Department of
**Education**

Teacher Development
School
2016 - 2017

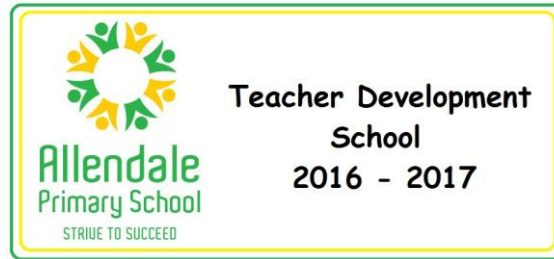**Teacher Development School
Operational Plan 2016**

Teacher Development Schools 2016–2017 is a school-based system resource that provides practical support to teachers. The initiative promotes the sharing of high levels of classroom expertise and innovation across schools and networks.

**DELIVERABLES**
The TDS will:
- develop, deliver and coordinate a range of professional learning opportunities to meet the specific needs of schools and teachers;
- share curriculum expertise and exemplary teaching and learning practice across schools, networks and professional learning communities; and
- identify and share strategies and resources through professional learning and online communities.

Indicate the components covered by the operational plan.

**OBJECTIVES**
The TDS will support to teachers, schools and networks to:
☐ implement the Western Australian Curriculum.
☐ collaborate to improve teaching and learning practices in Kindergarten to Year 12 classrooms, including the explicit instruction of literacy and numeracy.
☐ implement the National Quality Standard for Early Childhood Education and Care.
☐ collaborate to improve teaching and learning practices in STEM (science technology engineering mathematics) education.
☐ provide high quality teaching that uses data effectively to differentiate the curriculum and provide personalised approaches to learning.
☐ support the successful transition students into secondary schooling.
☐ provide ATAR Pathways that enable students to achieve university entrance.
☐ provide VET Pathways that enable students to achieve a Certificate 11 qualification or higher.

**AREAS OF SUPPORT**
☐ Whole school literacy approaches, including support for students to meet appropriate standards
☐ Whole school numeracy approaches, including support for students to meet appropriate standards
☐ English as an Additional Language or Dialect (EAL/D)
☐ Raising standards of achievement of Aboriginal students
☐ Multi-age classrooms
☐ Special Educational Needs
☐ Engagement programs
☐ Course counselling
☐ VET
☐ General capabilities
☐ Cross curriculum priorities
☐ Academic extension
☐ Other:

**TECHNOLOGY**

TDSs utilise technology to provide high quality professional learning and to ensure state-wide access to support. The TDS will use communication technology:

- ☐ Saba (virtual classroom).
- ☐ Connect Communities.
- ☐ Electronic presentations (such as those in PowerPoint® format).
- ☐ Scootle Community.
- ☐ Other:

| Deliverables | When | | | | Actions / Strategies | Staff | Resources (budget) | Evaluation How will success be measured? How do you know TDS is making a difference? |
|---|---|---|---|---|---|---|---|---|
| | Term 1 | Term 2 | Term 3 | Term 4 | | | | |
| 1. *Develop, deliver and coordinate a range of professional learning opportunities that meet the specific needs of schools and teachers.* | ✓ | ✓ | ✓ | ✓ | • Curriculum Cafes – face-to-face and SABA Term 1- Play through intentional teaching Term 2 – Nature Play PL (face to face) Term 2- Writing and NQS process Term 2- K-2 Numeracy Block (face to face/ SABA) Term 3 – K-2 Literacy Block Term 4 – NQS process | 0.1 FTE Steph Briggs Killick and Lisa Criddle working with Geraldton Early Years Network team | Budget TDS 2016; $44 000, 0.1 FTE for Steph to be released to work on this area Photocopying of resources and powerpoints, stationery items for PL | Evaluation/feedback forms after professional learning sessions |
| 2. *Share curriculum expertise and exemplary teaching and learning practice across schools, networks and professional learning communities.* | ✓ | ✓ | ✓ | ✓ | • Early Years Network meetings with focused agenda each term in curriculum and early years topics • Midwest Combined Schools Professional Learning 3 June 2016, Early Years team to present PL to teachers and EA's with Geraldton early Years Network team | Steph and Geraldton Early Years Network team Katrina Bonnetti WAPPA, ECE Geraldton Network team to present PL in Semester 2 for Geraldton Early Years Network | Photocopying of resources and powerpoints | Evaluation/feedback forms after professional learning sessions Collegiate discussions on Connect community |
| 3. *Identify and share strategies and resources through professional learning and online communities.* | ✓ | ✓ | ✓ | ✓ | • NQS school verification Term 1 2016, and workshop for K-2 educators on Play based learning • Connect Community – develop TDS community, upload resources, encourage discussion, provide professional reading • Respond to requests for Support – offer professional learning, classroom observations Develop links with Wandina PS TDS to coordinate and share resources to support the WA Curriculum and Assessment Outline in English and Transition processes. • Advertise what is on offer through IPL | Margaret Waterton, Ann Braine NQS Lisa Criddle Steph Briggs-Killick Di Miller/ Sue Ashworth (Early Years team) | Connect site developed for Early Years | Offering ongoing support to participants of professional learning |

| | | | | | calendar, Brochures, Connect Communities, TDS app and TDS school app. Establish protocols and procedures for accessing service and 'user pays' system of support. Promote through Geraldton Network and Connect.<br><br>• A 'Learning Walk'program is opened to all regional schools twice a term during term 1 -3.  Teachers are offered a guided opportunity to watch English or Maths in action with inbuilt reflection opportunities facilitated by classroom teachers. | | | |

Our TDS will:
• Provide classroom observation opportunities in response to requests for this support; and
• Regularly participate (at least 3 times a term) in Connect Communities through posting and responding to discussions, posting notices and sharing resources through the library.

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| Jen Gadsby and Lisa Criddle | 17/3/16 |
| TDS coordinator: | Date |