

A SCHOOL LEADERS' GUIDE TO IMPROVING LITERACY AND NUMERACY OUTCOMES

Achieving Excellence and Equity in Literacy and Numeracy



A decorative graphic consisting of approximately 15 parallel, slightly curved lines in a dark red color, extending from the top right towards the bottom right of the page.

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The Department of Education and Training acknowledges and pays respect to Elders and all Victorian Aboriginal communities. We honour and respect Traditional Owners, past and present, and value the rich culture and history of the First Peoples of this land. Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms Aboriginal, Aboriginal and Torres Strait Islander and Indigenous are retained in the names of programs and initiatives and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander peoples.

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The Literacy and Numeracy Strategy Phase 2

"All students are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning, which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them."

*Department of Education and Training's
'Vision for Learning', 2018*

Literacy and numeracy are the foundations for children and young people's successful engagement in learning and lifelong achievement.

Achieving excellence and equity in literacy and numeracy is at the forefront of the Education State agenda and at the centre of the *Literacy and Numeracy Strategy Phase 2: Achieving Excellence and Equity in Literacy and Numeracy* (the Strategy). The Strategy is Victoria's plan to improve literacy and numeracy for every student, in every classroom, in every government school, by building on the excellent work already taking place across Victorian government schools.

Victoria's government schools are already lifting the achievement of students through effective school improvement and teaching practices and we are starting to see improvements in students' literacy and numeracy outcomes.

Phase 2 of the Strategy maintains our implementation focus on improving literacy in primary schools. It also provides resources and access to professional learning to support practice excellence in the teaching of literacy and numeracy in primary and secondary schools, as well as engaging parents and carers as partners in learning. It is our collective responsibility to ensure that our work is coherently and consistently supporting the implementation of the Strategy.

The Strategy recognises the critical role that teachers, school leaders, and parents and carers (as first educators) have in improving the literacy and numeracy outcomes of every student. It also recognises that lifting student outcomes in literacy and numeracy requires collaborative effort. Responsibility for making our aspirations for student outcomes a reality is shared across every level of the education system: students, parents and carers, teachers, education support and student support services staff, school leaders, and system leaders.

"There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of the collaborative expertise."

John Hattie, 2015



Reflecting this, the Strategy has been designed to provide for and facilitate:

- access to practical, evidence-based tools and resources — encompassing curriculum, pedagogy and assessment — to support teachers, middle leaders, school leaders and regional staff in their work
- access to professional learning for teachers, middle leaders, school leaders and regional staff designed to improve teaching practice in literacy and numeracy
- collaboration within and across schools, areas and regions to support excellence in teaching and learning
- access to, and support in interpreting, a range of data and evidence, such as the Panorama reports and other school-based data, to provide insights into what is working and to match additional regional support to where it is needed most.

The Strategy was released at the 2018 Regional Leadership Conferences. At these conferences, education experts challenged school leaders to reflect on three provocations:

1. What is the instructional leader's role in leading excellence in teaching and learning? (Viviane Robinson)
2. How do leaders cultivate collaborative cultures? (Michael Fullan and Joanne Quinn)
3. Getting better at getting better: how might we lead a dynamic learning culture? (Simon Breakspear)

Responding to these provocations is not an academic exercise. Rather, these provocations are a call to action for school and system leaders.

How this Guide can help you

The Strategy sets out eight Key Actions for school and system leaders. Six of these Key Actions have been developed to support school leaders and School Improvement Teams to make the best use of the current and forthcoming tools and professional learning, to improve student literacy and numeracy outcomes.

The purpose of the *School Leaders' Guide to Improving Literacy and Numeracy Outcomes* (the Guide) is to provide practical and accessible advice for school leaders to support implementation of the Key Actions identified in the Strategy. Using the Framework for Improving Student Outcomes (FISO) Improvement Cycle, the Guide presents a series of suggested approaches linked to each of these Key Actions, for all primary, secondary and specialist schools, plus additional suggested approaches for secondary schools (years 7–10).

The purpose of this Guide is not to present an exhaustive list of approaches. Rather, the approaches in this Guide focus on *how* school leaders can provide instructional leadership and implement a whole-school approach to curriculum planning, teaching and learning, and monitoring and evaluating literacy and numeracy outcomes. Importantly, these approaches are suggested courses of activity only. The Guide also identifies resources that provide more specific guidance on actions for school leaders and teachers to lift outcomes for students.

Every school is unique, with many schools relying on a range of education support and student support services staff to support them in teaching and learning as part of any whole-school improvement agenda. School leaders can, and should, tailor the application of these approaches depending on the context of their schools, students and communities.

The challenge of instructional leadership is significant and is sometimes further compounded by the mistaken belief that principals and school leaders are expected to have all the answers, all the time. This is, quite simply, unrealistic. There will be times when leaders do not have all the answers. In these instances, highly effective leaders collaborate with colleagues and participate as active learners. This Guide includes links to resources to assist teachers and leaders to meet this challenge. These resources are intended to provide the support and guidance necessary to strengthen and deepen improvements in classroom and whole-school practice.

There will be times when leaders do not have all the answers. In these instances, highly effective leaders collaborate with colleagues and participate as active learners.

Framework for Improving Student Outcomes

The suggested approaches in the Guide are organised using the FISO Improvement Cycle to help schools and School Improvement Teams plan strategically at a whole-school level.

Key Actions for schools

1	Embed the FISO Essential Elements	Embed into school culture and practice a commitment to the FISO Essential Elements, which form the foundation upon which improvement in literacy and numeracy is built.
2	Identify Literacy and Numeracy Leaders	Assign Literacy and Numeracy Leaders to work as part of the School Improvement Team to lead whole-school approaches to improve literacy and numeracy.
3	Annual Planning	Draw on a range of data and evidence to identify literacy and numeracy priorities, refine existing priorities and establish targeted and explicit Key Improvement Strategies (KIS) through the school's annual planning process.
4	Communities of Practice	Drive school and system improvement through collaborative networks in Communities of Practice, with an explicit focus on literacy and numeracy.
5	Professional Learning Communities	Work through professional learning teams to improve student learning and teacher capability in literacy and numeracy.
6	Engage Parents and Carers	Support parents and carers to engage with their children's literacy and numeracy to establish a sense of partnership in student learning through positive dialogue.

Framework for Improving Student Outcomes



Figure 1: FISO Improvement Model and Improvement Cycle

FISO Essential Elements for school improvement

The FISO Continua of Practice incorporate eight Essential Elements for school improvement.

FISO Essential Elements for school improvement	
1	Documented curriculum plan, assessment and shared pedagogical approaches.
2	School-based professional learning program developed and implemented that supports the school's identified improvement strategies.
3	School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan.
4	Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement.
5	Whole-school approach to health, wellbeing, inclusion and engagement.
6	Moderation of common student assessment tasks.
7	Data collection, analysis and evaluation of student learning growth over time.
8	Explicit use of evidence-based school improvement strategies and teacher professional practice activities.

Key Action 1

Embed the FISO Essential Elements

Evaluate and diagnose

- As part of the annual planning process, assess the school's progress in embedding the eight Essential Elements, with emphasis on the systems, structures and processes in place to improve literacy and numeracy learning.
- Establish among all teaching staff a shared and precise understanding of the Victorian Curriculum and progression of learning in literacy (including in oral language) and numeracy as part of the documented whole-school curriculum plan that includes assessment, moderation and shared pedagogical approaches.

Prioritise and set goals

- With your School Improvement Team, identify next steps for whole-school improvement across the Continua, including setting goals to strengthen the Essential Elements to support literacy and numeracy learning.

Develop and plan

- Develop a whole-school professional learning program that is aligned to the school's identified KIS, to build the capacity of leaders and teaching staff.
- Develop and plan whole-school, discipline-based assessment schedules, emphasising the moderation of common student assessment tasks throughout the year.

Implement and monitor

- Allocate time and resources for teachers to share evidence-based pedagogical content knowledge about literacy and numeracy to improve their professional practice.
- Monitor the implementation of identified evidence-based school improvement strategies and teacher professional practice.
- Continue to gather formative and summative data and evidence to inform the teaching of literacy and numeracy in all disciplines and subject areas across the curriculum.

Approaches for all primary, secondary and specialist schools

Helpful resources

Bastow Institute of Educational Leadership: *Leading Literacy, Leading Literacy for Networks F–6, Leading Mathematics, Leading Curriculum and Assessment, Leading Pedagogy, Literacy Leader Induction Workshops*

Framework for Improving Student Outcomes: *Improvement Cycle, Improvement Model, Essential Elements, Continua of Practice, Strategic Planning Online Tool*

Teaching resources: *Victorian Teaching and Learning Model, Professional practice elements, Learning Specialists*

Victorian Curriculum F–10

Key Action 2

Identify Literacy and Numeracy Leaders

Evaluate and diagnose

Prioritise and set goals

Develop and plan

Implement and monitor

Approaches for all primary, secondary and specialist schools

- Literacy and Numeracy Leaders work with teachers and the School Improvement Team to evaluate the impact of the teaching and learning of literacy and numeracy using multiple sources of data and evidence.
- Using this evaluation, Literacy and Numeracy Leaders work with teachers and the School Improvement Team to identify the aspects of teaching and learning that may need strengthening.
- Evaluate the impact of professional learning undertaken by Literacy and Numeracy Leaders against the identified learning intentions and goals.

- Determine and document the capabilities, responsibilities and accountabilities of Literacy and Numeracy Leaders in building an improvement culture.
- Identify the specific priorities for Literacy and Numeracy Leaders for the coming year, and the required organisational arrangements (including structures, systems and processes) to support their work.
- Prioritise ongoing professional learning and opportunities for collaboration through networking, to support Literacy and Numeracy Leaders to drive instructional leadership in literacy and numeracy curriculum, pedagogy and assessment across the school.

- Provide opportunities for Literacy and Numeracy Leaders and Learning Specialists to engage with peers in other schools through networks and other collaborative forums to share resources and expertise.
- Identify and plan opportunities for professional learning to enable Literacy and Numeracy Leaders to build their capabilities and leadership skills.
- Assign time and resources to enable Literacy and Numeracy Leaders to carry out their roles effectively and work with teachers in classrooms to build practice excellence.

- Enable Literacy and Numeracy Leaders to work with teachers, middle leaders and student support staff to develop and build their practice in lifting literacy and numeracy for all students, including those well above or below expected level, and students with learning difficulties or disabilities.
- Monitor the effectiveness of the school's systems, structures and processes for Literacy and Numeracy Leaders to lead literacy and numeracy improvement across the school.

Additional approaches for secondary schools

- Literacy and Numeracy Leaders work with Key Learning Area (KLA) leaders, the School Improvement Team and teachers to identify the aspects of literacy and numeracy teaching and learning that may need strengthening in each discipline.

- As part of a whole-school approach, enable Literacy and Numeracy Leaders to collaborate with KLA leaders to set explicit goals in literacy and numeracy in each discipline.

- Literacy and Numeracy Leaders collaborate with all KLA leaders to develop and plan approaches to support teachers to achieve the agreed goals specific to literacy and numeracy.

- Literacy and Numeracy Leaders work with all KLA leaders, teachers, middle leaders and student support staff to build their practice in lifting literacy and numeracy learning outcomes for all students in each discipline.

Helpful resources

Bastow Institute of Educational Leadership: *Leading Literacy, Leading Mathematics, Leading Curriculum and Assessment, Leading Pedagogy, Literacy Leader Induction Workshops*

Teaching resources: *Victorian Teaching and Learning Model, Professional practice elements, Learning Specialists*

Victorian Literacy Portal: *Literacy Teaching Toolkit: Birth–Level 10, Tools to enhance assessment literacy (including in English as an additional language), School case studies, Tips to help your children (in literacy and numeracy)*

Victorian Numeracy Portal: *Mathematics Teaching Toolkit: Birth–Level 10*

Key Action 3

Annual Planning

Evaluate and diagnose

Prioritise and set goals

Develop and plan

Implement and monitor

Approaches for all primary, secondary and specialist schools

- Through the analysis of a range of student learning data and with reference to the Victorian Curriculum F–10, identify student literacy and numeracy learning needs.
- Diagnose the learning needs of all students, including those students whose learning is above or below expected level, for whom English is an additional language, Koorie students and students with learning difficulties or disabilities.

- Use the evaluation of student learning data and the FISO Continua of Practice to identify the areas of practice the school should focus on to improve literacy and numeracy.
- With Literacy and Numeracy Leaders and other members of the leadership team, establish the precise student literacy and numeracy learning goals that will be the focus of the school's strategic plan and Annual Implementation Plan (AIP).
- Establish professional learning goals for leaders and teachers to build their capability in literacy and numeracy teaching.

- With Literacy and Numeracy Leaders and the School Improvement Team, develop specific KIS to achieve the school's agreed literacy and numeracy goals.
- With teachers, education and support services staff, design targeted and individualised teaching approaches for all students (including those who are well above or below expected level) and draw on equity and 'Catch Up' loadings as necessary.

- Regularly monitor progress against the KIS and strategic goals set out in the school's AIP for literacy and numeracy, including those designed to improve teacher capacity and address gaps in expertise and practice.
- Lead and enable teachers to work collaboratively to collect, analyse and moderate evidence of student learning, including work samples, formative and summative assessment and anecdotal feedback.
- With leaders, teachers and teams, review and monitor the impact of the explicit classroom practices they have been using on student learning.

Additional approaches for secondary schools

- Identify which students entering Year 7 attract a 'Catch Up' loading through analysis of the Year 5 NAPLAN results.

- Ensure that whole-school literacy and numeracy teaching and learning goals reflect the needs of students who attract a 'Catch Up' loading.
- Identify the literacy and numeracy teaching and learning goals for each discipline.

- With KLA and sub-school leaders, use available literacy and numeracy resources to develop and plan targeted, discipline-based approaches to improving literacy and numeracy.
- Identify with all staff — across disciplines and year levels — their specific responsibilities and actions to improve literacy and numeracy outcomes.
- Make explicit in the school's AIP how 'Catch Up' loadings and other student disadvantage funding will be allocated to address student needs.

- Monitor the implementation and impact of discipline-based approaches to improve literacy and numeracy outcomes across the curriculum.

Helpful resources

Bastow Institute of Educational Leadership: *Leading Literacy, Leading Mathematics, Leading Curriculum and Assessment, Leading Pedagogy*
Framework for Improving Student Outcomes: *Improvement Cycle, Improvement Model, Essential Elements, Continua of Practice, Strategic Planning Online Tool*
Insight Assessment Platform: *Assessment tools*
Teaching resources: *Victorian Teaching and Learning Model, Professional practice elements, Learning Specialists*
Victorian Literacy Portal: *Literacy Teaching Toolkit: Birth–Level 10; and Victorian Numeracy Portal: Mathematics Teaching Toolkit: Birth–Level 10*

Key Action 4

Communities of Practice

Evaluate and diagnose

- In Communities of Practice (CoP) and FISO groups, evaluate common opportunities, obstacles and strategies for sharing data and practices to drive improvement in literacy and numeracy.
- Evaluate and diagnose shared areas for improvement and problems of practice in teaching literacy and numeracy within the network.

Prioritise and set goals

- With an explicit focus on literacy and numeracy, develop collective priorities and goals to drive improvement in teacher practice in the CoP network.

Develop and plan

- With the support of SEILs and regional improvement staff, plan for the contribution each school will make and the support each school will need to implement the CoP priorities and goals to improve literacy and numeracy.
- Through the CoP, enable Literacy and Numeracy Leaders and Learning Specialists to collaborate and share their expertise with one another, including by leveraging professional learning opportunities such as the Bastow Leading Literacy for Networks program.

Implement and monitor

- Identify key protocols to support the implementation of a CoP approach and put these protocols in place as part of the school's implementation strategy, including building leadership capability.
- Monitor the effectiveness of the CoP approach in driving collaboration and sharing between teachers and School Improvement Teams to lift literacy and numeracy outcomes.
- Monitor the impact of the CoP against the schools' collective goals and the improvement outcomes in each member school.
- Monitor the implementation of the CoP approach using the self-assessment tool.

Approaches for all primary, secondary and specialist schools

Helpful resources

Bastow Institute of Educational Leadership: *Leading Literacy, Leading Mathematics, Leading Curriculum and Assessment, Leading Pedagogy, Literacy Leader Induction Workshops*

Communities of Practice: *Good practice, Current research, Protocol samples*

Key Action 5

Professional Learning Communities

Evaluate and diagnose

Prioritise and set goals

Develop and plan

Implement and monitor

Approaches for all primary, secondary and specialist schools

- Evaluate the school's current Professional Learning Community (PLC) structure and diagnose its impact in achieving whole-school goals to improve literacy and numeracy outcomes.
- Within the school's PLCs, evaluate the extent to which teachers have a shared and precise understanding of the Victorian Curriculum, and the school's teaching and learning model, including common assessment tasks and moderation principles and practices.

- Using the PLC structure, prioritise and set goals to improve teacher practice in literacy and numeracy.
- Work with PLCs to prioritise the rigorous and constant measurement of student performance against meaningful learning goals in literacy and numeracy.

- Principals and school leaders actively participate in PLCs, collaborating with teachers to share expertise and knowledge and engage in professional learning.
- Through approaches such as shared professional learning, curriculum planning and moderation, plan the structures to enable all school staff, including specialist, part-time and contract teachers, to collaboratively engage in professional conversations as co-learners in PLCs.
- Ensure PLCs provide collaborative forums for teachers to share their professional learning and expertise to effectively develop strategies to improve literacy and numeracy learning.

- Teachers work collaboratively in PLCs to establish a deep understanding of the Literacy and Mathematics Teaching Toolkits and other resources to support implementation of agreed strategies.
- Moderate assessment within and across teams and year levels, to assess student learning outcomes and the impact of PLCs across the school.
- Teachers in PLCs work with Literacy and Numeracy Leaders to monitor and evaluate the impact of teacher practice in literacy and numeracy.
- Teachers work with their PLCs to identify resources that are evidence-based and appropriate to the learning needs of students with learning difficulties.

Additional approaches for secondary schools

- Within the school's PLCs, evaluate the extent to which teachers understand their roles in the teaching and learning of literacy and numeracy and the resources available to them in executing these roles.

- In PLCs, prioritise excellence and coherence of literacy and numeracy teaching practices in discipline-based teams.

- In PLCs, plan for discipline/KLA-based literacy and numeracy skills development linked to the schools' literacy and numeracy KIS and goals.

- As part of a whole-school approach, PLCs monitor the impact of teaching and learning strategies across all learning areas and disciplines.

Helpful resources

Professional Learning Communities: 10 principles of effective PLCs, What makes a PLC work?, PLC Maturity Matrix, School case studies — how PLCs are working in schools

Key Action 6

Engage Parents and Carers

Evaluate and diagnose

Prioritise and set goals

Develop and plan

Implement and monitor

Approaches for all primary, secondary and specialist schools

- Seek feedback from parents and carers to identify their needs, expectations and capacity to support their child's learning and engage with the school including when students enter the later years of primary school and secondary school.
- Evaluate the levels of engagement with parents and carers, particularly in literacy and numeracy, using a range of feedback and evidence, including parent opinion surveys, teacher feedback, School Council discussions and student surveys.
- Engage in ongoing conversations with parents, carers and community members to develop a deep and shared understanding of the diversity of the school community, including cultural attitudes to education and schooling.

- Work with teachers and parents and carers to develop a set of school-wide shared beliefs and understandings as to what effective parent and carer engagement looks like and the role it plays in student learning.
- Identify priorities for community partnerships, i.e. Koorie, culturally and linguistically diverse (CALD) communities and parents and carers of students with disabilities to establish foundations for deeper engagement in literacy and numeracy learning.
- Determine how the school will communicate with parents and carers on the expected and actual progress of their child's learning, including sharing the outcomes of formative and summative assessments.

- Plan how the school will encourage positive and inclusive dialogue with parents and carers to overcome barriers, specifically around literacy and numeracy.
- Review resources for parents and carers and plan for how the school will promote resources to parents and carers.
- Develop strategies and approaches to enable the school to work closely with parents and carers of all students (including students with disabilities) to support their child's learning in ways that meet their specific needs.
- Identify appropriate measures to monitor and evaluate the impact and levels of parent and carer engagement across the school, with an explicit focus on literacy and numeracy.

- Ensure teachers reflect on and evaluate engagement with parents and carers, within teams and at a whole-school level.
- Engage and empower parents and carers through regular and ongoing collaboration and communication based on mutual trust and respect.
- Seek ongoing feedback from parents and carers to monitor the impact of parent and carer engagement on student learning.
- Select appropriate feedback mechanisms based on the school's understanding of parents' and carers' expectations and their capacity to engage with the school.

Additional approaches for secondary schools

- Use a range of evidence to build an understanding of the specific needs and expectations of parents and carers of secondary school students. Also, seek to understand the opportunities for, and barriers to, their engagement.

- With sub-school leaders, KLA leaders, teachers and students, identify priorities and set goals for parent and carer engagement at different year levels, considering the needs of students at different stages of secondary school.

- With sub-school leaders, KLA leaders, teachers and students, develop strategies and approaches to enable the school to develop inclusive partnerships with parents and carers of all students (including students with disabilities) to support their child's learning and aspirations in ways that meet their specific needs.

- Involve sub-school leaders, KLA leaders and teachers in implementing, monitoring and reflecting on the impact of engagement with parents and carers.

Helpful resources

Engaging parents and carers as partners: *Case studies, Continuum for parents and carers as partners, Engaging parents in careers conversations, Pathways planning for young people with disabilities, Careers and transition resource kit*

Victorian Literacy Portal: *Tips to help your children (in literacy and numeracy);* and **Victorian Numeracy Portal:** *Mathematics Teaching Toolkit: Birth–Level 10*

Resources

This section includes the essential resources that school leaders can use to support the implementation of the *Literacy and Numeracy Strategy Phase 2*.

The Strategy details current and forthcoming resources to support all schools improve the literacy and numeracy learning outcomes for all students. These are found on pages 18–19 of the Strategy.

Literacy and Numeracy Strategy Phase 2

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/literacynumeracy/Literacy_and_Numeracy_Strategy_Phase_2.pdf

Bastow Institute of Educational Leadership

<https://www.bastow.vic.edu.au/professional-learning>

- *Leading Literacy*
- *Leading Literacy for Networks F–6*
- *Leading Mathematics*
- *Leading Curriculum and Assessment*
- *Leading Pedagogy*
- *Literacy Leader Induction Workshops*

Communities of Practice

<https://www.bastow.vic.edu.au/communities-of-practice>

- *Good practice*
- *Current research*
- *Protocol samples*

Engaging parents and carers as partners

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension4parents.aspx>

- *Case studies*
- *Continuum for parents and carers as partners (Essential Elements 4 and 5)*

Engaging parents and carers as partners — career education

<https://www.education.vic.gov.au/school/teachers/teachingresources/careers/pages/default.aspx>

- *Engaging parents in career conversations*
- *Pathways planning for young people with disabilities*
- *Careers and transition resource kit:*
 - » *Koorie young people*
 - » *English as a second language (ESL)*
 - » *Culturally and linguistically diverse (CALD) young people*
 - » *Young people with disabilities*

Framework for Improving Student Outcomes

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>

- *Improvement Cycle*
- *Improvement Model*
- *Essential Elements*
- *Continua of Practice*
- *Strategic Planning Online Tool:*
 - » *Principal Info — AIP Quality Assessment Tool*

Insight Assessment Platform

<https://www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx>

- *Assessment tools*
- *English Online Interview*
- *Mathematics Online Interview*
- *Diagnostic Assessment Tools in English*
- *Fractions and Decimals Online Interview*
- *Abilities Based Learning and Education support*
- *Transition Learning and Development Statement*
- *Tools for enhancing assessment literacy for teachers of English as an additional language*

Professional Learning Communities

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/proflearncommunities.aspx>

- *10 principles of effective PLCs*
- *What makes a PLC work?*
- *PLC Maturity Matrix*
- *School case studies — how PLCs are working in schools*

Teaching resources

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/default.aspx>

- *Victorian Teaching and Learning Model:*
 - » *Vision for Learning*
 - » *Practice Principles for Excellence in Teaching and Learning*
 - » *Pedagogical Model*
 - » *High Impact Teaching Strategies*
- *Professional practice elements:*
 - » *Professional practice guide for teachers*
 - » *Practice notes*
- *Learning Specialists*

Victorian Curriculum F–10

<http://victoriancurriculum.vcaa.vic.edu.au/>

Victorian Early Years Learning and Development Framework

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

Victorian Literacy Portal

<https://www.education.vic.gov.au/school/teachers/teachingresources/literacynumeracy/Pages/literacy-portal.aspx?Redirect=1>

- *Literacy Teaching Toolkit: Birth–Level 10*
- *Academic vocabulary resource*
- *Tools to enhance assessment literacy (including in English as an additional language)*
- *School case studies*
- *Tips to help your children (in literacy and numeracy)*

Victorian Numeracy Portal

<https://www.education.vic.gov.au/about/programs/learningdev/vicstem/Pages/numeracyportal.aspx>

- *Mathematics Teaching Toolkit: Birth–Level 10:*
 - » *Mathematics Curriculum Companion*
 - » *Mathematics professional learning*
 - » *Mathematics assessment*

Notes





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