

Goal (student learning)	Improve students' capacity to describe what they are learning , rather than what they are doing.		
Challenge of practice (for teachers)	Strengthen the precision of the instructional dialogue teachers use to deepen student learning (e.g. presenting a learning intention, skilful questioning, targeted intervention, promoting self-reflection). Strengthen peer feedback about pedagogical practice , provided by our Professional Learning Team structure.		
Success criteria	Students can describe what they are learning each lesson. Teachers identify improvements in their pedagogical practice (related to precision of instructional dialogue).		
Actions for improvement	Timeline	Roles and responsibilities	Resources
1. Teachers will review our agreed learning intentions and success criteria for current lesson plans. Audit for clarity, precision, and developmental appropriateness (ongoing from 2022/23)	Starting term 1	<ul style="list-style-type: none"> – All teachers ensure lesson documentation shows a consistent approach to learning intentions and success criteria (consistent language, taxonomy, scope) – Principal and Coordinator schedule this task on staff meeting agendas 	<ul style="list-style-type: none"> – Teacher notes for individual lessons – Summary document of learning intentions and success criteria – Student learning success criteria snapshot grid
2. Teachers will build their confidence and capacity around <i>Assessment for Learning</i> strategies, in particular purposeful dialogue (ongoing from 2022/23)	Term 1,2	Principal and Coordinator will source and provide relevant professional learning alongside the PLT.	<ul style="list-style-type: none"> – <i>Embedding formative assessment</i>, Wiliam
3. Teachers will use existing student perception and observation tools to gather evidence about their teaching practice (end of lesson surveys, end -of-lesson focus groups, recording end-of-lesson student reflections for PLT observation, student engagement observation rubric)	Terms 1-3	<ul style="list-style-type: none"> – Principal and Coordinator will prepare a schedule for data collection (using existing perception tools, including targeted focus group questions) – All teachers will contribute to data collection as per the schedule 	<ul style="list-style-type: none"> – End-of -lesson focus group questions with agreed conversation protocols – End-of-lesson student surveys – PLT video recordings and protocols
4. Teachers will self-analyse and then peer-reflect on evidence collected about student learning and the effectiveness of their instructional dialogue, eg. <ul style="list-style-type: none"> – comparing student end-of-lesson surveys with our agreed learning intentions – finding patterns in end-of-lesson student surveys about effectiveness of teacher communication – categorising student comments collected in focus groups 	Term 3&4	Principal and Coordinator will collate evidence and report back to teachers for shared analysis during staff meetings.	<ul style="list-style-type: none"> – End of lesson student survey summary spreadsheet with charts of data – End of lesson student focus group transcripts – Criteria and procedure for categorising student comments (as used in 2021/23)
5. Teachers will strengthen their skills and precision in instructional language (eg clarity, rich dialogue, skilful questioning, precision of feedback) using our Professional Learning Team approach.	Terms 1,2,3	<ul style="list-style-type: none"> – PLT members will record minutes that reflect a strengthening of teacher capabilities in skilful dialogue that enhances learning. – Principal and Coordinator will schedule term planners with meeting times that enable PLTs to meet productively. 	<ul style="list-style-type: none"> – <i>Clarity of Teacher Communication</i> observation rubric – <i>Student engagement observation</i> rubric – Professional reflective practice PLT protocols