

Table 1.1

Highly Effective Practices for Continuous Improvement in Student Learning

	Highly Effective Teachers	Highly Effective Schools	Highly Effective Systems
High Expectations	<ul style="list-style-type: none"> Set high expectations for student learning Create safe and supportive classroom environments Believe every student is capable of improvement Encourage students to believe in their own capacity to learn Clearly communicate expectations and standards Set learning goals for individual students Ensure that every student achieves proficiency in the basics appropriate to that year level 	<ul style="list-style-type: none"> See learning as the central and key purpose of the school Ensure classrooms are calm and busy, with minimal interruptions Design school structures and allocate resources in pursuit of improved student learning Have a safe and caring environment, including pastoral care Promote values of respect, tolerance and inclusion Follow an agenda of continual improvement and high expectations, driven by school leaders Monitor school performance against an agreed set of targets or indicators Celebrate and acknowledge teaching and student success 	<ul style="list-style-type: none"> Establish high expectations for all schools and students, with low tolerance for ongoing poor performance Believe that every school and student is capable of improvement Do not accept factors such as low-socioeconomic status, rurality or Indigeneity as acceptable explanations for low performance or progress Provide targeted support for students with special needs Strive to ensure students throughout the system have access to excellent teaching Set explicit system-wide targets for student outcomes and allocate resources to achieve those targets Encourage schools to set their own targets and monitor progress
Deep Knowledge	<ul style="list-style-type: none"> Possess deep understandings and confidence in teaching subjects Have studied to considerably greater depth than the level being taught Possess deep understandings of how students learn subjects, including pre-requisite skills and knowledge for progress Are aware of common student misunderstandings and errors Are familiar with learning difficulties and appropriate interventions 	<ul style="list-style-type: none"> Consist of teachers who have studied subjects at an advanced level, are creative, highly intelligent and eager to learn Find ways to recruit and retain teachers of this calibre, and to ensure subjects are taught by the most appropriately qualified teachers. Expect ongoing teacher learning Encourage a collaborative professional learning culture, with a focus on improved teaching and learning Create opportunities for teachers to discuss and analyse student work Provide opportunities for teachers to collaboratively plan, deliver and review the effectiveness of lessons Are attentive to emerging research on effective teaching 	<ul style="list-style-type: none"> Prioritise the recruitment of highly able people into teaching Select teachers based on factors such as academic achievement, communication skills and motivation Clarify what excellent teaching looks like, and work to promote those practices in all schools Recognise the importance of one-on-one coaching in teachers' classrooms Encourage principals to take on instructional leadership roles
Targeted Teaching	<ul style="list-style-type: none"> Understand the importance of ascertaining students' current levels of attainment Design learning opportunities appropriate to students' current levels of readiness and need Maximise student engagement through personalised teaching and learning Use effective teaching methods such as direct instruction Use intrinsic factors to motivate student learning Ensure that all students are appropriately engaged, challenged and extended, including those at the top of the class 	<ul style="list-style-type: none"> Encourage and support teachers to identify individual learning needs and difficulties Make diagnostic tools, assessment instruments and professional support available to teachers Make past records of students' performances and difficulties available to teachers Maintain individual learning records to share across year levels Design programs and school structures around student needs Understand that students' literacy and numeracy skills may differ significantly, and ensure that all students are engaged and challenged 	<ul style="list-style-type: none"> Support schools to identify students who are starting to fall behind in their learning, (e.g., state-wide testing to identify students below minimum standards and/or diagnostic tools) Provide sufficient support for students who are slipping behind, such as classroom teacher time, special education teachers, or extra classes for some students
Continuous Monitoring	<ul style="list-style-type: none"> Continually monitor individual student progress and provide feedback to guide student action and to provide encouragement Assist students and parents to monitor progress over time, including across year levels Provide feedback to parents on ways to support learning Use feedback on student learning to monitor the effectiveness of teaching practices Recognise that improvements in teaching practice are always possible Prioritise professional learning and collaboration with colleagues in pursuit of improved teaching practices 	<ul style="list-style-type: none"> Have strong accountability and performance monitoring systems Use reliable data to drive school-level decisions, interventions and initiatives Promote a culture of self-evaluation and reflection at all levels of the school Share performance information across the school and school community, including parents Build the in-school capacity to collect, analyse and interpret data Encourage parents and caregivers to discuss, monitor and support their children's learning Provide guidance to parents on ways to assist further learning Build partnerships with community organisations and agencies to assist in addressing individual needs 	<ul style="list-style-type: none"> Monitor performance of individual schools to identify and share best practice, identify underperformance and hold schools accountable for their results (through either test results or external review) Monitor student achievement over time to improve quality and equity in the system (e.g., through benchmarking against national and international surveys)