to commencing activity.</i>	Individual teacher	NA
Item 1 Teamwork	<u>Step 1.</u> The Petitioner gets 1 minute to explain their challenge to the Council. <u>Step 2.</u> The Council gets 1 minute to ask yes/no/short answer questions of the Petitioner. No short answer may exceed 15 seconds. <u>Step 3.</u> The Council has 5 minutes* (pending group size) to discuss issue. Every member of the Council needs to discuss the issue while the Petitioner listens and takes notes (the Petitioner cannot participate in this discussion – no eye contact). If you finish then sit with the silence. <u>Step 4.</u> The Petitioner summarises their understanding of what the Council has said and further thoughts to progress their issue. This is kept to 1 minute. <u>Return to Step #1</u> – Cycle through until every participant has shared an issue.	Team	24-30 mins (pending small group size)