

# **School leadership and management resources**

**Strategies, resources and  
advice  
for  
leading and managing  
highly functioning schools**



**Created, gathered, adapted and  
compiled by Greg Flattley**

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School Leadership and Management Resources

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Published 2023 by Greg Flattley

ISBN: 978-0-646-88773-9

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## Introduction

This book aspires to provide most of what school leaders need to lead a successful school. It is all about ensuring that provisions for student learning are of the highest quality and that teacher efficacy and high morale for all pervade life at school.

The main text of this book distils the acquired knowledge and wisdom of many years into just 53 pages, with the rest of the book consisting of numerous (75) practical appendices, linked to the key strategies referred to in the main text.

Wherever you see the highlighted word, [link](#), you can select that word to take you to the relevant appendix. At the end of each appendix, there is also a link that takes you back to where you were in the main text.

School leaders inspire the teachers and support staff in their care to articulate, examine and refine their practice in the light of an agreed understanding of what the most appropriate practice is. They support this growth by actively and visibly leading an adult learning process, brokering the team structures and providing the guidance, resources, professional forums and words of encouragement that are necessary for comfortable transitions.

The book leads users through all these facets of school leadership and more, including management practices, recent approaches to learning and teaching, and organising and managing student groups. The language is deliberately sparse and assumes that readers will use their own thinking and research resources to further explore topics of intrigue. There is, therefore, little elaboration of underlying assumptions, definitions or descriptions.

Perhaps most exciting of all, the book has a section on **'Future-ready schools'**, an exploration of how the learning needs of today's students may be best met. It offers a new curriculum, modern approaches to learning and teaching, and a brief examination of entrepreneurship, sustainable futures and digital citizenship.

## About the author

I created this book to support new or aspiring school leaders and those in countries where support is difficult to access.

Along with 18 years of teaching, my 32 years of experience as a head of schools, Principal, project manager, trainer, coach and consultant in seven different countries have provided many opportunities to try, fail, adapt, adjust, refine and succeed. Over that time, I have gathered quite a collection of approaches, policies, systems and procedures that have proved to work, and it makes sense to pass them on.

My hope is that these tools will empower school leaders to more quickly create, trial, adapt and share innovations that better serve the needs of today's students.

Greg Flattley

## Leadership

“Leadership is exercised, on the whole, through face-to-face relationships ... for the improvement of teaching and learning is a social activity, requiring the coordinated efforts of many.” – Professor Viviane Robinson



Image courtesy of Anuj

School leadership is primarily to do with establishing and maintaining an optimal workplace culture of high performance, development, morale and safety (both psychological and physical).

To be able to focus on such a culture, school leaders need clear understandings about the purposes of education, how a school is structured, what their leadership role is, effective approaches to learning and teaching, how continuous change management works best and the attributes of good leaders.

Each of these is addressed under the following headings.

- The purpose of education
- The leadership context and what is being led
- The role of a school leader
- Being the best possible
- Mission, purpose and vision
- The development of workplace culture
- Leading learning
- Improving programs

### The purpose of education

The purpose of education is to empower students to

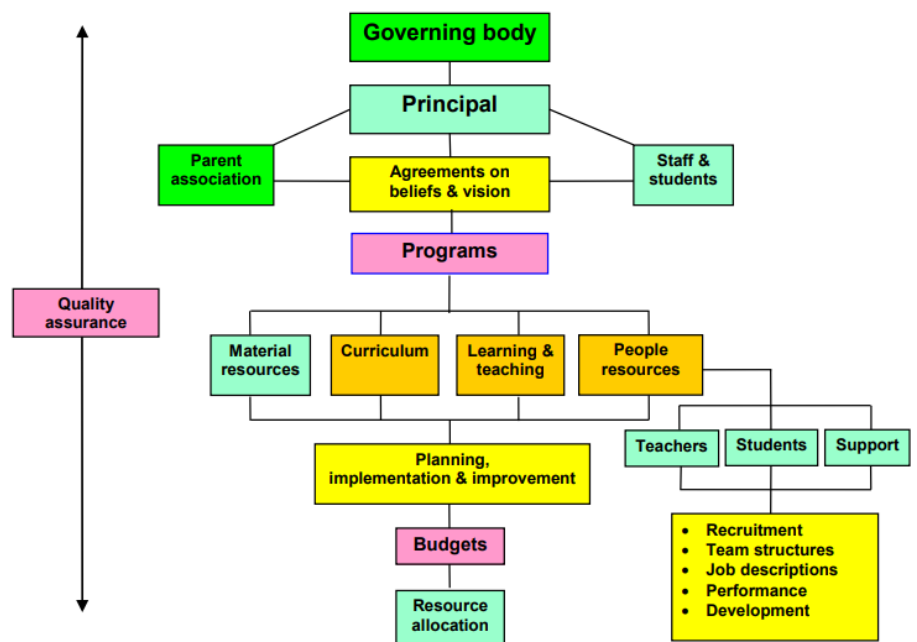
1. make sense of their world
2. influence the quality of their lives, and
3. contribute positively to their predominant culture

### What is being led

It is convenient to depict schools as having two components: people and programs. School leaders lead people and manage programs.

Leadership is all about creating an agreed mission and vision, defining excellence and engaging, empowering and supporting people in the common pursuit of excellence.

The opposite figure is a snapshot of a school's structure, depicting the context of how people and programs relate. In this snapshot, the yellow text boxes depict what is being led.



It's all about making a difference



## The role of a school leader

The school leader's role is threefold

1. As an architect of culture, to engage and empower people in the quest for high effect and development, with a focus on learning and being a lead learner.
2. As a CEO, to meet the specified targets and expectations of the governing body of the school.
3. As a manager, to establish, monitor and review the programs that are necessary to operate a highly functioning school.

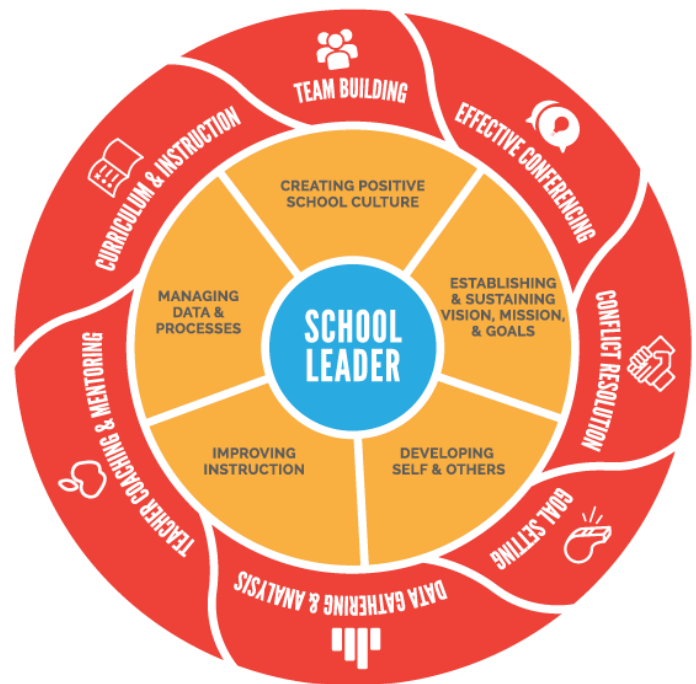


Image courtesy of Washington State University

## Effective behaviours

Institutional excellence has five, equally important aspects.

1. An obvious mission & vision, developed and distilled through expertise, consultation and stakeholder engagement
2. A culture of high effect and development
3. A focus on student and adult learning, driven by evidence-based improvement goals and underpinned by respected research
4. The management of operational programs aligned with the mission & vision
5. A quality assurance approach to continuous improvement

This [link](#) leads to a representation of school leader behaviours that supports the five aspects. It also includes an example of how to maintain a focus on high quality strategies and approaches that align with core values.

## Intervention and support

The school leader is responsible for the quality assurance of all aspects of the school's operation. To ensure that quality, systematic intervention and support is a necessary leadership function.

This is best achieved by guiding, facilitating, monitoring and coaching the progress of teams and individuals towards achieving the school's vision and each other's professional development goals.

## Being the best possible

School leaders need to know themselves well and develop habits that improve effectiveness. Knowing what they are good at empowers leaders to assert authority.

**The challenges facing school leaders include:**

- Ensuring consistently good teaching and learning
- Integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum
- Managing behaviour and attendance
- Strategically managing resources and the environment
- Building the school as a professional learning community
- Developing partnerships beyond the school to encourage parental support for learning and new learning opportunities.

**The key dimensions of successful leadership are identified as:**

- Defining the vision, values and direction
- Improving conditions for teaching and learning
- Redesigning the organisation: aligning roles and responsibilities
- Enhancing teaching and learning
- Redesigning and enriching the curriculum
- Enhancing teacher quality (including succession planning)
- Building relationships inside the school community
- Building relationships outside the school community
- Placing an emphasis on common values.

Motley Education

Knowing what they are not good at allows them to compensate by using the skills and knowledge of others.

Clearly stating a professional shortcoming and requesting assistance is crucial to good leadership. It builds attachment from staff members and values and empowers them.

In a school setting, the following skills and attributes make you a more effective leader.

## Character

School leaders should be positive, warm and approachable.

They should also be

- able to connect and engage with people from diverse backgrounds
- an excellent listener
- forever calm, consistent and issue based.

They need conviction, courage, empathy, excellent manners and a strong appreciation for the absurd.

## Personal fitness

Without personal care, a school leader risks failing themselves, their family and their school. One of the greatest risks is that of work consuming life. Being a school leader is a job, not a life. Preserving physical, mental, social and spiritual fitness is essential to best performance.

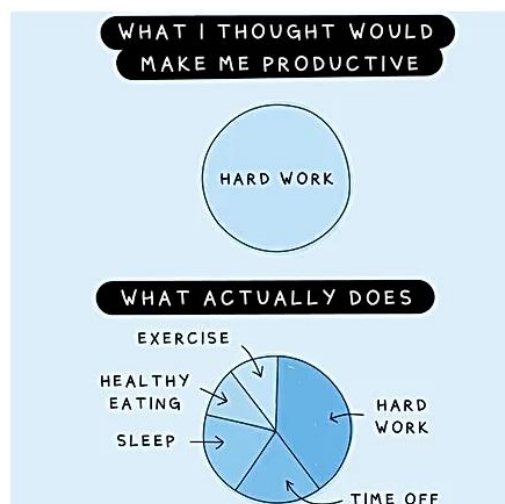


Image courtesy of Liz & Mollie

Good leaders work at fitness and dedicate time to develop and maintain it. For example, 4.00 p.m. Tuesdays and Thursdays for physical fitness, Saturday evenings for social occasions, dedicated times for family, and early mornings for meditation or personal reflection. Diet also plays an important role, and the golden rule is balance and moderation in all things.

The pursuit of happiness involves a deep consideration of personal values and assessing how they align with the predominant values of the workplace culture. This indicates a need to form agreements about the cultural expectations or standards, and crafting policies and procedures to reflect those agreements.

## A people-centric approach

People-centric enterprises need people-centric approaches. All school policies and procedures should consider human need as much as efficiency and effectiveness. A thriving school is an inclusive school, catering for the diverse needs of students, employees and families.

It's all about making a difference

### Key skills and tools

- Emotional intelligence. Leaders are competent at tuning in to people and acting responsively, including the ability to empathise.
- The power of 'yes' applies if an employee's personal request can be granted without affecting the operation of the school or breaking policy.
- The power of 'and' accommodates new ideas without displacing existing plans or arrangements.
- The 'hum of consensus'. When everything is considered and a preferred decision identified, ask if people can 'hear' the 'hum of consensus' before implementing it.



Image courtesy [eitrainingcompany.com](http://eitrainingcompany.com)

### Responsive and caring

Good leaders are 'customer-centric', being alert and responsive to the needs of employees, families and governors.

#### 13 Inspiring Traits of Exceptional Leaders

1. They trust you to do the job you've been hired to do.
2. They seek your advice and input.
3. They find opportunities to let you shine.
4. They recognize your contributions.
5. They have your back during tough times.
6. They are master storytellers.
7. They challenge you to do bigger and better things.
8. They express appreciation.
9. They are responsive.
10. They know when to apologize.
11. They give credit where credit is due.
12. They treat others with dignity and respect.
13. They care.

Glenn Leibowitz

They observe how employees treat people and how they show genuine care.

They are aware of school community needs, backgrounds, spheres of influence and the potential to be actively engaged with and within the community.

Good leaders ensure the school is inclusive when seeking opinions and pay attention to communication lines when communicating significant decisions.

Responsive and caring leaders work hard to develop, hone and practise the 13 traits listed by Glenn Lebowitz in the opposite chart.

### A one-team approach

The school leader needs to be in control of workplace culture and proactive in ensuring a 'one team' approach. Silos of power should not exist. They are self-serving groups within a school that develop subcultures, becoming exclusive and competitive. They are counter-productive and a hindrance to building a school-wide culture.

One way to avoid silos is to assign leadership roles to needs-based teams. Such teams only exist until the needs are met and work from agreed goals to contribute to school improvement. This approach helps maintain high morale.

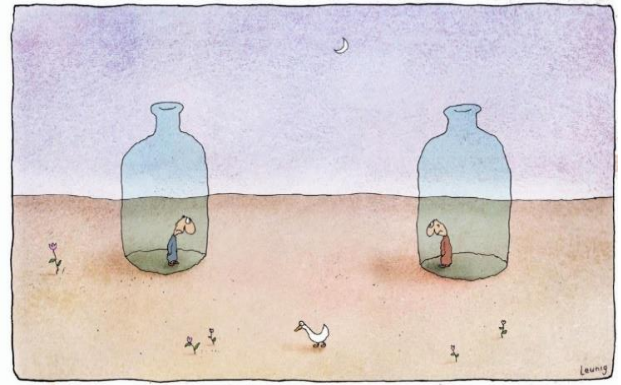


Image courtesy of Michael Leunig

An overview of distributed leadership is provided in **Appendix 5: School Improvement Guide**.

### A life apart

A school leader cannot be seen to be part of a clique or prefer the company of some over others. This compromises the ability to make good decisions based on sound judgement.

When in public, the school leader is always on show, always on the job and, most importantly, always on guard. Every word and every action is taken seriously and can affect other people's lives in some way.

A leader has a professional life and a personal life. These can be successfully separated, whilst still maintaining overall integrity, by knowing and protecting the boundaries of each.

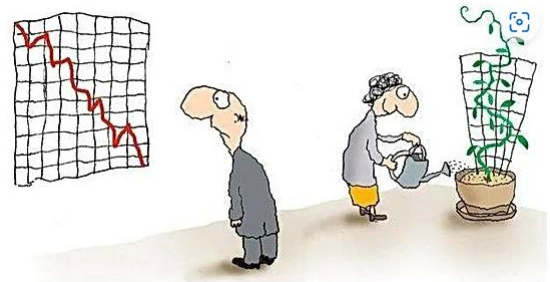


Image courtesy of Michael Leunig

### Managing demands on time

For a new school leader, the biggest frustration is overwhelming demands on time.



The Eisenhower Effect

There is an initial 'honeymoon' period and then the pace quickens. When it does, life becomes a frantic chase of reacting to unrelated and sometimes conflicting demands from many people.

This can be overwhelming and exhausting, without any sense of achievement. This state needs to be moved through quickly and control gained to avoid a risk of burning out.

#### Strategies to use

- Insist that people make an appointment if they need to meet.
- Do not allow your telephone to take precedence over or interrupt face-to-face interactions.
- List and prioritise tasks. Then tick them off, one by one.

### Setting up the office

Set up the office to be comfortable, inviting and uncluttered. Have couches and armchairs around a low coffee table. On the coffee table, place some school publications.

It's all about making a difference

Having curtains or blinds on windows will provide privacy, and a small wall clock will allow guests to readily keep track of time.

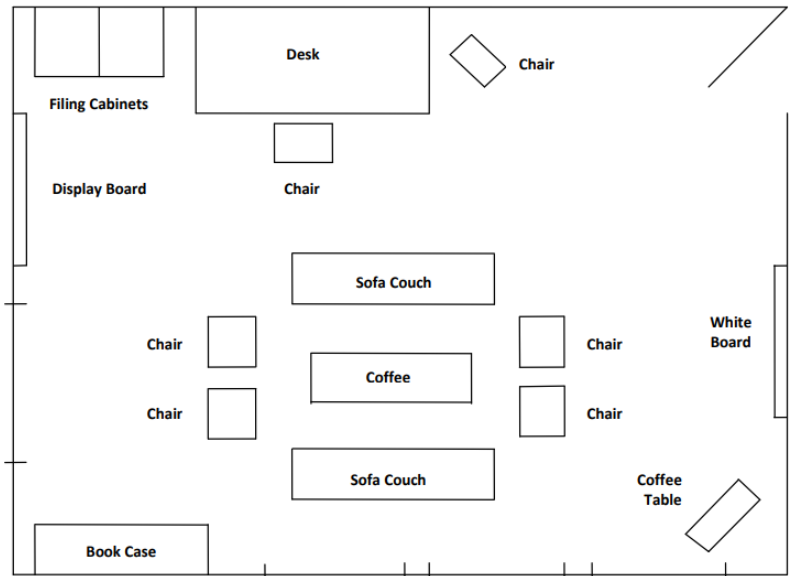
Place the work desk against a wall with the computer placed so the screen cannot be read by others. Tie up loose cabling behind the desk.

Always sit at the coffee table to talk to someone. This enables approachability and engagement.

Have a bookcase stocked with respected books about education and keep no more than two small filing cabinets in the room.

Display student artwork on walls and shelves.

One example of a welcoming office layout



## Mission, purpose and vision

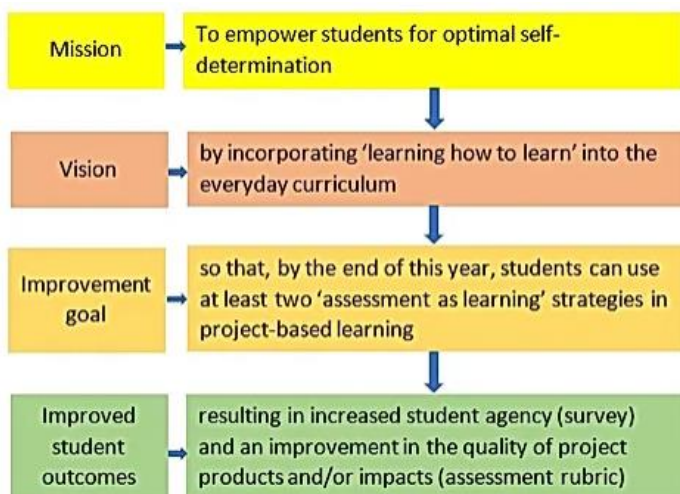
### Mission guidelines

A school's mission is focused on the substantive core business of the school, providing a quality education to students. When creating a shared mission, consider the what, how, when and who of learning and teaching.

1. **What** will students, teachers and parents learn?
2. **How** will students, teachers and parents learn?
3. **How** will teachers teach?
4. **When** will students learn?
5. **When** will teachers and parents learn?
6. **Who** will be accepted as students?
7. **Who** will be accepted as teachers?

### The importance of integrity

For the school mission and vision to have integrity, there should be a logical flow connecting each to the other.



Such integrity ensures the purpose of mission and vision, underpinning all that happens in the school, and ensures that they are useful in practical ways.

The graphic represents an example of how vision flows from mission and how an improvement goal logically arises from vision to improve student learning.

### Vision basis

The basis of a school's vision is to improve student learning by increasing teacher efficacy and improving resource allocation and quality. While remaining true to the values of the mission, the vision focuses on a small number of agreed improvement goals, which are usually short-term and substantiated by performance data.

### The development of workplace culture

Carolyn Taylor's book *Walking the Talk* (Random House, 2005) explains workplace culture in terms of three useful manifestations: behaviours, systems and symbols. Useful because they can be listed, described, included in school-based policies, and audited.

This [link](#) leads to a guide explaining how to establish and maintain a highly functioning workplace culture.

### The behaviour of leaders

Effective leaders consistently behave in well-researched ways. The most important of these behaviours are listed below beside the attributes of good leaders. For best effect, formally and explicitly communicate these attributes & behaviours to all employees. They will then better understand why leadership is such an important position.

Attributes	Behaviours
Inspire & motivate	Empower others Recognise, engage, and celebrate expertise Communicate succinctly and clearly
Focus on improvement	Develop & communicate strong vision Articulate perceived strengths & challenges Challenge mediocrity Lead learning Build capacity Acknowledge and celebrate effort Acknowledge and celebrate progress Acknowledge and celebrate achievement
Strategic	Distribute leadership Guide the development of goals and action plans Plan contingencies Embrace supports & mitigate hindrances to progress
A one-team approach	Establish transparency Establish autonomous project teams Be inclusive Acknowledge and celebrate collaboration
Model expectations	Demonstrate commitment ('walk the talk')
Build trust	Maintain confidentiality Honour commitments Grant good intentions Facilitate guided autonomy Develop open and honest relationships
Develop, intervene & support	Monitor practices and coach where needed Facilitate good practice with resources & time Ensure teams remain on target

It's all about making a difference

Build relationships	Engage widely Consult Collaborate Be courteous Focus on issues Be empathic, compassionate, and kind
Integrity & courage	Articulate professional values & beliefs Assert authority based on best research and practice Confront and process unacceptable behaviour in others Focus on core business (student learning)

### The symbols and systems of culture

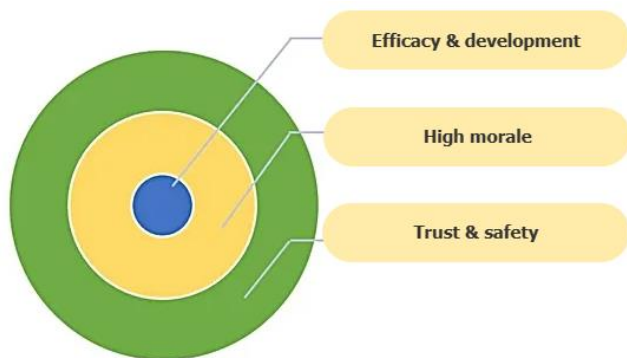
The symbols of workplace culture, or what people see, communicate strong messages. The relevance, appropriateness and quality of symbols indicate the extent of deliberate purpose, integrity and pride in the workplace.

The systems of workplace culture are expressed in programs (policies, procedures, resources & budgets), codes, lists and schedules. They provide clarity and guidance for all, minimising risks of confusion, conflict and anxiety. If clearly articulated and freely accessible to all, they also strongly support a culture of trust help to enhance efficiency in the workplace.

This [link](#) leads to examples of workplace symbols and systems and is by no means exhaustive.

### The three nested cultures

In the model depicted below, workplace culture is broken down into three main sub-cultures, each embedded in the other.



The core culture of high efficacy and development is nurtured by the culture of high morale which, in turn, is protected by the culture of trust & safety.

### *High efficacy and development*

Efficacy is the ability to produce a desired or intended result. The questions to ask about efficacy and development are

1. What is the intended result (standards)?
2. How well is the school performing (data)?
3. What will be improved (priority needs)?
4. How will success be recognised (measures)?
5. How will improvement happen (action plans)?

The following quality assurance framework transforms these questions into action.

## Quality assurance framework

Standards			Self-Review			Improvement Planning		Performance Reporting
Program Categories	Establish Beliefs	Write Standards	Create Action Plan	Identify Findings	Create Improvement Goal	Action Plan & Performance Measures	School leader Intervention & Support	Report to Stakeholders
	Basis of Policies & Procedures							
Learning	<ul style="list-style-type: none"> <li>From current researched best practice</li> <li>A cultural fit</li> </ul>	Expectations of Performance, aligned with developmental milestones	<ul style="list-style-type: none"> <li>Team approach</li> <li>What, How, Who, When</li> <li>Data collection</li> </ul>	Data Interpretation	Specific Measurable Achievable Relevant Timely [SMART]	<ul style="list-style-type: none"> <li>Team approach</li> <li>What, How, Who, When</li> <li>Success criteria</li> </ul>	<ul style="list-style-type: none"> <li>Expectations</li> <li>Team building</li> <li>Training</li> <li>Resources</li> <li>Progress meetings</li> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Why we were concerned</li> <li>Proof of our concern</li> <li>What we did</li> <li>How successful we were</li> <li>What we will do next</li> </ul>
Human Resources								
Material Resources								
Environment								
Administration								

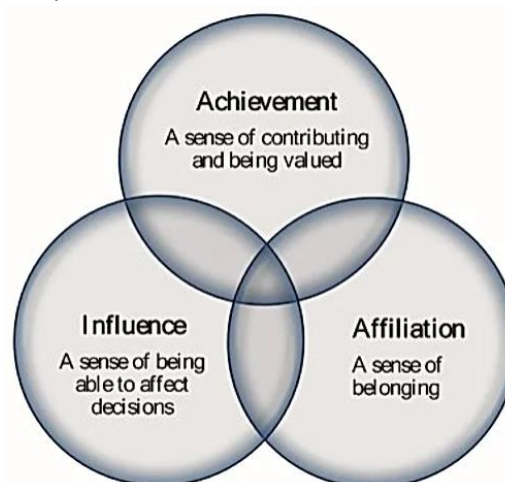
### High morale

In a workplace, morale is the level of happiness and job satisfaction felt by those who work there. It also indicates how well the values of employees and students match those of the workplace culture.

From the human motivation theory of David McLelland; Yvonne Willich and Karen Stammers developed a diagram depicting the three main impacts on morale. While each person needs all three to thrive, each also has a dominant need for one in particular. Knowing which dominant needs people have helps leaders to keep them motivated.

For high morale to thrive, each employee and student needs to experience

1. A sense of achievement
2. A sense of influence or power, and
3. A sense of affiliation (alignment of values)



### Influences on high morale

Some practices that significantly help to establish and maintain high morale in employees and students are as follows.



<b>Achievement</b>	<b>Influence</b>	<b>Affiliation</b>
<ul style="list-style-type: none"> <li>• appreciation expressed by leaders</li> <li>• the use and acknowledgement of contributions</li> <li>• a collaborative appraisal process that encourages teamwork and synergetic relationships</li> <li>• consultation, involvement and a degree of consensus</li> <li>• opportunities to share and demonstrate successful practices</li> <li>• The use of professional learning communities to improve teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• the availability and approachability of leaders</li> <li>• representational membership of key decision-making groups</li> <li>• consultation, involvement and a degree of consensus</li> <li>• transparency of policies, procedures and budgets through clear and available documentation</li> <li>• devolvement of leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• alignment of schoolwide values with personal values</li> <li>• a culture of celebration</li> <li>• a culture of inclusion</li> <li>• empathic leadership that provides access to professional pastoral care resources</li> <li>• a devolved staffing structure of highly functioning, autonomous teams with expectations, guidelines and accountabilities</li> <li>• a common understanding of policies and procedures</li> <li>• consultation, involvement and a degree of consensus</li> </ul>

*Trust and safety*

Leaders of a culture of trust & safety adopt a people-first attitude by

- ensuring that the right people are in the right roles
- defining success, facilitating achievement and providing autonomy to those entrusted to act in roles or lead projects
- providing clarity, flexibility and the freedom to make mistakes
- being personally authentic
- building synergistic, rewarding relationships within and across teams
- discouraging cliques
- insisting on high standards of interpersonal behaviour



Image courtesy of [www.salesforceresearch.com](http://www.salesforceresearch.com)

Establishing personal trust

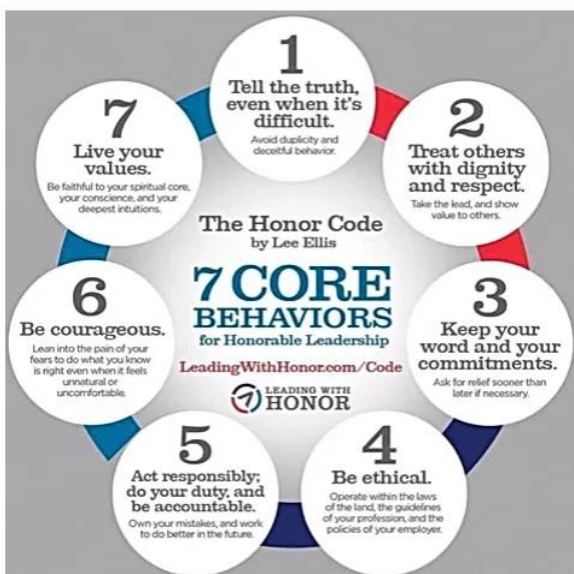


Image courtesy of [www.leadingwithhonor.com](http://www.leadingwithhonor.com)

To be trustworthy, leaders need to display authentic and desirable personal attributes as well as establish a culture of trust.

Such attributes are depicted in the opposite graphic illustration, designed by Lee Ellis. Behaving honourably is a conscious and learned habit that is increasingly embedded with practice.

It's all about making a difference

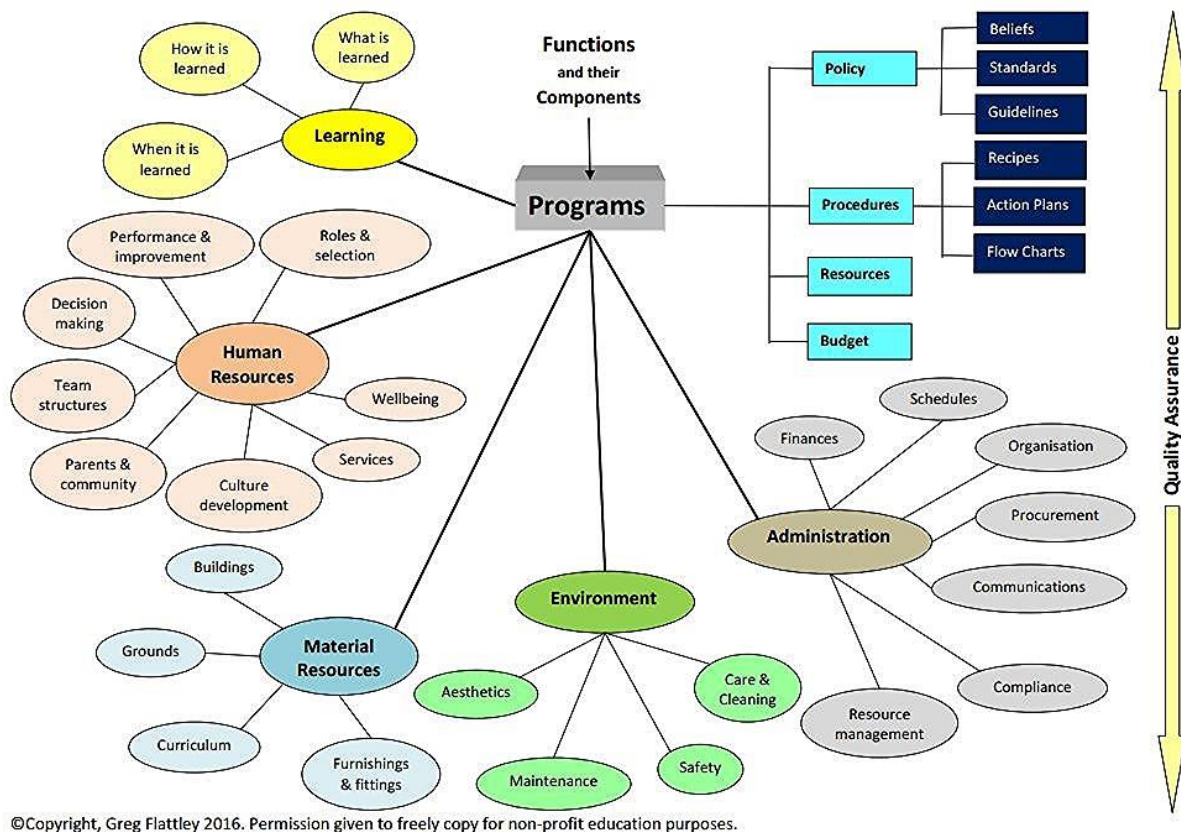
## Improving programs

### Program categories

School programs are listed under the following headings.

1. Learning
2. Human resources
3. Material resources
4. Environment
5. Administration

The following diagram is a graphic representation of school programs.



### Program overview

About five school programs are reviewed for relevance and effectiveness each year, depending on the size of the school, and there are two categories to consider when deciding what to review.

1. Those with performance issues, indicated by data
2. Those periodically reviewed as a matter of course

The issue-driven reviews are conducted by autonomous teams, usually taking one year to complete. Periodic reviews can be conducted by individuals or pairs over short periods of time, to quickly determine their continuing relevance and/or effectiveness. It's a good idea to create a review calendar, spanning several years, to ensure that all programs are eventually addressed.

### The improvement process

The headings below provide a system to address the five following performance questions.



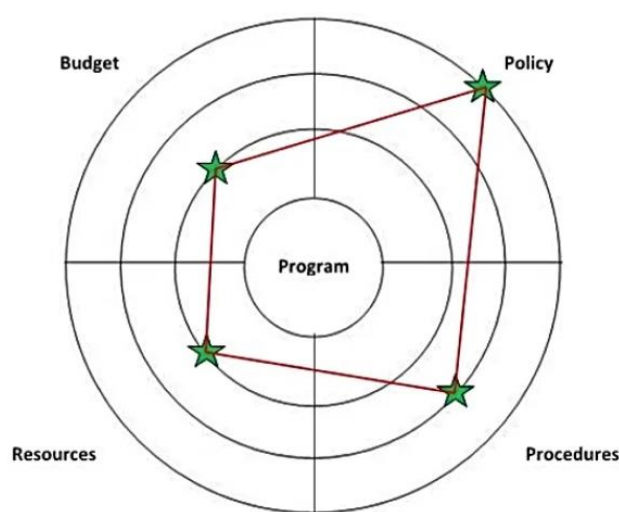
1. What is the intended purpose or result (standards)?
2. How well is the program performing (data)?
3. What will be improved (priority needs)?
4. How will success be recognised (measures)?
5. How will improvement happen (action plans)?

*The improvement wheel*

An improvement wheel can be used for identifying what needs to be improved in programs and the following graphic is an example of an improvement wheel with an explanation of how it is used.

On the example shown here, the stars represent a school's ranking for each program aspect. The closer a star is to the centre of the wheel, the lower its ranking. Performance data is used to help decide where stars should be placed.

By joining the stars (red lines), it illustrates how 'out-of-shape' the overall performance is. To make the overall performance more in the shape of a wheel, the aspects of 'Resources' and 'Budget' would be priority improvement targets.



*Setting program standards*



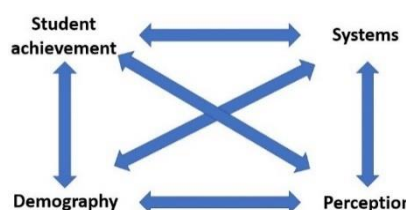
Standards are based on the agreed beliefs of the key stakeholders about education provision. They represent those beliefs in succinct statements that leave little doubt about the expectations of performance. It is very important that beliefs are formed in the light of recent, credible and respected research.

This [link](#) leads to examples of curriculum standards for the study of Society and the study of Science at the senior elementary level.

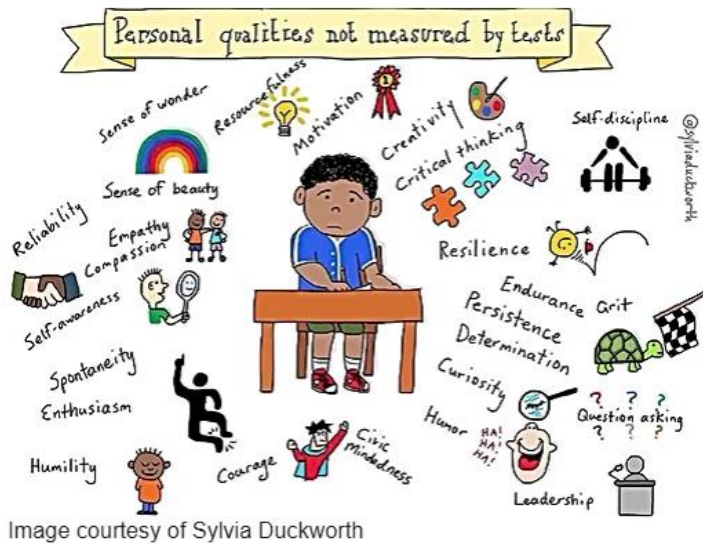
*Gathering data*

Four main sources of data should be considered when developing improvement goals and, because they are closely interrelated, it is good practice to strengthen the evidence base by using more than one source.

1. Student academic achievement
2. The perception of stakeholders
3. Systems & procedures
4. Community demography



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Perception alone is not enough and needs to be substantiated by hard evidence before acting. That said, perception is usually a strong indicator of a need to investigate further.

It is also important to look beyond the hard data and trust your view of a child as a whole being, not just a source of academic performance data. Children and young adults mature at different rates, with different strengths and challenges emerging along the way.

Take care with using data. Ensure student privacy when using results and only allow access to professionals.

This [link](#) leads to more detail about each data source.

### Setting goals

#### SMART goals

When creating improvement goals, follow the five principles of SMART goals.

In this context, the word SMART is an acronym, meaning

- S - specific & strategic
- M - measurable
- A - achievable
- R - relevant & results-orientated
- T - time bound and timely

An example of a SMART goal is, 'At the end of this year, 30% of mathematics time will be dedicated to practical problem-solving activities'.

**Specific** means it is a narrow goal, focused on clearly defined outcomes.

**Measurable** means that growth can be quantified and compared to previous performance.

**Achievable** means the goal can be achieved within constraints of available funds and resources, including time.

**Relevant** means that achieving the goal will demonstrably improve student learning.

**Time-bound** means that achievement of the goal is bound by an explicit and manageable timeline.

### Taking action (a school improvement guide)

This [link](#) leads to a comprehensive school improvement guide that leads you through the steps to improve school programs. The guide provides context for and elaborates on the steps above and includes the steps of

- Exploring issues
- Revealing bridges and blocks to progress
- Developing success criteria and measures
- Developing action plans
- Determining future direction
- Reporting back

### Change management issues

Each aspect of the improvement cycle has associated issues which may need to be mitigated diplomatically. Such issues will include

- Team compositions

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- Time demands
- A development of expectations and guidelines
- People's feelings about loss, influence, authority & disenfranchisement

All these issues and others are to do with the process of change management.

### The principles of change management

(originally published by Booz & Company)

- Address the “human side” systematically: It should be based on a realistic assessment of the organization’s history, readiness, and capacity to change.
- Start at the top: Leaders must speak with one voice and model the desired behaviours
- Involve every layer: Include plans for identifying leader and pushing responsibility down, so that change “cascades” through the school
- Make the formal case: The articulation of a formal case for change and the creation of a written vision statement are invaluable opportunities to create or compel leadership-team alignment
- Create ownership: Ownership is often best created by involving people in identifying problems and crafting solutions
- Communicate the message: Reinforce core messages through regular, timely advice that is both inspirational and practicable
- Assess the cultural landscape: Identify the core values, beliefs, behaviours, and perceptions that must be considered for successful change to occur
- Address culture explicitly: Be explicit about culture and its underlying behaviours that will best support change. Develop a baseline and define an explicit end-state
- Prepare for the unexpected: Continually reassess the impact of change and the school's willingness and ability to adopt transformation
- Speak to the individual: Individuals need to know how their work will change, what is expected of them during change and what the results will mean for them

### Leading learning

Two highly respected education researchers, Professor John Hattie and Professor Viviane Robinson, distilled the very essence of what school leaders (principals) need to understand and do to ensure that their schools have maximum positive impact on student learning. Along with many other publications, John Hattie developed key messages and Viviane Robinson developed practical strategies, aligned with those messages, for school leaders to follow.

In [this article](#), Alex Quigley condenses John Hattie’s wisdom into the following six key messages and relevant questions.

1. The major difference Principals need to consider is Quality Teaching.

*What success have you had on creating such a climate, and can you provide evidence of creating and valuing discussions among your teachers about their teaching?*

2. We need to engage students.

*How are you creating a safe psychological climate for engagement, for listening, and for developing a can-do climate for teachers and for students?*

3. We need to create climates where quality teaching is always the subject of conversation.

*Do you have high self-efficacy for managing change towards ensuring that quality teaching is the norm of discussion – How often is teaching the discussion topic in your school?*

### Transforming Teaching

Transformed Approach High Agency		Traditional Approach Low Agency
“Facilitate” learning	➤	“Deliver” Instruction
Student-centered	➤	Teacher-centered
Learning anytime/anywhere	➤	Classroom learning
Personalized, differentiated	➤	Standardized approach
Do to learn	➤	Learn to do
Application focused	➤	Content focused
Develop thinking	➤	Looking for the right answer
Integrating curriculum	➤	Teaching segmented curriculum
Active learning opportunities	➤	Passive learning opportunities

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4. The school mission should be focused, exclude lots, and provide opportunities to learn challenging material.  
*What do you exclude so as to focus on the important and challenging?*

5. You need to be an Instructional Leader – Instruct the staff, monitor their and the students' progress.  
*What evaluation models are you constantly promoting to ask the question about whether your school is working to worthwhile goals?*

6. Create positive home-school relationships.  
*How successful are you at making parents part of the answer not the problem of educational outcomes of your students and teachers?*

### The two improvement foci; teaching and curriculum

There are two closely related aspects to leading learning in a school, both with a focus on improving effective student learning. They are 'improving teaching' and 'improving curriculum'.



Although both are important and must be addressed, the aspect that has the most effect on student learning is improving teaching. The main role of leaders, then, is to establish and actively participate in a strong adult learning culture.

The central question for everyone to consider about practices and resources is, "**To what extent do they help or hinder student learning?**" and, to effectively address that question, there must be a deep collective understanding of how students best learn and how teachers best improve the impact of their practice.

Professor John Hattie researched and classified strategies and approaches according to their relative effect on student learning and his findings can be found at [this website](#).

Here are the top 11 positive effects.

### John Hattie effect sizes (top 11)

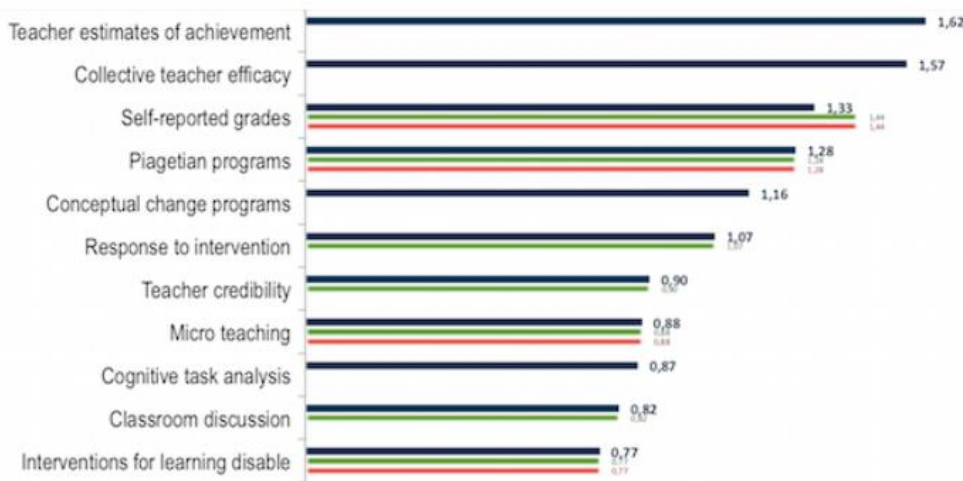


Diagram by Sebastian Waack

From the diagram, it can be seen that collective teacher efficacy has a very high positive impact on improved student learning. John Hattie defines teacher efficacy as **the collective belief of teachers** in their ability to positively affect student learning. A key role of school leaders is to support teachers to acquire that collective belief. Leaders must optimally improve student learning by being visibly participating leaders of teacher learning.

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## Improving teaching

In particular, Professor Viviane Robinson devised a highly practical model to help guide school leaders to improve teaching.

### *Student-centered leadership*

Professor Viviane Robinson's matrix of leadership capabilities and dimensions (below) provides a nutshell image of what is needed to improve teaching and, therefore, student learning. It can be seen that she provides a large effect size of 0.84 to the role of instructional leadership (improving teaching).

Effect size indicates the difference between two groups: one not applying a strategy and the other applying the strategy.

The average effect size for a student is 0.4. An effect size greater than 0.4 means the strategy improves learning to an extent relative to the size.

## Improving teaching & learning

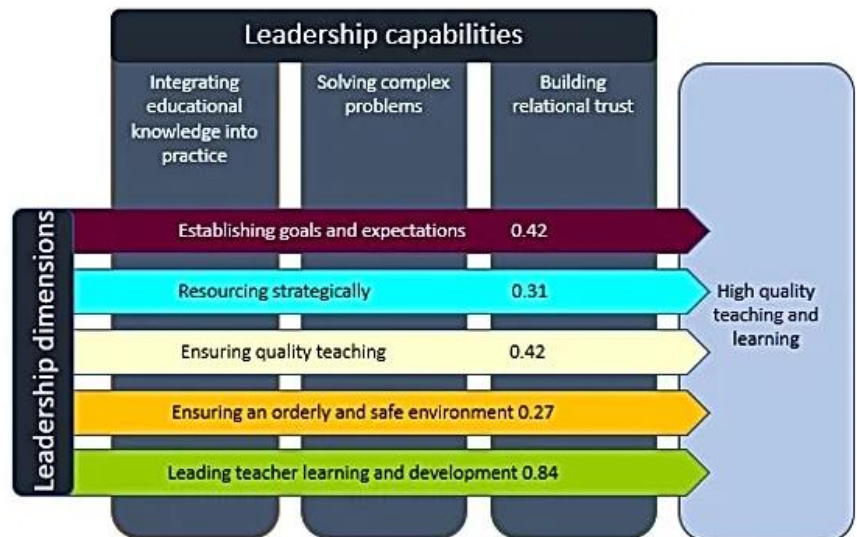


Image courtesy of Viviane Robinson

### *Leadership capabilities*

Viviane Robinson's 3 leadership capabilities for effective student-centred leadership expect school leaders

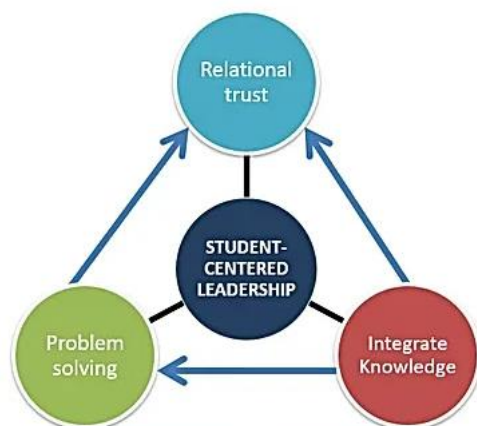


Image courtesy of Viviane Robinson, The University of Auckland

- to know how to align school procedures and processes to desired learning outcomes
- to skillfully use their knowledge to solve the many problems that arise whilst leading the improvement of teaching
- to use their knowledge, problem solving ability and interpersonal skills in ways that build relational trust through respectful and inclusive processes.

The direction of the arrows in the diagram is important, illustrating an emphasis on relational trust.

To read more details about the capabilities, follow this [link](#).

To read more about Professor Viviane Robinson's model, follow this [link](#).

## Teacher appraisal

### Giving control

The purpose of an appraisal process is to improve teacher efficacy and it is important to keep in mind that a core role of a school leader is to ensure high morale throughout the school.

The three aspects of high morale are senses of influence, affiliation and achievement, and each of these is important to implementing the teacher 'efficacy & development' program.

One of the most effective ways to support high morale is to allow employees significant control over their appraisal implementation, including their improvement targets.

This indicates that an appraisal program needs to be largely in the control of each teacher.

### Teacher-led appraisal

Teacher appraisal is all about

- collaboratively defining a classroom culture, with its desired behaviours, symbols and systems
- observing how well that culture is realised
- facilitating self-reflection, including feedback
- collaboratively identifying improvement goals
- creating an action plan to achieve those goals
- Supporting the implementation of the action plan

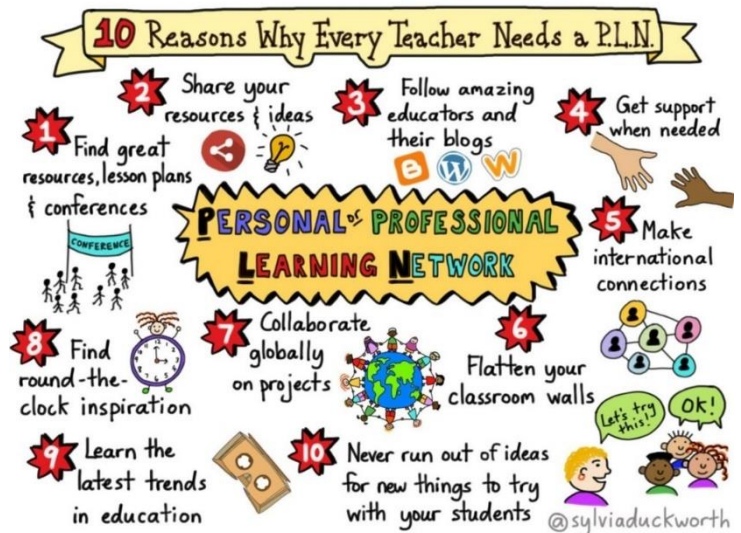
When designing and implementing a teacher appraisal program, the following needs to be taken into consideration.

- approaches to teaching are not 'one size fits all'
- teachers have different levels of qualification and experience
- students of different developmental stages have different educational needs

Because it is not reasonable to expect all teachers to undertake this process alone, some may wish to take a collaborative approach, pursuing their professional learning as a team. Others, especially inexperienced teachers, may appreciate using a coach to help them clarify and resource their targets.

Leaders should also encourage and empower teachers to form personal learning networks (PLN) of interdependence so that expertise and wisdom better permeate the teaching community and can be readily accessed.

Sylvia Duckworth captured the essence of personal learning networks in this sketchpad graphic.



### Effective behaviours

Dr. Marzano designed ten questions teachers should ask about their effectiveness. When these questions are matched against teaching standards, a matrix of effective behaviours emerges (below).



## Matrix of Teacher Standards and Dr. Marzano's Design Questions; Teacher Behaviours

STANDARDS QUESTIONS	The Quality of Teaching	The Quality of Relationships between the Teachers and their Students	The Quality of a Family Connection with Each Student's Learning	The continuous Improvement of Professional Knowledge and Practice
What will I do to establish and communicate learning goals, track student progress and celebrate success?	Assess point of need; Provide individual feedback of need and learning progress; Use a variety of assessment approaches;	Set achievable learning goals;	Incorporate student led reporting; Use individual learning plans with family input; Conduct exhibition evenings to celebrate the completion of work units;	Study & implement a variety of assessment techniques;
What will I do to help students effectively interact with new knowledge?	Teach research skills; Provide practical resources to support goal achievement;	Ensure relevance of subject matter to need;	Use authentic tasks for problem solving;	Use student feedback on degrees of success with different approaches; Plan in teams;
What will I do to help students practise and deepen their understanding of new knowledge?	Require a variety of tasks for problem solving; Focus resources on a well defined learning path;	Teach organisation skills;	Design homework assignments that require family involvement; Use homework diaries requesting a parent signature;	Explore possible activities that require the application of new knowledge;
What will I do to help students generate and test hypotheses about new knowledge?	Provide thinking tools; Use scientific methodology to apply new knowledge; Present challenges that require creative thinking;	Assign teacher mentors to identified students;	Engage parent experts as guest speakers & mentors;	Study recent research on brain development and function;
What will I do to engage students?	Vary activities to cater for the range of learning styles; Ensure the relevance of the curriculum; Organise Learning Teams;	Gain a knowledge of current student interests; Negotiate Units of Work; Provide encouragement and acknowledgement;	Establish a class parent program; Ensure adequate time for family input at reporting sessions;	Gain a knowledge of current student interests;
What will I do to establish or maintain classroom rules and procedures?	Establish routines and expectations of compliance; Apply consistent strategies to ensure students remain on task;	Involve students in the formation of rules and procedures; Systematically revisit & review class expectations of behaviour;	Communicate rules and procedures to families;	Learn more about the role of social competencies in classrooms; Use class meetings to provide feedback on effectiveness of rules & procedures;
What will I do to recognise and acknowledge adherence to and lack of adherence to classroom rules and procedures?	Implement a restorative justice approach to managing unsatisfactory behaviour;	Separate student behaviour from personal worth; Hold class meetings to identify & address issues of concern;	Use communication books between home & school;	Demonstrate self as a learner;
What will I do to communicate high expectations for all students?	Model standards of expected behaviour in all transactions; Reject mediocrity; Teach skills and knowledge about effective teams; Use rubrics for assessment;	Adapt expectations with growth of class maturity; Be explicit, consistent & predictable with transactions; Encourage, support & reward risk taking;	Communicate assignments & assessment criteria to families; Publish class newsletters;	Develop a bank of challenging but achievable activity based tasks;
What will I do to develop effective lessons organised into a cohesive unit?	Use an integrated curriculum approach; Use outcomes based backward planning for Units of Work; Ensure compliance with Scope & Sequence charts;	Explain the design & content of Units of Work before implementing them; Plan in Teams; Reflect on performance and set goals accordingly;	Communicate curriculum Scope & Sequence charts to families;	Explore the connections between learning goals & learning pathways;

Unfortunately, unsatisfactory performance also emerges from time to time and needs to be quickly addressed. To access two procedures for managing unsatisfactory performance, follow this [link](#).

### Appraisal documents

This [link](#) leads to a teacher-led appraisal program, including a school-based policy, implementation procedure, timeline, delegation of responsibility and a formal appraisal document.

For those teachers who would prefer the assistance of a coach to support them through the process, this [coaching link](#) leads to a description of two popular coaching approaches. The leadership team is responsible for encouraging and training those who offer to be coaches and providing them with the time and resources they may need.

### Facilitated reflection

Facilitated reflection supports a self-realisation of efficacy and how it can be strengthened. This method grants an employee control of their own appraisal and acknowledges high efficacy.

### How the process works

Effective reflection is a response to what is being done well rather than a response to under-performance. The rationale behind this is to understand why and how one approach was successful and explore the extent to which that understanding is transferable to other approaches.

This reflection approach is probably best used in regular growth-focused group clinics, where participants share a recent success with a trusted colleague and vice versa. Each partner takes turns to coach the other to a realisation of how and why the strategy was successful, and how it can be honed to become a substantive, transferable skill. Participants then choose whether to share their learning with the group.

At this stage, reflection becomes feedback.

It's all about making a difference

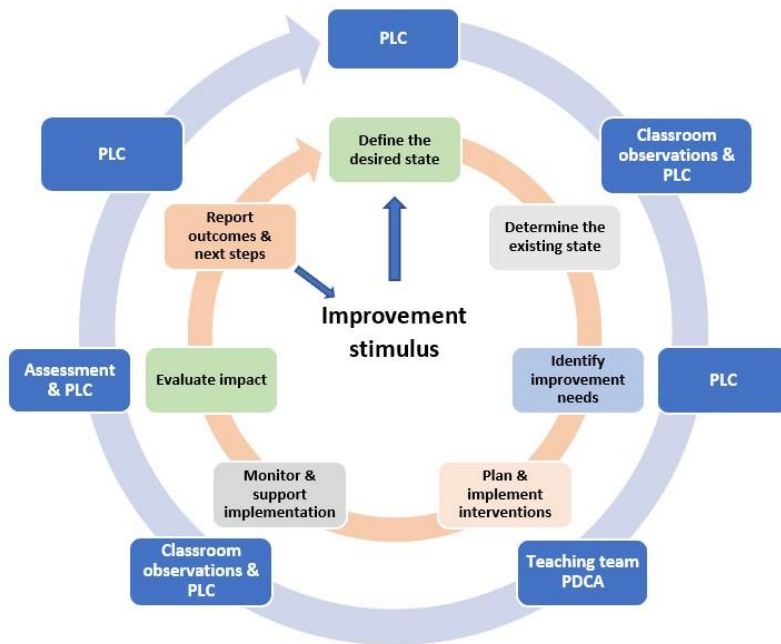
In this way, feedback is removed from the formal appraisal process, builds on strengths and, if shared, potentially benefits more than one team member.

This [link](#) leads to a research-based article on some of the fallacies inherent in conventional approaches to providing feedback.

*Performance development*

Professional learning communities

A professional learning community (PLC) assumes responsibility for improving aspects of teaching identified as being relevant to its need.



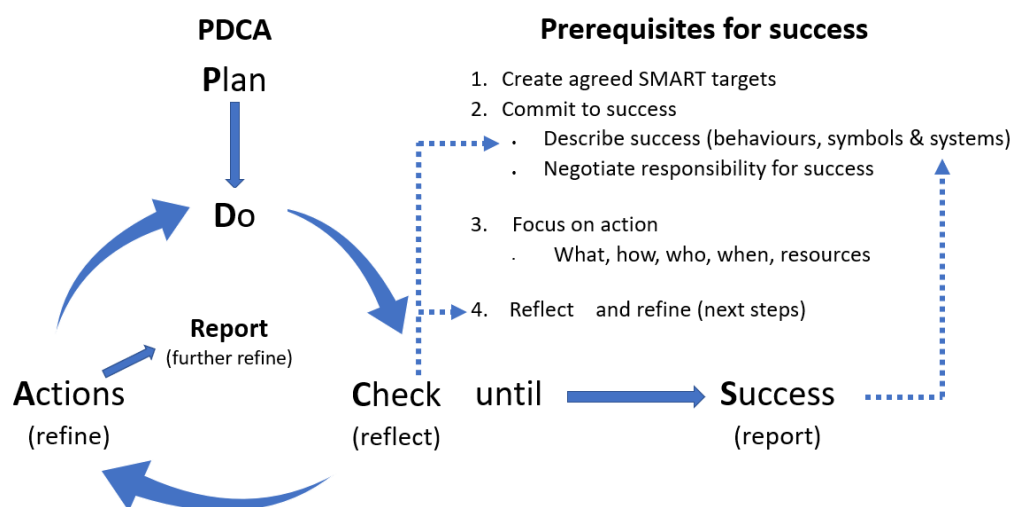
Professional learning communities are usually small teams of teachers who meet to improve learning for a specific cohort of students. They do this by working together to trial innovations designed to improve teaching.

PLCs use a variety of strategies but have one thing in common. They all use an inquiry cycle that examines data, identifies strengths and challenges, determines interventions to address the challenges, and implements, monitors and evaluates those interventions.

In this inquiry cycle, the inner circle depicts what is done and the outer circle depicts who does it. There are steps called classroom observations and PDCA.

This [link](#) leads to an explanation of classroom observations.

PDCA is an acronym for Plan, Do, Check, Actions. It is a process for trialling a pilot strategy and may happen several times. The process is designed to test different strategies so that the most effective strategy can be applied.



The sub-process depicted next to the Check step provides a framework to help define success. This [link](#) leads to a more detailed explanation of PDCA.

### The importance of effective leadership

Without proper leadership, PLCs can have a negative effect on teacher morale. In 2021, the Grattan Institute (Australia) conducted two surveys of 7,000 school principals and teachers and found that, without proper leadership, collaborative planning meetings, such as PLCs, are often derailed by other issues. The same surveys identified that the greatest need of teachers is to share curriculum materials and 75% of the teachers surveyed said that a lack of effective leadership was a barrier to this.

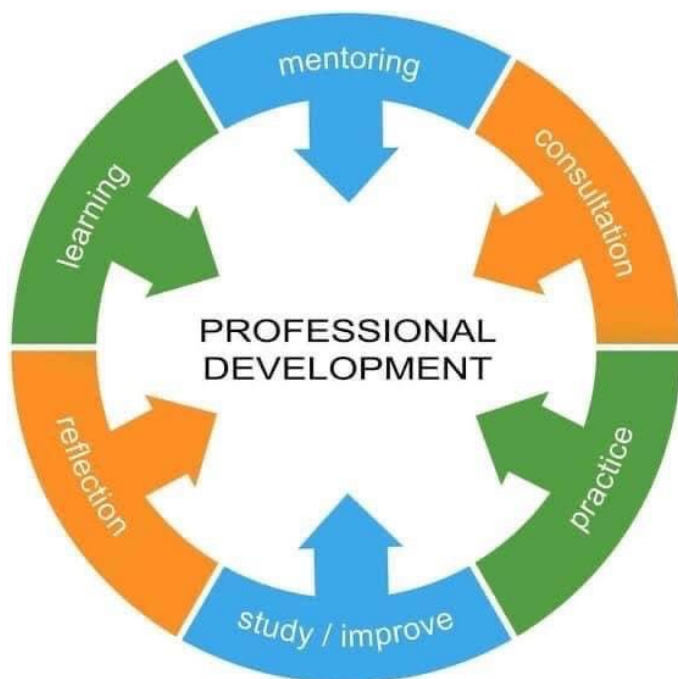
The research of Grattan Institute revealed two strategies to increase the value of collaborative planning time.

1. Allow the popular and relatively unthreatening issue of how to share curriculum materials to be a natural lead into higher level discussions about what to teach and how to teach it.
2. Strengthen the leadership capacity and curriculum expertise of middle leaders, so that collaborative planning meetings are led more effectively. This could include leadership briefings and discussion meetings with middle leaders, and coaching and mentoring of middle leaders.

The article at <https://t.co/NMAVaKtOjA> provides a free guide for school leaders on how to implement a whole-school approach to curriculum planning.

### The professional development program

Although most professional development needs will arise from the appraisal program, the school improvement process or PLC's, there will also be times of unplanned opportunity at either a school-wide or individual level.



School leaders are responsible for implementing a process that provides guidance, equity and rigour when allocating funds for such opportunities. A professional development policy, committee and funding application process help to ensure transparency and consistency in managing the professional development program.

The professional development committee is a representational committee, which meets about four times each year. It looks for common needs arising from appraisal and considers funding requests from individuals and teams.

This [link](#) leads to examples of a professional development policy and funding application form.

### Improving curriculum

#### Conventional curriculum

Curriculum is what is intended to be learnt and taught. For convenience and assurance of scope and sequence, the conventional curriculum is usually organised into arbitrary subjects.

Traditionally, the subjects are often taught in isolation, with the system, school or teacher determining what is taught and when it is taught.

#### Modern curriculum

The more enlightened 21st Century approaches distinguish between content and process, skills and application, mastery and inquiry. They blend conventional subject areas into units of work that have particular emphases,

depending on the understandings and skills to be acquired. Students learn to learn by developing inquiry and processing skills, with increasing control over a learning lifetime. This is explored further below.

### *Curriculum scope and sequence*

Curriculum scope is the range of content and understandings covered in the total school delivery. The sequence is which aspects of the delivery are covered from year to year. Scope and sequence documents are particularly useful for effective planning, avoiding unnecessary duplication and auditing what has been learned.

The following [link](#) leads to scope and sequence charts for Science and Social Studies in an elementary school (Pre-K to Gr. 5). They are developed from the Stanford Next Generation Science Standards (NGSS) integrated curriculum, designed by the National Science Teachers Association (NSTA) of the USA, and can be used as a model for other curriculum areas. Here is the link to the NSTA NGSS website. [NGSS Hub \(nsta.org\)](https://www.nsta.org/ngss)

### *Inquiry-based learning*

Inquiry-based learning was significantly formalised by the social constructivist approach of the Russian psychologist, Lev Vygotsky, circa 1932. It obliges students to use collaboration and interdependence to construct meaning through inquiry.

Vygotsky also was the first to articulate the zone of proximal learning; the need for healthy disequilibrium and readiness to succeed through supported learning (scaffolding).

Some websites devoted to variations on social constructivism are

- [The International Baccalaureate Organisation \(IBO\)](#)
- [Edutopia](#) - project-based learning (PBL)
- [Kath Murdoch](#) - (inquiry-based learning consultant)
- [The International Primary Curriculum \(IPC\)](#)

### *Curriculum unit calendar*

Unit calendars map which aspects of the curriculum scope and sequence will be covered by each class over an academic year. It is important to negotiate this with the teaching team so that duplication is avoided.

Duplication arises in two situations.

1. When new teachers arrive without having prior knowledge of units already covered
2. When two or more class levels combine into one class

This [link](#) leads to an example of a unit calendar for an elementary school (Pre-K to 5) for Science and Social Studies.

### *Planning units of work*

Different approaches to planning suit different personalities. Some teachers appreciate tight guidelines, others loose. Teachers are professionals, and expertise and experience need to be respected when designing planning documents. No matter what approach is used, three fundamental questions need to be addressed when planning and, for the sake of authenticity, transparency and context, the answers to each should be communicated to students.

1. **What** do the students need to know or do?
2. **How** will students reach the goal(s)?
3. **Why** are students learning this content or skill (this should relate to the school mission and vision)?

### *Empowerment*

A curriculum delivery that empowers learners should give increasing control to learners. They need to digress along tangents of interest and inspiration, especially in an inquiry-based approach. Such digressions need to be guided by student assessment, especially formative assessment (assessment **for** and **as** learning).

### Planning documents

The five links below lead to planning documents designed for elementary and middle school. An approach for creating an upper high school syllabus can be accessed via the following link, written by Jennifer Gonzalez.

[How to Write a Syllabus | Cult of Pedagogy](#)

The common threads of the documents are the requirement to

- adhere to the unit calendar
- address the curriculum using scope & sequence charts and curriculum audits
- use assessment to evaluate continuing relevance and change direction if needs be.

Follow these links to access the planning documents

[Planning guidelines](#)

[A planning example](#)

[A blank planner](#)

[Student work behaviours](#)

[Assessment for teaching](#)

### *Implementing units of work*

#### Good teaching

School leaders promote good teaching practice in the light of reputable research that challenges false assumptions and mediocrity.

A powerful strategy is to identify agreed beliefs of teachers about learning and teaching and make these the school standards. Articulate them into observable classroom behaviours, creating one list for students and another for teachers (see the links below). Identify with each teacher which of the behaviours are or will be included in their approaches to learning and, during regular classroom visits, note those in action. Then provide feedback about good performance.

The initial standards are the springboard for improvement. Because they are agreed, they will be honoured, and teachers will be receptive to improvement through professional development programs.

Modern approaches are student-centred and focus on the teacher as facilitator, guiding students to learn how to learn and articulate their learning. An inquiry-based learning approach, in concert with explicit teaching, is commonly used for such approaches. A leading exponent of inquiry-based learning is Kath Murdoch, and her website is <https://www.kathmurdoch.com.au/>

## Matrix of Teacher Standards and Dr. Marzano's Design Questions; Student Behaviours

STANDARDS	The Quality of Teaching	The Quality of Relationships between the Teachers and their Students	The Quality of a Family Connection with Each Student's Learning	The Continuous Improvement of Professional Knowledge and Practice
QUESTIONS				
What will I do to establish and communicate learning goals, track student progress and celebrate success?	Articulate learning objectives & a plan for success; Communicate needs, interests, strengths and challenges to teachers	Maintain work based dialogue; Provide peer feedback & support;	Communicate needs, interests, strengths and challenges to family; Actively participate in student led reporting of academic progress;	Complete assessment tasks to demonstrate effectiveness;
What will I do to help students effectively interact with new knowledge?	Engage in activities to apply new learning; Engage with materials to explore and try ideas; Use multi-media;	Work in teams to solve problems and achieve tasks;	Work with family members to explore and clarify new knowledge;	Provide feedback on teacher effectiveness through presentations;
What will I do to help students practise and deepen their understanding of new knowledge?	Apply new learning to a variety of problems; Use multiple research sources;	Confidently take risks with applying new learning;	Engage family members in targeted aspects of homework assignments;	Indicate the degree of success with applying learning to new situations;
What will I do to help students generate and test hypotheses about new knowledge?	Effectively use thinking tools;	Listen to and act upon teacher & peer guidance on progress; Apply learning to interest based project	Use family members as credibility sieves for new ideas;	Provide feedback on degrees of success with different teaching approaches;
What will I do to engage students?	Be involved in setting learning objectives; Explore hypotheses with teachers; Appropriately request teacher clarification, advice & support; Work in different groups for different purposes;	Use respectful language with teachers; Appropriately involve teacher in activities; Use issue based dialogue with teachers; Have a sense of the teacher as a complete person;	Present learning goals to family and request input and advice;	Communicate needs, interests, strengths and challenges to teachers;
What will I do to establish or maintain classroom rules and procedures?	Be involved with designing behavioural & transactional expectations;	Articulate expectations; Negotiate standards within a class framework of guidelines & accountabilities; Work independently with minimal supervision;	Discuss and clarify classroom rules & procedures with family members;	Provide feedback on the effectiveness of a framework of guidelines & accountabilities to improve standards;
What will I do to recognise and acknowledge adherence to and lack of adherence to classroom rules and procedures?	Accept and comply with consequences for acceptable & unacceptable behaviours;	Participate well in class meetings; Readily engage in care based restorative justice; Be able to safely contest injustice; Grant dignity in all situations;	Positively participate in parent/teacher meetings about behavioural concerns;	Reflect on performance and set goals accordingly;
What will I do to communicate high expectations for all students?	Consistently use effective study skills; Be well organised; Challenge mediocrity;	Praise, encourage & support the success of colleagues; Accept challenges that require creative thinking;	Seek family advice on issues of moral concern;	Adapt to higher expectations with the growth in class maturity;
What will I do to develop effective lessons organised into a cohesive unit?	Be excited and enthusiastic about learning; Stay on task;	Progress at an optimal rate; Appropriately access material resources as needed;	Communicate learning achievements and challenges to family members;	Engage in assessment and reflection tasks to guide improvement;

### Reporting student progress

Reporting student progress to stakeholders is a valuable way to evaluate teaching effectiveness, especially when the reporting is criteria-based rather than grade-based. It is also an important way to support a student-centred approach when the responsibility of reporting progress to each student's family is largely the responsibility of each student. **Appendix 10** of this document provides a process to follow when using a student-led reporting approach.

### Evaluating

#### Curriculum evaluation

Distinct from student assessment and teacher appraisal, curriculum evaluation measures the relevance and appropriateness of curriculum units of work and their delivery. Documentation that teachers use to plan units of work should also allow them to evaluate and improve them for the next delivery.

Each year, the school should also audit the total provision of curriculum to ensure it continues to be comprehensive and addresses any gaps. This includes identifying why gaps arose, so that future risks can be mitigated.

## Management

Management is harnessing human, physical, financial and informational resources efficiently and effectively to achieve organisational goals.

In a nutshell, school leaders manage systems that are embedded in programs. Because schools are people-orientated organisations, the risk of them being driven by relationships and personalities, instead of policies and procedures, is high. Schools that are driven by personalities can be chaotic, confusing and stressful workplaces, which is why systems must underpin how a school operates.

Relationships and personalities are then guided by the resulting cultural standards, explicit expectations, and guidelines, rather than by charismatic or domineering agendas. Systems provide clarity, consistency and a means for auditing effectiveness. They also allow employees to better focus on the core business of facilitating student learning by eliminating constant reinvention or guesswork.

In this management section of the book, the following aspects will be explored.

- Programs; with their policies, procedures, resources and budgets
- Finances
- Human resources
- Managing students; including class organisation, approaches to learning, and student wellbeing
- Families and the community

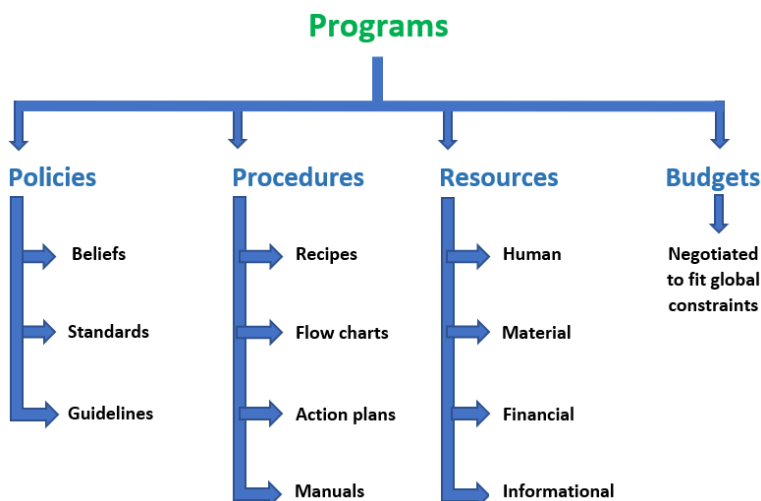
### Managing programs

Every aspect of a school can be categorised. For example, furniture can be placed under the category of material resources. A category is called a program, which usually has a guiding policy but always has procedures, resources and a budget.

Each program is systematically reviewed over time to ensure continuing relevance and effectiveness.

### Program structure

Each program has four components in hierarchical order, with each component flowing from the other.



- **Policy:** Beliefs, standards and guidelines that all employees comply with
- **Procedure(s):** Instructions for implementing the policy
- **Resources:** Resources needed for the program to function optimally
- **Budget:** The negotiated annual funds for procuring the program's resources

Although resources and budgets are inextricably linked, it is important to identify and cost resource needs before prioritising them to fit any budgetary constraints.

### Policies

School-based policies are based on agreed beliefs about student learning, school operations, safety and well-being. Standards are set from those beliefs and guidelines are developed to support understanding. It is very important that beliefs are formed in the light of recent, credible and respected research.

Policies provide certainty about a school's culture by making expected behaviours, systems and symbols explicit. It is unusual for a policy to exceed one page in length.

This [link](#) leads to an operational policy manual and this [link](#) leads to a checklist of policies, procedures, lists and rosters or schedules a school may need.

### *Procedures*



Procedures provide clarity and consistency on what to do and how to do it. They can be recipes, flow charts, action plans or manuals. Usually, one or more procedures accompany a program's governing policy.

This [link](#) leads to examples of recipe, flow chart and action plan procedures and this [link](#) leads to an example of a manual.

### *Resources and budgets*

Although resources and budgets are inextricably linked, it is important to identify and cost resource needs before applying budgetary constraints.

Resources are first identified by need, resulting in a 'wish-list'. After costing the 'wish-list', any global budgetary constraints are applied, and this is done by prioritising the needs of those most pressing and affordable at the time. To prioritise one program's needs over another, draft budgets are published, and program leaders present and justify their needs to a meeting of employees. Each budget is negotiated until the limit of the global financial allocation is met.

This [link](#) leads to an example of a global budget for an elementary/primary school of approximately 600 students. [Budget guidelines](#)

This [link](#) leads to a booklet detailing the budget process, resource determination and resource procurement for a fictional K-12 precinct of eight mini-schools (2,100 students). It covers how

- funds are allocated
- resources are determined and costed
- expenditure is tracked

It also has appendices, which provide

- a chart of accounts
- considerations to make when determining needs
- procedures for ordering resources

### *Managing Finances*

Schools of more than 150 students need a fully qualified business manager, bursar or bookkeeper to manage the finances. With proper policies and procedures, risks of mismanagement, fraud or corruption are minimised.

This includes the necessity to annually engage an external accredited auditor to audit the finances and human resource systems.

The following [link](#) leads to a collection of finance policies, including policies for

- financial planning & resourcing
- financial accountability, performance & reporting
- risk management
- assets management.



## Managing human resources

One of the smartest things a school leader can do is to populate the school with talented employees and facilitate their optimal performance. To do this, the following aspects of human resource management are established and implemented competently.

### Staffing profile and structure

The largest single cost to a school is staff employment. To help ensure efficiencies in staffing and a proper balance of senior and middle management numbers, a staffing profile or organisation chart is developed.

People usually appreciate being able to see possible career paths they can follow, and an organisation chart provides clarity. Progress may not be possible within a single school but more likely within a system of schools (e.g., government) or genre of schools (e.g., international).

Clear representations of the positions, team structures and hierarchy support an understanding of the school as a closed system and the relative responsibilities of each staff member.

The following [link](#) leads to an example of a staffing profile for a large, multi-campus school.

### Salary scales

Keep hierarchical levels within a three-tier structure for each employment category. For example, teachers, senior teachers and leading teachers. For every fifteen teachers, expect there to be three senior teachers and one leading teacher.

A senior teacher may be a program review leader or the convenor of a professional learning community (PLC); and a leading teacher may be a year level or mini-school coordinator.

Senior positions need not be permanent. Short-term projects, such as program reviews, provide opportunities for greater responsibility with agreed allowances that only apply for the duration of the project.

Salary scales for an employment category should be applied consistently and published to all employees within that category.

To remain competitive with similar schools, what is offered by them should be researched and at least matched. The following [link](#) leads to an example of a salary scale for teachers and support staff.

### *The importance of reputation*

Salary or benefits alone do not attract employees to a school. The biggest attractions are the school's reputation as a good employer and its performance as an education provider. These, in turn, attract more students and revenue, which may lead to increased salaries.

Reputation is mainly spread by word of mouth and a big influence on that is how well the school leader and governing body care for employees and treat the students and their families.

### Recruitment

Smart leaders recruit well. A mediocre recruiting procedure risks appointing mediocre employees. The recruitment goal is to embed excellence by hiring talented people and empowering them.

The staffing profile determines the categories and number of positions to recruit for and there are three types of position:

1. newly created positions
2. expected vacancies
3. unexpected vacancies.

Recruiting for new or expected vacancies has the following seven stages.

### 1. *Recruitment policy and procedure development*

As with all aspects of school management, the recruitment program needs a policy, procedures, resources and budget.

The following [link](#) leads to an example of the documentation needed for the recruitment process, including a policy example, a procedural flow chart, an example of teacher selection criteria and an example of a report to the governing body of the school.

### 2. *Selection criteria*



Take care when creating selection criteria for positions. These will largely determine the suitability of appointed applicants. Embed selection criteria into each job description so that they are clear requirements, readily referred to. Consider the elements of a cultural fit when developing your criteria, especially desired workplace practices, such as collaboration, sharing, mutual respect and kindness.

### 3. *Forming a selection panel*

Different people have different perspectives when judging the suitability of an applicant and it is wise to use a team approach to optimise the right decision.

A panel of at least three people is recommended: the school leader, a relevant parent/caregiver, and an experienced employee working in a similar position.

The choice of relevant parent or caregiver depends on the type of vacancy. If the position was that of Finance Manager, a person with professional experience in that field may be suitable. If that of a Year 6 classroom teacher, a parent of an elementary senior student may be a good choice.

A selection panel meets at least six times, once for each of these tasks:

1. communicate a confidentiality statement and create, modify or clarify selection criteria
2. receive, note and copy all applications, declare and note any existing knowledge of applicants by panel members
3. shortlist applicants for interview using the selection criteria
4. check qualifications, police records and professional references
5. interview shortlisted applicants
6. prioritise interviewed applicants and recommend to the school's governing body an applicant for appointment.

### 4. *Advertising and communicating*

#### *Advertising locally*

Local advertisements need to be brief but clear. For a teaching position, the advertisements may read:

*Qualified teacher of English and History  
Sunnyhills High School  
Full-time permanent position  
For details, email [sunnyhills@email.com](mailto:sunnyhills@email.com)  
Applications close end of business 21 April.*

#### *Advertising internationally*

There are many agencies available to help with international hire and the following [link](#) leads to overviews of a selection.

### *Communicating with applicants*

When an applicant contacts the school, provide a package of documents, including

- a job description
- the selection criteria
- a list of documents to submit (CV, etc.)
- the conditions of employment
- a generic contract copy
- the relevant salary scale

Make it a requirement that applications include

- contact details of 3 confidential professional referees
- certified copies of formal academic qualifications
- a certified copy of their teacher registration certificate (if applicable)
- a police records check

### *5. Shortlisting for interviews*

Using the selection criteria as a guide, the selection panel makes judgements about the suitability of each applicant and reaches consensus about who to interview.

All applicants are then informed that they are either shortlisted for interview or no longer considered for the position. Include a note of gratitude for the time and effort each applicant contributed.

Non-shortlisted applicants are encouraged to apply for future positions so that a base of possible candidates is available for unexpected vacancies.

Each shortlisted applicant is contacted to negotiate interview dates and times. Forty-five minutes is enough plus ten minutes for panel members to make notes and re-energise.

This [link](#) leads to an example of a letter of confirmation to a short-listed applicant. The letter follows a telephone conversation along similar lines.

### *6. Interviewing*

Up to 70% of communication is through body language and it is best to interview applicants in person. If not achievable, then online video interviews are second best and telephone interviews third best.

As much as professional skills, interviews seek interpersonal skills such as warmth, engagement, inclusiveness and stamina. It is the question 'Can I work with this person?' that panel members subconsciously consider during interviews.

Unless the applicant is an intern or new to the profession, only consider statements from applicants that demonstrate past performance and meet the selection criteria. It is past performance that indicates the quality of future performance. With interns and applicants new to the profession, include a probationary period in the contract of employment.

### *7. Selecting and appointing*

The three indicators of an applicant's suitability are

1. their curriculum vitae (CV) or résumé
2. their interview performance
3. the quality of professional references.

Confidential references are the strongest indicator of the quality of past performance and closed references are the most reliable. A confidential, closed reference is not shared with anyone other than the selection panel, which is briefed on the importance of keeping such references confidential. At the conclusion of the selection process, all documentation is gathered from selection panel members and securely stored as proof that proper process was

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followed. A special meeting of the selection panel is held at the end of the process to delete any shared electronic texts, such as emails.

Confidential, closed references should be in written form, either as a physical or electronic document, and it is very useful for referees and the selection panel to have a standard format to follow. Written references can be followed up by phone conversations or private one-to-one meetings if clarification is needed.

After each interview, panel members make notes about the performance of each applicant and this [link](#) leads to an example of a useful checklist for a teacher recruitment interview.

After all interviews, the panel's preferred applicants are priority listed. The top applicant is contacted, and a verbal employment offer made. If that applicant accepts, a written offer follows. If the applicant does not accept, the priority list is used until an acceptance is gained.

A report is written to the school's governing body on the selection process, signed by the panel members. If the governing body agrees that proper process was followed, it approves the appointment.

This [link](#) leads to an example of a letter to unsuccessful applicants.

## Retention

To maximise job effectiveness and minimise staff turnover, a good school invests heavily in employee well-being. High staff turnover is expensive, disruptive and inefficient and may also indicate an unhealthy school workplace culture.

A school invests financially in professional development, relies on institutional memory to model its workplace culture and needs to retain experienced, talented employees.

A retention strategy should make the workplace so desirable that employees want to come to work each day and remain employed there.

Good staff retention has the following components.



- The 3 aspects of high morale (as described in the leadership section of this book)
- A workplace culture of trust, safety, transparency and collaboration
- Personal engagement with the school leaders
- Celebration
- Good communications
- Equitable work conditions and benefits
- An agreed code of conduct
- An agreed code of professional ethics
- An explicit acceptance of the school workplace culture

## Resignations

Employees will leave to gain promotion, to work closer to home, to accompany their family to a new location or to refresh their professional or personal life. The leaving process should be smooth and stress-free for all.

There are five important aspects of resignation to consider.

1. The requirement of the resigning person to give adequate notice for the school to recruit
2. The reaction of others to the resigning person (especially 'ghosting')
3. The need of the person to gain a reference
4. The need of the person to keep agreed resources
5. Acknowledgement & celebration of the person's contribution to the school.

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## Employment conditions

Conditions of employment include job descriptions, hours of work, holidays and leave entitlements, benefits (such as housing, transport and health insurance), opportunities for professional development, opportunities for advancement, and codes of practice. These seven aspects should be embedded in offers of employment or employment contracts.

### Employment contracts

The two aspects of employment contracts, fundamental to staff morale, are consistency and transparency. It is not wise to offer different pay and conditions to different people with the same job description. That leads to discontent, passive resistance and non-compliance.

For transparency, ensure everyone has a generic contract copy, with salary scale and benefits. This will help negate any lack of trust.

This [link](#) leads to an example of a teacher employment contract.

### Job descriptions

Published job descriptions give clarity about who is responsible for what. This ensures all aspects of running a school are covered and minimises power or responsibility conflicts. It also defines the limits of each position.

This [link](#) leads to a collection of job description examples.

## Payroll administration

As well as the policy and procedures for financial management, there are three other aspects that help ensure high quality payroll management. They are:

- efficiency
- accuracy and clarity
- reactivity.

### Efficiency

Employees invest emotionally and materially in the timely administration of their pay. Loan repayments, rent and household bills rely on a regular, predictable income and it is highly stressful when that income payment is unreliable.

More than one person needs training on payroll administration so that the absence of one is covered by another and administrative efficiencies are gained.

### Accuracy and clarity

Concurrent with each payment, all employees should receive a salary advice statement, detailing components of the salary, including allowances, periodic deductions and tax deductions. Here is an example.

### Reactivity

If an employee queries their pay, ensure that payroll officers take time to listen, check the calculations and explain how that pay was calculated.

If there was a mistake, it should be graciously acknowledged and corrected immediately. This is fundamental to good service and harmonious workplace relationships.

Sunnyhills Elementary School Board					
SALARY ADVICE STATEMENT					
<b>Name:</b> Greg Flattley	<b>Position:</b> Principal	<b>Years:</b> 4	<b>Salary (Annual Pre-Tax):</b> 50,000		
<b>Month Ending:</b> 30 Jan 16	<b>Time Fraction:</b> 1.00	<b>Sick Leave Credits:</b> 10		<b>Annual Allowances:</b>	
				<b>Travel:</b> 2000	
Description	Amount	Dates	Hours	Rate	Amount
Regular Earnings	+4,183.33				
Allowances	+166.67				
Tax (15%)	-652.50				
Retirement Fund (5%)	-208.33				
Medical Insurance	-250.00				
Other					
<b>NET PAY:</b>					<b>3,239.17</b>
<b>Bank Name:</b> National Bank		<b>Bank Number:</b> 709-242		<b>Account Number:</b> 34781	

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### A fair, equitable and just workplace

Leaders should never take for granted that all is well with employees and that they consider the systems put into place to be fair, equitable and just. There need to be checks and balances that monitor, react to and address oversights, system failures and injustices, whether they be perceived or real. Here are some aspects of workplace relations to address.

#### Clear documentation

Agreed policies, procedures, resources and budgets (when appropriate) are needed and should be published for the following aspects of workplace relations.

- conditions of employment (job descriptions, salary & benefits scales, leave entitlements & application)
- legal obligations and requirements
- recruitment, discipline & dismissal
- health and safety
- privacy
- discrimination, harassment & bullying

#### Issue-based forums

There are four workplace forums that can operate within a school.

1. an approachable school leader
2. a staff association
3. focus meetings
4. membership of professional organisations

The last has a focus beyond the school, with the role of keeping people informed about professional issues and amendments to national labour laws.

#### An approachable school leader

Employees, who do not feel able to discuss issues with their school leader, will talk to someone else instead, increasing the likelihood of spreading discontent.



Image courtesy of fusiongc.com.au

An open, approachable school leader, who consistently addresses challenges in an issue-based, rational manner, will better monitor and address discontent and, therefore, proactively address morale issues. Employees will air personal grievances, knowing their issues will be acted upon if justified. More often than not, injustices and concerns can be effectively dealt with in this way.

#### Staff association

The formation of a staff association engenders trust in a school leader. Not only is it a good workplace forum but, if it has a broader focus on well-being, is also a good pastoral and social body.

The elected president of the staff association is a sounding board for perceived grievances and an advocate for more reticent employees.

The school leader meets with the president once a month and informally as needs arise.

The staff association needs a constitution that is clearly empowering. It needs permission to think and act industrially, within the bounds of legislation, and not be confined to pastoral and social issues alone.

Depending on school size, it is best to allow the president time during school hours to attend to member's needs. They need to be accessible to employees, especially during break times, and have time for administrative aspects of the role.

### Focus meetings

Focus meetings address employee contractual and working conditions, including equity in resource provision, occupational health and safety, salaries and benefits. They allow employees influence over decisions and participation in school improvement.

To avoid conflicts of interest and duty, the school leader should not conduct such meetings but rather be an advisor on governance, policies and procedures.

The best person to convene and chair meetings is the president of the staff association.

Meetings are held about four times each year or as needed. The size of meetings may need to be limited so they are intimate and manageable, allowing ready access by members, especially in large multi-campus schools or mini schools. In this case, several forums would be held instead of one.

### Professional organisations

The advantages of belonging to a professional organisation lie in its broad perspective, its ability to support members legislatively, and its ability to influence system-wide decisions.

Such organisations act as a comfort zone, voice and back-stop, especially to the disenfranchised. Many also provide member services such as financial services, travel services and retail bargains.

A clever school leader will not place a 'them and us' divide between associations and the school but rather work closely with members for mutual benefit.

### Complaints resolution

People make mistakes and judgements are sometimes affected by their preferences. Even if never used, it is reassuring to employees that procedures are in place if things go wrong.

Two procedures are needed: one for people complaints, such as harassment or discrimination, and one for work condition complaints, such as working hours and salaries.

This [link](#) leads to an example of procedures for each.



### Information handbooks

Good communication is paramount to good schools and four handbooks are needed: three for employees and one for families and students.

#### Employees

#### Operational handbook

All programs, with policies, procedures and budgets, along with the staff organisation chart, are published.

### Emergency procedure instructions

The instructions for emergency procedures are published separately and kept within ready reach by all employees.

### Information handbook

This has other useful information employees need, such as informal understandings and orientation information for new employees (a map of facilities, where to shop, public transport options, entertainment and tourist attractions).

This [link](#) leads to a Table of Contents for an employee information handbook.

### Families and students

Families appreciate information such as school contact details, curriculum coverage, class times, opportunities to support the school, and codes of conduct and dress.

This [link](#) leads to a Table of Contents example.

### Record keeping, privacy and security

Each school and school system needs a secure storage facility and a privacy policy to govern who can access personal information about employees, students and families. Access to confidential files is limited to those authorised and trained to deal with them on a daily basis. Other employees can gain permission from the school leader to access their personal files and should be supervised while doing so.

Whenever a contentious record, such as a complaints resolution record, is placed in a secure file, the concerned employee should be given a copy and a dated acknowledgement signed that they have received the copy.

This [link](#) leads to an example of a privacy policy.

### Managing students

Students and the continuous improvement of their learning are the primary focus of all that happens in a school. To support that focus, consider the management of students under three headings.

- School organisation
- Approaches to learning
- Student wellbeing

#### School organisation

The following aspects of school organisation significantly impact on the efficiency and effectiveness of education provision.

##### *Organising classes*

Classes can be organised vertically (5-12 years old), horizontally (16 years old), a combination (one of 8 to 10 years old and another of 11 to 13 years old), or according to interest and/or talent (music performance).

At a whole school level, the most practical is the combination model, with each class having a narrow age range of students at a similar stage of development.

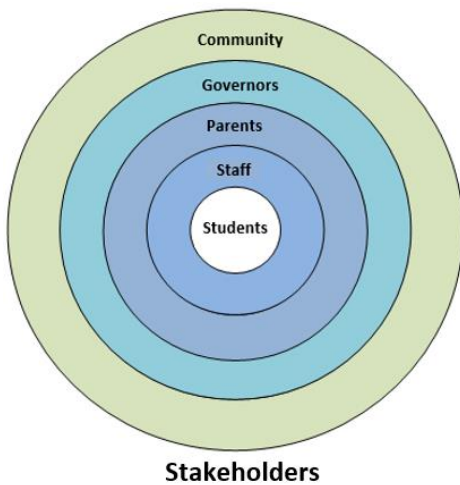
Combination classes are more socially authentic, permit optimum class sizes and are usually more efficiently staffed. Research-based evidence suggests that students between 14 and 18 years old be organised into horizontal groupings.

This [link](#) leads to a comparative table of class organisation for an elementary or primary school. It demonstrates how, for the same number of teachers, a mix of single-age and mixed-age classes keeps the class sizes of older students at least 18 percent smaller than if there were only single-age classes.



This [link](#) leads to an article about multi-age groupings. It explores the history, theory and practice of the multi-age approach.

### *Assigning students to classes – the importance of diversity*



An important dynamic in a school is diversity, having a balance of gender, abilities, languages and friendship groups. Diversity reflects the world's realities and fosters understanding, tolerance, care and inclusivity. The more diverse a school population is, the more harmonious it tends to be.

This is because when diversity is the norm, it offers more relationship choices and minimises possible temptations for students to identify, marginalise, ostracise and demonise 'the other'. When assigning students to classes, it is therefore quite important to factor in diversity.

However, there are also student combinations to avoid, especially those with personality clashes, and it is useful to consult families about placement preferences.

The following [link](#) leads to an example of a letter to families about student placement in an elementary school and a confidential memorandum to teachers about family requests for class placement.

### *Assigning teachers to classes*

Teachers have preferred student age groups, colleagues and subject areas. Staying for a long time in one teaching position can lead to exclusive collegiate silos forming, which can negatively affect the school's workplace culture.

Every few years, place teachers so that, over time, they gain a global view of the school's challenges and strengths. To support high morale, meet individually with teachers to discuss their placement preferences, along with your preferences for them, and again to inform them of your eventual decision.

### *Schedules and break times*

Which classes students attend and when they attend them needs to be driven by

- optimal learning opportunities (especially morning sessions)
- minimal transition times between classes
- appropriate time considerations for subject areas
- sufficient uninterrupted learning sessions
- adequate activity breaks

This [link](#) leads to an example of an elementary schedule and suggested time allocations to each subject area.

At least 90 minutes of uninterrupted time is recommended each morning for literacy in the language of instruction and 60 minutes to numeracy. However, flexibility is the key to uninterrupted learning and the only 'locked-in' time is that allocated to subject specialists, such as sport and instrumental music.

### *Approaches to learning*

How students are organised into classes, how classrooms are designed and resourced, how schedules are designed and what and how teachers teach are all strongly influenced by the school's decisions about how students best learn, and which approaches to student learning the school should use.

To reach an agreement about a unified approach to learning, meet with key stakeholders to consider:

- What students learn,
- How students learn
- How teachers teach
- When students learn each aspect of the curriculum

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- What resources best support the preferred model

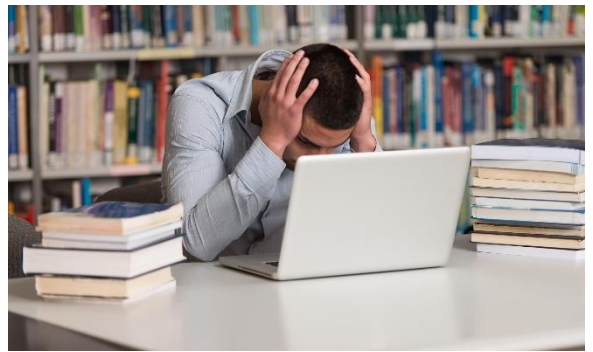
Current best practice is a mixture of explicit teaching (facts and skills) and inquiry-based learning (method), with the time emphasis being on inquiry. Good teachers know when to apply which approach, and they are not subject specific.

### *The role of homework*

Renowned education researcher, Professor John Hattie, found that, on average, homework has virtually no impact for primary/elementary school students (0.15), and quite a lot of impact for secondary/high school students (0.64).

The small impact of homework on younger students is largely because they struggle to work without expert supervision or support, finding it difficult to filter out irrelevant information and environmental distractions.

However, he also found that the more specific and precise the homework task is and the higher the quality of teacher involvement and feedback is, the more likely homework is to play a positive role in improving student learning.



The most effective homework is rote learning, practice, or rehearsal of subject matter; with more task-orientated homework having higher effects than the less structured deep learning and problem-solving approaches.

This [link](#) leads to an example of a homework policy that responds to this research.

### *Special learning needs (SLN)*

The term, 'special learning needs', applies to students needing extraordinary support to succeed at school. It is a school-specific term, which does not necessarily negatively impact a student's life in the world beyond school.

Because schools are artificial constructs, convenient to and mandated by modern society, atypical students are not at fault if they do not fit the conventional approaches to schooling and it is the role of the school to meet their needs, rather than the student meeting the needs of the school.



There are three categories of SLN students.

- Those with significant physical, cognitive or social disabilities
- Those with significant high-level abilities
- Those with home languages other than the language of instruction

### *Disabilities*

#### *Assessing behaviours*

When considering the admission of students with identified disabilities, a school needs to decide how well it can service their needs. When doing so, it is more useful to consider the impact of behaviours, such as a poor attention span, rather than student labels, such as autistic.

**ADDitude's Classroom Accommodations to Help Students with AD/HD**

When You See This Behavior:	Try This Solution:
<b>Classroom Setup</b>	
Easily distracted by classroom activity or by activity visible through door or windows	Seat student front and center, away from distractions
Acts out in class to gain negative attention	Seat student near good role model
Is unaware of personal space; reaches across desks to talk to or touch other students	Increase distance between desks
<b>Assignments</b>	
Is unable to complete work within given time	Allow extra time to complete assigned work
Does well at the beginning of an assignment but quality of work decreases toward the end	Break long assignments into smaller parts; shorten assignments or work periods
Has difficulty following instructions	Pair written instructions with oral instructions
<b>Distractibility</b>	
Is unable to keep up during classroom discussions and/or note taking	Provide peer assistance in note taking and ask student questions to encourage participation in discussions
Complains that lessons are "boring"	Seek to involve student in lesson presentation
Is easily distracted	Cue student to stay on task with a private signal
Turns in work with careless mistakes	Schedule five-minute period to check over work before turning in homework or tests
<b>Behavior</b>	
Constantly engaging in attention-getting behavior	Ignore minor inappropriate behavior
Fails to "see the point" of a lesson or activity	Increase immediacy of rewards and consequences
Blurts out answers or interrupts others	Acknowledge correct answers only when hand is raised and student is called upon
Needs reinforcement	Send daily/weekly progress reports home
Needs long-term help with improving behavior	Set up behavior contract
<b>Organization/Planning</b>	
Can't keep track of papers	Recommend binders with dividers and folders
Has trouble remembering homework assignments	Provide student with assignment book; supervise writing down of assignments
Loses books	Allow student to keep set of books at home
<b>Restlessness</b>	
Needs to move around	Allow student to run errands or to stand at times while working
Has difficulty focusing for long periods of time	Provide short breaks between assignments
<b>Moods/Socialization</b>	
Is unclear as to appropriate social behaviors	Set up social-behavior goals with student and implement a reward program
Does not work well with others	Encourage cooperative learning tasks
Is not respected by peers	Assign special responsibilities in presence of peer group
Has low self-confidence	Compliment positive behavior and work; give student opportunity to act in leadership role
Appears lonely or withdrawn	Encourage social interactions with classmates; plan teacher-directed group activities
Is easily frustrated	Acknowledge appropriate behavior and good work frequently
Is easily angered	Encourage student to walk away from angering situations; spend time talking to student

A Teacher's "Quick List," from [www.additudemag.com](http://www.additudemag.com)  
Copyright © 2004 ADDitude Magazine.

compiled by Bob Seay

This [link](#) leads to a taxonomy of student behaviours, suggesting recommendations for placement decisions. Prior to their admission, an individual education plan (IEP) is used to gain a profile of each SLN student, guide behaviour assessment, and plan intervention strategies.

This [link](#) leads to examples of IEPs for primary/elementary and secondary/high school students.

#### Program support group

The use of a program support group is the most effective way of addressing the special learning needs of identified students. In this model, the school leader leads a small team, usually consisting of a parent, designated teacher and relevant professionals, such as a psychologist or speech & language therapist.

The team meets regularly to consider evidence from observations and formal assessments. This informs how to continue addressing the needs of each student.

The accompanying [link](#) leads to an example of a proforma to guide such a meeting.

### High abilities

Students with high academic abilities fall within the top 2% of all students and need to be identified through formal testing, conducted by a qualified education psychologist.

As with all extraordinary students, programs need to have flexibility to allow them to thrive. The use of inquiry-based learning extends such students by allowing the exploration of tangents and adding depth to their learning.

Take care when considering accelerating or fast-tracking high ability students. This can seriously impact on their social development and mental health.

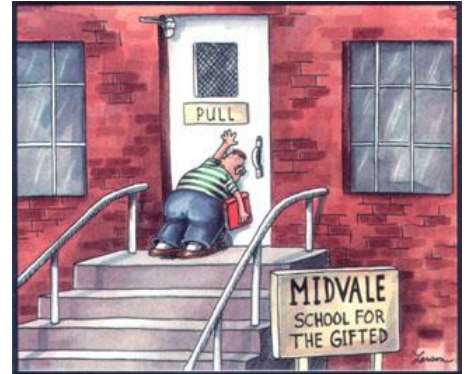


Image courtesy of Larsen (The Far Side)

### Language background

Three models address the needs of students with home languages other than the language of instruction.

The first, intensive program, equips students to function in a regular school setting, and the other two depend on the school's available teaching resources to exist.

#### Intensive program

If student numbers are sufficient, the most effective intensive program is set in the regular school rather than a dedicated setting that services a district. This allows students to increasingly access everyday programs that can operate with little language, such as sport, art and music. It also allows students to socialise during break times, which is a powerful teaching medium. During breaks, they can access the norms and expectations of the predominant culture and adapt far more quickly than if isolated in a dedicated facility.

This model requires students to attend intensive classes full time until they can function in a regular classroom. They are supported in sport, art and music by a bilingual teacher.

#### First language maintenance

This is a specialist program implemented when there are significant students of the same home language who can function transactionally in the language of instruction. It requires the employment of a qualified bilingual teacher and a teacher aide come interpreter.

The students attend their target language classes when regular students attend a second language program. They also attend special classes to accelerate their competency in the language of instruction. Usually, this coincides with the language classes of regular students.

#### Using interpreters or translators

The word, 'interpreter', applies to spoken language and 'translator' applies to written language. Interpreting and translating are a highly skilled profession requiring excellent interpersonal skills and confidentiality.

Interpreters are mediums for communication, not the people being communicated with. Their role is to mirror you using the target language. This includes using your facial expressions, hand gestures and tone of voice. Because of this, it is very important to meet physically in a private setting and avoid using a telephone or video conferencing medium whenever possible.

Always face and maintain eye contact with the person needing an interpreter and speak normally, as though you were both using the same language. Sitting in a triangular configuration facilitates this best, with the interpreter being able to see and speak to you and the person you are communicating with. Try to 'chunk' your language so that the interpreter can better remember and deliver your messages.

### Bilingual programs

Bilingual education delivers the regular curriculum using two languages; the common language of the school population, which is usually the country's official language, and another language of choice. It provides many benefits to students. These include

- increased exposure to the structure and meaning of language
- improved linguistic knowledge and skills
- enhanced auditory and sensory abilities
- enhanced cognitive skills, such as the capabilities of reasoning, learning and analysing
- an increased capacity to think conceptually and consider differing perspectives
- intercultural knowledge, including an appreciation of and respect for other cultures.

Bilingual programs exist where there is either a large cohort of students with the same language background or when families collectively want and can afford the additional costs that the program brings.

The main challenges with implementing bilingual programs are recruiting suitable teachers, employment costs, adequate classroom provision and scheduling classes. Qualified teachers, familiar with the bilingual approach and with a high level of competence in both languages, are essential to a successful program. Assuming class sizes of 25, a school needs one bilingual teacher for every 50 students.

Students attend classes in the main language of instruction for half of each week and in the target language for the other half. This involves a change of classroom and teacher.

### Student wellbeing

Happy students concentrate more on learning than unhappy students. Unhappy students are usually distracted by social, physical or mental threats, whether perceived or real. To optimise learning, student well-being should be proactively addressed. Consider the following aspects of student well-being.



- Teacher wellbeing
- Safety
- Care
- Welfare
- Social competence
- Behaviour management
- Morale

**N.B.:** The provision of support to students with special learning needs is addressed in the ***Approaches to Learning*** section of this book.

### Teacher wellbeing

It is difficult to have happy, thriving students without happy, thriving teachers. The morale aspect of workplace culture is addressed in the ***leadership*** section of this book, especially the need for teachers to experience a sense of influence, affiliation and achievement in the workplace. One way to systematically track how well the school is performing morale-wise is to conduct two periodic teacher opinion surveys; one to track the overall workplace satisfaction of teachers and the other to track satisfaction with your performance as a leader.

This [link](#) leads to an example of a teacher opinion survey that indicates overall satisfaction with the workplace. A simple way to conduct a teacher opinion survey of how well you are performing as a leader is to request anonymous responses to the following three questions.

- What would you like me to start doing?
- What would you like me to keep doing?
- What would you like me to stop doing?

With both surveys, compile the answers and share them with teachers, along with positive actions designed to address any identified issues with the school's performance.

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## Safety

Other than social competencies, the four main factors influencing how safe students are in a school are as follows.

### 1. Student supervision

#### Playground supervision

The golden rules for playground supervision are

- assign adults to supervise each field of vision outdoors at break times
- assign at least one adult to every 4,000 square metres
- concentrate on high-risk areas (playground equipment and rough surfaces)
- train supervisors to be alert, mobile and to prevent incidents
- equip supervisors with high visibility vests and minor injury packs
- train supervisors to respond to, follow up and record student complaints
- have a system to gain assistance with incidents requiring extra help.

#### Classroom supervision

There is one golden rule for classroom supervision: Never leave students unsupervised by a responsible and competent adult.

#### Excursion or field trip supervision

Mostly, the ratio is one adult for every ten students, with a minimum of two adults.

For excursions that include outdoor adventure, such as hiking or canoeing, the ratio is one trained adult for every five students.

For students with limited abilities, such as cerebral palsy, the ratio is one adult for each such student.

To access an excursion risk assessment example, select this [link](#).

### 2. Student density

Overcrowding increases the likelihood of accidents and inappropriate behaviour. If data indicates the incidence of mishaps and injuries is rising, there may be too many students in the buildings and grounds at any one time.

The leadership team may need to plan for staggered class times and break times or expand the provision of classrooms and playground space.

A far less desirable alternative is to restrict the physical activity of students and increase the policing of outdoor games and indoor movement between classes.

### 3. Incident prevention

Effective incident prevention strategies are teaching social competencies, minimising student density, and ensuring proper adult supervision. However, other strategies are needed. These include

- safety audits of high-risk areas
- bullying surveys and policy
- traffic regulations during peak movement times.

#### Safety audits

Safety audits are conducted as a team about three times each year and it is wise to include a parent in the team. The audit consists of a walk-around, inspecting the buildings and grounds to identify possible hazards.

During the walk-around, look for such things as:

- tripping factors
- sharp edges
- splintered wood
- rusting metal

- uneven or rough surfaces
- slippery surfaces
- uncovered drains
- protruding tree branches and open windows
- jutting nails, bolts, rivets or screws
- unprotected glass
- chemical hazards
- sanitary and hygiene hazards.

Keep dangerous equipment and chemicals locked up and an inventory of where they are. Use signs to alert people to where the materials are stored.

This [link](#) leads to an example of a safety audit checklist.

#### Incident registers

High-risk areas become apparent as incident data is collected and safety audits are conducted. To collect data, train employees to enter information into an incident register immediately after each incident.

This [link](#) leads to an example of an incident register.

Incidences of bullying, both by and of students, should be recorded, monitored and actively responded to. Bullying can cause long-term mental illness and significantly affect academic performance. One way to determine the extent of bullying in the school is to regularly conduct a student bullying survey.

#### Bullying survey

Bullying is the repeated misuse of power to intimidate or demean others. Conducting an anonymous survey supports student safety by identifying who bullies are and where and when bullying occurs.

It is important to interview students identified as being bullies, show them the survey results, and gauge their reaction. Some students do not realise they are perceived as a bully and are shocked by their status. Often, this is enough to change their behaviour. Other students dislike being identified and are shamed into changing their behaviour. Others again need more assistance. Their parents need to be involved to plan a collaborative approach to change their behaviour.

Bullies are often also victims and may need support from a student counsellor or homeroom teacher before they feel more accepted in the student community. A combination of support and sanctions with proven bullies is most effective, with the aim of gaining reconciliation between bullies and their victims.

The following [link](#) leads to an example of a bullying survey.

#### *Pedestrian traffic regulations*

Traffic regulations keep the movement of pedestrians safe and efficient between classes and immediately before and after breaks. The golden rule is to keep regulations simple and reasonable. For example;

1. Do not run in buildings.
2. Keep to a predetermined side (left or right) when walking in buildings.

Have designated passive areas in the playground, where students who prefer to sit and talk with friends can do so without disruptions from more active students. Declare these areas ball-free and running-free. Use clever design with garden beds and seating, which still allows proper supervision but discourages active play.

#### *4. Incident response*

A review of each incident helps to minimise harm or damage if such an incident re-occurs or if there is a similar incident. A risk analysis helps to identify possible future incidents and prepares the school's responses should they

ever occur. To test and refine the effectiveness and efficiency of responses, they need to be well communicated and practised. **Appendix 34** provides an example of an emergency response plan for major incidents.

Incidents to prepare for include:

Those to which a small number of adults respond, such as

- injuries
- medical emergencies
- an assault

Those to which the whole school responds, such as

- external traffic accidents or chemical spills
- external threats, such as siege or insurgency
- internal threats, such as a bomb threat or armed intruder
- natural disasters, such as fire, earthquake or typhoon
- a death on campus.

### Care

In many countries, the school leader and teachers are, by law, considered de facto responsible parents. They have a duty of care, obliging them to be alert to the well-being of each student. The responsiveness and demeanour of school adults communicates to students how much they are cared for at school and that perception of care will be evident from an analysis of the annual student opinion survey.

This [link](#) leads to an example of a student opinion survey.

### Student welfare

Student welfare programs deal with three possible issues.

1. Child abuse
2. Child neglect
3. The inability of a primary caregiver to cope

It is important to address student welfare because of its impact on a student's ability to learn.

In many countries, it is mandated for school leaders to report matters of abuse or neglect to designated authorities. For international schools, in countries where this is not mandated, such cases are often referred to the relevant embassy or consulate.

Students with mental health issues require urgent, professional intervention in consultation with either the student's family or significant adults. This [link](#) leads to a publication by Mary Atkinson and Garry Hornby to help raise awareness of possible mental health issues in a school. It is titled, 'Mental Health Handbook for Schools' [Routledge Falmer 2002].

### Welfare support group

Working with student welfare requires a team approach, engaging high level expertise. The team usually consists of:

- The school leader
- A child & adolescent psychologist
- A medical professional
- A social worker

The team meets monthly to receive referrals, share data, decide strategies, implement an action plan and track progress. **Appendix 58** provides an agenda example for such meetings.

If a team cannot be formed, professional referral points in the community are identified and the issues passed on.



## *Social competence*

Social competencies are those life skills students need to succeed in life. They should permeate the school culture and be expectations that are actively taught, encouraged and rewarded.

There are three social competence elements to address: Standards, inclusion and support.

### Standards

Each school needs a student behaviour management policy, based on the agreed code of conduct. Each homeroom also needs to establish agreements about how teachers and students relate to each other. Such an agreement is called a class code of conduct.

This [link](#) leads to an example of a school community code of conduct

This [link](#) leads to examples of nine newsletter articles explaining the community code of conduct

This [link](#) leads to an example of a class code of conduct for an elementary/primary school

This [link](#) leads to an example of a behaviour management policy

This [link](#) leads to an example of a behaviour management procedure

### Inclusion

Assuming that a school has good employees, who care about students and each other, almost every unhappy student is unhappy because they have been excluded in some way by classmates.

Exclusion of students by other students is often difficult to identify. A useful strategy for homeroom teachers to prevent and resolve exclusion is a class meeting.

Class meetings are a forum for developing social competencies. They are held during homeroom class time, twice each week for about twenty minutes and, if conducted well, are very popular with students.

Class meetings allow students to monitor their own and each other's behaviour and to support each other to maintain agreed standards.

This [link](#) leads to an overview of a class meeting structure and agreements.

### Support

Effective cultures of social competence need constant vigilance and support from the school leader and teachers. This includes ensuring and modelling high expectations during everyday dialogue. When teachers are exemplars, they are more respected than teachers who accept mediocrity. However, being exemplars is not enough and the expectations of the school workplace culture need to be explicitly stated, both verbally and visually, and occasionally taught.

Many students come from homes with social attitudes, skills and habits that align with those of the school workplace culture. When they realise that their home expectations are the same as those at school, school standards are more likely to be respected and complied with. This helps set the norm and encourages other students to conform.

Many students also come from homes with social attitudes, skills and habits that differ from those of the school workplace culture. This is another good reason why the expectations of the workplace culture need to be explicitly stated and reinforced through day-to-day modelling.

## *Behaviour management*

### *A focus on learning*

For optimal learning to occur, students need to feel safe, engaged and valued. Negative behaviours that disrupt learning must therefore be addressed quickly, systematically and consistently.

There are two modern approaches to managing student behaviour, positive discipline and restorative justice. A combination of the two is probably the most effective, with positive discipline being the dominant model.

### Positive discipline

This is a conventional approach, where teachers achieve control through body language, class organisation and parental support.

When a student escalates behaviour, escalating sanctions are applied.

1. warning	7. parent conference
2. student conference	8. in or out of school suspension (1 day)
3. time out	9. out of school suspension (3 days)
4. privilege loss	10. expulsion.
5. sent to the office	
6. detention	

### Restorative justice

Restorative justice involves three big ideas:

1. **repair**: offences cause harm and justice requires repairing that harm
2. **encounter**: the best way to repair harm is to have the parties decide together
3. **transform**: fundamental changes in people, relationships and communities.

Initially, this approach requires an intensive time commitment and, because classroom teachers have classes to teach, that time commitment must come from either a qualified person with a designated role, school leaders with time flexibility, or both. As the model becomes increasingly embedded in the school's approach, students become more responsible and adept at implementing it and the adult time commitment decreases. Note that the class meeting strategy described above is one strategy often used in the restorative justice approach.

Tips for implementing restorative justice are given on the Edutopia website via this [link](#).

### Morale

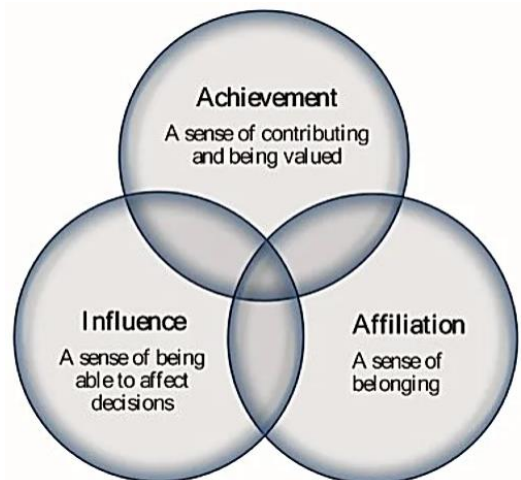
In a workplace, morale is the level of happiness and job satisfaction felt by those who work there. It also indicates how well the values of the people who work there match those of the workplace culture.

From the work of David McLelland, Yvonne Willich and Karen Stammers developed the accompanying diagram depicting the three main impacts on morale.

For high morale to thrive, each student and employee needs to experience

1. A sense of achievement
2. A sense of influence, and
3. A sense of affiliation

To access an example of a school-based student morale policy, use this [link](#).



### Families and the community

Schools do not operate in isolation from their community and, for students to understand the relevance of education, they need to see the relationship between school, their family and the community they live in.

The engagement of family and community in school programs adds value through a better student understanding of employment, community service, business, and working with functional adults.

### The school as a community hub

Schools are maturing from crafting knowledgeable citizens to crafting learning citizens, those who are empowered to contribute positively to and lead the betterment of society.

This role, it seems, is increasingly defined by four concepts;

1. the school as a community hub
2. the school as a service provider
3. the school as a precinct or village
4. The community as a major learning resource

This [link](#) leads to an exploration of the first three concepts.

This [link](#) leads to an article that provides an example of how the community can be used as a major learning resource (place-based education), using a program implemented in Bhutan, and is a nice segue into the next section of this book, 'Future-ready Schools'.

## Future-ready schools

Since the mid-1960's, enlightened educators saw the need for schools to evolve with changing times. Although many excellent initiatives resulted, they remained largely locked into structural models of the 19th century.

With the realisation of new work paradigms, critical stresses on our planet, and exponentially evolving technologies, the restrictions of our current school models have become abundantly apparent. Consequently, many innovations are afoot to re-frame curriculum and its provision.

### The imperative for change

In their defining publication, [Assessment & Teaching of 21st Century Skills](#) (Springer Dordrecht Heidelberg London

New York 2012), professors Patrick Griffin, Barry McGaw and Esther Care lay down the foundations for the future of education. Those foundations demand a rethink of what should be learnt and how it should be learnt, which further prompted the creation of the following curriculum model and an exploration of the following emerging practices.

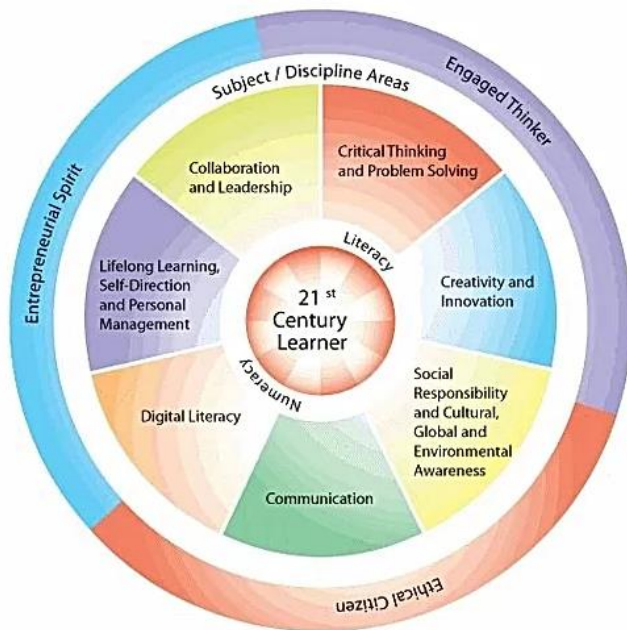


Image courtesy of Rosemary Dewan

### A re-framed curriculum

Traditionally, a curriculum is subject based, such as Art and Mathematics, treating each subject in isolation. Subject-specific knowledge, understandings and techniques are taught using a scope and sequence of content.

In this section of the book, a re-framed, concept-based model is presented, nested in a curriculum matrix that provides a progression of student competencies as related to learning domains.

Within the matrix, teachers and students create the content to guide student inquiry and explicit teaching.

### Curriculum overview

If students are to have agency over their learning, they need a framework to help guide their learning journeys. In the concept-based curriculum model, such a framework is provided in the form of the curriculum matrix, teaching learning skills (metacognition), and facilitating action-based inquiry.

Student competencies are divided into cognitive competence (understanding) and executive competence (acting). Cognitive competence is understanding the self, others and systems. Executive competence is the ability to source knowledge and form social alliances to actively meet identified personal and societal needs.

In the model, the competencies are linked to the three overarching learning domains of 'Caring', 'Communication & expression', and 'Creativity'. These are further broken down into ten learning areas. Where the competencies and domains intersect on the curriculum matrix, teachers and students develop concepts, understandings and skills to be acquired through a combination of inquiry learning, explicit teaching and opportunities for application and practice.

### The curriculum model

The intent of the concept-based curriculum model is to reframe the conventional 20<sup>th</sup> century curriculum to better suit the needs of future citizens. Future-ready schools are conceptualised on the assumption that society's future is best served if students progressively develop a certain set of beliefs, attitudes, knowledge and skills. These can be distilled into the following sets.

It's all about making a difference

Beliefs	Attitudes	Knowledge	Skills
1. I can learn 2. I can improve 3. I can contribute	1. Hard work & effort lead to improvement 2. I care about myself, others, and the world I live in	1. I understand my strengths and challenges 2. I understand my preferences and needs 3. I understand how we co-exist in an eco-system of interdependence	1. I know how to learn 2. I know how to improve 3. I know how to think 4. I know how to problem-solve 5. I know how to survive, function, thrive and contribute to an interdependent world

### The curriculum matrix

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self	Others	Systems	Personal	Societal		
			A	B	C	D	E	F	G
Caring	1	Citizenship Ethics Law Politics Rights & responsibilities Social contracts	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	2	Health Recreation & leisure Relationships Safety Wellbeing Mental Physical	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	3	Life skills Cultural conventions Financial literacy Functional competence Domestic skills Practical technique Interdependence	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	4	Sustainability Bioethics Ecosystems Global issues	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
Communication & expression	5	Artistic Digital Functional Technical Arts Language Performing Visual Coding Transactional & procedural	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
Creativity	6	Artistic thinking Frameworks & conventions Schools of thought Skill development	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	7	Critical thinking Cause & effect Fact & opinion Options & choices Socio-political history	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	8	Solutions thinking Design Engineering solutions Form & function Materials & properties	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	9	Solutions thinking Mathematics Conventions Logic Pattern	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	10	Solutions thinking Sciences Information management Data synthesis & analysis Methodology & technique	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills

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### Global concepts

Examples of global concepts are provided in **Appendix 7**, and examples of concept prompts are provided in **Appendix 8** of this book.

The global concepts that are provided are examples and are not prescriptive. Schools, teaching units, individual teachers or students can create and co-create their own concepts, depending on student interests, 'hot' topics, and resources available at the time of teaching. It is an expectation that the concepts will be timeless, trans-national, true, and useful.

Schools need to regularly audit curriculum coverage, to ensure it is comprehensive, and track depth of understanding and competency to inform whether future revisits are needed and what should be covered next.

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### Essential knowledge and skills

A list of knowledge and skills is provided in **Appendix 9** for each global concept as a guide to indicate competency. Again, these are examples to be modified and added to as needed.

### The place of literacy and numeracy

The ability to read, write, speak and listen well is central to increasingly deep learning. The ability to reason and compute algorithmically is central to the creative process and access to the functional world. In a reframed curriculum, it is reasonable to continue prioritising literacy and numeracy as core skill sets that empower learners to pursue ventures of passion or interest.

For this reason, the acquisition of literacy and numeracy skills remains a central focus of the curriculum, especially in the pre-adolescent years. Literacy and numeracy skills are explicitly taught early each day and applied and practised during the inquiry sessions as appropriate.

### Approaches to learning and teaching

In future schools, with their learner-centric approaches, teaching will be flexible and applied according to need. Teachers will be more diverse in their approaches and more attuned to the relationship between curriculum, community and student at any given time.

Traditional approaches to teaching, such as explicit instruction, will still apply but be delivered at the point of need or in clinics, lectures and podcasts. Meta-cognition, or learning how to learn, will also be explicitly taught.

If students are to internalise the desired set of beliefs, attitudes, knowledge and skills, their learning must be relevant to their needs. This can be assured by progressively empowering them to have 'agency' or the power to act over their learning. Teaching them how to recognise their learning needs and the needs of others, along with understanding how to learn, helps to equip them for this journey.

The emphases on the approaches to learning and teaching are a combination of explicit, teacher directed instruction and student directed inquiry learning. They are commonly known as direct (explicit) instruction, inquiry-based learning, place-based learning, and project-based learning.

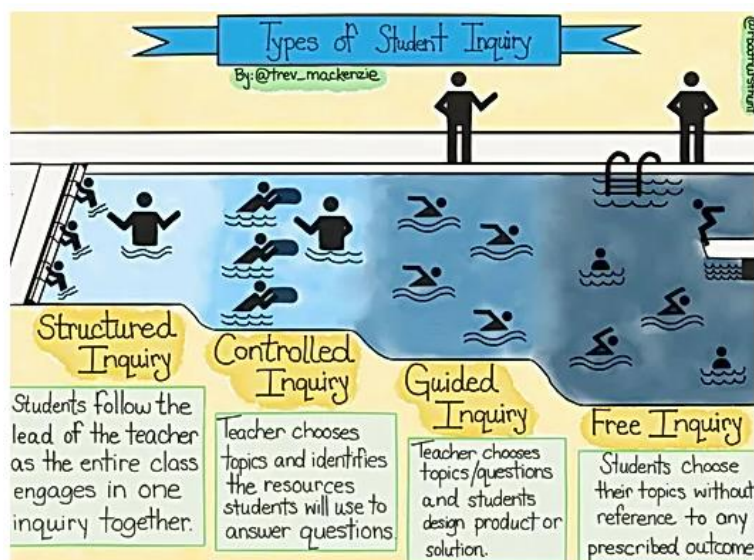


Image courtesy of Trevor Mackenzie

The opposite image represents a continuum of inquiry methods that teachers can use according to their readiness, and the readiness of students, for students to control their own learning.

It is the professional judgement of the teacher that determines which approach is most appropriate at any given time and it is expected that there would be a seamless combination of them for any given unit of work, with an emphasis on student-led projects or inquiry.

Ideally, students would co-create the global concepts and use metacognitive skills to pursue projects or lines of inquiry that both extend and interest them.

### A typical day

Most schools have five hours of deliberate learning time available each day. With literacy and numeracy being key skill sets that are central to successful learning, they have priority placement in the prime learning times. Without being prescriptive, a typical learning day may look like this.

It's all about making a difference

*Example of a daily program*

1 hour	1 hour	30 minutes	1 hour	1 hour	2 hours
Literacy	Numeracy	Break	Specialist Inquiry	Lunch break	Inquiry

**Curriculum resources**

The resources needed to implement the concept-based curriculum model are the same as existing resources. There is no need to financially invest any more than is currently allocated in a school. However, because there is an emphasis on students taking action in the concept-based approach, resources will increasingly include those available in the local and broader community.

**Community resources**

The main community resource is its people, with their inherent skills, knowledge and common sense. If students are to be entrepreneurial, organising and managing initiatives or projects, they need mentoring, practical skills and a sense of what works. To support this, a place-based system for engaging community expertise and support can be established in each school and is further explored later in this book.

**Research resources**

Student-led learning requires access to information on demand. Many schools already have extensive resources in their multi-media learning centres, and many require students to purchase laptop computers or tablets to use at school.

Schools without internet access need to consider expanding their library stock and/or accessing community resources to cater for increased demand. The knowledge and skills associated with the global concepts of the curriculum can also be adjusted to suit available resources within the school and its community.

**Teachers as facilitators**

For units of work, teachers will anticipate the essential knowledge and skills needed, and plan for their provision. The rest of the teaching will be facilitating student inquiry, interdependence and action. Place-based approaches will provide increased authenticity to learning.

To access examples of planning documents, **Appendix 18** provides a planning guide, **Appendix 19** provides an example of a completed planner, and **Appendix 20** provides a blank planner.

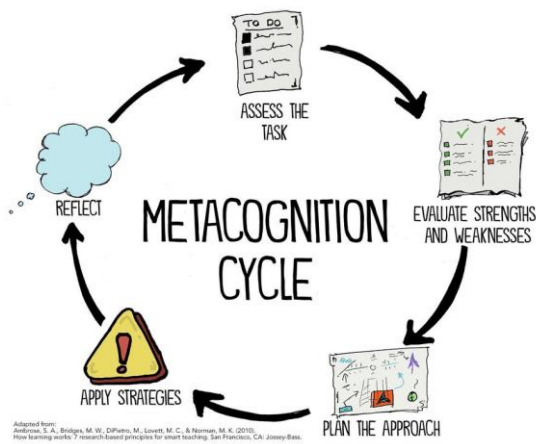
Facilitation also includes explicitly teaching students how to learn (metacognition) and providing opportunities for the application and practice of essential skills.

**Metacognition**

The Education Endowment Foundation in the United Kingdom describes meta-cognition, or learning how to learn, as teaching each student specific strategies to set goals, and monitor and evaluate their own academic development. Research strongly indicates that teaching such approaches has high levels of impact, particularly for low-achieving and older students.

The foundation recommends that the following three aspects should be considered.

1. Teaching how to **plan**; asking students to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)



2. Teaching how to **monitor**; asking students to consider where the task might go wrong and having them identify the key steps for keeping it on track.
3. Teaching how to **evaluate**; asking students to consider how they would improve their approach to the task if they completed it again.

More information provided by the Education Endowment Foundation can be gained by following this [link](#).

## Assessment and reporting

### *Student assessment*

The global concepts addressed throughout a year are recorded for each student. Three assessment approaches are used; student portfolios, teacher portfolios, and 'achievement-based, standards-reference frameworks, used to develop profiles of student development' (follow this link [Assessment for Teaching \(cambridge.edu.au\)](https://www.cambridge.edu.au)). Assessment is only used for refining learning and facilitation, and reporting to stakeholders what has been achieved.

### *Mapping student progress*

Student progress will be mapped rather than scored and students will report their progress to their families. Each student's progress with the curriculum is noted against each aspect on the personalised framework of global concepts, essential knowledge and skills. This is updated whenever a unit of work is finished by a student and regularly audited by the curriculum coordinator.

### *Reporting student progress*

At the beginning of each year, teachers meet individually with parents to discuss any foreseen challenges a student may face and to share perceived strengths, both academic and social.

If any concerns arise throughout a year, then these are also explored at individual parent-teacher meetings.

Meetings are regularly held to plan and refine strategies for students who need extra support to progress. Student-led reporting sessions are held twice each year (mid and end) to report achievements, challenges and future learning intentions, with records kept to track progress. Such conferences include the student, parents or care givers, and the home-room teacher.

Towards the end of each academic year, parents are also invited to individually meet and discuss academic progress with involved teachers.

**Appendix 10** provides more information about student-led reporting, including a description of who does what.



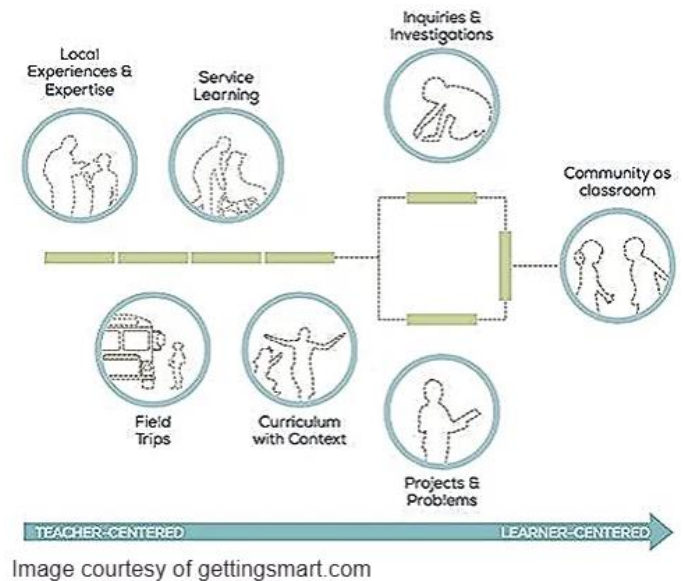
## Place-based education

Place-based education focuses on integrating schools and communities. It accesses a community's unique mix of purpose, needs and expertise to equip students with tools and skills they need to solve complex challenges.

Place-based education provides authentic learning experiences and boosts a sense of community belonging in students. When combined with inquiry-based learning, and especially project-based learning, it is probably the most authentic education approach of all.

For a quick-start guide on how to implement place-based education, follow this [link](#).

For insights into a place-based education program in a small rural school in Bhutan, follow this [link](#).



## Flipped classrooms

Flipping classrooms is a learning and teaching approach most relevant to secondary and tertiary schools although, when appropriate, it can also apply to elementary or primary classes. The premise is that the content necessary for success in a particular quest is learned outside of school hours and then applied at school to complete a project, task or line of inquiry.

The beyond-school learning is accessed through podcasts, set readings and online research. The teacher's role is to facilitate and support the application of that learning to complete tasks in the social context of the school. A restriction of this model is that, if it is the sole mode of learning, it is too inflexible. A more desirable reality is to keep the distinction between gaining and applying knowledge and skills without delineating when or where they happen, either at or beyond school.

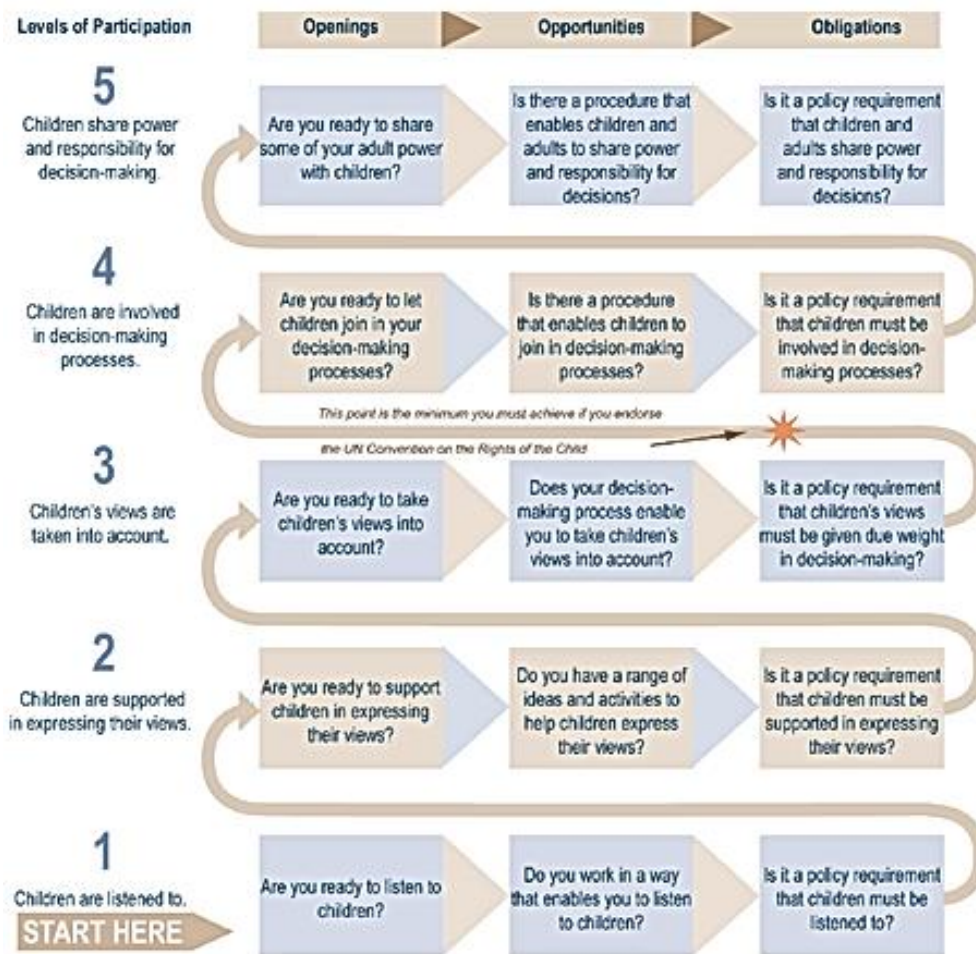
Also, the skills needed to undertake an application task are often not fully identified until attempts at the task have been made; and these will differ according to the different skill levels of students.

Allowing access to a school's multi-media resource centre on demand allows it to function optimally, allows flexibility, and helps blur the distinction between school and home.

## Student participation

The accompanying diagram is from the website, 'Toolkit for youth inclusion in democracy, human rights, and governance'. It is designed by Harry Shier and based on Hart's ladder of participation. The model focuses on the behaviours of adults that support youth participation, with each step being a progression to a higher degree of participation.

The model also highlights the need to create local policies in order to "obligate" a school to youth participation practice.



To explore two models for youth participation, follow this [link](#).

## Curriculum implementation

### *Curriculum calendar*

At the end of each school year, teachers collaboratively select or write the global concepts for the next year, mapping them on a calendar. The calendar is published to all stakeholders with a rider that it is subject to change, depending on student inputs and needs. An example can be found in **Appendix 17**.

Such needs may include generic interests, current events, and emerging social issues. A general indicator is that five to six inquiry units would be covered each year with students undertaking one or two action-based projects in parallel.

### *Curriculum audit*

When planning the curriculum calendar, an audit is conducted of what has already been covered, how well the understandings and skills were learned, and the sufficiency of resources. This helps avoid a duplication of coverage and identifies any need to revisit coverage to better effect. It also ensures that resources are used efficiently and at optimal cost.

## Digital citizenship

Digital citizenship is understanding and applying the norms of appropriate, responsible behaviour when using digital technology. It needs to be taught in schools because of the increasing use of the internet as a research and connectivity tool. Digital citizenship covers such aspects as

- what is available and appropriate to access
- safety, well-being and security
- rights and responsibilities
- etiquette and conventions
- commerce
- digital law



Image courtesy of Digital Citizenship - Home (weebly.com)

**Appendix 11** provides to an example of a digital citizenship policy.

This [link](#) leads to a digital citizenship teaching resource.

## Entrepreneurship

### Future job markets

It is well known that traditional jobs with linear careers are vanishing. Securing uninterrupted income through steady employment is unlikely in the future. A school's historical brief of job-fitness for the industrial revolution must now be to equip students to form networks of interdependence that mutually

- promote and support projects and ventures
- access a pool of skills and expertise as needed
- gain economic efficiencies

The concept-based curriculum has an emphasis on forming social alliances to create and implement ventures. Entrepreneurship is organising and managing the implementation of such new ventures, which is usually a high-risk initiative requiring

- creativity
- courage
- resilience
- determination
- persistence
- high level social skills and networks of influence

Successful entrepreneurship is greatly supported by financial literacy, strong business expertise and project management skills.

**Appendix 12** provides an example of a financial literacy policy.

## Sustainable futures

### Towards ecological self

"We are living in a time of ecological crisis. Rather than searching for solutions solely in the realm of the physical and biological sciences, the social sciences are particularly relevant because

- environmental problems are often caused by human activity,
  - we are one of the species that is affected,
  - we are the only species that can take effective action"
- Halford, (1990); Bragg, E. A. (1995)

Sustainability is addressed in the 'Caring' row of the concept-based curriculum framework. Education for sustainability is underpinned by seven concepts and principles.

1. Interdependence
2. Resource management

It's all about making a difference

3. Diversity
4. Natural environment
5. Cultural environment
6. Values and lifestyle choices
7. Social participation

**Appendix 13** provides a brief description of each.

## Supporting websites

The following links lead to popular websites.

### Leadership and management

1. [Australian Institute for Teaching & School Leadership](#)
2. [Education Elements](#)
3. [Edutopia](#)
4. [The Principal's Desk](#)
5. [School Leadership & Management Journal \(Research Gate\)](#)
6. [Education World](#)
7. [ASCD Learn, Teach, Lead](#)
8. [Top 10 qualities that make a great leader \(Forbes\)](#)
9. [Center for Digital Education](#)
10. [The Learning Curve](#)

### Learning and teaching

1. [Splash ABC](#)
2. [KQED MindShift](#)
3. [Kath Murdoch \(Inquiry learning\)](#)
4. [Systems-Based Learning \(Marion Brady\)](#)
5. [Teach Thought](#)
6. [Center for Digital Education](#)
7. [Teaching Ideas](#)
8. [Assessment for Learning](#)
9. [Dumond Education](#)

## Acknowledgements

The content of this book consists of frameworks, practices, approaches, strategies and examples collected from a wide variety of sources over many years and increasingly adapted or developed to match my ever-growing understanding of what makes a good school. The selection of that content was based on beliefs about formal education that I distilled over many years as a school leader in various schools.

The work of the following significant individuals and institutions is either referred to or reflected in the book and it is with gratitude and respect that I acknowledge their influence or inclusion.

Carolyn Taylor, author of *Walking the Talk* (Random House, 2005)

William Arthur Ward

The South Australian Department of Education, Australia

Yvonne Willich and Karen Stammers

Tony Buzan

The Victorian Department of Education & Early Childhood, Australia

Dr. Stephen Covey

The Australian Institute of Management  
 The Australian Education Union  
 Dr. Tony Townsend  
 Dr. Jane Nelsen  
 The Asthma Foundation of Victoria, Australia  
 Dr. Marzano  
 Dr. Tom Cavanagh  
 Dr. Brian Caldwell  
 The International Baccalaureate Organisation  
 The Victorian Curriculum and Assessment Authority, Australia  
 John Borkowski, Sharon Ramey and Marie Bristol-Power, authors of *Parenting and the Child's World* (Lawrence Erlbaum, 2002)  
 Mary McMahan, Wendy Patton and Peter Tatham, authors of *Managing Life, Learning and Work in the 21st Century* (Miles Morgan Australia, 2003)  
 The American Association of School Administrators  
 The Fair Labor Association (USA)  
 The Education Profession Standards Board, Kentucky (USA)  
 The Regulator for Charities in England and Wales  
 Kath Murdoch, education consultant and inquiry learning advocate  
 Barbara Flattley, leading educator and creator of the Micro-Finance unit of work  
 Michael Leunig, Ballard Street, John Dsouza, Uffton and Speedbump.com for the use of their wonderful graphic creations dotted throughout the book  
 Abdullah Serhan, for insights into business planning and job descriptions

I am also grateful to Michael Francis, Dr. Paul Molyneux and Professor Vin Massaro for the time they took to craft the generous words of their testimonials. My thanks also go to Dr. Robyn Strickland, Principal of Vermont Primary School, for reviewing the content and suggesting improvements and inclusions.

My work with the staff, students and families of the following schools strongly influenced what should be included in the book.

- North Melbourne Primary School (Boundary Road), Victoria, Australia
- Richmond West Primary School, Victoria, Australia
- Meadowglen Primary School, Victoria, Australia
- The International School of Phnom Penh, Cambodia
- Wallan Primary School, Victoria, Australia
- The International School of Bogor, Indonesia
- The Australian Intercultural School, Indonesia
- Kingdom Schools, Riyadh, Saudi Arabia
- The American School of Yaoundé, Cameroon

On a more personal note, I take this opportunity to thank Elizabeth Casha and Wendy Bruce, who provided the opportunity and medium to distil many of the thoughts represented in the book, and my wife, Barbara, who took the journey with me as a professional colleague. It was she who suggested that I create the book and who supported, mentored and encouraged me throughout its creation.

## Appendices

### Appendix 1: Effective principal behaviours

#### Effective Principal Behaviours: A matrix of standards of effective schools and focus questions

STANDARDS	Sound leadership & management	A focus on student learning	A culture of high performance and development	A framework of programs with policies, procedures, resources and budgets	Continuous school improvement
QUESTIONS					
What will I do to ensure highly effective teaching?	Recruit well Provide clear expectations of teaching standards and competencies Be available to teachers	Provide appropriate, adequate high quality curriculum resources Minimise administrative tasks for teachers Limit weekly meetings to three	Provide training on highly-functioning teacher-student relationships Establish formal teaching teams Prevent silos from forming	Include a program on approaches to teaching Allocate adequate funds to teaching resources Properly manage resources	Encourage innovation Adequately resource professional development Initiate, encourage and support professional dialogue
What will I do to ensure highly effective learning?	Prioritise funding for targeted learning resources Be available to students Ensure optimal learning conditions and arrangements Form a parents' association	Engage significant family adults in student learning Ensure the relevance of the curriculum Ensure students are trained in research and organisational skills	Ensure an agreement on academic standards Support, acknowledge and celebrate student achievement Provide a curriculum that allows success for all students	Include a program on the provision of learning resources Allocate adequate funds to learning resources Participate in the special needs program	Focus professional development on improved student learning Use student-led reporting of academic progress to families Engage parents in the school improvement process
What will I do to ensure the highly effective and efficient administration of programs?	Provide job descriptions Provide proper training to administrative staff Use clearly defined procedures for all transactions Give timely advice and support Keep physically and mentally fit	Ensure all programs relate directly to student learning Ensure a high degree of student engagement in learning	Establish autonomous teams Delegate management Provide intervention and support to maintain team focus and success	Provide a comprehensive framework of programs Learning Human Resources Administration Environment Material Resources	Use a quality assurance methodology to guide improvement Use data from multiple sources to identify improvement goals Institutionalise feedback devices Use external financial auditors
What will I do to ensure high morale in staff members and students?	Use a people-centric approach Ensure fairness in workload and resource distribution Cater for diversity in the workforce and community Be consistent and predictable with decisions Protect the confidentiality of private and privileged information Ensure transparency and accountability in systems Maintain clean and attractive facilities	Establish student learning teams Include a social competence program in the curriculum Include a school-to-work curriculum program Use effective procedures for improving poor academic performance Ensure proper supervision and care of students	Provide teams with clear expectations, guidelines and accountabilities Support, acknowledge and celebrate staff achievement Establish a staff association Establish a student association Use and promote collaboration, consultation and consensus Use procedures for managing inappropriate behaviour Focus on being an inclusive and supportive school	Use agreed beliefs and standards to support a high compliance level with programs Support, acknowledge and celebrate staff achievement Establish codes of practice Monitor the relevance of administration procedures Ensure payroll administration is understood, correct and timely	Grant control of performance and development plans to the individuals they apply to Use representative teams to manage school improvement Use a representative team to manage professional development provision Use a complaints procedure to resolve issues of concern Implement an assets depreciation and replacement program Conduct regular safety audits
What will I do to keep myself authoritative about education?	Be self-reflective about performance Use a performance and development plan Study reputable research in leadership strategies Keep abreast of latest developments in systems administration	Keep abreast of educational developments in learning technologies and other resources Study reputable research in human development, learning theory and approaches to teaching Study best practice in special needs provision	Identify, communicate and model the expected standards of behaviour, decorum, demeanour and language Attend staff professional development activities	Ensure adequate funding for personal professional growth	Ensure school improvement is underpinned by reputable research Communicate, promote and celebrate best practice

It's all about making a difference

### Keeping focus (example)

	In the belief that ...	I do ...	As a result ...	Evidenced by ...
1	A purpose of education is to empower students to make sense of their world.	Use an inquiry-based approach to learning and teaching in classrooms	Students learn how to learn at increasingly sophisticated levels	Increased student autonomy, engagement, and commitment
2	A purpose of education is to empower students to influence the quality of their lives.	Implement programs that create an awareness of life choices and support informed self-determination	Students are more focused on personal goals and pathways to achievement	Student exit surveys, alumni profiles, uptake rates in tertiary education, annual student opinion surveys
3	A purpose of education is to empower students to contribute positively to their predominant culture.	Incorporate place-based education into approaches to learning and the curriculum.	Students learn the rewards & challenges of productive work, what a community has to offer, and a sense of their ability to contribute.	Increased student engagement, responsible behaviour, realistic expectations, sense of worth
4	A purpose of education is to empower students to be interdependent citizens.	Institute teamwork, collaboration, interpersonal skills, and an understanding of synergy in classroom programs	Students are increasingly skilled at building social capital, needs-based alliances and producing synergetic results	Increased student productivity, quality of work, engagement, and commitment
5	Students need to articulate their learning needs and the actions leading to resolution.	Include metacognition in approaches to learning and have a language emphasis on all classroom programs to make learning apparent	Students engage in and control their learning to a greater depth	Greater student awareness and understanding of learning objectives, how to achieve them, commitment, and success.
6	The morale of employees is increased by them being able to influence decisions that affect them.	Consult widely and engage key stakeholders in decision making processes	Employee satisfaction and productivity is increased	The results of annual employee opinion surveys
7	Etc.			
8	Etc.			

[Back to main text](#)

## Appendix 2: Establishing and maintaining an effective school culture

### Context

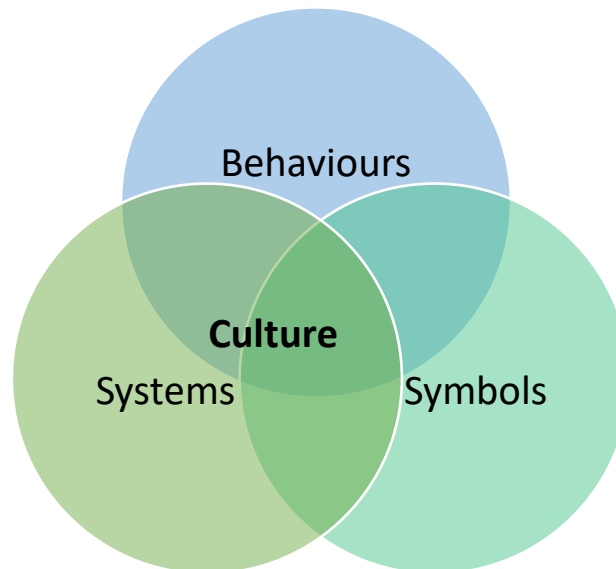
The word, culture, generally has two contexts. One is the artistic and intellectual expressions of a society in general and the other is the operational manifestations of a clearly defined group or workplace within that society. The context for culture in this article is the school workplace.

### Workplace culture

Workplace culture strongly influences the ability of a school to achieve its mission and vision. A dysfunctional culture typifies a dysfunctional school and vice versa. Because it is a prime responsibility of school leaders to lead the determination and execution of the school mission and vision, it also becomes their responsibility to establish and maintain a highly functioning workplace culture.

### The manifestations of workplace culture

Carolyn Taylor's book *Walking the Talk* (Random House, 2005) explains workplace culture in terms of three useful manifestations: behaviours, systems and symbols. Useful because they can be listed, described, included in school-based policies, and audited for continuing effectiveness. Because the manifestations are the useful aspect of culture, there is no need to agonise over trying to define what a workplace culture is.



### Behaviours

These are the observable behaviours of everyone in the school. They can be observed as collective behaviours, common to many (typical), or individual behaviours that are tolerated or accepted by the majority. If unacceptable behaviour is tolerated by school leaders, it sets the baseline standard for the school's culture. It is most important, then, that unacceptable behaviour is defined, clearly communicated, and dealt with in a prompt, consistent and fair manner by school leaders.

The biggest influence on a school's culture is the behaviour of its leaders. Explicitly describing, demonstrating and modelling expected behaviours helps leaders to gain the trust of others and achieve high workplace efficacy. Those expected behaviours are strongly underpinned by a set of beliefs and it is by consultation and consensus that an agreed set of beliefs is identified and expressed through workplace policies, systems and symbols. Without agreement, compliance with cultural expectations is at risk of being low or non-existent.

### Systems

Systems determine how to implement school policies. They relate to learning, human resources, material resources, the school environment, and the administration of the school's programs. Which systems are in place, their



relevance to the mission and vision of the school, and how well they are implemented, all indicate the functionality of the school culture.

In particular, systems relating to human resources, both employees and students, have a strong effect on culture. For example, a school that lacks an agreed bullying and harassment policy is at high risk of unacceptable behaviours affecting its culture.

### **Symbols**

The visual impressions of a school strongly indicate how functional its culture is. Such aspects as the signage, cleanliness and maintenance of the buildings and grounds communicate the degree of safety and care that permeates the school. How people dress and present themselves indicates their attitudes to work, including their beliefs about relationships and how students learn. The physical presentation of the learning spaces, such as displays, furniture and other resources, indicates the school's approaches to student learning and how effective that learning is. The prevalence of relaxed demeanours and smiling faces indicates how happy people are in the workplace.

Understanding the importance of symbols, and being explicit about what they should be, strongly helps to establish and maintain a culture of high efficacy. Visual symbolism can be expressed in school policies and codes, such as an assets replacement policy, an occupational health & safety policy, and a dress code.

Often referred to as the hidden curriculum, it is the behaviour of adults and the systems and symbols in a school that strongly influence the attitudes and behaviours of students, especially their attitudes to learning and their care of each other.

### **The components of school workplace culture**

The components of a school workplace culture can be classified under the following closely related and intersecting headings.

1. Efficacy and development
2. Morale, which can be further refined as being
  - a. A sense of achievement
  - b. A sense of influence
  - c. A sense of affiliation
3. Trust and safety (psychological & physical)

A table of such components can be used as a checklist, allowing the school to periodically audit its cultural health and the following checklist is an example. It is not exhaustive and can be adjusted or added to according to preference. Note that some of the components could be assigned to all three manifestations of culture but have been subjectively placed in the column deemed most appropriate.

Most of the components apply to the adults in the school, especially the senior leadership team members. However, many also relate to the students and broader community.

### **School culture checklist (example)**

Classification	No.	Component	Behaviours	Systems	Symbols	Check
Efficacy & development	1	Competence		Job descriptions		
	2			Agreed mission & vision		

3		High expectations			
4		Solving complex problems			
5		Optimal use of adult expertise			
6		Agreed beliefs about student learning			
7			Agreed school-based policies & procedures		
8			Negotiated & agreed budgets		
9			Merit-based hiring		
10			Strategic targeted resourcing		
11				Appropriate learning environment	
12				Adequate resources	
13				Students on task	
14				Shared calendar	
15			Scheduled shared planning times		
16				Meetings	
17		Student-centered leadership			
18		Leading & participating in teacher learning			
19		The school leader as the lead learner			
20				Observed activity	
21			Learning walks		
22	<b>Knowledge</b>		Qualifications		
23				Displayed agreed mission & vision	
24			Professional development		
25				Handbooks	

Classification	No.	Component	Behaviours	Systems	Symbols	Check
Efficacy & development (cont'd)	26	Knowledge (cont'd)			Professional library	
	27		Transparency			
	28			Daily bulletins		
	29				Posted schedules	
	30			Project goals, guidelines & expectations		
	31	A growth mindset		Coaching & mentoring		
	32		Sharing			
	33		Valuing innovation			
	34		Creativity			
	35		Flexibility			
	36			Personal feedback system		
	37			Communities of practice		
	38			Personal appraisal		
	39			PLC's		
40			Systematic program review			
Morale	1	Achievement	Acknowledgement			
	2		Celebration			
	3			Assigning responsibility		
	4			Support		
	5			Professional networks		
	6	Influence	Consulting			
	7		Whole community input			
	8				Parent helpers	
	9			Shared/distributed leadership		
	10			Team membership		
	11			Shared meeting agendas & minutes		
	12				Professional conversations	
	13			Opinion surveys		
	14			Interviews		
	15			Information sharing		
	16			Consensus		
	17	Affiliation	Collaboration			
	18		Courtesy			
	19		Respect			

Classification	No.	Component	Behaviours	Systems	Symbols	Check	
<b>Morale (cont'd)</b>	20	<b>Affiliation (cont'd)</b>	Classroom visits				
	21				Agreed belief statements		
	22					Teamwork	
	23		Engagement				
	24		Approachability				
	25		Availability				
	26					Staff lounge	
	27		Reflective listening				
	28		Inclusivity				
	29					Aesthetics	
	30				Workload equity		
<b>Trust &amp; safety</b>	1	<b>Psychological safety</b>	Genuine care				
	2			Bullying & harassment policy & procedures			
	3				Behaviour management procedures		
	4		Reliability				
	5				Code of ethics		
	6		Consistency				
	7				Code of behaviour		
	8		Active listening				
	9		Confidentiality				
	10				Dress code		
	11					Dress & demeanour	
	12				Transparency		
	13				Communication		
	14					Signage	
	15		Personal integrity				
	16					Resource relevance & maintenance	
	17	<b>Physical safety</b>		Safety audits			
	18			Student supervision			
	19					Safety compliant resources	
	20				Emergency procedures		
	21					Disabled access	
	22					Cleanliness	

### What next?

Without action, these components of workplace culture are just words on paper, and they cannot be mandated. To achieve compliance, they must be owned by the whole school community, deliberately explored over time and explicitly described as common understandings. These agreed understandings then need to be enshrined in school-based policies and procedures.

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They must also be modelled by school leaders and normalised as standard practice throughout the school community. Non-compliance needs to be challenged, discussed and resolved by leaders.

The challenging aspect of this is how. How does a school community articulate its expectations and set its standards of workplace culture? One approach that helps to address this challenge is to take the following steps.

### **Determine standards**

1. Form a small task force to
  - a. Advertise its mission of spear-heading a school workplace culture review
  - b. Establish any need for cultural improvement by
    - I. Seeking comprehensive input through surveys, meetings and interviews
    - II. Collating and categorising the data
    - III. Publishing the findings
    - IV. Determining the components of workplace culture that are indicated by the data
2. Survey the whole school community to gather beliefs, values and/or expectations about the three manifestations of workplace culture for each of the determined components
3. Collate and distil the survey results under each component
4. Publish the survey results
5. Determine which classification the components belong to (Efficacy & development; Morale; Trust & safety) and create a table similar to the checklist example above
6. Use the surveyed beliefs, values and/or expectations to develop the components that fall in the Systems column into draft school-based policies, taking care to incorporate relevant Behaviours and Symbols (see the appendix example)
7. Publish the draft policies and seek feedback for refinement
8. Refine the draft policies accordingly and present them to the school's governing body for scrutiny and ratification
9. Publish the ratified policies as official documents

### **Create procedures**

1. With the leadership team, draft procedures that support the implementation of each ratified policy
  2. Publish the drafts to all school-based employees and seek feedback for refinement
  3. In the light of the feedback, finalise and publish the procedures as official documents
- Note:** Usually, school-based procedures do not need to be ratified by the governing body

### **Systematically review**

1. Each year or sooner if indicated by need, survey the continuing relevance and effectiveness of each policy and its accompanying procedures. It may be expedient to adapt and use the culture checklist for this purpose.
2. Form small review teams to examine and update those policies and procedures indicated by the survey as needing review
3. Present the reviewed documents to the leadership team for scrutiny and refinement
4. Present the resulting reviewed policies to the governing body for ratification
5. Publish the freshly ratified policies and reviewed procedures as official documents

## Appendices

### Policy example

#### Student bullying and/or harassment policy

##### Beliefs

- The bullying and/or harassment of students has a negative effect on the educational environment of the school. Students who are bullied, intimidated or fearful of other students cannot take full advantage of the educational opportunities.
- **Bullying and/or harassment** is an uninvited verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:
  - a. Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner)
  - b. Damaging, extorting or taking a student's personal property
  - c. Placing a student in reasonable fear of physical harm
  - d. Placing a student in emotional unrest by spreading rumours, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and ridicule
  - e. Discriminating against or marginalizing because of ethnicity, colour, disability, gender or sexual preference
  - f. Cyber-bullying: forms of verbal and psychological bullying that occur on the Internet through such social networking applications as e-mail, instant messaging, or personal profile web sites (such as Instagram)
  - g. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities
  - h. Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual

##### Standards

- Bullying and/or harassment of a student by another student is strictly prohibited on school property, on school buses, and at school-sponsored events and/or activities, whether occurring on or off campus.
- The school will conduct an annual bullying and/or harassment education program to provide definitions, inform students of their associated rights and responsibilities, and inform students of the consequences of bullying and/or harassing other students.
- The school will conduct an annual bullying and harassment survey to determine the extent of such abuse and any necessary intervention and/or support actions that need to be instigated.

##### Guidelines

- This policy should be read in conjunction with the Community Relations Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, Student Morale policy and relevant School Board policies.
- Consequences for students who are found to have bullied others may include counselling, parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities.
- Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved, reporting incidents to law enforcement bodies, if appropriate, and the implementation of a safety plan and/or supervision plan with parents.

## Procedure example

### Bullying survey

We value your opinion about how safe our school is, and we are now seeking your honest opinion about bullying at school.

Please finish writing the next sentence. A bully is a person who \_\_\_\_\_

---



---

Please think about these questions and answer them truthfully.

Have you ever been bullied at our school?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

Have others ever been bullied at our school?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

If you answered 'Yes', please answer these other questions. You can tick more than one box.

What is your sex?	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>

When did this happen?	Today	<input type="checkbox"/>
	Yesterday	<input type="checkbox"/>
	Last Week	<input type="checkbox"/>
	Last month	<input type="checkbox"/>
	Early this year	<input type="checkbox"/>
	Last year	<input type="checkbox"/>

Where did this happen?	In class	<input type="checkbox"/>
	In the building	<input type="checkbox"/>
	In the playground	<input type="checkbox"/>
	Outside the gate	<input type="checkbox"/>
	In the school bus	<input type="checkbox"/>
	On the way to school	<input type="checkbox"/>
	On the way home	<input type="checkbox"/>
	Internet/Web	<input type="checkbox"/>
Telephone or Handphone	<input type="checkbox"/>	

If it happened in the building or playground, please explain where. \_\_\_\_\_

---

If you were bullied, please answer these other questions.

What happened?	Left out of games	<input type="checkbox"/>
	Bad looks	<input type="checkbox"/>
	Bad words	<input type="checkbox"/>
	Called names	<input type="checkbox"/>
	Bad notes or letters	<input type="checkbox"/>
	Graffiti	<input type="checkbox"/>
	Threats	<input type="checkbox"/>
	Demands	<input type="checkbox"/>
	Things damaged or taken	<input type="checkbox"/>
	Pushed around	<input type="checkbox"/>
	Hit	<input type="checkbox"/>
	Other	<input type="checkbox"/>
Do you know why this happened?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
Was it because of any of these things?	Your looks	<input type="checkbox"/>
	Your size	<input type="checkbox"/>
	Your clothes	<input type="checkbox"/>
	Your colour	<input type="checkbox"/>
	Your religion	<input type="checkbox"/>
	Your gender	<input type="checkbox"/>
	Your family	<input type="checkbox"/>
	Where you live	<input type="checkbox"/>
	Things you like or don't like	<input type="checkbox"/>
Other	<input type="checkbox"/>	
Was the bully the same sex as you are?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
What did you do after it happened?	Just felt bad	<input type="checkbox"/>
	Told a teacher	<input type="checkbox"/>
	Told a parent	<input type="checkbox"/>
	Bullied back	<input type="checkbox"/>
	Stayed away from school	<input type="checkbox"/>
	Avoided the bully	<input type="checkbox"/>
If you told a teacher, did they help?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
Would you like to talk to someone about it?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>



If you would like to talk to someone about being bullied, please give us your name.

My name: \_\_\_\_\_

Who would you like to talk to? \_\_\_\_\_

If you would like to name any bullies at our school, please go ahead.

Names of bullies: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for helping us with this survey.

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## Appendix 3: The symbols & systems of workplace culture

### Symbols

People	Facilities	Classrooms
Decorum Demeanour Dress	Aesthetics Cleanliness Fittings Resources Signage	Organisation of furniture and fittings Organisation of learning resources Decorative touches Displays of student work Cleanliness and tidiness Heating and cooling systems

### Systems

People	Curriculum	Learning & teaching	Support	Environment
Allocation of duties Attendance, lateness & absences Behaviour management Codes of conduct/ethics Communications Community relations Customer service Dress codes Duty of care Governance structure/roles Inclusivity & diversity Industrial issues Meeting schedules Organisational structure Parental Involvement Performance & development Staff association Staffing profile & projections Student assemblies Student enrolment Student placement Student promotion Student representation Teacher/staff recruitment	Arts – graphic & performing arts Environment Humanities Languages Mathematics Personal & social development Physical development Philosophy, thinking and spirituality Science, technology & engineering Society	Access to resources Approaches to learning Approaches to teaching Assessment & reporting Before & after class provision Class sizes & organisation Focus days Homework Quality assurance Subject time allocations Schedules/timetables Overnight & day excursions Planning – curriculum delivery	Gifted and talented provision Learning intervention & support Social competencies Special needs provision Student welfare & protection Transition & orientation Health & wellbeing Injury/sickness response Medical checks Medical alerts Managing medication Communicable diseases Counselling Use of external providers Specialists Entertainment Community resources Finances Marketing	Accessibility Assets management Buildings schedule Contract specifications Emergency responses Furniture & fittings Grounds Aesthetics Equipment Student allocation Information systems & access Infrastructure Maintenance & cleaning Occupational health Record keeping & access Resource allocation Room allocations Safety Security & access Signage Supply acquisition Traffic management Vehicles Waste disposal

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## Appendix 4: Four sources of data - evidence of need

Evidence of the need to improve can be collected from four sources and, whenever possible, it is good practice to strengthen the evidence base by using more than one source.

1. Student academic achievement
2. Stakeholder perceptions
3. Systems and procedures
4. Community demography

### Student academic achievement data

There are three main categories of student academic assessment.

#### 1. Assessment for learning or formative assessment

This is used by the teacher to determine what students already know and need to know for a particular unit of work or skill set. It is used before the intended learning begins and throughout the learning to guide which strategies and approaches should be used by the teacher and student at any given time. It can be in the form of quizzes, tasks, samples of work, interviews, and incidental questioning. Assessment for learning is often used by teachers to group students according to their ability or readiness to learn.

#### 2. Assessment as learning

This is used by the student to learn about themselves as learners and become aware of how they learn. Learning how to learn is an essential requisite for self-directed independent learning. It involves the skills of self-assessment, setting goals, action planning, and recognising success. It can be guided by high order thinking skills, checklists of learning strategies, peer and teacher feedback, and a learning environment where risk-taking is valued.

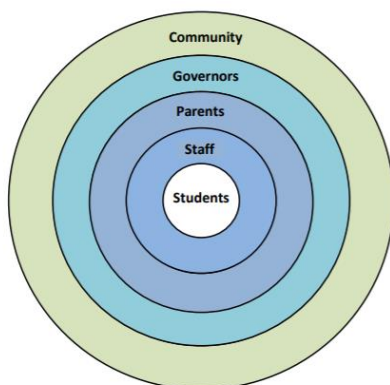
#### 3. Assessment of learning or summative assessment

This is usually done at the end of a task or unit of work and is designed to provide evidence of achievement to the students, parents, and other educators. It can be in the form of student portfolios, teacher portfolios, student productions and presentations, and formal tests or examinations. It is often used to equip students for student-led reporting sessions to their families.

The assessment **of** learning or summative assessment results are the source of data that is mostly used to provide evidence for the need to improve learning and teaching. However, the assessment **for** learning results can also be very useful. National and international assessment platforms can also provide global data to indicate concerns that require intervention.

### Stakeholder perceptions data

The stakeholders in education are depicted as follows.



**N.B.:** The 'Governors' category includes the school board or council, and any other higher-level bodies impacting the school, such as an accreditation body.

Because it is difficult to gain perception data from stakeholders outside the school community, the data is limited to that from students, staff and families. The data can be gathered using anonymous surveys, individual interviews, and small group discussions or debates. The use of several of these methods adds increased validity to the results.

For perception data to be valid, a significant proportion of the school's student, staff or parent population must be represented in the surveys, interviews, discussions or debates. Small samples cannot be considered as being useful indicators of general opinion.

An example of a survey prompt for parents is: Teachers at our school motivate my child to want to learn. 1 2 3 4 5 6 7 (where 1 is 'I don't know', 2 is 'I strongly disagree', and 7 is 'I strongly agree')

### Systems and procedures data

Systems that record useful data to identify improvement needs include the following.

- Staff and student **absence and lateness data**, including reasons for absences linked to workplace issues. This can indicate levels of commitment and morale, welfare and support needs and the relevance of approaches to learning and facilitation.
- Staff **performance management data** that indicate professional development needs, budget priorities, succession planning and team structures. Learning walks can also inform needs.
- Budget **expenditure data** can indicate priority asset replacement needs, equity of resource allocations, and where efficiencies in spending can be made.
- **Student behaviour records** can indicate welfare needs, the relevance of approaches to learning and facilitation, overcrowding issues, and student morale levels.
- **Accident and incident registers** can indicate unsafe facilities, unsafe practices, security issues, and 'hot spots' needing increased attention.
- Regular **audits** of the curriculum coverage, the condition and suitability of resources, building and playground hazards, and financial management can also indicate priority improvement needs.

The data from systems and procedures is a good prompt to seek or delve more deeply into other data sources to help verify an indicated concern or need.

### Community demography data

Demography is the science of social statistics. It analyses the make-up of the population. A targeted study of the community's demographics can reveal the strengths and challenges of the community, including the school students and staff members. It can indicate what to consider when planning how to address the needs of the improvement project when developing the action plan.

Demography data includes such aspects as

- Staff qualifications and training
- Staff experience, expertise and talents
- Staff gender ratios
- Student projected enrolment trends
- Student ethnicity and language backgrounds
- Student special education needs, including disability, impairment, gifted and talented needs
- Student gender ratios
- The socio-economic status of families
- The distances students travel from home to school and access to transport
- The family compositions, such as single parent or extended family contexts
- The education attainment levels of parents
- Parent occupations
- The availability of parents to be involved in school programs
- The expertise and talents of parents and other community members
- The people and networks of influence within the community
- The provision of community resources, such as a library, museum, health & recreation facilities, and significant employers

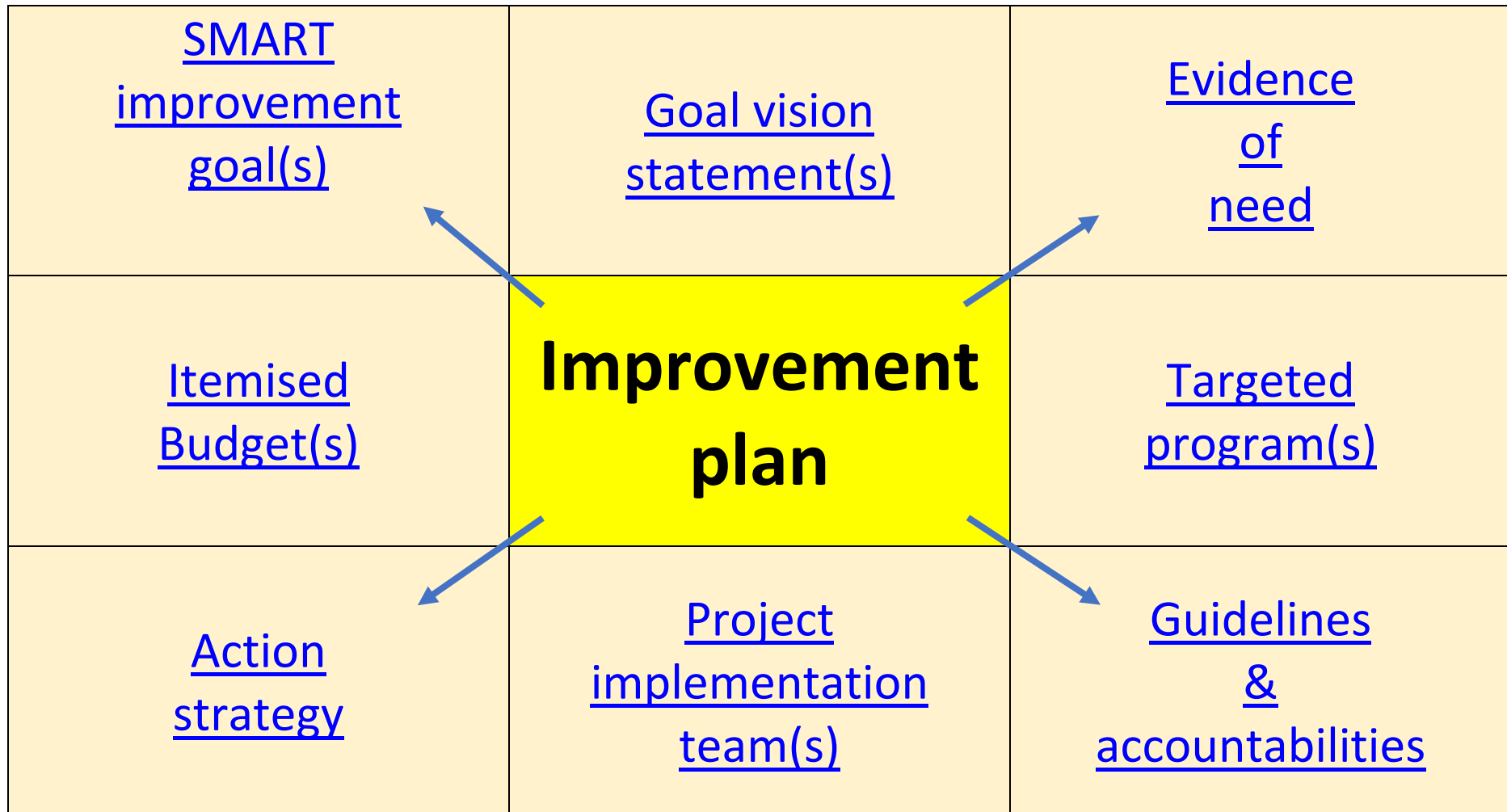
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## Appendix 5: School improvement planning guide

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## Overview



## Expanded view

<u>SMART improvement goal(s)</u> 1.		<u>Goal vision statement(s)</u> 1.			<u>Evidence of need</u> Consider data from the following four sources. <ul style="list-style-type: none"> <li>• Student academic achievement</li> <li>• Stakeholder perception</li> <li>• Systems &amp; procedures</li> <li>• Community demography</li> </ul>	
2.		Include what is being improved and why, with reference to <ul style="list-style-type: none"> <li>• Improved student outcomes</li> <li>• Program standards</li> </ul>				
<u>Itemised budget(s)</u>		<b>SMART goal(s)</b>	<b>Goal vision Statement(s)</b>	<b>Evidence of need</b>	<u>Targeted program(s)</u>	
<b>Item</b>	<b>\$</b>				<b>Program</b>	<b>Aspect</b>
Materials & subscriptions Staff travel, accommodation & meals Venues & catering Publications Student events External expertise and support TOTAL		<b>Itemised Budget(s)</b>	<b>Improvement plan</b>	<b>Targeted program(s)</b>	Learning Human resources Material resources Environment Administration	e.g., Mathematics
		<b>Action strategy</b>	<b>Project implementation team(s)</b>	<b>Guidelines &amp; accountabilities</b>		
<u>Action strategy</u> Detail each action needed to reach the goal, who is responsible for it, when it is to be completed, and any resources required for its successful completion.		<u>Project implementation team(s)</u> <b>Team leader:</b>			<u>Guidelines and accountabilities</u> The team leader reports to: [name]	
		<b>Member</b>	<b>Representing</b>	Project summary: Include the goal, goal's vision, statement of need, and the role of the project leader.		
<b>Factors impacting success (SWOT)</b> <b>Impellers:</b> What will support progress. <b>Optimisation:</b> How impellers will be optimised. <b>Impediments:</b> What will hinder progress. <b>Mitigation:</b> How the effects of impediments will be minimised.					Project milestones: Performance measures and any important attainments that lead to success.	

## Unpacking the expanded view

### Determining the starting point

There are three possible starting points for creating and implementing the tactical plan.

#### 1. Evidence of need

With this starting point, data is analysed from several sources to identify a trend or issue of concern. From the data, a SMART goal is created, and the rest of the process is then followed.

#### 2. SMART improvement goal

From anecdotal evidence, senior leadership teams already have a general perception of a priority issue in their school. Having identified the issue, its root causes can be identified using an issue tree and solution tree. Evidence of the need to address the issue is then gathered from data sources to validate the need and a SMART goal is created to match the root cause. The rest of the process is then followed.

#### 3. Project implementation teams

The senior leadership team may decide to form a school improvement project team first and then assign the task of identifying priority issues and creating SMART goals to the team. The rest of the process is then followed.

### SMART improvement goals

The acronym, **SMART**, is a prompt for writing goals that are:

<b>Specific:</b>	each goal is clear, succinct and jargon-free
<b>Measurable:</b>	each goal includes performance measures that indicate the degree of success achieved
<b>Achievable:</b>	each goal can be readily achieved in terms of time constraints and available resources
<b>Relevant:</b>	each goal is relevant to student learning and perceived as a priority need
<b>Time-bound:</b>	each goal can be achieved within one year with a minimal impact on workload

### Examples

- **Goal:** By the end of the year, an agreed aspect of current best teaching practice has been identified to be introduced at the beginning of the following year, along with the creation of a plan of how to introduce and resource it.
- **Goal:** An efficient procedure for identifying and providing needs-based professional development to teachers has been created by the end of the year.
- **Goal:** By the end of the year, the expectations and guidelines for teachers to follow after each professional development provision have been created, published, implemented, and monitored, including the sharing and use of new knowledge.
- **Goal:** By the end of the year, a handbook of exemplary formative assessment activities that teachers will adopt or adapt for inclusion in their lessons has been created, along with a checklist to monitor that inclusion during formal lesson observations.
- **Goal:** By the middle of the year, an agreed understanding of the relationship between formative assessment and differentiation in teaching has been published and progressively applied to lesson planning and delivery for the rest of the year, including the use of a checklist to monitor its implementation.
- **Goal:** The number of authentic and practical problem-solving activities for teaching Mathematics this year has been increased to represent one third of the Mathematics syllabus.



## Why a goal is SMART

### Example:

To increase the number of authentic and practical problem-solving activities for teaching Mathematics this year so that they represent one third of the Mathematics syllabus.

**S** “ ... authentic and practical problem-solving activities ... ”

**M** “ ... one third of the Mathematics syllabus.”

**A** the cost is low, requiring minimal resources, and the improvement of one third is achievable

**R** the goal addresses student learning and has been identified as an issue

**T** the goal is to be achieved this year

## Goal vision statements

These statements seek to describe **what** the vision for the goal is and **why** there is a need to improve.

They also describe the **relevance** of each goal, especially referring to

- Its connection with the school’s strategic plan
- Improved student outcomes
- Program standards

### Example

#### What

The vision for our goal is to ensure that the curriculum is taught in a way that is relevant to the needs of our students and perceived as being useful by them. This year, we will concentrate on Mathematics.

#### Why

The student academic results of 2016 strongly indicate that our students lack a satisfactory ability to apply their learning in mathematics to everyday, practical situations. An audit of our approaches to teaching mathematics further reveals that insufficient time is devoted to applying mathematical reasoning to solving authentic problems. We, therefore, feel the need to address this situation as a priority.

#### Relevance

Making the application of mathematical skills and knowledge relevant to the everyday lives of students gives meaning and purpose to learning. If it further empowers them to thrive in their future adult lives, it will provide them with a readiness for the demands of the 21st century, including the ability to use higher order thinking skills and be solutions-based in their approaches to life’s challenges.

Our improvement goal is relevant to the proficiency strand of **problem-solving** in the curriculum framework of our accrediting body, which includes formulating and solving authentic problems and creating financial plans.

## Evidence of need

Evidence of the need to improve can be collected from four sources and, whenever possible, it is good practice to strengthen the evidence base by using more than one source.

5. Student academic achievement
6. Stakeholder perceptions
7. Systems and procedures
8. Community demography

## Student academic achievement data

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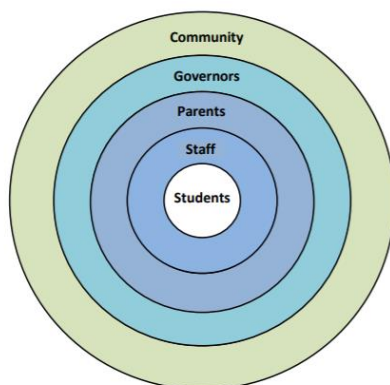
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- The family compositions, such as single parent or extended family contexts
- The education attainment levels of parents
- Parent occupations
- The availability of parents to be involved in school programs
- The expertise and talents of parents and other community members
- The people and networks of influence within the community
- The provision of community resources, such as a library, museum, health & recreation facilities, and significant employers

## Targeted programs

The programs that operate within the school context can be categorised under the following headings.

1. Learning (including students, staff members and families)
2. Human resources

3. Material resources (including facilities, equipment, furniture, fittings, consumables and non-consumables)
4. Environment
5. Administration

It is useful to track which programs are targeted for improvement over time so that a balanced coverage can be considered when deciding the next priority goals. That said, student learning should always take priority. Other programs can be considered if the school has chosen to target more than one program for improvement. Staff and family learning often flows from the need to address student learning and is usually incorporated into the strategies designed to reach the improvement goal.

### **Project guidelines and accountabilities**

Project implementation teams need guidance and support to provide the direction and resources needed for success. The most important guidance is provided to each team leader before the teams are created. It is the form of a project brief, which includes the improvement goal, the **what** component of the goal's vision statement, and a statement of need.

It also includes a role description for each team leader, defining the responsibilities and any expectations the senior leadership team may have of them, and lists the significant milestones that each team needs to meet in their improvement journey. An example of guidelines and accountabilities for a team leader is as follows.

### **Example**

Project brief for the Mathematics improvement project, 2017.

#### **Goal**

The number of authentic and practical problem-solving activities for teaching Mathematics this year has increased to represent one third of the Mathematics syllabus.

#### **Goal vision**

To ensure that the curriculum is taught in a way that is relevant to the needs of our students and perceived as being useful by them.

#### **Statement of need**

The student academic results of 2016 strongly indicate that our students lack a satisfactory ability to apply their learning in mathematics to everyday, practical situations. An audit of our approaches to teaching mathematics further reveals that insufficient time is devoted to applying mathematical reasoning to solving authentic problems. We, therefore, feel the need to address this situation as a priority.

#### **Team leader role description**

The role of each team leader is to;

- in consultation with the senior leadership team, form a representational project team
- with the project team, facilitate the development and implementation of an approved action plan
- convene team meetings on at least a fortnightly basis
- publish a shared agenda, with input offered to each team member, at least one day before each team meeting
- ensure that action-based minutes or notes are taken at each team meeting and digitally published immediately after each meeting

- guide and support team members with the implementation of their assigned actions that arise from meetings
- attend periodical team leader meetings, as convened by the senior leadership team
- share the project team's successes and challenges at the team leader meetings and provide support to fellow team leaders
- provide timely reports to the senior leadership team as issues and challenges become apparent
- provide a mid-project progress report to the senior leadership team, indicating to what extent the project is progressing, identifying significant successes and challenges, and recommending any amendments to the action plan
- provide an end of project report to the senior leadership team in the format provided

### Significant milestones

1. The successful formation of a team
2. Regular periodical team meetings
3. The successful creation of an approved action plan
4. Submission of a mid-project report to the senior leadership team
5. Submission of an end of project report to the senior leadership team

### Project implementation teams

#### Creating the teams

When creating the project teams to implement the improvement goals, there are three considerations to take into account.

1. Provide incentives for people to join the team, such as a time allowance each week to meet or develop resources, and a budget allocation to provide any training that the team may need. During the project implementation period, provide lots of support and recognise and acknowledge the team achievements.
2. Identify a leader who has some expertise or experience in successfully leading change. It could be a staff member who is a community or sporting leader or someone who is good at organising events. If none are available, publish a one-paragraph role statement, call for expressions of interest from within the school staff and interview those who respond. If no-one responds, begin to promote the role as a good opportunity to gain leadership experience for future promotion positions and approach particular staff members to take on the role of leader.
3. As much as practically possible, create the team with a diverse representation of people who are either interested in the project or affected by it.

**For example:**

**Team leader:** Naseer (Head of Math. Department)

Member	Representing
Indira	Mathematics teachers
Raj	Senior teacher
Anika	Parents
Other	Other or same

### The autonomous team model

If there is more than one improvement goal for the year, a project team is needed to implement each goal and a manageable system is needed for the senior leadership team to support and guide the teams. A useful model for supporting and guiding their progress is the autonomous team model.

Autonomous teams implement projects without direct senior supervision, operating instead under well-defined guidelines and accountabilities designed by the senior leaders of the school. The team leaders develop action plans with their teams and submit them to the school leadership team for consideration, negotiated amendment and approval.

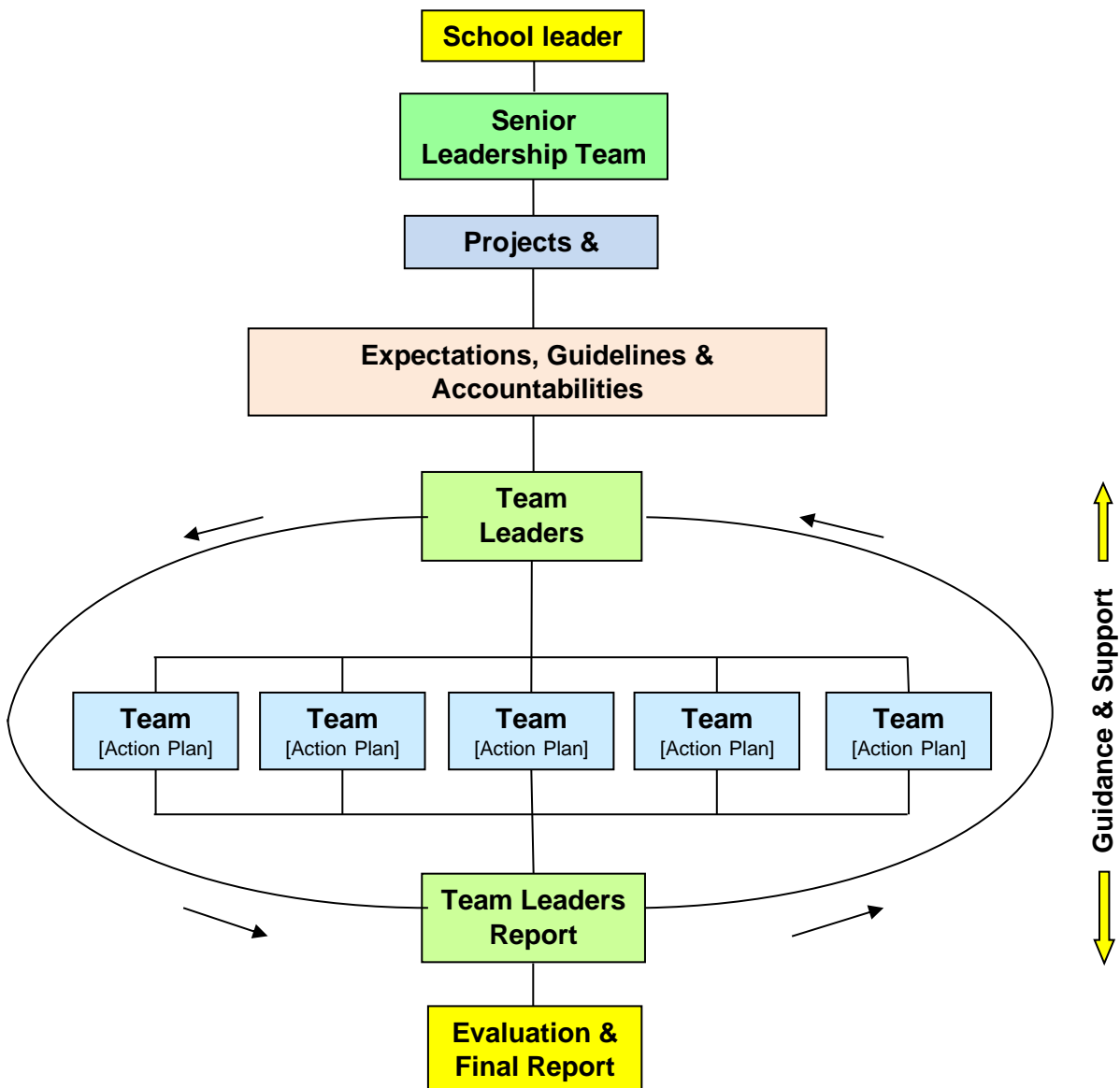
The team leaders then periodically meet to report to the senior leadership team and to each other. At these meetings, successes and challenges are shared, progress is mapped, and action plans are adapted to accommodate changing needs. The meetings are also an opportunity for the leaders to gain synergies with resources and strategies and support each other with suggestions for dealing with the challenges they face. Usually, the meetings occur every two weeks or so.

A shared agenda is published before each meeting to guide discussions, and action-based minutes or notes are recorded, noting who is responsible for ensuring each action is implemented. The actions are followed up at subsequent meetings until they are recorded as being completed. An example of a proforma for action-based minutes is as follows.

**Action-based minutes proforma**

Issue	Why it is an issue	Actions arising from discussion	Implemented by whom	By when	Progress to date
1.					
2.					
3.					
Etc.					

### The autonomous team framework



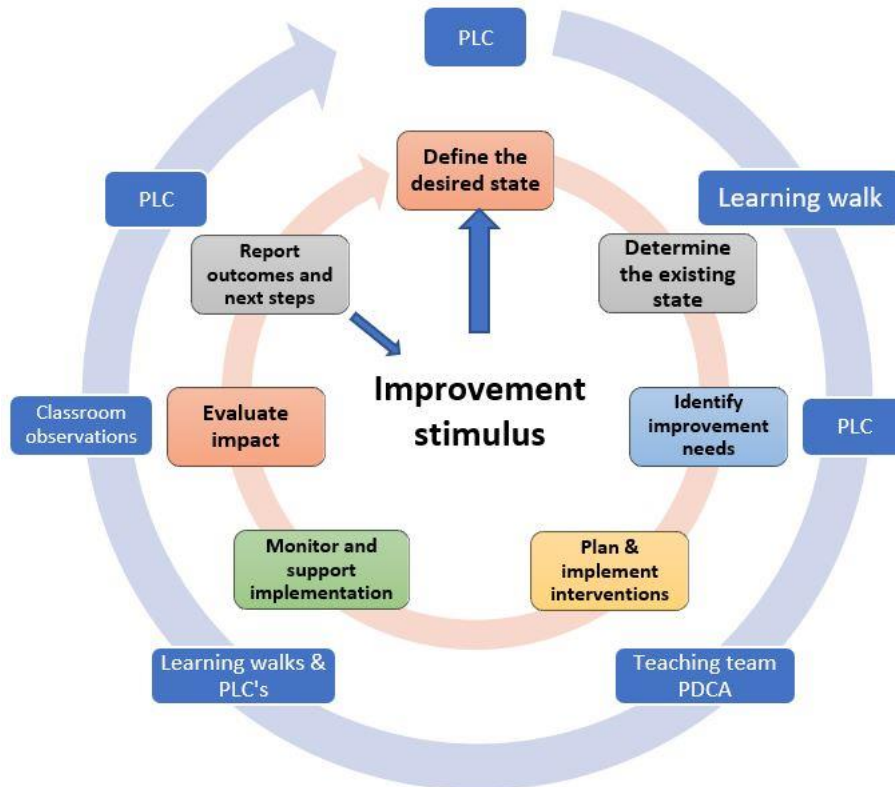
Throughout the implementation of school improvement projects, each school is supported by members of the senior leadership team and, on completion of each project, a formal report is submitted to the senior leadership team by the leader of each team.

### The action strategy

When creating strategies for action, at least three important considerations need to be made. The first is the process that is going to be followed to guide action. The second is a consideration of the main factors that affect successful change. The third is an analysis of the 'impellers' and 'impediments' (SWOT) that are likely to be encountered when implementing the improvement project. All three are factors that impact the success of the project team.

### The action process

As with many strategies, the action process is cyclical. It uses four main tools: PLC's, learning walks, PDCA (Plan, Do, Check, Actions) and discrete classroom observations. The model looks like this.



### Professional Learning Communities (PLC)

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. There is no formal structure to an effective PLC meeting, except the requirement to reflect on performance and focus on improved performance. By default, then, a project team is a PLC, and each meeting of the project team is a PLC meeting.

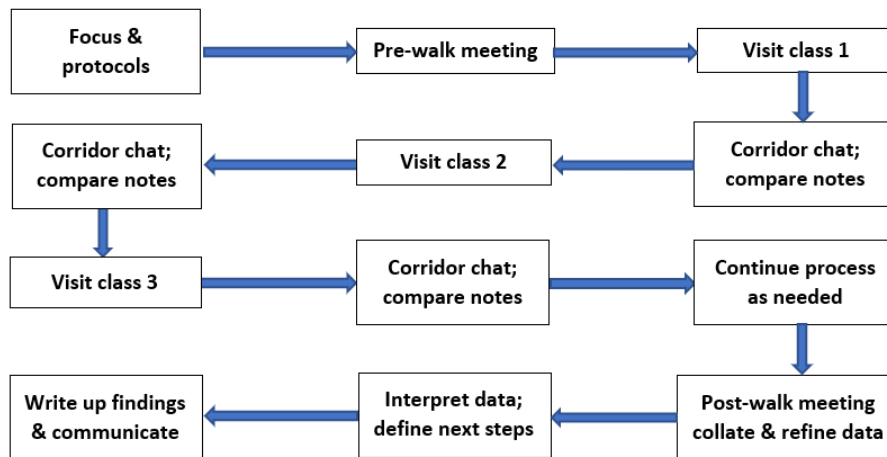
From time to time, the project team may also conduct PLC meetings with stakeholders throughout the duration of the improvement project. This is a wise strategy, designed to increase engagement with and ownership of the transformation journey. At the meetings, a simple agenda may include such items as

- Our journey so far
- A feedback session on
  - What should we do more of?
  - What should we do less of?
- Improvement suggestions

### Learning walks

A learning walk is a tour of selected classrooms to gain a snapshot of the implementation of a specific teaching practice or other initiative. Because it can be quite threatening to teachers, it needs to be well planned, with agreed protocols and understandings in place before implementation. The process for a learning walk is represented by the following graphic.



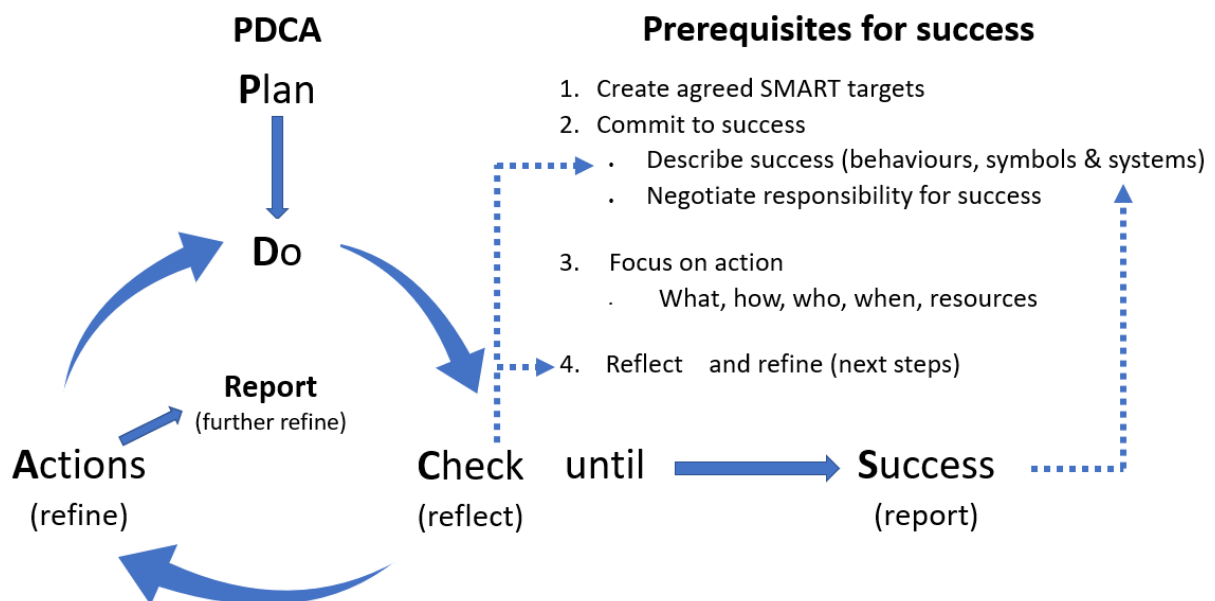


### Discrete classroom observations

As distinct from a learning walk, which gains a snapshot of common practice, a classroom observation focuses more deeply to evaluate the impact of a trialed teaching strategy. The purpose is to gain a sense of the difference that the strategy has made to student learning.

### PDCA (Plan, Do, Check, Actions)

*The Plan, Do, Check, Action process (PDCA)*



### Factors impacting success

#### Change management elements

The following chart provides a useful snapshot of the five change elements that need to be considered during the planning stage. It illustrates how the effectiveness of the change process is diminished if one or more of the elements is not properly addressed.

The action strategy needs to include actions designed to optimise each of the elements. The goal's vision is already provided by the senior leadership team and the project team is developing the action plan.

It is the skills, incentives, and resources that need attention at this stage of the improvement process and the most challenging of these is the incentives.

Ideally, incentives should be intrinsic, arising from the desire to do what is best for the school and its students. However, because teachers and support staff are already very busy people, practical incentives need to be provided to help make being involved in an improvement leading to increased project attractive.

Such incentives can be in the form of time allowances, recognition and acknowledgement for being involved, and simple resource provisions, such as refreshments. It is the task of leaders to remove as many obstacles to progress as possible and make the process simple and easy to implement.

**Identifying impellers and impediments**

A SWOT analysis will help to identify the **Strengths**, **Weaknesses**, **Opportunities** and **Threats** (SWOT) for the improvement process. Once the impellers are identified, they need to be optimised for best effect. Once the impediments are identified, they need to be minimised for least effect. An example of a SWOT analysis is as follows.

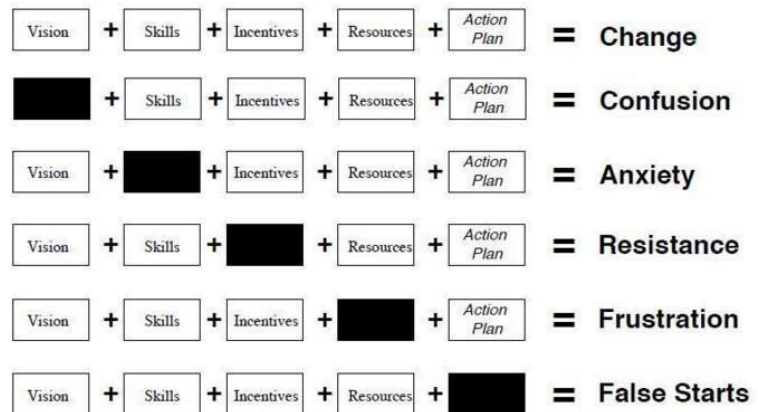
**Example SWOT analysis for a high school**

<p><b>Top 5 Strengths</b></p> <ul style="list-style-type: none"> <li>Affordability/value, 22.1%</li> <li>Instruction quality, 9.1%</li> <li>Programs offerings, 7.5%</li> <li>Accessibility/recruitment, 6.4%</li> <li>Student centeredness, 6.0%</li> </ul>	<p><b>Top 5 Weaknesses</b></p> <ul style="list-style-type: none"> <li>Collaboration between district and colleges, 13.9%</li> <li>Communication (internal; external), 12.2%</li> <li>Graduation/completion, 8.1%</li> <li>Process improvement, 6.8%</li> <li>Data-informed decision making, 6.1%</li> </ul>	<p><b>SWOT ANALYSIS &amp; TOWS MATRIX</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #000080; color: white; text-align: center;">INTERNAL ENVIRONMENT</td> <td style="background-color: #0000ff; color: white;"> <p><b>STRENGTHS</b></p> <ol style="list-style-type: none"> <li>95% able to read, write &amp; count</li> <li>Teachers experience</li> <li>30% A in all subject UPSR</li> </ol> </td> <td style="background-color: #00ff00;"> <p><b>WEAKNESSES</b></p> <ol style="list-style-type: none"> <li>New teachers</li> <li>facilities</li> <li>space</li> <li></li> </ol> </td> </tr> <tr> <td style="background-color: #000080; color: white; text-align: center;">EXTERNAL ENVIRONMENT</td> <td style="background-color: #ffa500;"> <p><b>OPPORTUNITIES</b></p> <ol style="list-style-type: none"> <li>PIBG financial support</li> <li>Learning institutions</li> <li>Benchmarking partners</li> <li></li> </ol> </td> <td style="background-color: #00ff00;"> <p><b>W-O STRATEGIES</b></p> <p>USE STRENGTHS TO TAKE ADVANTAGE OF OPPORTUNITIES</p> <p>OVERCOME WEAKNESSES BY TAKING ADVANTAGE OF OPPORTUNITIES</p> </td> </tr> <tr> <td style="background-color: #000080; color: white; text-align: center;">INTERNAL ENVIRONMENT</td> <td style="background-color: #ff00ff;"> <p><b>THREATS</b></p> <ol style="list-style-type: none"> <li>Parents overzealous</li> <li>Feeder school for Convent Secondary</li> <li></li> <li></li> </ol> </td> <td style="background-color: #ff00ff;"> <p><b>S-T STRATEGIES</b></p> <p>USE STRENGTHS TO AVOID THREATS</p> <p>MINIMIZE WEAKNESSES AND AVOID THREATS</p> </td> </tr> </table>	INTERNAL ENVIRONMENT	<p><b>STRENGTHS</b></p> <ol style="list-style-type: none"> <li>95% able to read, write &amp; count</li> <li>Teachers experience</li> <li>30% A in all subject UPSR</li> </ol>	<p><b>WEAKNESSES</b></p> <ol style="list-style-type: none"> <li>New teachers</li> <li>facilities</li> <li>space</li> <li></li> </ol>	EXTERNAL ENVIRONMENT	<p><b>OPPORTUNITIES</b></p> <ol style="list-style-type: none"> <li>PIBG financial support</li> <li>Learning institutions</li> <li>Benchmarking partners</li> <li></li> </ol>	<p><b>W-O STRATEGIES</b></p> <p>USE STRENGTHS TO TAKE ADVANTAGE OF OPPORTUNITIES</p> <p>OVERCOME WEAKNESSES BY TAKING ADVANTAGE OF OPPORTUNITIES</p>	INTERNAL ENVIRONMENT	<p><b>THREATS</b></p> <ol style="list-style-type: none"> <li>Parents overzealous</li> <li>Feeder school for Convent Secondary</li> <li></li> <li></li> </ol>	<p><b>S-T STRATEGIES</b></p> <p>USE STRENGTHS TO AVOID THREATS</p> <p>MINIMIZE WEAKNESSES AND AVOID THREATS</p>
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<p><b>Top 5 Opportunities</b></p> <ul style="list-style-type: none"> <li>Workforce needs (capitalize on workforce demands for emerging industry programs; trained/skilled workers by existing and incoming industries/ companies), 16.4%</li> <li>Annexation leading to increased enrollment and revenue, 15.1%</li> <li>Articulation agreements with four-year institutions, 13.5%</li> <li>Establish/strengthen partnerships, 12.2%</li> <li>Technology (demand for new technologies; distance education; etc.), 12.2%</li> </ul>	<p><b>Top 5 Threats</b></p> <ul style="list-style-type: none"> <li>Funding reductions, 21.8%</li> <li>High school misalignment with colleges, 12.0%</li> <li>Student/citizen issues (poor preparation, illiteracy, LEP), 10.3%</li> <li>Accountability requirements, 8.5%</li> <li>Competition from other higher education institutions, 7.4%</li> </ul>										

**The importance of communication (socialising)**

An important role of the senior leadership team is to provide incentives that make the improvement project attractive and to socialise the need for the project with the key stakeholders. To socialise a project, a communication plan is needed.

**Managing Complex Change**



Adapted from Kinoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

The communication plan is strategically designed to engage any stakeholders who are either unsure of the need for the project or strong resisters to the project. Its purpose is to normalise the existence of the project by giving it constant exposure through everyday conversations, publications, such as bulletins or newsletters, meeting agendas, and school events. By focussing on the benefits of the project, especially how students will benefit from it, stakeholders will see it as a worthwhile venture.

The communication plan also keeps stakeholders constantly up to date with the progress of the project, especially with its successes. It uses positive language, congratulating people for their involvement and praising teams for their achievements. It conveys passion and excitement, making others feel happy and making the project increasingly attractive and relevant to them.

Communication methods and tools may include

- Video updates and mail-outs
- Social media posts
- Small information sessions with influential stakeholders, such as popular parents, popular teachers, student leaders, and service providers
- Being a guest speaker at community functions
- Publishing articles in local newspapers and family newsletters
- Conducting special fund-raising events that engage families and are targeted to support the project
- Progress updates at parent meetings and Board of Governors meetings

### Example of a communication plan proforma

Aspect of project	Who I Need to Tell	How?	Date Done	Who I Need to Meet	Date Done

### Identifying what needs to be done

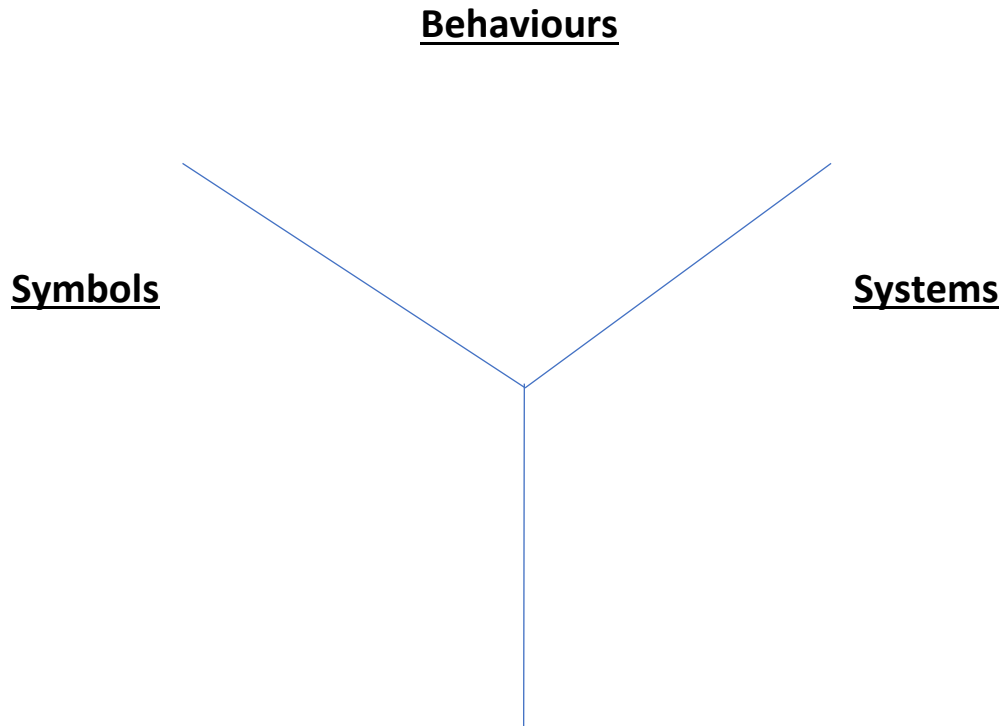
To identify what needs to be done to achieve success, consider four tasks relevant to the SMART goal.

1. Describe the current situation.
2. Explore agreed values and beliefs about good practice.
3. Describe the desired situation.
4. List the steps needed to progress from the current situation to the desired situation.

When describing the current and desired situations, it is useful to focus on the following three manifestations of school culture.

- Behaviours:** What are the students, teachers and support staff doing?  
**Symbols:** What can be seen in the buildings and grounds that indicates performance?  
**Systems:** What policies, procedures, plans, strategies or approaches are people using?

Using these three manifestations, create two Y-charts, one each for the current situation and the desired situation, and make lists under the headings.



To help decide what to list in the Y-chart for the current situation, conduct learning walks that focus on the three headings. The behaviours, symbols and systems should be specific to the SMART goal.

To convert the Y-chart for the desired situation into reality, create an action plan that lists the steps that need to be taken to progress from the current situation to the desired situation. Implement the action plan using a Plan, Do, Check, Action, process to monitor progress and modify the action plan as necessary.

### **The action plan**

The action plan is the main tool that each project team will use to implement their project. The actions that are planned will result from the identified skills, incentives and resources that are needed for success, and the outcomes of the SWOT analysis. The plan may include such activities as

- Conducting surveys of staff CPD needs
- Conducting learning walks and peer observations to identify strengths and challenges
- Interviewing school leaders, teachers, students and parents to identify strengths and challenges
- Conducting Professional Learning Community (PLC) meetings to share strengths and challenges
- Analysing data
- Accessing expertise and models of excellence
- Seeking opinions and advice about intended strategic steps
- Planning and conducting CPD workshops
- Evaluating the effectiveness of CPD workshops
- Resource production or acquisition
- Producing procedures, such as checklists, flow charts, manuals and guidelines
- Conducting information sessions

**Example of an action plan proforma**

Step	What	Why	Who	When	How	Resources	Progress
1							
2							

<b>What</b>	What is the action that we need to take?
<b>Why</b>	Why do we need to take this action?
<b>Who</b>	Who will be responsible for completing the action?
<b>When</b>	When do we expect the action to be completed?
<b>How</b>	How will the action be implemented (sub-steps)?
<b>Resources</b>	What resources are needed for the action to succeed?
<b>Progress</b>	Has the action been completed successfully and on time? If not, what do we need to do to support its completion?

**Itemised budgets**

Usually, improvement projects are not expensive to fund as the costs are very low. Teachers are very resourceful people, often producing their own resources or acquiring them through their extensive professional networks. However, it is important to identify any significant resources that may be needed and determine how they will be sourced before the project team commences its improvement journey.

The following template may be useful as a guide to what resources are commonly needed for improvement projects.

**Example**

Category	Item	RM
Materials & subscriptions	Majong/butcher paper Display charts Stationery Photocopying	
Staff travel, accommodation & meals	Travel Accommodation Meals	
Venues & catering	Venue hire Venue catering Event catering	
Publications	Printing Binding Cover paper Distribution	
Student events	Excursions	

	Productions & performances	
External expertise and support	Guest speakers Workshop providers Travel costs Accommodation Fees	
TOTAL		

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## Appendix 6: The future-ready schools model

### The curriculum model

The intent of the future-ready curriculum model is to reframe the conventional 20<sup>th</sup> century curriculum to better suit the needs of future citizens. These needs are considered as those proposed by Patrick Griffin, Barry McGaw and Esther Care of the Melbourne Graduate School of Education (Melbourne University) in their editorial of '[Assessment and Teaching of 21<sup>st</sup> Century Skills](#)' [Springer 2012].

Future-ready schools are conceptualised on the assumption that society's future is best served if students progressively develop a certain set of beliefs, attitudes, knowledge and skills. These can be distilled into

Beliefs	Attitudes	Knowledge	Skills
4. I can learn	3. Hard work & effort lead to improvement 4. I care about myself, others, and the world I live in	4. I understand my strengths and challenges	6. I know how to learn
5. I can improve		5. I understand my preferences and needs	7. I know how to improve
6. I can contribute		6. I understand how we co-exist in an eco-system of interdependence	8. I know how to think 9. I know how to problem-solve 10. I know how to survive, function, thrive and contribute to an interdependent world

The model is represented by a matrix of student competencies and learning domains, with the horizontal axis being the competencies and the vertical axis being the domains.

The horizontal axis is organised under the two headings of cognitive and executive competencies. The progression is as follows.

Cognitive competencies	Executive competencies
understanding the self	identifying personal needs
understanding others	identifying the needs of others
understanding systems	social engagement (forming social alliances)
	taking action (creating and implementing solutions)

The vertical axis represents the learning domains, which host the development of the student competencies and are organised under the three classifications of caring; communication & expression; and creativity. Learning areas are listed for each domain as follows.

Learning domains	Learning areas
Caring	Citizenship, health, life skills, sustainability
Communication & expression	Artistic, digital, functional, technical
Creativity	Artistic thinking, critical thinking, solutions thinking

Solutions thinking is further divided into design (including engineering), mathematics, and sciences.

The model is represented by the following matrix

## The curriculum matrix

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self	Others	Systems	Personal	Societal	F	G
			A	B	C	D	E		
Caring	1	Citizenship Ethics Law Politics Rights & responsibilities Social contracts	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	2	Health Recreation & leisure Relationships Safety Wellbeing Mental Physical	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	3	Life skills Cultural conventions Financial literacy Functional competence Domestic skills Practical technique Interdependence	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	4	Sustainability Bioethics Ecosystems Global issues	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
Communication & expression	5	Artistic Digital Functional Technical Arts Language Performing Visual Coding Transactional & procedural	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
Creativity	6	Artistic thinking Frameworks & conventions Schools of thought Skill development	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	7	Critical thinking Cause & effect Fact & opinion Options & choices Socio-political history	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	8	Design Engineering solutions Form & function Materials & properties	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	9	Solutions thinking Mathematics Conventions Logic Pattern	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills
	10	Sciences Information management Data synthesis & analysis Methodology & technique	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills	- Global concept - Essential knowledge & skills

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## Approaches to learning and teaching

If students are to internalise the desired set of beliefs, attitudes, knowledge and skills, their learning must be relevant to their needs. This can be assured by progressively empowering them to have 'agency' or the power to act over their learning. Teaching them how to recognise their learning needs and the needs of others, along with understanding how to learn, helps to equip them for this journey.

The emphases on the approaches to learning and teaching are a combination of teacher directed instruction and student directed inquiry learning. They are commonly known as

[Direct instruction](#)

[Inquiry-based learning](#)

[Place-based learning](#)

[Project-based learning](#)

It is the professional judgement of the teacher that determines which approach is most appropriate at any given time and it is expected that there would be a seamless combination of them for any given unit of work, with an emphasis on student-led projects or inquiry. Ideally, students would co-create the global concepts and use [metacognitive skills](#) to pursue projects or lines of inquiry that both extend and interest them.

Where the competencies and learning domains intersect on the curriculum matrix, global concepts, understandings and skills are offered as examples to guide units of work. The intersections are fluid and inquiry will often cross several intersections as necessary.



## Global concepts

The global concepts that are provided are examples and are not prescriptive. Schools, teaching units, individual teachers or students would create and co-create their own concepts, depending on student interests, 'hot' topics, and resources available at the time of teaching. It is an expectation that the concepts will be timeless, trans-national, true and useful. These links lead to examples of [global concepts](#) and [concept prompts](#).

Schools would regularly audit curriculum coverage to ensure it is comprehensive and track depth of understanding and competency to inform whether future revisits are needed.

## Essential knowledge and skills

A [list of knowledge and skills](#) is provided for each global concept as a guide to indicate competency. Again, these are examples to be modified and added to as needed.

## The place of literacy and numeracy

The ability to read, write, speak and listen well is central to increasingly deep learning. The ability to reason and compute algorithmically is central to the creative process and access to the functional world. In a reframed curriculum, it is reasonable to continue prioritising literacy and numeracy as core skill sets that empower learners to pursue ventures of passion or interest.

For this reason, the acquisition of literacy and numeracy skills remains a central focus of the curriculum, especially in the pre-adolescent years. Literacy and numeracy skills are explicitly taught early each day and applied and practised during the inquiry sessions as appropriate.

## Student assessment

The global concepts addressed throughout a year are recorded for each student. Three assessment approaches are used; student portfolios, teacher portfolios, and 'achievement-based, standards-referenced frameworks, which are used to develop profiles of student development' ([Care & Griffin](#)).

## Student reporting

At the beginning of each year, teachers meet individually with parents to discuss any foreseen challenges a student may face and to share perceived strengths, both academic and social. If any concerns arise throughout a year, then these are also explored at individual parent-teacher meetings. Meetings are regularly held to plan and refine strategies for students who need extra support to progress.

Student-led conferences are held twice each year (mid and end) to report achievements, challenges and future learning intentions, with records kept tracking progress. Such conferences include the student, a parent and the home-room teacher.

## A typical day

Most schools have five hours of deliberate learning time available each day. With literacy and numeracy being key skill sets that are central to successful learning, they have priority placement in the prime learning times. Without being prescriptive, a typical learning day may look like this.

### *Example of a daily program*

1 hour	1 hour	30 minutes	1 hour	1 hour	2 hours
Literacy	Numeracy	Break	Specialist Inquiry	Lunch break	Inquiry

**Resources**

The resources needed to implement the reframed curriculum model are the same as existing resources. There is no need to financially invest any more than is currently allocated in a school. However, because there is an emphasis on students taking action in the new approach, resources will increasingly include those available in the local and broader community.

**Community resources**

The main community resource is its people, with their inherent skills, knowledge and common sense. If students are to be entrepreneurial, organising and managing initiatives or projects, they need mentoring, practical skills and a sense of what works. A [place-based system](#) for engaging community expertise and support would need to be established in each school for the reframed curriculum to be most effective.

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## Appendix 7: Global concept examples

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal	F	G	
			A	B	C	D	E			
Caring	1	Citizenship	Ethics Law Politics Rights & responsibilities Social contracts	<b>A1</b> Individuals need to belong and be included.	<b>B1</b> Mine, yours, and ours – how ownership works.	<b>C1</b> The rule of law governs and protects the rights and responsibilities of citizens.	<b>D1</b> Good citizens contribute to the betterment of society.	<b>E1</b> Social contracts can be tacit, explicit, and legislated.	<b>F1</b> Healthy relationships require empathy, respect, care, goodwill, and cooperation.	<b>G1</b> Thriving communities have active members.
	2	Health	Recreation & leisure Relationships Safety Wellbeing Mental Physical	<b>A2</b> Everyone is unique.	<b>B2</b> The growth cycle impacts on our physical, mental, social, and emotional life.	<b>C2</b> Society nurtures wellbeing through infrastructure, services, clubs, and commerce.	<b>D2</b> Happiness is a combination of peace, harmony, and joy.	<b>E2</b> A prosperous society requires healthy citizens.	<b>F2</b> Human beings are successful because they collaborate.	<b>G2</b> Implementing an individual wellbeing plan is socially responsible.
	3	Life skills	Cultural conventions Financial literacy Functional competence Domestic skills Practical technique Interdependence	<b>A3</b> How money works.	<b>B3</b> Free markets are self-regulating.	<b>C3</b> The world of finance requires regulatory systems.	<b>D3</b> Knowledge of self informs social competence.	<b>E3</b> The norms and mores of a society regulate behaviour.	<b>F3</b> Social graces enhance successful relationships.	<b>G3</b> Organising and managing social events enhances life skills.
	4	Sustainability	Bioethics Ecosystems Global issues	<b>A4</b> Ecosystems are made up of living things that are interdependent in order to thrive.	<b>B4</b> Location, governance, and culture largely determine attitudes to ecosystems.	<b>C4</b> Life is sustained by the transfer of matter and energy between plants, animals, decomposers, and the environment.	<b>D4</b> Everyday decisions are influenced by needs that compete for priority attention.	<b>E4</b> Degrees of convenience and cost influence political decisions about sustainability and environmental issues.	<b>F4</b> The ability to appropriately articulate ecological issues, according to audience type, impacts popular opinion.	<b>G4</b> Sustainability is enhanced by ensuring the identification and awareness of significant ecological issues.
Communication & expression	5	Artistic Digital Functional Technical	Arts Language Performing Visual Coding Transactional & procedural	<b>A5</b> The ability to communicate meaning is important for fulfilling individual needs.	<b>B5</b> Effective expression and communication require context, empathy, and purpose.	<b>C5</b> Forms of expression and communication have a progression of complexity in meaning and structure.	<b>D5</b> Developing talents and interests helps identify personal meaning and purpose.	<b>E5</b> Societies have broadcasting and interactive communication systems that provide social cohesion.	<b>F5</b> Social interdependence requires protocols and conventions of expression.	<b>G5</b> Ideas, emotions, and concepts can be expressed through many mediums.

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal			
			A	B	C	D	E	F	G	
Creativity	6	Artistic thinking	Frameworks & conventions Schools of thought Skill development	<b>A6</b> Expression of self supports integrity of personal values & standards.	<b>B6</b> Interpretations of others help develop realisation & empathy.	<b>C6</b> Different mediums require different techniques, conventions & devices.	<b>D6</b> Artistic expression reveals personal limitations, needs and strengths.	<b>E6</b> Revealing the needs of others requires deep insights into behavioural motivation.	<b>F6</b> Successful artistic collaborations require highly developed interpersonal skills.	<b>G6</b> Artistic expression is a powerful means of communication.
	7	Critical thinking	Cause & effect Fact & opinion Options & choices Socio-political history	<b>A7</b> Opinions that resonate truth are formed from multiple sources of expertise.	<b>B7</b> Socrates' triple filter test helps determine the worth of another's opinion.	<b>C7</b> The type of government a country has affects the quality of life of its citizens.	<b>D7</b> Distinguishing between needs and wants enhances decision-making.	<b>E7</b> Peoples' actions influence their culture; and culture influences their actions.	<b>F7</b> Our emotions largely determine the quality of our relationships.	<b>G7</b> News, broadcast through social media, requires testing for truth, bias, and vested interest.
	8	Solutions thinking	Design Engineering solutions Form & function Materials & properties	<b>A8</b> How the human body works is a study in form & function.	<b>B8</b> Aesthetics is influenced by popular opinion, historical exemplars, and trends in fashion.	<b>C8</b> Well-defined procedures are necessary to progress from idea to realisation.	<b>D8</b> The physical limitations & needs of self significantly influence design.	<b>E8</b> Understanding others collectively reveals generic needs for design.	<b>F8</b> Design thinking benefits from the input of diverse expertise.	<b>G8</b> Providing basic shelter cheaply, effectively & aesthetically to those in need is a design challenge.
	9		Mathematics Conventions Logic Pattern	<b>A9</b> The ability to reason develops from personal survival needs.	<b>B9</b> The behaviour of others can be predicted and mapped.	<b>C9</b> Understanding pattern & order is fundamental to mathematics.	<b>D9</b> Estimation is a survival skill.	<b>E9</b> Statistical trend & performance data helps identify societal needs.	<b>F9</b> Socio-metrics helps to identify synergetic working relationships.	<b>G9</b> Mathematics is evident in almost every daily transaction.
	10		Sciences Information management Data synthesis & analysis Methodology & technique	<b>A10</b> Forces help us to move, stop and change direction.	<b>B10</b> Being part of a group helps animals obtain food, defend themselves, and cope with changes.	<b>C10</b> The Earth's systems and components are interrelated and are continually changing.	<b>D10</b> Skills in mathematics are necessary to function in societies.	<b>E10</b> We need water, air, and resources from the land, and live in places that have the things we need.	<b>F10</b> Individuals and communities are doing things to help protect Earth's resources and environments.	<b>G10</b> By questioning, observing, and gathering information, a new or improved object or tool can be developed to solve a problem.

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## Appendix 8: Global concept prompts

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self A	Others B	Systems C	Personal D	Societal E		
Caring	1	Citizenship Ethics Law Politics Rights & responsibilities Social contracts	<b>A1</b> Right & wrong Ownership Responsibility Self-discipline	<b>B1</b> Social mores & customs Fairness & exploitation Win-win negotiation Sharing, giving & exchanging Revolutions & civil wars Wars, insurgencies & invasions Diasporas	<b>C1</b> Government comparisons Local government Legislation, crime, and law enforcement International laws, conventions, treaties & alliances Agreements & contracts Social conventions	<b>D1</b> Individual rights Citizenship skills Personal safety	<b>E1</b> Peace studies Conflict resolution Industrial relations Collective bargaining	<b>F1</b> Games Networking	<b>G1</b> Lobbying Community service Student councils
	2	Health Recreation & leisure Relationships Safety Wellbeing Mental Physical	<b>A2</b> Self-perception & self-esteem Success Resilience & positivity Meditation & mindfulness The relationship between achievement and reward Delayed gratification Personal care, diet & hygiene	<b>B2</b> Empathy, care & kindness Peer & group pressures Interdependence Appreciation of 'the other' Sexuality & reproduction Illness, pain & suffering Death & dying	<b>C2</b> Medical advice, remedies & advances Health services Balanced recipes Safety systems Rites of passage	<b>D2</b> Physical fitness Mental fitness Sport Outdoor education Accident & incident prevention Accident & incident response First aid	<b>E2</b> Social fitness Inclusion & belonging Comparative religion Clubs & societies Substance abuse	<b>F2</b> Dress & decorum Social demeanor	<b>G2</b> Fitness programs Balanced moderate lifestyle Micro-finance program support Social event planning Part-time employment Club membership Coaching & tutoring
	3	Life skills Cultural conventions Financial literacy Functional competence Domestic skills Practical technique Interdependence	<b>A3</b> Tools and their proper use Winning & losing Personal improvement goals The relationship between work and money	<b>B3</b> Negotiating needs & wants Families Practical help Realistic expectations	<b>C3</b> Taboos Rites & rituals Economics & accountancy Commerce & trade Business & marketing systems Arbitration & counselling	<b>D3</b> Meal preparation & catering Budgets & shopping Home care & maintenance Home safety & security Organisational skills Financial transactions & banking	<b>E3</b> Transport systems and etiquette Finding the way Goods & services Buying & selling Insurance Superannuation & pensions	<b>F3</b> Social graces & etiquette Leadership & membership Fellowship & making friends Giving & receiving Collaboration & contracts Meeting protocols	<b>G3</b> Entrepreneurship Enterprise Competitions Project management Event organisation Crowd funding

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self	Others	Systems	Personal	Societal		
			A	B	C	D	E	F	G
Caring	4	Sustainability Bioethics Ecosystems Global issues	<b>A4</b> Needs & wants Consumerism Personal environmental impact	<b>B4</b> Geography Demography Settlement & migration Extinction Botany & zoology Conservation	<b>C4</b> Evolution Genetics Climate & weather patterns Agriculture & aquaculture Pollution & waste disposal Land care	<b>D4</b> Survival Thrival	<b>E4</b> Communities, villages, cities & countries Conservation Sustainable resource management Food provision	<b>F4</b> Joining & supporting a cause Community garden projects Micro-financing	<b>G4</b> Land care projects Animal welfare Vegetable gardens Micro-farming Food banks Wealth distribution
			<b>A5</b> Familiarisation with conventions Charm & persuasive language Skill acquisition Instructional language	<b>B5</b> Listening skills Taking turns Audience skills Other languages Transactions	<b>C5</b> Spelling & lexicology Grammar & syntax Writing, editing, and abridging Coding Storytelling (oral & written) Literary genres	<b>D5</b> Oracy Greeting conventions Digital citizenship Self-assessment Cyber-safety	<b>E5</b> Recipes, action plans, manuals & flow charts Functional and decorative objects Entertainment	<b>F5</b> Conversation Book/film club membership Collaborative contracts	<b>G5</b> Written & spoken advocacy Debates Publications IT solutions
Communication & expression	5	Artistic Digital Functional Technical Arts Language Performing Visual Coding Transactional & procedural							

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self	Others	Systems	Personal	Societal		
			A	B	C	D	E	F	G
Creativity	6	Artistic thinking Frameworks & conventions Schools of thought Skill development	<b>A6</b> Emotional representations Physical representations Spiritual representations Being creative	<b>B6</b> Studying models of excellence & influence The history of visual & performing arts	<b>C6</b> The range, possibilities & limitations of different genre, tools & mediums The purposes & functions of art	<b>D6</b> Artistic preferences Developing skills, voice, fluency & expression Interpreting expression Self-reflection	<b>E6</b> Art as commentary Expressions of culture Challenges to convention	<b>F6</b> Theatre company membership Art club membership Band membership	<b>G6</b> Performances, screenings & exhibitions
	7	Critical thinking Cause & effect Fact & opinion Options & choices Socio-political history	<b>A7</b> The Socratic triple filter Identifying options Making wise choices Conundrums & dilemmas	<b>B7</b> The importance of facts & data Sensationalising & catastrophising Psychology Philosophy Social studies	<b>C7</b> Statistics & trend data Opinion polls Social media & fake news Advertising	<b>D7</b> Autonomy Power Control	<b>E7</b> Autonomy Power Control	<b>F7</b> Simulations & hypotheticals	<b>G7</b> Fact checking Critical writing
	8	Solutions thinking Design Engineering solutions Form & function Materials & properties	<b>A8</b> Making projects Manipulating materials Mechanics	<b>B8</b> Engineering in society Form follows function Aesthetics	<b>C8</b> Architecture Interior design Landscaping Manufacturing techniques	<b>D8</b> Shelter Service provision Tools and their functions	<b>E8</b> Town planning Logistics Construction & Infrastructure Industry	<b>F8</b> Project collaborations	<b>G8</b> Building, making & repairing Invention Product development
	9	Mathematics Conventions Logic Pattern	<b>A9</b> Personal facts & data Time & space Same & different	<b>B9</b> Conservation of number Interconnectivity Equality	<b>C9</b> Measurement conventions Base 10 & binary systems	<b>D9</b> Estimation Verification Budgets	<b>E9</b> Applying measurement Financial transactions	<b>F9</b> Project synergies	<b>G9</b> Applied math

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas		Learning genres	Self	Others	Systems	Personal			Societal
				A	B	C	D	E		
				Constants & variables		Computation methodologies				
	10		Sciences Information management Data synthesis & analysis Methodology & technique	<b>A10</b> Biology Archeology	<b>B10</b> Evolution How things work	<b>C10</b> Chemistry, cosmology, geology, physics Taxonomy Procedures	<b>D10</b> Making sense of the world Where we are in time & space	<b>E10</b> Medicine Agriculture Research & development Innovation	<b>F10</b> Society membership Think tanks	<b>G10</b> Application development Publications

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Appendix 9: Knowledge & skills examples

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self A	Others B	Systems C	Personal D	Societal E		
Caring	1	Citizenship Ethics Law Politics Rights & responsibilities Social contracts	<b>A1</b> <ul style="list-style-type: none"> <li>Individuals need to belong and be included.</li> <li>People are the same and different in many ways.</li> <li>Groups are defined by a culture of behaviours, symbols, and systems.</li> <li>Groups form internal hierarchies.</li> <li>Exclusion occurs when either the hierarchy or culture of a group is challenged by differences.</li> <li>Inclusion occurs with acceptance of a group's hierarchy and culture.</li> </ul>	<b>B1</b> <ul style="list-style-type: none"> <li>Possession and occupation are significant indicators of ownership.</li> <li>Ownership can be indicated by copyright, trademarks, watermarks, titles, registration, and certificates.</li> <li>It is difficult to assign ownership to intellectual property.</li> <li>Ownership is protected by legislation.</li> <li>Ownership can be transferred.</li> <li>The state can grant public access to and use of designated property.</li> <li>Theft is unauthorized acquisition of property.</li> </ul>	<b>C1</b> <ul style="list-style-type: none"> <li>Agreed standards and rules of behaviours govern the functionality of a group.</li> <li>Law is based on socially accepted and legislated mores, beliefs, and standards of behaviour.</li> <li>A country's law is designed to protect the life, property, and rights of its citizens.</li> <li>A county's law should be applied fairly, equitably and dispassionately.</li> <li>The presumption of innocence until proven guilty is a basic tenet of law in a democratic society.</li> </ul>	<b>D1</b> <ul style="list-style-type: none"> <li>Well-formed beliefs, based on reason and empathy, are the basis for forming personal standards of behaviour and decorum.</li> <li>Personal morality regulates decision making.</li> <li>An active interest in the welfare of the predominant society enhances personal wellbeing.</li> </ul>	<b>E1</b> <ul style="list-style-type: none"> <li>A social contract is an informal agreement about behaviour.</li> <li>Social contracts define what is acceptable and unacceptable behaviour.</li> <li>Many social contracts are unwritten and unstated.</li> <li>Many social contracts are acquired through family relationships.</li> <li>Many social contracts support peace and harmony.</li> <li>Society reinforces social contracts through rewards and sanctions.</li> <li>Many social contracts are created by exemplary behaviour.</li> </ul>	<b>F1</b> <ul style="list-style-type: none"> <li>Empathy is the ability to understand and share the feelings of another.</li> <li>Respect is an understanding of the worth of something or someone.</li> <li>Care is the welfare of or concern for another.</li> <li>Goodwill is an intention of understanding and cooperation.</li> <li>Cooperation is working together to achieve a common purpose.</li> <li>Healthy relationships thrive on a well-defined social contract.</li> </ul>	<b>G1</b> <ul style="list-style-type: none"> <li>A community is a group with a common sense of place, identity, purpose or belonging.</li> <li>Community members usually relate to, interact with, and support each other.</li> <li>Communities can be exclusive and protective.</li> <li>Geographic communities often form locally specific social contracts.</li> <li>Communities can be largely self-sufficient.</li> <li>A thriving community cares for its members.</li> <li>A thriving community services the needs of its members.</li> <li>Individual community members usually contribute to the greater good of the community.</li> </ul>



Competencies			Cognitive competence			Executive competence			
			Understanding			Identifying needs		Social engagement	Taking action
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal		
			A	B	C	D	E	F	G
Caring	2	Health Recreation & leisure Relationships Safety Wellbeing Mental Physical	<b>A2</b> <ul style="list-style-type: none"> <li>To understand others, it helps to understand self.</li> <li>All human bodies have the same components and functions.</li> <li>The human body is a complex organism made up of interrelating systems.</li> <li>Personal well-being requires proper care of the body's systems.</li> <li>Diet, exercise, and lifestyle choices affect wellbeing.</li> </ul>	<b>B2</b> <ul style="list-style-type: none"> <li>Families influence the individual.</li> <li>Sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>Groups and cultures are similar and different in meeting the needs and concerns of their members.</li> <li>Institutions, such as schools, churches &amp; clubs, influence the individual.</li> <li>Ethnicity and cultures influence people's daily lives.</li> <li>Social systems, such as schools, media, religions &amp; families. prescribe racial, ethnic, and gendered identities.</li> <li>There is a difference between "acceptance" and "tolerance".</li> </ul>	<b>C2</b> <ul style="list-style-type: none"> <li>Government institutions, religious organisations, community clubs and commercial ventures offer a variety of wellbeing services.</li> <li>Appropriate infrastructure, such as the provision of clean water, clean air and proper stormwater and sewage disposal, impacts the wellbeing of a society.</li> <li>Responsible waste disposal and recycling contributes to the wellbeing of our Biosystems.</li> <li>Environmental protection, food quality assurance and sustainability measures help maintain a viable planet for continuing thrival.</li> </ul>	<b>D2</b> <ul style="list-style-type: none"> <li>Lifestyle choices affect happiness.</li> <li>A sense of purpose and achievement affects happiness.</li> <li>A sense of belonging affects happiness.</li> <li>A healthy physical and mental state enhances happiness.</li> <li>Interpersonal relationships enhance happiness.</li> </ul>	<b>E2</b> <ul style="list-style-type: none"> <li>It is in the interests of a society to have a healthy population.</li> <li>An understanding of Maslow's hierarchy of basic needs provides insights into human behaviour.</li> <li>Different societies meet each of Maslow's needs in different ways.</li> </ul>	<b>F2</b> <ul style="list-style-type: none"> <li>Culture is expressed through behaviours, systems, and symbols.</li> <li>Successful collaboration requires explicit cultural agreements.</li> </ul>	<b>G2</b> <ul style="list-style-type: none"> <li>Individual wellbeing contributes to collective wellbeing.</li> <li>The pursuit of happiness is a global quest.</li> <li>A wellbeing plan encompasses physical, mental, and spiritual health.</li> <li>A healthy and happy society contributes to global peace.</li> <li>It is in the interests of one culture to care for another.</li> <li>Celebrating differences and similarities enhances acceptance and respect</li> </ul>

Competencies			Cognitive competence			Executive competence			
			Understanding			Identifying needs		Social engagement	Taking action
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal		
			A	B	C	D	E		
Caring	3	Life skills Cultural conventions Financial literacy Functional competence Domestic skills Practical technique Interdependence	<b>A3</b>	<b>B3</b>	<b>C3</b>	<b>D3</b>	<b>E3</b>	<b>F3</b>	<b>G3</b>
			<ul style="list-style-type: none"> <li>• Trade and barter preceded the use of money.</li> <li>• Money can be legally acquired through endeavor, trade, inheritance, fortune, or investment.</li> <li>• People use money to satisfy their needs and wants.</li> <li>• The ability to distinguish between needs and wants affects wealth.</li> <li>• Budgets regulate cash flow.</li> <li>• Purchasing power is regulated by income,</li> </ul>	<ul style="list-style-type: none"> <li>• Human, natural, and capital resources each have different attributes.</li> <li>• Changes in transportation and communication have affected trade and economic activities.</li> <li>• People satisfy their basic needs and wants through the production of goods and services.</li> <li>• Trade affects the way people earn their living in the regions of the world.</li> <li>• There are differences in the division of labor from hunting and gathering societies to farming communities to urban societies.</li> <li>• The primary causes of world trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory systems help prevent abuse of financial management.</li> <li>• Abuse of financial management is motivated by need or greed.</li> <li>• Regulatory systems include audits, internal control, fair practice policing, and legislation.</li> <li>• Free trade agreements are based on goodwill.</li> <li>• The use of negotiation can fine-tune costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Being attractive to others is a combination of personal attributes.</li> <li>• Personal attributes include appearance, demeanor, social graces, humour, abilities, attitudes, and beliefs.</li> <li>• Self-reflection gives insight into the nature of personal attributes.</li> <li>• Self-reflection can affirm personal worth.</li> <li>• Self-reflection strengthens the ability to improve personal attributes.</li> <li>• Self-reflection can build resilience and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Norms are informal understandings that govern the behaviour of members of a society.</li> <li>• Mores are characteristic customs and conventions of a community.</li> <li>• Norms and mores are social contracts.</li> <li>• Norms and mores strongly influence the behavioral expectations of a family.</li> <li>• Norms and mores underpin government systems.</li> <li>• Norms and mores underpin legislation.</li> <li>• Communities apply rewards and sanctions for conformity and non-conformity with norms and mores.</li> </ul>	<ul style="list-style-type: none"> <li>• A society's norms determine social graces.</li> <li>• Social graces are forms of etiquette and manners.</li> <li>• Etiquette and manners are forms of empathy, care, and kindness.</li> <li>• Social graces evolve with each generation.</li> <li>• Social graces reinforce a sense of belonging.</li> <li>• Courtesy is attractive to many people.</li> <li>• Social graces enhance friendship and courtship.</li> <li>• Social graces enhance business relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Organising and managing events requires competent leadership skills.</li> <li>• Organising and managing events requires competent interpersonal skills.</li> <li>• Engaging, supporting, and facilitating others is central to organising and managing events.</li> <li>• Social events celebrate and reward alliances.</li> <li>• Social events reinforce a sense of belonging.</li> </ul>

Competencies			Cognitive competence			Executive competence			
Learning domains	Learning areas	Learning genres	Understanding			Identifying needs		Social engagement	Taking action
			Self A	Others B	Systems C	Personal D	Societal E		
Caring	4	Sustainability Bioethics Ecosystems Global issues	<b>A4</b> <ul style="list-style-type: none"> <li>• An ecosystem is a form of community.</li> <li>• Ecosystems are self-regulatory.</li> <li>• Ecosystems have finely tuned food chains.</li> <li>• Each element of an ecosystem is important to the existence of the others.</li> <li>• Disrupting one element of an ecosystem can disrupt the whole system.</li> <li>• The health of ecologies affects our wellbeing.</li> </ul>	<b>B4</b> <ul style="list-style-type: none"> <li>• Human needs and wants impact ecosystems.</li> <li>• Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</li> <li>• Awareness of, understanding and exposure to ecosystems affects human attitudes to them.</li> <li>• Political and commercial decisions often affect ecosystems.</li> <li>• Sustainable agriculture and aquaculture are dependent on healthy ecosystems.</li> <li>• Organisms can survive only in environments in which their needs are met.</li> </ul>	<b>C4</b> <ul style="list-style-type: none"> <li>• The energy released from food was energy from the sun captured by plants.</li> <li>• Plants acquire their material for growth chiefly from air and water.</li> <li>• Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants.</li> <li>• Some organisms, such as fungi and bacteria, break down dead organisms and operate as “decomposers.”</li> <li>• Decomposition recycles some materials back to the soil.</li> <li>• A healthy ecosystem is one in which multiple species are each able to meet their needs.</li> <li>• Matter cycles between the air and soil and among plants, animals, and microbes as they live and die.</li> </ul>	<b>D4</b> <ul style="list-style-type: none"> <li>• Decisions have consequences that affect others.</li> <li>• Distinguishing between needs and wants informs the determination of priorities.</li> <li>• Our everyday choices affect the health of ecosystems.</li> <li>• Needs and wants can be satisfied without adversely affecting ecosystems.</li> <li>• The food of almost any kind of animal can be traced back to plants.</li> </ul>	<b>E4</b> <ul style="list-style-type: none"> <li>• Urban development can have a major impact on ecosystems.</li> <li>• Many building and construction conventions and resources impact negatively on ecosystems.</li> <li>• Alternative building and construction methods and resources can be eco-friendly.</li> <li>• Commercial interests are a strong determinant of ecological health.</li> <li>• Affordability influences the everyday choices of society.</li> <li>• A transition to sustainable, eco-friendly systems is expensive and risky in the short term.</li> <li>• A transition to sustainable, eco-friendly systems is politically progressive.</li> <li>• Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.</li> </ul>	<b>F4</b> <ul style="list-style-type: none"> <li>• Popular opinion affects political decisions.</li> <li>• Sustainable ecosystems require supportive political decisions.</li> <li>• The opinion of popular people influences popular opinion.</li> <li>• People listen to opinion when issues affect them directly.</li> <li>• People act on opinion depending on levels of convenience, risk and cost.</li> <li>• People act on opinion if they gain power.</li> </ul>	<b>G4</b> <ul style="list-style-type: none"> <li>• Education influences the opinions of people.</li> <li>• People can be educated through informed discourse and discussion.</li> <li>• A collective voice influences political decisions.</li> <li>• Sustainability is reliant upon political and commercial decisions.</li> <li>• Information about ways individual communities use scientific ideas to protect the Earth’s resources and environment can be gathered, combined, and promoted.</li> </ul>

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal			F
			A	B	C	D	E			
Communication & expression	5	Artistic Digital Functional Technical	Arts Language Performing Visual Coding Transactional & procedural	<b>A5</b> <ul style="list-style-type: none"> <li>• Expression is a fundamental human need.</li> <li>• Communication happens through a variety of media.</li> <li>• All five physical senses have a communication role.</li> <li>• There are conventions of expression that allow access to purpose and meaning.</li> <li>• Each expressive medium has unique skills, tools, and conventions.</li> </ul>	<b>B5</b> <ul style="list-style-type: none"> <li>• Effective expression requires a receptive audience.</li> <li>• Seek first to understand and then be understood.</li> <li>• Listening skills are important to effective communication.</li> <li>• There is receptive and expressive language.</li> <li>• There are many different languages in the world</li> <li>• Different world cultures have similarities and differences in expressive forms and conventions of communication.</li> </ul>	<b>C5</b> <ul style="list-style-type: none"> <li>• Expression and communication require expertise and structure.</li> <li>• Enhanced expression requires increasingly sophisticated skills and techniques.</li> <li>• Exhibiting, performing, and publishing require organisation, resources, and management.</li> </ul>	<b>D5</b> <ul style="list-style-type: none"> <li>• Self-expression and reflection develop an understanding of abilities, limitations, and growth needs.</li> <li>• Self-expression and reflection develop an understanding of how the world works.</li> <li>• Developing skills and techniques requires determination, perseverance, and resilience.</li> <li>• Achieving mastery is a source of happiness.</li> <li>• Talents and interests are media for expression and communication.</li> </ul>	<b>E5</b> <ul style="list-style-type: none"> <li>• Mass media is important to societal cohesion.</li> <li>• Mass media can provide transparency and accountability.</li> <li>• Mass media can be manipulated to promote ideology.</li> <li>• Social media appeals to the need to belong.</li> <li>• Social media is populist.</li> </ul>	<b>F5</b> <ul style="list-style-type: none"> <li>• Dependence, independence, and interdependence are both a progression and an application, according to the need of any given time.</li> <li>• Communication protocols affect the quality of relationships.</li> <li>• Talents and interests are conduits for social connection.</li> </ul>	<b>G5</b> <ul style="list-style-type: none"> <li>• Expressive mediums have unique and similar features.</li> <li>• Combinations of expressive media allow powerful communication.</li> <li>• Familiarity and skill with many expressive mediums provide an improved communication ability.</li> </ul>
				Creativity	6	Artistic thinking	Frameworks & conventions Schools of thought Skill development	<b>A6</b> <ul style="list-style-type: none"> <li>• Playing with ideas, materials, tools &amp; techniques reveals limitations, challenges, and abilities.</li> <li>• Creative play helps define the boundaries of possibility.</li> <li>• Testing artistic boundaries enlightens values, preferences &amp; standards.</li> </ul>	<b>B6</b> <ul style="list-style-type: none"> <li>• Artistic genres and philosophical thought vary from culture to culture.</li> <li>• Exploring other cultures allows an understanding and connection with 'the other'.</li> <li>• Studying the expressive techniques of others broadens creative options.</li> </ul>	<b>C6</b> <ul style="list-style-type: none"> <li>• Artistic frameworks, devices &amp; conventions provide foundations for creativity.</li> <li>• Schools of thought &amp; expression were created through revolution &amp; evolution.</li> <li>• Historical expression &amp; thought provide foundations for innovation.</li> </ul>

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal			
			A	B	C	D	E	F	G	
Creativity	7	Critical thinking	Cause & effect Fact & opinion Options & choices Socio-political history	<b>A7</b> <ul style="list-style-type: none"> <li>• Experts have advanced understanding, experience, and skill in their field of expertise.</li> <li>• A society typically respects experts.</li> <li>• Highly functioning societies seek the opinion of experts to inform political and commercial decisions.</li> <li>• Well-researched facts and data predominantly influence the opinion of experts.</li> <li>• When seeking expert opinion, several sources help to ensure a balance of bias.</li> <li>• Social media tends to provide information and opinions that match our preferences.</li> <li>• Social media can sensationalise and catastrophise news reporting.</li> </ul>	<b>B7</b> <ul style="list-style-type: none"> <li>• Socrates was a classical Greek philosopher credited as a founder of Western philosophy.</li> <li>• Socrates developed a filter to determine the worth of another's opinion.</li> <li>• To be highly regarded, an opinion needed to pass three tests                             <ol style="list-style-type: none"> <li>1. Is it true?</li> <li>2. Is it good?</li> <li>3. Is it useful?</li> </ol> </li> </ul>	<b>C7</b> <ul style="list-style-type: none"> <li>• There are issues involving rights, roles and responsibilities of individuals in relation to broader society.</li> <li>• Political institutions meet the needs and wants of individuals and society.</li> <li>• The various levels of government are organised to affect their major responsibilities.</li> <li>• What citizenship is.</li> <li>• There are means by which citizens can monitor, evaluate, and influence actions of their government.</li> <li>• The roles of laws, courts of law, and judges.</li> <li>• Major political systems have similarities &amp; differences.</li> <li>• There are different strategies for resolving conflict.</li> </ul>	<b>D7</b> <ul style="list-style-type: none"> <li>• The impact of decisions on others can influence a person's quality of life.</li> <li>• Maslow's hierarchy of needs helps to distinguish between needs and wants.</li> <li>• Knowing the difference between needs and wants helps to prioritise everyday choices.</li> <li>• Knowing the difference between needs and wants helps to rank the relevance of issues.</li> <li>• A desire for self-gratification can strongly influence choices.</li> <li>• Popular opinion can strongly influence choices.</li> <li>• Applying the Socratic filter to popular opinion can support rational decisions.</li> </ul>	<b>E7</b> <ul style="list-style-type: none"> <li>• The cultural characteristics of different regions and people.</li> <li>• Different cultures meet human needs and concerns in similar &amp; different ways.</li> <li>• Cultural contributions from various groups have helped form a national identity.</li> <li>• The elements of culture.</li> <li>• The elements of a belief system.</li> <li>• The principal tenets of major world religions.</li> <li>• The advantages and disadvantages associated with cultural diversity.</li> <li>• Cultural diffusion.</li> </ul>	<b>F7</b> <ul style="list-style-type: none"> <li>• An emotion is not a thought.</li> <li>• Emotions connect people to the world around them.</li> <li>• Understanding emotions helps to understand the connection to others.</li> <li>• An important aspect of critical thinking is the ability to step back from and consider emotional responses to information.</li> <li>• Self-esteem is a response to the opinion of others.</li> <li>• Self-perception influences relationships.</li> </ul>	<b>G7</b> <ul style="list-style-type: none"> <li>• Critical thinking is enhanced by the following steps.                             <ol style="list-style-type: none"> <li>1. Recognise feelings.</li> <li>2. Create a distance from the story.</li> <li>3. Check for emotional language.</li> <li>4. Check for emotional images.</li> <li>5. Check for exaggeration.</li> <li>6. Check for manipulation and its motivation.</li> <li>7. Check facts and figures, a fair presentation of facts.</li> <li>8. Check for gaps in information.</li> <li>9. Check other points of view.</li> <li>10. Form an opinion of truth, impact, and control.</li> </ol> </li> <li>• Media broadcasts evoke different responses according to levels of truth, impact, and control.</li> </ul>

Competencies			Cognitive competence			Executive competence			
			Understanding			Identifying needs		Social engagement	Taking action
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal		
			A	B	C	D	E	F	G
Creativity	8	Design Engineering solutions Form & function Materials & properties	<b>A8</b> <ul style="list-style-type: none"> <li>• A designer knows the world through making and learns by doing.</li> <li>• Design begins with setting a strategic intention.</li> <li>• A designer fails quickly and often, with progressive modifications leading to success.</li> <li>• A designer pays attention to detail.</li> </ul>	<b>B8</b> <ul style="list-style-type: none"> <li>• Everyone designs who devises courses of action aimed at changing existing situations into preferred situations.</li> <li>• Design thinking can be applied to systems, procedures, protocols, and customer/user experiences</li> </ul>	<b>C8</b> <ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier.</li> <li>• A technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier.</li> <li>• Tools and techniques are sometimes used for harmful purposes or have harmful consequences.</li> </ul>	<b>D8</b> <ul style="list-style-type: none"> <li>• You can design the way you lead, manage, create &amp; innovate.</li> </ul>	<b>E8</b> <ul style="list-style-type: none"> <li>• Optimal design needs cross-disciplinary inquiry to facilitate innovation.</li> </ul>	<b>F8</b> <ul style="list-style-type: none"> <li>• Multi-disciplinary teams discover, define, develop, and deliver solutions.</li> <li>• Designer teams engage targeted users to gain insights on relevance &amp; application.</li> </ul>	<b>G8</b> <ul style="list-style-type: none"> <li>• Developing, badging &amp; marketing a solution or product is a systematic process requiring diverse expertise.</li> </ul>
	9	Solutions thinking Mathematics Conventions Logic Pattern	<b>A9</b> <ul style="list-style-type: none"> <li>• The ability to compute algorithmically is a fundamental life skill.</li> <li>• The application of Mathematics can be found in all aspects of functional life.</li> <li>• Acquiring computation skills enhances personal competence.</li> </ul>	<b>B9</b> <ul style="list-style-type: none"> <li>• To function optimally, everyone needs to calculate, measure, estimate and verify.</li> <li>• Mathematics allows biological, cultural, and financial comparisons and contrasts to be measured, analysed &amp; synthesized.</li> <li>• Mathematics allows a greater understanding of our physical world and its place in the universe.</li> </ul>	<b>C9</b> <ul style="list-style-type: none"> <li>• Mathematics has universal conventions, symbols, and systems.</li> <li>• An understanding of the universal conventions, symbols &amp; systems of mathematics is empowering.</li> </ul>	<b>D9</b> <ul style="list-style-type: none"> <li>• Checking the authenticity of financial transactions is a desirable skill.</li> <li>• Competence with weights and measures is necessary for food preparation.</li> <li>• Estimation is a valuable prediction and cross-check of facts.</li> <li>• Knowledge of forces and levers is useful for daily functionality.</li> <li>• Algebra and geometry are useful for determining elusive values.</li> </ul>	<b>E9</b> <ul style="list-style-type: none"> <li>• Mathematics helps quantify society's needs &amp; wants and design solutions to meet them.</li> <li>• Mathematics enhances both sophistication and elegance in structural design solutions.</li> </ul>	<b>F9</b> <ul style="list-style-type: none"> <li>• Understanding the universal conventions, symbols &amp; systems of mathematics enhances transnational transactions &amp; collaborations.</li> <li>• Mathematics is integral to all project work involving teams, logistics and production.</li> </ul>	<b>G9</b> <ul style="list-style-type: none"> <li>• Mathematics is used to check facts, justify opinion, and strengthen hypotheses.</li> <li>• Mathematics is used to plan, develop, and implement design solutions.</li> </ul>

Competencies			Cognitive competence			Executive competence				
			Understanding			Identifying needs		Social engagement	Taking action	
Learning domains	Learning areas	Learning genres	Self	Others	Systems	Personal	Societal			
			A	B	C	D	E	F	G	
Creativity	10	Solutions thinking	Sciences	<b>A10</b>	<b>B10</b>	<b>C10</b>	<b>D10</b>	<b>E10</b>	<b>F10</b>	<b>G10</b>
			Information management Data synthesis & analysis Methodology & technique	<ul style="list-style-type: none"> <li>Force has both strength and direction.</li> <li>An object at rest typically has multiple forces acting on it, the sum of which gives zero net force.</li> <li>Forces that do not sum to zero can cause changes in an object's speed or direction of motion.</li> <li>Objects in contact exert forces on each other.</li> <li>Understanding force contributes greatly to an understanding of how our bodies function.</li> </ul>	<ul style="list-style-type: none"> <li>Communities consist of interdependent organisms in a given place.</li> <li>Populations live in a variety of habitats and change in those habitats affects the organisms living there.</li> <li>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</li> </ul>	<ul style="list-style-type: none"> <li>Systematic approaches include observing, wondering, inquiring, researching, empathising, speculating, predicting, gathering data, analysing, objectifying, simplifying, classifying, quantifying, synthesising, formulating, drafting, prototyping, trialling, testing, challenging, modifying, verifying, and articulating.</li> </ul>	<ul style="list-style-type: none"> <li>Systematic approaches help identify authentic needs and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>All animals need food to live and grow.</li> <li>Plants need water and light to live and grow.</li> <li>Plants and animals can change their environment.</li> <li>Humans use natural resources for everything they do.</li> <li>Things that people do to live comfortably can affect the world around them.</li> <li>People can make choices that reduce their impacts on the land, water, air, and other living things.</li> </ul>	<ul style="list-style-type: none"> <li>Scientific collaborations can provide synergetic solutions to complex problems.</li> <li>Scientific collaborations progress well if they are underpinned by explicit agreements, such as memoranda of understandings, including ethical standards.</li> </ul>	<ul style="list-style-type: none"> <li><i>Systems, tools, and techniques can be improved over time.</i></li> <li>Solutions can be represented graphically and through models.</li> <li>Solutions, once verified, need promoting, organising, and managing.</li> </ul>

## Appendix 10: Student-led reporting of academic progress

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### Introduction

This document describes one method for delivering student-led reporting of academic progress for students between the ages of 7 and 14. It is not prescriptive and, of course, should be modified to suit the learning context of students and the resources available to the school. For example, if the learning context is distance learning, the presentation may take the sole form of a video or online meeting.

The timeline described in this document is also not prescriptive, especially the inclusion of two annual reporting sessions. It may be more appropriate for a school to conduct similar reporting sessions at the end of each unit of inquiry or as a significant learning milestone is reached. Also, in schools implementing International Baccalaureate Organisation programs, the end of year reporting session would be replaced by such events as the Year 5 Exhibition.

### Purpose

The purpose of student-led reporting is to encourage and empower students to be increasingly responsible and accountable for their learning and to have a sense of control over it. It is also a means for students to practise and refine the skills and strategies required for delivering reports and obliges students to honestly reflect on their performance and plan for the future. These are necessary metacognition skills for a lifelong learning journey.

It achieves this by making each student responsible for making judgements about their learning, identifying continuing learning needs and reporting academic progress to their parents or caregivers.



Because it takes an evidence-based approach, each student compiles a portfolio of work that represents their performance.

### **The student portfolio**

The examples of work gathered for a student portfolio need to provide evidence of progress over time and here are some suggestions for what can be included.

- dated samples of work organised sequentially
- workbooks progressively used throughout the year
- significant presentations of units of inquiry and assignments, including video recordings, photos and performances
- data analyses
- reading logs of books read
- photos of relevant classroom displays

Importantly, samples of working drafts are also important as they help show the creative process and some thinking behind the learning. These might include

- notes
- personal reflections on what has been learnt
- creative writing drafts
- practice essays
- sketches
- to-do lists
- mind maps
- concept maps
- research notes
- collaborations and teamwork photos
- trial solutions
- photo journals
- tentative hypotheses
- teacher feedback notes

It is advisable for teachers to regularly set aside time throughout the year for students to select work they'd like to include in their portfolios, and make sure all students have a dedicated online portal, folder, binder or art portfolio case they can store their work in.

### **Time allocation**

For a primary/elementary school, divide the class into two or three manageable groups and allow half an hour presentation time for each group. To decide how many groups are needed, determine how much space allows a student to sit with three adults around a table and how many of those tables the room can accommodate. Also consider the noise factor and the space needed for involved teachers to circulate and engage (including any subject specialist or support staff members).

If parents or caregivers wish to spend time talking to teachers alone, then have a schedule at hand for them to nominate a later time.

For a secondary/high school, use the same process, keeping students in their home groups, but allow one hour per group; half an hour for the student presentations and half an hour for families to talk to teachers. More space is needed to allow multiple subject teachers to circulate and engage in

the student-led presentations. Extra time, space and tables are also need for teachers to receive those parents or caregivers who wish to pursue further conversations about their student's learning. Also, have a schedule at hand for them to nominate a later time if needed.

## **The ten-step process**

### **Step 1**

At the beginning of each academic year, the school leadership team briefs all teachers and support staff on the student-led reporting process, including the timeline and key milestones to be reached. At this time, any recommendations for improvement to the approach are considered and any resulting fine-tuning done.

### **Step 2**

Also, at the beginning of each academic year and as new students enrol at the school, the coordinating teacher describes the student-led reporting program to the students and allocates the resources required to support the process. At this time, examples of a portfolio's contents are shared and lots of discussion is held to clarify the process. The teacher organises a dedicated storage space for the portfolios that is accessible to the students. This may include digital storage on a school-based server.

### **Step 3**

The school leadership team communicates the program and its process to all key stakeholders other than the students. For an example of such a newsletter article, see Appendix 1.

### **Step 4**

At designated times throughout the year, students select and place samples of work in their portfolios. This is done in sequential, dated order and with careful guidance from the teachers involved, with students justifying their selections and ensuring that they indicate academic progress.

### **Step 5**

At about six weeks before the reporting event, the teachers demonstrate to the students how to conduct a reporting session and the students begin practising their presentations with each other. Usually, there is a practice session once each week before the event. During these practice sessions, the teachers circulate through the class and coach students with their performance. It is also a good time to make any adjustments to the content of the portfolios.

### **Step 6**

About one month before the reporting event, teachers meet to coordinate the venues and times for the reporting sessions to cater for families with more than one student at the school. The school leadership team then sends a reminder to parents and caregivers about the timing and format of the event. At this time, a meeting of parents and caregivers is also announced to provide a briefing about their role in the process and to field any questions or concerns they may have. For an example of this communication, see Appendix 2.

### **Step 7**

About one week before the event, the involved teachers send home to the parents and caregivers a reminder of the event and a written description of each person's role in the reporting session. For an example of this communication, see Appendix 3.



**Step 8**

The day before the event, the venues are arranged to accommodate the reporting sessions and resources are set out as needed. This includes refreshments for the parents, caregivers and any guests. The students are familiarised with the physical arrangements of the venue.

**Step 9**

At the event, parents and caregivers are individually greeted and guided to their student's presentation table. Half an hour is allocated to each round of presentations. During this time, teachers and members of the leadership team circulate to ensure that students are coping well and to be available for any questions parents and caregivers may have. It is important for teachers to have minimal input into the reporting sessions and to be merely available if needed.

When a student has completed their presentation, their parents or caregivers complete a brief feedback form and give it to the coordinating teacher, such as the '*2 stars, 1 wish & 1 action*' example in Appendix 4. The teacher makes a copy of the form for their files and gives the original to the student the day after the event.

Immediately after the reporting sessions, teachers and members of the leadership team invite parents and caregivers for refreshments and make themselves available for informal discussions. If the event can be completed in the morning, a large part of the afternoon is spent supporting students to reflect on and record impressions of their reporting session.

**Step 10**

The day after the reporting event, the leadership team sends a communication to parents and caregivers inviting them to request individual meetings with teachers to further discuss any concerns or joys they may have about their student's learning journey. If this invitation is accepted, each parent or caregiver negotiates a mutually convenient time for a meeting.

**Who does what?****School leadership team**

The leadership team determines the process, sets the reporting date(s) and resources the event. The team also brokers any training that teachers may need to understand and facilitate the process. The members of the leadership team also attend the event and make themselves available for questions, feedback and clarification. It can be a good public relations exercise to have refreshments available for visitors.

**Coordinating teacher**

The coordinating teacher acts as an instructor, coach and advisor to the students and as an advisor to parents and caregivers.

**Student**

The student is the presenter and chairperson of the reporting meeting. It is their meeting and their opportunity to showcase their achievements. Because of this, the students need an agenda to share with their parents and caregivers. For an example of such an agenda, see Appendix 5.

**Parent or Caregiver**

The role of a parent or caregiver is to listen carefully to their student's presentation, ask questions that help their student progress with the presentation, seek clarification and depth of

understanding, occasionally reflect as an active listener, and generally be a positive and encouraging presence. It is important for parents and caregivers to congratulate their student at the end of the presentation and to affirm their progress at school.

It is best to discuss any resulting concerns with the coordinating teacher rather than with the student so that a coordinated response can be planned together.

### Program modifications

The student-led reporting process described in this document mainly applies to students in the 7- to 14-year-old age group. However, as with most programs, it can be adapted to suit any school level. To explore an article of how to modify the program for different stages of schooling, visit the Prodigy website via this link; <https://www.prodigygame.com/main-en/blog/student-led-conferences/>

## Appendices

### Appendix 1: Student-led Reporting – an introduction

Dear Families

Our school consults with you about student academic progress in several ways. Early each year, we meet individual parents and caregivers to gather family insights about the learning strengths and challenges of each student.

We also invite parents and caregivers to make an appointment to discuss any learning issues that need extra support or attention. For students requiring ongoing, more intensive support, we conduct regular meetings between the involved adults to check in on progress, share observations and fine-tune the supports that may be needed.

During the mid-year period and towards the end of our academic year, our students lead reporting conferences with their parents or caregivers. At these conferences, they present evidence of their academic progress, including insights into their learning journeys, successes, challenges and future intentions.

It is a time for them to celebrate their achievements with you and a time for you to provide some feedback and share your pride in their progress. It is also a time to explore the challenges they encountered and how your family can support them to successfully meet future challenges.

Student-led reporting has many benefits. It not only obliges students to accept a degree of responsibility and accountability for their learning but also to understand what their learning strengths and challenges are. They are then better able to optimise their use of strengths and address their challenges and needs. In this way, students bolster their knowledge of how to learn; honing strategies that will stand them in good stead throughout their lives.

As the student-led reporting sessions draw closer, we will contact you with more information about how the process works and your role in the process. We will also conduct a meeting of parents and caregivers to demonstrate a reporting session and field any queries or concerns you may have.

Towards the end of each academic year, our teachers also send a written report of academic progress home to families and parents and caregivers are welcome to make individual appointments to discuss those reports, if they feel the need.

## Appendix 2: Student-led Reporting – Schedule and Family Meeting

Dear Families,

Early this year, we included a newsletter article about student-led reporting of academic progress. In the article, we provided an overview of how and why we conduct such reporting sessions and, if you would like a copy of that article, please feel welcome to collect one from our reception counter or request that a copy be sent home with your student.

These reporting sessions will be conducted on [insert date] and the schedule is as follows.

[Example only]

Year Level	Time	Venue
1	9:00am – 10:00am	Student's homeroom
2	9:30am – 10:30am	Student's homeroom
3	10:00am – 11:00am	Student's homeroom
4	10:30am – 11:30am	Student's homeroom
5	11:00am – 12:00am	Student's homeroom
6	11:30am – 12:30pm	Student's homeroom
7	12:00pm – 1:00pm	Student's homeroom
8	12:30pm – 1:30pm	Student's homeroom

After your student has finished their presentation, you are invited to share light refreshments and chat informally about your report experience.

To accommodate our reporting schedule, regular classes will be suspended for the day. However, there will be a modified program available for students whose families are unable to arrange for the supervision and care of their students.

To provide you with more information and to field any queries or concerns you may have, we are conducting a general meeting of parents and caregivers on the evening of [insert date] at [insert time] in the assembly hall. Light refreshments will be provided.

### **Appendix 3: Student-led Reporting – Who does what?**

Dear Families,

Last month, we included a newsletter article informing you of the times and venues for our student-led reporting sessions. If you missed that article, please feel welcome to collect a copy from our reception counter or request that a copy be sent home with your student. In the meantime, it would be wonderful if you are able to set aside [insert date] for the sessions.

When you attend your student’s reporting session, you will be seated with your student at a dedicated table. Your student will then present you with key samples of the work they have done so far this year.

These samples are selected by your student, in consultation with the involved teachers, to help describe their learning journey. They will include working drafts, submitted work annotated by a teacher, any learning reflections, completed projects, units of inquiry, workbooks that show progress, reading logs and photo journals of other accomplishments.

We request that you take an active role in this reporting process and the following strategies are designed to help you do this. They will also help your student to deliver their report more comfortably and effectively. At the same time, please remember that the time allocation is 30 minutes, most of which will be taken up by your student.

- please listen carefully to your student’s presentation and be an active listener, occasionally reflecting back to your student what they are telling you
- ask questions that help your student to progress with the presentation; using questions such as, “How did you do that?” “Did you work alone or in a team?” “What was your biggest challenge with that?” “Tell me about this piece of work?”
- seek clarification and depth of understanding
- be a positive and encouraging presence rather than a critical or over-challenging one, using affirmation statements such as, “I admire your persistence with this project.” “I love the way you kept trying.” “You obviously put a lot of time and effort into this.” “You researched that really well.”
- congratulate your student at the end of the presentation and tell them how you are feeling about their progress

Lastly, it is best to discuss any resulting concerns with the coordinating teacher after the reporting session, rather than with the student, so that a coordinated response can be planned together.

You will notice that the teachers will keep a very low profile during the reporting sessions and will keep any input to a minimum. However, they will also be ready to help a student if they are struggling with any part of their presentation. The homeroom teacher has already spent considerable time with the students, coaching, advising and supporting them through many rehearsals.

We look forward to meeting you on the day and hope that you enjoy the process very much.

**Appendix 4: Student-led Reporting - Parent and care-giver feedback form**

Dear Parent or Caregiver,

When your student has finished their reporting session, please provide them with feedback by completing this form, together with them, and handing it to your student's homeroom teacher. The teacher will keep a copy in each student's portfolio and give your original form to your student to keep.

Many thanks.

**Two Stars, One Wish and One Action**

Next to each of the stars below, please write one compliment to your student, congratulating them on what they did well.



Next to the 'magic wand' below, please write one wish that you have for your student's future work.



Next to 'Spiderman', please write one simple follow-up action that you, as a family, will do to support your student's future progress.





Signed: \_\_\_\_\_ (Parent or caregiver)

Date:

Thank you for your feedback.

## **Appendix 5: Student-led Reporting – The reporting session agenda**

Item 1: Students meet and greet their parent(s) or caregiver(s) and usher them to their table

Item 2: At the table, students briefly describe what will happen during the reporting session

Item 3: Students lead their parent(s) or caregiver(s) through the presentation of work  
Parents or caregivers interact positively with their student

Item 4: Students conclude their presentation and ask their parent(s) or caregiver(s) to work through a feedback exercise with them

Item 5: The parents or students give the completed feedback forms to the homeroom teacher

Item 6: Parent and care givers share light refreshments and chat informally about the reporting process

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## Appendix 11: Digital citizenship policy

### Beliefs

1. The internet and digital technologies are valuable teaching and learning media.
2. A safe, respectful and caring environment includes the appropriate and responsible use of technologies for learning and communicating.
3. Digital citizenship is being able to think critically and make ethical choices about the content and impact on oneself, others, and one's community about what one sees, says, and produces with media, devices, and technologies in online environments.
4. Digital citizenship should be explicitly taught and reinforced across the curriculum.

### Standards

#### Members of the school community

1. will use ICT equipment, such as netbooks, mobile phones, tablets or other mobile devices in the school for educational purposes only
2. will display courtesy, consideration and respect for others whenever using a mobile phone or mobile device
3. will use technology responsibly and ethically and not use any device in a manner which may be deemed harmful, objectionable or inappropriate
4. will comply with laws of copyright, licensing agreements, moral rights or intellectual property, including copying of software, music, videos and images
5. will not interfere with network security, the data of another user or attempt to log into the network with a username or password of another user
6. will keep usernames and passwords confidential and not share them with anyone else
7. will deny another person access to any device logged in under their own user account
8. will avoid using an ICT device to gain advantage in any form of academic assessment unless so authorised
9. will not identify, discuss, photograph or otherwise publish personal information or personal opinions about school employees, students or the school
10. will seek permission from affected individuals before taking photos, recording sound or videoing for educational purposes
11. will gain written permission from affected individuals before publishing or transmitting photos, recorded sound or video for educational purposes
12. will not encourage, participate or otherwise knowingly support others or share in a prohibited use of school or privately owned communication technologies on the school site or at any school related activity.

### Guidelines

1. This policy will be communicated to all school community members and the intent and inclusions explicitly taught or revised with students at the beginning of each academic year.
2. This policy applies to students during all school-related activities, including off campus studies, school excursions, field trips, camps and extra-curricular activities.
3. Any student in contravention of this policy will be subject to appropriate disciplinary procedures, including being denied access to the ICT system.
4. Mobile phones or devices being used by students in contravention of school policy may be confiscated and returned to a parent or guardian at a mutually agreed appointment time.

5. The school has the right to check work or data on the school's computer network, email, internet, computers and other school ICT equipment or devices, without obtaining prior consent from a user.
6. The school monitors traffic and content sent and received using the school's ICT infrastructures and, from time to time, this will be analysed and monitored to help maintain an optimal learning environment.
7. Mobile phones or devices are brought to school at their owner's risk. The school does not hold insurance for personal property brought to school and will not pay for any loss or damage to such property.

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## Appendix 12: Financial literacy policy

### Beliefs

1. Financial literacy is an understanding of and competence with using the principles, tools and practices of financial management and transactions, including the attitudes and behaviours that improve financial wellbeing.
2. Financial literacy can be categorised into literacy for functional living and literacy for vocational business, enterprise and commerce.
3. Financial literacy for functional living is an essential life skill for participating in modern society.
4. Financial literacy for vocational business, enterprise and commerce is necessary for understanding how societies function economically and how to successfully work in the world of business.
5. Financial literacy can help optimise personal health, especially mental health.
6. Financial literacy can positively affect the quality of personal and family relationships.
7. The effective financial literacy of one person can positively influence that of others.
8. A financial literacy curriculum should include associated studies of ethics and the law, including strategies to prevent, identify and negate corruption, embezzlement, misrepresentation, and deception.
9. Student learning is enhanced by practising, further developing and refining their knowledge, techniques and skills in authentic situations.

### Standards

1. Financial literacy shall be offered in the school curriculum as four strands.
  - a. Financial literacy for functional living
  - b. Basic studies of business, enterprise and commerce
  - c. Advanced studies of business, enterprise and commerce
  - d. Practical entrepreneurship
2. All students shall participate in the study of financial literacy for functional living.
3. All students shall participate in basic studies of business, enterprise and commerce.
4. All students shall be offered the opportunity to participate in advanced studies of business, enterprise and commerce.
5. All students shall be offered the opportunity to participate in practical entrepreneurship.
6. The practical entrepreneurship course offering shall include
  - a. The identification of consumer need
  - b. Market research
  - c. Risk management
  - d. Creating a business plan
  - e. Product design principles
  - f. Branding
  - g. Product launch and marketing strategies
  - h. Web site creation and management
  - i. Social media management
  - j. Forming social alliances to gain synergies
  - k. Sourcing financial backing
7. The financial literacy curriculum shall include associated studies of ethics and the law, including strategies to prevent, identify and negate corruption, embezzlement, misrepresentation, and deception.
8. All students shall be encouraged to act as ambassadors of good financial practice, modelling responsible financial behaviours to friends and family members.

9. Student representatives shall be responsible for managing designated annual school budgets.
10. Students involved in the management of school budgets shall be properly trained, mentored and monitored by designated teachers.

### Guidelines

1. This policy should be read in conjunction with the school student learning policies and procedures.
2. A suggested approach for introducing students to the management of designated school budgets is as follows.

Stages	Steps	Strategies
<b>ADAPT/ ADOPT</b>	1	Discuss the project with the project stakeholders Fine-tune the steps and define the timing of implementation Identify potential obstacles (reluctance to change or empower students) Identify which school budgets will be delegated to the students
	2	Presentation of the project to school staff/teachers (and or students + parents).
	3	A small team of teachers/school staff work on adapting training programme.
<b>LEARN</b>	4	Teachers/school staffs learn/refresh their knowledge about money management.
	5	Selected (volunteer) teachers practise teaching the financial literacy programme.
	6	Teachers > teach programme to students.
<b>EMPOWER</b>	7	Delegation of some budgets to students
<b>MEASURE</b>	8	Monitor/ students must keep (clear) accounts and justify decisions.
	9	Audit accounts delegated to students. Analyse impact of changes in management. Analyse students' changes in managing their own money.

### Basis of discretion

In the event of special circumstances, the school leader may modify any or all financial literacy policy standards at her or his discretion.

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## Appendix 13: Concepts and principles of environmental education for sustainability

### **Interdependence**

Humans are an inseparable part of the environment, and we are part of a system that connects individuals, their culture and their natural surroundings.

### **Resource management**

The natural world contains a range of renewable and finite resources that humans can develop to satisfy their needs and wants, according to the lifestyle choices they make and about long-term sustainability of these choices.

### **Diversity**

Variation and variety can take several forms—biological, cultural, social and economic. We need to understand the importance and value of each of these forms of diversity to the quality of human life.

### **Natural environment**

The natural environment comprises ecosystems which include the plants and animals of an ecological community and their physical surrounds, forming an interacting system of activities and functions regarded as a unit.

### **Cultural environment**

The cultural environment comprises all the tangible and intangible evidence of human activity, including buildings, traditions and beliefs. Significant elements of the environment have cultural and historic values that may require protection from unplanned or unwise human activity.

### **Values and lifestyle choices**

The balance of natural ecosystems and cultural heritage can be affected by unplanned or unwise human use of resources. Sometimes the resulting problems are so severe that changes in management practices and human lifestyles are necessary to protect the cultural environment or to allow ecosystems to, if possible, rebuild their ecological balance. Poor choices may affect the wellbeing and lifestyle of future generations.

### **Social participation**

Attitudes of concern for the quality of the environment are required to motivate people to develop the skills necessary for finding out about the environment and to take the necessary actions for environmental problem-solving.

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## Appendix 14: Standards, Studies of Society Level 5 and Science Level 5

**Society**

	<b>Historical Knowledge and Understanding</b>	<b>Historical Reasoning and Interpretation</b>
<b>Level 5</b>	<p>At Level 5, students analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing, and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient and medieval societies were governed, identify political features, and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies. Students analyse change and continuity over time and compare key aspects of past and present societies, for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs. They demonstrate an understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture, and feudalism. They explain the influences of ancient and medieval societies on contemporary societies.</p>	<p>At Level 5, students frame key research questions, plan their investigations, and report on their findings. They use a range of primary and secondary sources including visual sources that record features of societies in their investigations. They identify the content, origin, purpose, and context of historical sources. They evaluate historical sources for meaning, point of view, values, and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts, and historical conventions such as bibliographies to present a point of view. Students use a variety of forms to present their understanding.</p>



## Science

	Science Knowledge and Understanding	Science at Work
<b>Level 5</b>	<p>At Level 5, students use the particle model to explain structure and properties of matter, chemical reactions and factors that influence rate.</p> <p>They explain the structure and function of cells and how different cells work together.</p> <p>Students explain the relationships, past and present, in living and non-living systems, in particular ecosystems, and human impact on these systems.</p> <p>They analyse what is needed for living things to survive, thrive or adapt, now and in the future.</p> <p>They explain how the observed characteristics of living things are used to establish a classification system.</p> <p>Students use everyday examples of machines, tools, and appliances to show how the thermodynamic model describes energy and change, and force and motion.</p> <p>They use time scales to explain the changing Earth and its place in space.</p> <p>Students distinguish ideas about the Universe that have a scientific basis from those that do not.</p> <p>They use physical and theoretical models to investigate geological processes.</p>	<p>At Level 5, students demonstrate safe, technical uses of a range of instruments and chemicals, and of procedures for preparation and separation.</p> <p>They design investigations that include measurement, using standard laboratory instruments and equipment and methods to improve accuracy in measurement.</p> <p>They make systematic observations and interpret recorded data appropriately, according to the aims of the study.</p> <p>Students justify their choice of instruments and the accuracy of their measurements, commenting on the reliability of the procedures, the measurements used, and the conclusions drawn against the prediction or hypothesis investigated.</p> <p>They use appropriate diagrams and symbols when reporting on their investigations.</p> <p>Students make and use models and images from computer software to interpret and explain observations.</p> <p>In field work, they demonstrate the use of basic sampling procedures and represent relationships in ecosystems graphically.</p> <p>Students use simulations to predict the effect of changes in an ecosystem.</p> <p>They work effectively in a group to use science ideas to make operating models of devices.</p> <p>Students identify, analyse, and ask their own questions in relation to scientific ideas or issues of interest.</p>

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# Grades Pre-K to 5

## Science – Pre-K

Because the NGSS program does not include Pre-K, we have adopted the Head Start Science approach, which is aligned to the National Science Education Standards of 1996.

The National Science Education Standards (National Research Council 1996) uses four basic categories: life science, physical science, earth/space science, and scientific inquiry. (Three other content areas focus on science and technology, science in personal and social perspectives, and the history and nature of science. However, these content areas are less relevant to young children's education).

Science for pre-schoolers can provide opportunities to experience and explore major concepts in the four categories and build a foundation for later learning:

- In the *life sciences*, major concepts include living and non-living, basic needs, the life cycle, diversity and variation and habitats.
- In *physical science*, as children explore structures, water, shadows, prisms and rolling things, they experience concepts including properties of objects and solid and liquid materials; how things move; and characteristics of sound and light.
- In *earth and space science*, as children investigate their environment, they begin to observe more closely what is under their feet such as soil, sand and human-made surfaces. As they look upwards, they notice the sky and the changes that take place and the seeming movement of the sun and moon.
- *Inquiry skills* are part of all that children do as they explore their world. They use their senses to observe and gather data; they think about their experiences and form new ideas; and they communicate what they are learning.

As well as the specific content of science, there are unifying themes and processes that span the sciences. These include change, patterns, and cause and effect. Regardless of the focus of children's exploration—whether in the life, physical, or earth/space sciences —teachers can highlight these themes. Watching plants grow and nails rust can be talked about in terms of change. A tap on a ball causes it to roll; a large block placed on top of a structure may cause it to fall. Using the language of cause and effect introduces children to this theme in the context of their work and play.

An effective science program is integrated with the total life of the classroom (Education Development Center [EDC] 2001). Teaching teams promote science knowledge through the intentional, careful planning of the environment, preparing focused learning experiences, extending children's play, and creating an integrated curriculum. Children can learn science when they wash a greasy dish, scoop out the insides of a pumpkin, ride down a slope on a tricycle or sled, or watch ants on a sidewalk. Children can also learn science when working with math and on computers or when reading.

Guidelines	Physical Science	Earth & Space (Integrate with Social Studies 'Geography')	Life Sciences
<b>Big Idea</b>	The properties of materials affect how they are used.	Our weather changes over time.	We share our world with other living things.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>• Materials have different properties</li> <li>• Materials can be classified according to their properties</li> <li>• Which properties are useful for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Weather is observed in the sky and the air around us</li> <li>• Weather can be measured</li> <li>• Weather can be predicted</li> </ul>	<ul style="list-style-type: none"> <li>• What I can see around me</li> <li>• People and the environment are interdependent</li> <li>• Living and non-living things</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<ul style="list-style-type: none"> <li>• All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size or amount of substance).</li> </ul>	<ul style="list-style-type: none"> <li>• Earth's systems continually interact at different rates of time, affecting the Earth locally and globally</li> <li>• Water, energy from the sun, and wind are the main drivers of changing weather.</li> </ul>	<ul style="list-style-type: none"> <li>• People and the environment are interdependent</li> <li>• Everything around us is a living or nonliving thing.</li> <li>• Human beings are living things</li> <li>• Living things grow, eat, move, breathe, and change over time.</li> <li>• Some living things may not have all the above characteristics e.g., plants.</li> </ul>
<b>Cross-cutting concepts</b>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the preschool performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>		

## Science – KG (NGSS)

Guidelines	Forces and Interactions: Pushes and Pulls	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	Weather and Climate	Engineering Design
<b>Big Idea</b>	Forces help us to move and make things work.	Ecosystems are made up of living things that are interdependent in order to thrive.	Weather has an impact on our lives and environment.	People design and manipulate resources to satisfy needs and wants.
<b>Essential questions</b>	What happens if you push or pull an object harder?	Where do animals live and why do they live there?	What is the weather like today and how is it different from yesterday?	This 'Engineering Design' column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>• What makes our body parts move?</li> <li>• What makes things move?</li> <li>• What makes things stop moving?</li> <li>• What happens if you push or pull harder?</li> <li>• How do you make something move in the direction you want it to?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we need to live and grow?</li> <li>• How do we use other animals?</li> <li>• How do we use plants?</li> <li>• What do plants need to live?</li> <li>• How do we change the places where we live?</li> <li>• Why do we change the places where we live?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the sun do to our sandpit?</li> <li>• How can we change the effect of the sun on our sandpit?</li> <li>• In what ways does the weather change in Yaoundé?</li> <li>• What are the warmest and coolest times of day?</li> <li>• What are the weather trends in Yaoundé over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we organise and store things in our classroom?</li> <li>• How do we organise and store things in our classroom?</li> <li>• Design another way to arrange our room.</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<p><b>Forces and Motion</b></p> <ul style="list-style-type: none"> <li>• Pushes and pulls can have different strengths and directions.</li> <li>• Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</li> </ul> <p><b>Types of Interactions</b></p> <p>When objects touch or collide, they push on one another and can change motion.</p> <p><b>Relationship Between Energy and Forces</b></p> <p>A bigger push or pull makes things speed up or slow down more quickly.</p>	<p><b>Organization for Matter and Energy Flow in Organisms</b></p> <p>All animals need food to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p> <p><b>Biogeology</b></p> <p>Plants and animals can change their environment.</p> <p><b>Natural Resources</b></p> <p>Living things need water, air, and resources from the land, and they live in</p>	<p><b>Conservation of Energy and Energy Transfer</b></p> <p>Sunlight warms Earth's surface.</p> <p><b>Weather and Climate</b></p> <p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p> <p><b>Natural Hazards</b></p>	<p><b>Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering.</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems.</li> <li>• Before beginning to design a solution, it is important to clearly understand the problem.</li> </ul> <p><b>Developing Possible Solutions</b></p>

	<p><b>Defining Engineering Problems</b> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.</p>	<p>places that have the things they need. Humans use natural resources for everything they do.</p> <p><b>Human Impacts on Earth Systems</b> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p> <p><b>Developing Possible Solutions</b> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p>	<p>Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p><b>Defining and Delimiting an Engineering Problem</b> Asking questions, making observations, and gathering information are helpful in thinking about problems.</p>	<p>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p><b>Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>
<p><b>Cross-cutting concepts</b></p>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>			
<p><b>Benchmarks</b></p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food, but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]</li> <li>Construct an argument supported by evidence for how plants and animals (including humans) can change the</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Make observations to determine the effect of sunlight on Earth’s surface. [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</li> <li>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. * [Clarification Statement: Examples of structures could include umbrellas,</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>Analyze data from tests of two objects designed to solve the same problem to</li> </ul>

	<p>directions, but not at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]</p> <ul style="list-style-type: none"> <li>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. * [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]</li> </ul>	<p>environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]</p> <ul style="list-style-type: none"> <li>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves; therefore, they usually live in forested areas, and grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</li> <li>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</li> </ul>	<p>canopies, and tents that minimize the warming effect of the sun.]</p> <ul style="list-style-type: none"> <li>Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</li> <li>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.]</li> </ul>	<p>compare the strengths and weaknesses of how each performs.</p>
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## Science – Grade 1 (NGSS)

Guidelines	Waves: Light and Sound	Structure, Function, and Information Processing	Space Systems: Patterns and Cycles	Engineering Design
<b>Big Idea</b>	Understanding the properties of light and sound enables people to create and use tools and systems in their everyday lives.	Plants and/or animals use their external parts to help them survive, grow, and meet their needs. Parents behave in certain ways to help their offspring survive.	Our solar system is connected to life on earth.	People solve problems by designing, manipulating, and creating resources to satisfy their needs and wants.
<b>Essential questions</b>	What happens when materials vibrate? What happens when there is no light?	What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different?	What objects are in the sky and how do they seem to move?	This ‘Engineering Design’ column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>Light allows us to see.</li> <li>Light travels and can be redirected.</li> <li>Light behaves differently for different materials.</li> <li>Sound is directly associated with vibration.</li> <li>Sound travels and can be redirected.</li> <li>Light and sound are used for communication.</li> </ul>	<ul style="list-style-type: none"> <li>The external parts of animals and plants are used in different ways.</li> <li>External parts help organisms to survive and grow.</li> <li>Everyone and everything is similar but unique.</li> <li>All living things have protective behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>There are patterns to our cycle of day and night.</li> <li>The amount of daylight changes throughout the year.</li> <li>Celestial bodies, other than our sun, can mostly be seen towards or at night-time.</li> </ul>	<ul style="list-style-type: none"> <li>What are our needs and wants?</li> <li>What resources are necessary to meet our needs?</li> <li>What resources help to satisfy our wants?</li> <li>How can we obtain the resources for our needs and wants?</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<p><b>Wave Properties</b> Sound can make matter vibrate, and vibrating matter can make sound.</p> <p><b>Electromagnetic Radiation</b></p> <ul style="list-style-type: none"> <li>Objects can be seen if light is available to illuminate them or if they give off their own light.</li> <li>Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light</li> </ul>	<p><b>Structure and Function</b> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.</p> <p><b>Growth and Development of Organisms</b></p>	<p><b>The Universe and its Stars</b> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.</p> <p><b>Earth and the Solar System</b> Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p>	<p><b>Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>A situation that people want to change or create can be approached as a problem to be solved through engineering.</li> <li>Asking questions, making observations, and gathering information are helpful in thinking about problems.</li> <li>Before beginning to design a solution, it is important to clearly understand the problem.</li> </ul>



	<p>cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)</p> <p><b>Information Technologies and Instrumentation</b> People also use a variety of devices to communicate (send and receive information) over long distances.</p>	<p>Adult plants and animals can have young. In many kinds of animals, parents, and the offspring themselves engage in behaviors that help the offspring to survive.</p> <p><b>Information Processing</b> Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.</p> <p><b>Inheritance of Traits</b> Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.</p> <p><b>Variation of Traits</b> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.</p>		<p><b>Developing Possible Solutions</b> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p><b>Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>
<p><b>Cross-cutting concepts</b></p>	<p>The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the first-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations, and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>			
<p><b>Benchmarks</b></p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved</li> </ul>

	<p>vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]</p> <ul style="list-style-type: none"> <li>• Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]</li> <li>• Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]</li> <li>• Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drumbeats.] [Assessment Boundary: Assessment does not include</li> </ul>	<p>[Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]</p> <ul style="list-style-type: none"> <li>• Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</li> <li>• Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]</li> </ul>	<p>part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</p> <ul style="list-style-type: none"> <li>• Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</li> </ul>	<p>through the development of a new or improved object or tool.</p> <ul style="list-style-type: none"> <li>• Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> </ul>
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	technological details for how communication devices work.]			
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## Science – Grade 2 (NGSS)

Guidelines	Structure and Properties of Matter	Interdependent Relationships in Ecosystems	Earth’s Systems: Processes that Shape the Earth	Engineering Design
<b>Big Idea</b>	Different properties of matter are suited to different purposes.	Ecosystems are made up of living things that are interdependent in order to thrive.	The natural features of the Earth have been formed over time and are still changing.	By questioning, observing and gathering information, a new or improved object or tool can be developed to solve a problem.
<b>Essential questions</b>	How are materials similar and different to one another, and how do the properties of the materials relate to their use?	What do plants need to grow? How many types of living things live in a place?	How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water?	This ‘Engineering Design’ column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>• There are many different materials in our environment.</li> <li>• Materials can be described by their observable properties.</li> <li>• Materials can be grouped according to their properties.</li> <li>• Changes in temperature can cause changes in properties.</li> <li>• Materials can be used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems are made up of many different organisms and non-living materials.</li> <li>• Different habitats have a variety of different species.</li> <li>• Plants and animals use each other for different purposes.</li> <li>• Everything in our environment affects others in some way.</li> <li>• Changing one part of an ecosystem can affect the rest of the system.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our planet is very old.</i></li> <li>• Our planet has many different geographical forms.</li> <li>• Geographical forms have been shaped by different forces.</li> <li>• Maps and globes can show where different geographical forms are.</li> <li>• Forces causing fast and slow changes to our planet can be classified.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Systems, utilities and tools can be improved over time.</i></li> <li>• Solutions can be represented graphically and through models.</li> <li>• Designs should be tested and compared.</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<b>Structure and Properties of Matter</b> <ul style="list-style-type: none"> <li>• Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.</li> <li>• Different properties are suited to different purposes.</li> </ul>	<b>Interdependent Relationships in Ecosystems</b> <ul style="list-style-type: none"> <li>• Plants depend on water and light to grow.</li> <li>• Plants depend on animals for pollination or to move their seeds around.</li> </ul> <b>Biodiversity and Humans</b>	<b>The History of Planet Earth</b> Some events happen very quickly; others occur very slowly, over a time much longer than one can observe.  <b>Earth Materials and Systems</b> Wind and water can change the shape of the land.	<b>Defining and Delimiting Engineering Problems</b> <ul style="list-style-type: none"> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering.</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• A great variety of objects can be built up from a small set of pieces.</li> </ul> <p><b>Chemical Reactions</b> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.</p>	<p>There are many kinds of living things in any area, and they exist in different places on land and in water.</p> <p><b>Developing Possible Solutions</b> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p>	<p><b>Plate Tectonics and Large-Scale System Interactions</b> Maps show where things are located. One can map the shapes and kinds of land and water in any area.</p> <p><b>The Roles of Water in Earth’s Surface Processes</b> Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.</p> <p><b>Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>	<ul style="list-style-type: none"> <li>• Before beginning to design a solution, it is important to clearly understand the problem.</li> </ul> <p><b>Developing Possible Solutions</b> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p><b>Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>
<p><b>Cross-cutting concepts</b></p>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the second-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>			
<p><b>Benchmarks</b></p>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</li> <li>• Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• Plan and investigate to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]</li> <li>• Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</li> <li>• Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]</li> <li>• Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> </ul>

	<p>properties could include strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <ul style="list-style-type: none"> <li>• Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</li> <li>• Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]</li> </ul>	<p>Boundary: Assessment does not include specific animal and plant names in specific habitats.]</p>	<p>[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]</p> <ul style="list-style-type: none"> <li>• Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]</li> <li>• Obtain information to identify where water is found on Earth and that it can be solid or liquid.</li> </ul>	
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## Science – Grade 3 (NGSS)

Guidelines	Forces and Interactions	Interdependent Relationships in Ecosystems	Inheritance and Variation of Traits: Life Cycles and Traits	Weather and Climate	Engineering Design
<b>Big Idea</b>	Forces help us to move, stop and change direction.	The Earth’s ecosystems are interrelated and are continually changing.	There are many similarities and differences between organisms.	Weather has an impact on our lives and environment.	The success of a physical construct is determined by its design, purpose and materials of construction.
<b>Essential questions</b>	How do equal and unequal forces on an object affect the object? How can magnets be used?	How do organisms vary in their traits? What happens to organisms when their environment changes?	How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?	What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced?	This ‘Engineering Design’ column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>The effect of one force can be negated by another force.</li> <li>Combined forces are either in or out of balance.</li> <li>The direction an object moves in is caused by a combination of forces.</li> </ul>	<ul style="list-style-type: none"> <li>The components of ecosystems are living and non-living things.</li> <li>Communities consist of interdependent organisms in a given place.</li> <li>Changes to the environment cause changes to ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>Groups have traits and behaviours that help them to survive and reproduce.</li> <li>Traits and behaviours can be inherited or a response to the environment.</li> <li>Birth, life, reproduction and death are a life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>The patterns in weather are useful to our daily lives.</li> <li>Weather affects our quality of life.</li> <li>We can adapt to protect ourselves from the effect of natural hazards.</li> </ul>	<ul style="list-style-type: none"> <li>Proper research informs good design.</li> <li>Good design needs to cater for multiple stresses on functionality.</li> <li>Testing is crucial to determining the quality of design and function.</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>Each force acts on an object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but</li> </ul>	<b>Ecosystem Dynamics, Functioning, and Resilience</b> When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	<b>Growth and Development of Organisms</b> Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	<b>Weather and Climate</b> <ul style="list-style-type: none"> <li>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</li> <li>Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.</li> </ul>	<b>Defining and Delimiting Engineering Problems</b> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or

	<p>not quantitative addition of forces are used at this level.)</p> <ul style="list-style-type: none"> <li>The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)</li> </ul> <p><b>Types of Interactions</b></p> <ul style="list-style-type: none"> <li>Objects in contact exert forces on each other.</li> <li>Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</li> </ul>	<p><b>Social Interactions and Group Behavior</b> Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p> <p><b>Evidence of Common Ancestry and Diversity</b></p> <ul style="list-style-type: none"> <li>Some kinds of plants and animals that once lived on Earth are no longer found anywhere.</li> <li>Fossils provide evidence about the types of organisms that lived long ago and about the nature of their environments.</li> </ul> <p><b>Adaptation</b> For any environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p> <p><b>Biodiversity and Humans</b> Populations live in a variety of habitats and change in those habitats affects the organisms living there.</p>	<ul style="list-style-type: none"> <li>Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</li> </ul> <p><b>Variation of Traits</b></p> <ul style="list-style-type: none"> <li>Different organisms vary in how they look and function because they have different inherited information.</li> <li>The environment also affects the traits that an organism develops.</li> </ul> <p><b>Natural Selection</b> Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.</p>	<p><b>Natural Hazards</b> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p>	<p>how well each takes the constraints into account.</p> <p><b>Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.</li> <li>At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</li> <li>Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</li> </ul> <p><b>Optimizing the Design Solution</b> Different solutions need to be tested to determine which of them best solves the problem, given the criteria and the constraints.</p>
<p><b>Cross-cutting concepts</b></p>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the third-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>				

Benchmarks	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:
	<ul style="list-style-type: none"> <li>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]</li> <li>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a seesaw.] [Assessment Boundary: Assessment does not include</li> </ul>	<ul style="list-style-type: none"> <li>Construct an argument that some animals form groups that help members survive.</li> <li>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]</li> <li>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system</li> </ul>	<ul style="list-style-type: none"> <li>Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]</li> <li>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]</li> <li>Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement:</li> </ul>	<ul style="list-style-type: none"> <li>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]</li> <li>Obtain and combine information to describe climates in different regions of the world.</li> <li>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]</li> </ul>	<ul style="list-style-type: none"> <li>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</li> <li>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</li> <li>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</li> </ul>



	<p>technical terms such as period and frequency.]</p> <ul style="list-style-type: none"> <li>• Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]</li> <li>• Define a simple design problem that can be solved by applying</li> </ul>	<p>in which the parts depend on each other.]</p> <ul style="list-style-type: none"> <li>• Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]</li> </ul>	<p>Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and a pet dog that is given too much food and little exercise may become overweight.]</p> <ul style="list-style-type: none"> <li>• Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]</li> </ul>		
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	<p>scientific ideas about magnets. [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]</p>				
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### Science – Grade 4 (NGSS)

Guidelines	Energy	Waves: Waves and Information	Structure, Function, and Information Processing	Earth's Systems: Processes that Shape the Earth	Engineering Design
<b>Big Idea</b>	Energy may be converted from one form to another and stored in various ways.	The behaviour of waves allows them to be used for communications.	The internal and external structures of plants and animals support survival, growth, behavior and reproduction.	Geological processes can result in observable changes to the Earth's surface.	The success of a solution is dependent upon design, materials, context, standards and performance.
<b>Essential questions</b>	<p>What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?</p>	What are waves and what are some things they can do?	How do internal and external structures support the survival, growth, behavior and reproduction of plants and animals?	How can water, ice, wind and vegetation change the land? What patterns of Earth's features can be determined with the use of maps?	This 'Engineering Design' column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>• There are several forms of energy.</li> <li>• Energy is constantly transformed from one form to another.</li> <li>• The total energy in a system is conserved and never lost.</li> </ul>	<ul style="list-style-type: none"> <li>• Waves can have different heights and lengths.</li> <li>• Waves transport energy.</li> <li>• Information can be transmitted using these different properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Plants and animals have internal and external structures.</li> <li>• Structures can have one or more functions.</li> <li>• Each function of a structure has a purpose.</li> <li>• Information is received through structures and processed to guide actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The forces acting on the Earth are applied through a variety of media.</li> <li>• These forces are created by various processes.</li> <li>• The processes and forces cause changes to the Earth's appearance.</li> </ul>	<ul style="list-style-type: none"> <li>• Proper research informs good design.</li> <li>• Good design needs to cater for multiple stresses on functionality.</li> <li>• Testing is crucial to determining the quality of design and function.</li> <li>• Testing requires performance standards.</li> </ul>

<p><b>Enduring understandings (Disciplinary Core Ideas)</b></p>	<p><b>Definitions of Energy</b></p> <ul style="list-style-type: none"> <li>The faster a given object is moving, the more energy it possesses.</li> <li>Energy can be moved from place to place by moving objects or through sound, light, or electric currents.</li> </ul> <p><b>Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated, and sound is produced.</li> <li>Light also transfers energy from place to place.</li> <li>Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.</li> </ul> <p><b>Relationship Between Energy and Forces</b></p>	<p><b>Wave Properties</b></p> <ul style="list-style-type: none"> <li>Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.</li> <li>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).</li> </ul> <p><b>Information Technologies and Instrumentation</b></p> <p>Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.</p> <p><b>Optimizing The Design Solution</b></p> <p>Different solutions need to be tested to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p><b>Electromagnetic Radiation</b></p> <p>An object can be seen when light reflected from its surface enters the eyes.</p> <p><b>Structure and Function</b></p> <p>Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p> <p><b>Information Processing</b></p> <p>Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals can use their perceptions and memories to guide their actions.</p>	<p><b>The History of Planet Earth</b></p> <p>Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.</p> <p><b>Earth Materials and Systems</b></p> <p>Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p> <p><b>Plate Tectonics and Large-Scale System Interactions</b></p> <p>The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.</p> <p><b>Biogeology</b></p> <p>Living things affect the physical characteristics of their regions.</p>	<p><b>Defining and Delimiting Engineering Problems</b></p> <p>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account.</p> <p><b>Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.</li> <li>At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</li> <li>Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</li> </ul> <p><b>Optimizing the Design Solution</b></p> <p>Different solutions need to be tested to determine which of them best solves the problem,</p>
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	<p>When objects collide, the contact forces transfer energy, changing the objects' motions.</p> <p><b>Energy in Chemical Processes and Everyday Life</b> The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.</p> <p><b>Natural Resources</b> Energy and fuels that humans use is derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p> <p><b>Defining Engineering Problems</b> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>			<p><b>Natural Hazards</b> A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.</p> <p><b>Designing Solutions to Engineering Problems</b> Testing a solution involves investigating how well it performs under a range of likely conditions.</p>	<p>given the criteria and the constraints.</p>
<p><b>Cross-cutting concepts</b></p>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>				

Benchmarks	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:	Students who demonstrate understanding can:
	<ul style="list-style-type: none"> <li>• Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]</li> <li>• Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]</li> <li>• Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]</li> <li>• Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]</li> <li>• Generate and compare multiple solutions that use patterns to transfer information.* [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]</li> <li>• Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]</li> <li>• Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]</li> <li>• Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind,</li> </ul>	<ul style="list-style-type: none"> <li>• Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</li> <li>• Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</li> <li>• Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</li> </ul>

	<p>that convert electrical energy into motion energy of a vehicle, light, or sound; and a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.]                  [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]</p> <ul style="list-style-type: none"> <li>• Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]</li> </ul>		<p>brain stores and recalls information or the mechanisms of how sensory receptors function.]</p>	<p>relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]</p> <ul style="list-style-type: none"> <li>• Analyze and interpret data from maps to describe patterns of Earth’s features. [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</li> <li>• Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]</li> </ul>	
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## Science – Grade 5 (NGSS)

Guidelines	Structure and Properties of Matter	Matter and Energy in Organisms and Ecosystems	Earth's Systems	Space Systems: Stars and the Solar System	Engineering Design
<b>Big Idea</b>	Matter exists in different forms and can undergo changes.	Life is sustained by the transfer of matter and energy between plants, animals, decomposers and the environment	The Earth's systems and components are interrelated and are continually changing	The relationships between the sun, the moon and the earth affect how we live on our planet	Different solutions need to be tested to determine which of them best solves the problem.
<b>Essential questions</b>	When matter changes, does its weight change? Can new substances be created by combining other substances?	How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for?	How much water can be found in different places on Earth?	How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?	This 'Engineering Design' column is not meant to guide a stand-alone unit of work on engineering. The understandings and benchmarks are designed to prompt teacher thinking about how to incorporate the principles of good engineering into the strands.
<b>Prompts to help create class understandings</b>	<ul style="list-style-type: none"> <li>Matter consists of particles that are too small to observe directly.</li> <li>Matter can change form.</li> <li>Different combinations of matter create different substances.</li> <li>The total matter in a system is conserved and never lost.</li> </ul>	<ul style="list-style-type: none"> <li>Energy flows through an ecosystem.</li> <li>Matter cycles through an ecosystem.</li> <li>Food is a source of energy.</li> <li>Matter provides the constituents needed for food.</li> <li>Energy from the sun is the foundation of almost all food chains.</li> </ul>	<ul style="list-style-type: none"> <li>The Earth consists of several systems.</li> <li>The systems of the earth affect each other.</li> <li>Variations in the presence, extent and form of water affect the materials and processes of a given location.</li> <li>Humans affect and can control their impact on Earth's systems.</li> </ul>	<ul style="list-style-type: none"> <li>The universe is made up of different objects interacting in a vacuum called Space.</li> <li>Objects in Space are classified according to their properties and behaviors.</li> <li>Our planet is part of a solar system.</li> <li>Our solar system has patterns of movement that cause day, night and seasons.</li> <li>Earth exerts a gravitational force on objects.</li> </ul>	<ul style="list-style-type: none"> <li>The success of a solution is dependent upon design, materials, context, standards and performance.</li> <li>For results to be valid, different solutions need to be tested under the same conditions.</li> <li>For results to be valid, a particular test must be independently replicated.</li> </ul>
<b>Enduring understandings (Disciplinary Core Ideas)</b>	<b>Structure and Properties of Matter</b> <ul style="list-style-type: none"> <li>Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means. A model showing that</li> </ul>	<b>Energy in Chemical Processes and Everyday Life</b> The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).	<b>Earth Materials and Systems</b> Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact	<b>Types of Interactions</b> The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.  <b>The Universe and its Stars</b>	<b>Defining and Delimiting Engineering Problems</b> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution

	<p>gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.</p> <ul style="list-style-type: none"> <li>• The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.</li> <li>• Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)</li> </ul> <p><b>Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>• When two or more different substances are mixed, a new substance with different properties may be formed.</li> <li>• No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)</li> </ul>	<p><b>Organization for Matter and Energy Flow in Organisms</b></p> <ul style="list-style-type: none"> <li>• Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.</li> <li>• Plants acquire their material for growth chiefly from air and water.</li> </ul> <p><b>Interdependent Relationships in Ecosystems</b></p> <p>The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly</p>	<p>in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.</p> <p><b>The Roles of Water in Earth’s Surface Processes</b></p> <p>Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</p> <p><b>Human Impacts on Earth Systems</b></p> <p>Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments.</p>	<p>The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.</p> <p><b>Earth and the Solar System</b></p> <p>The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.</p>	<p>(criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account.</p> <p><b>Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>• Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.</li> <li>• At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</li> <li>• Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</li> </ul> <p><b>Optimizing the Design Solution</b></p> <p>Different solutions need to be tested to determine which of them best solves the problem, given the criteria and the constraints.</p>
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		<p>introduced species can damage the balance of an ecosystem.</p> <p><b>Cycles of Matter and Energy Transfer in Ecosystems</b>                  Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.</p>			
<b>Cross-cutting concepts</b>	<p>The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.</p> <p>In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>				
<b>Benchmarks</b>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]</li> <li>Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere,</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]</li> <li>Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</li> <li>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</li> <li>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</li> </ul>

<ul style="list-style-type: none"> <li>• Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]</li> <li>• Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]</li> <li>• Investigate to determine whether the mixing of two or</li> </ul>	<p>mostly from air and water, not from the soil.]</p> <ul style="list-style-type: none"> <li>• Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]</li> </ul>	<p>hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]</p> <ul style="list-style-type: none"> <li>• Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]</li> <li>• Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</li> </ul>	<p>relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]</p> <ul style="list-style-type: none"> <li>• Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]</li> </ul>	
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	more substances results in new substances.				
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# Social Studies Scope & Sequence

## Grades Pre-K to 5

## Social Studies – Pre-K

Guidelines	Time, Continuity, and Change (Integrate with 'Geography')	Connections and Conflict (Integrate with Society & Identity)	Geography (Integrate with Time, Continuity and Change)	Culture	Society and Identity (Integrate with Connections & Conflict)	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>		<i>Communication: Words help us to express ourselves and communicate with others.</i>	<i>Our weather changes over time. [Yearlong unit]</i>	<i>Cities, towns &amp; neighborhoods have places where people live, meet and work</i>	<i>All about me. Every day I learn who I am and what I can do.</i>	<i>Not covered this year</i>	<i>Not covered this year</i>	<i>Tools can be used to help us with physical and mental tasks</i>
<b>Essential Questions</b>		How would we communicate without words? How does sign language work? Why should we talk to each other? Why do we have books?	In what ways does our weather change? What are the changes in our weather over 10 months? How does the weather affect our daily lives?	Why do most people live in cities and towns? Why do some people live in the countryside? Why do we live in houses? Where do people meet? Where do people work?	What are our different feelings? What are our needs and wants? How do I stay safe?			What is a tool? Which animals use tools? What do different tools do? Which tools do we use every day?
<b>Prompts to create understandings</b>		<ul style="list-style-type: none"> <li>• How words affect people</li> <li>• Words that help; words that hurt</li> <li>• How authors use words to express themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Weather affects how we live.</li> <li>• There are similarities and differences in seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying features of a neighborhood</li> <li>• How we can represent the features of a neighborhood using a symbol system</li> <li>• People need goods and services to live.</li> </ul>	<ul style="list-style-type: none"> <li>• My feelings, likes and dislikes</li> <li>• Myself as part of my family and community</li> <li>• Things I can do</li> <li>• Things I shouldn't do</li> </ul>			<ul style="list-style-type: none"> <li>• What kinds of tools help us complete physical or mental tasks</li> <li>• How tools help us complete a physical or mental task</li> </ul>
<b>Standards</b>	<b>Standard 1</b> Students will understand	<b>Standard 2</b> Students will understand	<b>Standard 3</b> Students will	<b>Standard 4</b> Students will	<b>Standard 5</b> Students will	<b>Standard 6</b> Students will understand why	<b>Standard 7</b> Students will	<b>Standard 8</b> Students will

patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	understand the interactions and relationship between human societies and their physical environment.	understand cultural and intellectual developments and interactions among societies.	understand social systems and structures and how these influence individuals.	societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	understand how societies have influenced and been influenced by scientific developments and technological developments.
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## Social Studies - KG

Guidelines	Time, Continuity and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>Looking at changes in ourselves allows us to reflect on our personal transitions.</i> [Yearlong unit]		<i>Learning about the place in which we live helps us know the world.</i>		<i>Friendship connects us with others.</i>	<i>Our classroom rules keep us happy, safe and working well.</i>	<i>People and workers, their jobs and tools.</i>	
<b>Essential Questions</b>	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone’s physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people’s lives? What are the more important responsibilities that people have	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?

					What is the difference between “tolerance” and “acceptance”?	toward their government?		
<b>Prompts to create understandings</b>	<ul style="list-style-type: none"> <li>• Changes in our lives</li> <li>• Changes over the school year in ourselves</li> <li>• Where we are going in the future</li> </ul>	<ul style="list-style-type: none"> <li>• People and places create a community</li> <li>• How people and places help us</li> <li>• How we connect with our community</li> </ul>	<ul style="list-style-type: none"> <li>• What a friend is</li> <li>• Fair and peaceful ways of sharing, communicating and working together</li> <li>• How we can cooperate to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Why we have rules of behavior</li> <li>• What essential agreements are</li> <li>• How to develop a class Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• People in the community have jobs that help the community to thrive</li> <li>• For different jobs some tools are the same and some are different</li> </ul>			
<b>Enduring Understandings (KG through Grade 5)</b>	<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is when people disagree, and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people</li> </ul>	<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples’ actions influence their culture; someone’s</li> </ul>	<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social</li> </ul>	<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a</li> </ul>	<ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of knowledge that allows humans to understand the physical world.</li> </ul>

	tales of folk heroes.	people agree that they have a common goal, and they work together toward that goal. • People can work together in many ways	to understand better their physical environment. • Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.	culture influences their actions.	structures and patterns. • “Socialization” is a process that teaches people how their society is structured.	country by establishing laws and by resolving conflicts.		
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 2)</b>	<ul style="list-style-type: none"> <li>Identify stories about past events, people, places or situations.</li> <li>Differentiate between people, places, and events in the past,</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of conflict and cooperation among individuals and groups.</li> <li>Identify and describe factors that contribute to</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways in which people depend on the physical environment.</li> <li>Explain the concept of location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify regional folk heroes, stories, or songs that have contributed to the development of a region’s</li> </ul>	<ul style="list-style-type: none"> <li>Identify connections between who they are as a person and their place in the world.</li> <li>Distinguish themselves as</li> </ul>	<ul style="list-style-type: none"> <li>Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between needs and wants.</li> <li>Describe roles resources play in our daily lives.</li> <li>Describe how we depend upon people with specialized jobs.</li> <li>Distinguish between goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between "tool" and "technique.”</li> <li>Describe examples in which tools and techniques have changed the lives of people.</li> <li>Identify reasons and requirements for</li> </ul>



	<p>present and future.</p> <ul style="list-style-type: none"> <li>• Relate stories about past events, people, places, or situations to help our understanding of the past and present.</li> </ul>	<p>cooperation and factors that may cause conflict.</p> <ul style="list-style-type: none"> <li>• Identify that some ways of dealing with disagreements work better than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and graphs, tables, and diagrams to read and display geographic information.</li> <li>• Locate and distinguish between landforms.</li> <li>• Describe the influence of landforms and geographic features on human population and cultures.</li> <li>• Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</li> </ul>	<p>cultural history.</p> <ul style="list-style-type: none"> <li>• Describe how people in different types of institutions and organizations (e.g., families, schools, local religious communities, clubs, etc.) interact with each other.</li> <li>• Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</li> <li>• Compare and contrast social environments in different cultures.</li> <li>• Describe the expectations of how to act in one's own culture and compare this with</li> </ul>	<p>individuals from others.</p> <ul style="list-style-type: none"> <li>• Recognize that individual people are part of a group.</li> <li>• Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</li> <li>• Explain why people live in social groups (e.g., families, communities, and nation).</li> <li>• Identify roles and behaviors that people demonstrate when in group situations.</li> <li>• Identify opportunities for choice in personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</li> <li>• Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> <li>• Identify qualities that leaders need in order to meet their responsibilities.</li> <li>• Describe the impact of families and schools on their lives.</li> <li>• Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people make choices about how to satisfy wants and needs.</li> <li>• Identify institutions that are part of economic systems.</li> <li>• Describe how goods and services can be exchanged.</li> </ul>	<p>making tools and developing techniques.</p>
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				behavioral expectations of other cultures.		<ul style="list-style-type: none"> <li>• Explain reasons for the importance of leadership and service.</li> <li>• Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</li> <li>• Describe the impact of religious institutions, government agencies, and civic groups on their lives.</li> </ul>	
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## Social Studies – Grade 1

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>Knowledge of one's family history helps people understand themselves</i>	<i>Being aware of our environment keeps us safe and healthy.</i>	<i>Our lives have similarities and differences to life in the past. The Earth consists of different geographic forms that affect how people live.</i>		<i>Being a good citizen. There are essential characteristics of a good citizen</i>		<i>How communities are organised affects the way they function.</i>	<i>Not covered this year</i>
<b>Essential Questions</b>	<p>What is meant by "the past?"</p> <p>How is the past different from the present?</p> <p>Why is knowing about the past important?</p> <p>How is knowledge about the past preserved?</p>	<p>What is conflict?</p> <p>What is cooperation?</p> <p>Why do groups of people have conflict?</p> <p>Why do groups of people cooperate?</p> <p>How can people work together?</p>	<p>How can location be explained?</p> <p>What makes one place different from another place?</p> <p>Why does someone's physical environment matter?</p> <p>How can you explain where a place is located?</p>	<p>What is culture?</p> <p>How is it possible to distinguish between two cultures?</p> <p>How does someone know how to behave, even when that person is not told how to?</p> <p>How do different groups of people living in one place influence a culture?</p>	<p>How are individuals affected by different social systems?</p> <p>How do different cultures affect people differently?</p> <p>What institutions have the greatest impact on people?</p> <p>Why do people from different cultures sometimes seem different?</p> <p>What is the difference between "tolerance" and "acceptance"?</p>	<p>What is power?</p> <p>How is power gained, justified, and used?</p> <p>How do competing interests influence how power is distributed?</p> <p>How does government affect people's lives?</p> <p>What are the more important responsibilities that people have toward their government?</p>	<p>Why do people buy what they do?</p> <p>Why cannot people buy whatever they want?</p> <p>What kinds of products are made locally?</p> <p>What kinds are made in other places? How does trade work?</p>	<p>What is the difference between a tool and a technique?</p> <p>What does the word technology mean?</p> <p>Does technology help people?</p> <p>Is technology always good?</p> <p>How do new technologies change the way people live? How they think?</p>
<b>Prompts to create understandings</b>	<ul style="list-style-type: none"> <li>• The origins of my ancestors</li> <li>• Recording my family's history in writing/photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Having an awareness of our surroundings</li> <li>• How we use our senses to keep</li> </ul>	<ul style="list-style-type: none"> <li>• How we learn about life in the past</li> <li>• Connections exist between life in the past and our current lives</li> <li>• Changes that have occurred in our daily lives since life in the past</li> <li>• Different forms of land and water</li> </ul>	<ul style="list-style-type: none"> <li>• Why we need rules and laws</li> <li>• Qualities of a good citizen</li> <li>• Comparison of groups in other communities and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• How our neighborhood is organized</li> <li>• Needs and importance of different</li> </ul>			

	<ul style="list-style-type: none"> <li>• Ways of recording my autobiography</li> </ul>	<p>us stay safe and healthy</p> <ul style="list-style-type: none"> <li>• Being responsible for our safety and the safety of others</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of homes for different people</li> <li>• Similarities/differences between urban and rural life</li> <li>• Purpose of maps and globes</li> </ul>		<p>businesses and service buildings in a neighborhood</p> <ul style="list-style-type: none"> <li>• Similarities and differences between how neighborhoods and villages/cities are organized</li> </ul>			
<p><b>Enduring Understandings (KG through Grade 5)</b></p>	<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is when people disagree, and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when people agree that they have a common goal, and they work together toward that goal.</li> <li>• People can work together in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people to understand better their physical environment.</li> <li>• Regions typically refer to areas of the</li> </ul>	<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples’ actions influence their culture; someone’s culture influences their actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social structures and patterns.</li> <li>• “Socialization” is a process that teaches people how their</li> </ul>	<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a country by establishing laws and by resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of knowledge that allows humans to understand the physical world.</li> </ul>

			globe with common physical characteristics and which are in near proximity.		society is structured.			
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 2)</b>	<ul style="list-style-type: none"> <li>Identify stories about past events, people, places or situations.</li> <li>Differentiate between people, places, and events in the past, present and future.</li> <li>Relate stories about past events, people, places, or situations to help our understanding of the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of conflict and cooperation among individuals and groups.</li> <li>Identify and describe factors that contribute to cooperation and factors that may cause conflict.</li> <li>Identify that some ways of dealing with disagreements work better than others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways in which people depend on the physical environment.</li> <li>Explain the concept of location.</li> <li>Use maps and graphs, tables, and diagrams to read and display geographic information.</li> <li>Locate and distinguish between landforms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.</li> <li>Describe how people in different types of institutions and organizations (e.g., families, schools, local religious communities, clubs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify connections between who they are as a person and their place in the world.</li> <li>Distinguish themselves as individuals from others.</li> <li>Recognize that individual people are part of a group.</li> <li>Recognize culturally and contextually appropriate and inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> <li>Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</li> <li>Describe rights and responsibilities of</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between needs and wants.</li> <li>Describe roles resources play in our daily lives.</li> <li>Describe how we depend upon people with specialized jobs.</li> <li>Distinguish between goods and services.</li> <li>Explain why people make choices about how to satisfy</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between "tool" and "technique."</li> <li>Describe examples in which tools and techniques have changed the lives of people.</li> <li>Identify reasons and requirements for making tools and developing techniques.</li> </ul>

			<ul style="list-style-type: none"> <li>Describe the influence of landforms and geographic features on human population and cultures.</li> <li>Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</li> </ul>	<p>interact with each other.</p> <ul style="list-style-type: none"> <li>Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</li> <li>Compare and contrast social environments in different cultures.</li> <li>Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</li> </ul>	<p>social behavior and the impact of making choices about behavior.</p> <ul style="list-style-type: none"> <li>Explain why people live in social groups (e.g., families, communities, and nation).</li> <li>Identify roles and behaviors that people demonstrate when in group situations.</li> <li>Identify opportunities for choice in personal identity.</li> </ul>	<p>the individual in relation to his or her social group, including the characteristics of good citizens.</p> <ul style="list-style-type: none"> <li>Identify qualities that leaders need in order to meet their responsibilities.</li> <li>Describe the impact of families and schools on their lives.</li> <li>Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> <li>Explain reasons for the importance of leadership and service.</li> <li>Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</li> </ul>	<p>wants and needs.</p> <ul style="list-style-type: none"> <li>Identify institutions that are part of economic systems.</li> <li>Describe how goods and services can be exchanged.</li> </ul>	
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						<ul style="list-style-type: none"><li>• Describe the impact of religious institutions, government agencies, and civic groups on their lives.</li></ul>		
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## Social Studies – Grade 2

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>Migration patterns are directly related to people's needs and wants and have changed over time.</i>			<i>Celebrations and traditions and stories are an important part of cultural identity.</i>		<i>Forming a classroom community. Governments have structure and organisation</i>	<i>Finance. Money is a modern form of economic transactions</i>	
<b>Essential Questions</b>	<p>What is meant by “the past?”</p> <p>How is the past different from the present?</p> <p>Why is knowing about the past important?</p> <p>How is knowledge about the past preserved?</p>	<p>What is conflict?</p> <p>What is cooperation?</p> <p>Why do groups of people have conflict?</p> <p>Why do groups of people cooperate?</p> <p>How can people work together?</p>	<p>How can location be explained?</p> <p>What makes one place different from another place?</p> <p>Why does someone’s physical environment matter?</p> <p>How can you explain where a place is located?</p>	<p>What is culture?</p> <p>How is it possible to distinguish between two cultures?</p> <p>How does someone know how to behave, even when that person is not told how to?</p> <p>How do different groups of people living in one place influence a culture?</p>	<p>How are individuals affected by different social systems?</p> <p>How do different cultures affect people differently?</p> <p>What institutions have the greatest impact on people?</p> <p>Why do people from different cultures sometimes seem different?</p> <p>What is the difference between “tolerance” and “acceptance”?</p>	<p>What is power?</p> <p>How is power gained, justified, and used?</p> <p>How do competing interests influence how power is distributed?</p> <p>How does government affect people’s lives?</p> <p>What are the more important responsibilities that people have toward their government?</p>	<p>Why do people buy what they do?</p> <p>Why cannot people buy whatever they want?</p> <p>What kinds of products are made locally?</p> <p>What kinds are made in other places? How does trade work?</p>	<p>What is the difference between a tool and a technique?</p> <p>What does the word technology mean?</p> <p>Does technology help people?</p> <p>Is technology always good?</p> <p>How do new technologies change the way people live? How do they think?</p>
<b>Prompts to create understandings</b>	<ul style="list-style-type: none"> <li>• Why we migrate</li> <li>• The impact of migration</li> <li>• Evidence of migration on modern day</li> </ul>			<ul style="list-style-type: none"> <li>• What makes culture</li> <li>• How beliefs and values are related to our identity</li> <li>• How and why people celebrate</li> </ul>		<ul style="list-style-type: none"> <li>• How our school government system works</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of bartering</li> <li>• Why money came into existence</li> </ul>	



				<ul style="list-style-type: none"> <li>• Similarities and differences of traditions across cultures</li> <li>• What are the elements of a story</li> <li>• How we can express stories in different forms</li> <li>• Why we share stories</li> <li>• Fact and fictional stories that reflect the past</li> <li>• How family stories depict our heritage</li> </ul>		<ul style="list-style-type: none"> <li>• The importance of policies and procedures</li> <li>• How to develop policies and procedures at the classroom level</li> </ul>	<ul style="list-style-type: none"> <li>• The changes in money over time</li> <li>• How money affects our lives</li> </ul>	
<p><b>Enduring Understandings (KG through Grade 5)</b></p>	<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is when people disagree, and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when people agree that they have a common goal, and they work together toward that goal.</li> <li>• People can work together in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people to understand better their physical environment.</li> <li>• Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples’ actions influence their culture; someone’s culture influences their actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social structures and patterns.</li> <li>• “Socialization” is a process that teaches people how their</li> </ul>	<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a country by establishing laws and by resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of knowledge that allows humans to understand the physical world.</li> </ul>

					society is structured.			
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 2)</b>	<ul style="list-style-type: none"> <li>Identify stories about past events, people, places or situations.</li> <li>Differentiate between people, places, and events in the past, present and future.</li> <li>Relate stories about past events, people, places, or situations to help our understanding of the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of conflict and cooperation among individuals and groups.</li> <li>Identify and describe factors that contribute to cooperation and factors that may cause conflict.</li> <li>Identify that some ways of dealing with disagreements work better than others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways in which people depend on the physical environment.</li> <li>Explain the concept of location.</li> <li>Use maps and graphs, tables, and diagrams to read and display geographic information.</li> <li>Locate and distinguish between landforms.</li> <li>Describe the influence of landforms and geographic features on human population and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.</li> <li>Describe how people in different types of institutions and organizations (e.g., families, schools, local religious communities, clubs, etc.) interact with each other.</li> <li>Describe how people from different cultures interact with the</li> </ul>	<ul style="list-style-type: none"> <li>Identify connections between who they are as a person and their place in the world.</li> <li>Distinguish themselves as individuals from others.</li> <li>Recognize that individual people are part of a group.</li> <li>Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> <li>Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</li> <li>Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between needs and wants.</li> <li>Describe roles resources play in our daily lives.</li> <li>Describe how we depend upon people with specialized jobs.</li> <li>Distinguish between goods and services.</li> <li>Explain why people make choices about how to satisfy wants and needs.</li> <li>Identify institutions that are part of economic systems.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between "tool" and "technique."</li> <li>Describe examples in which tools and techniques have changed the lives of people.</li> <li>Identify reasons and requirements for making tools and developing techniques.</li> </ul>

			<ul style="list-style-type: none"> <li>• Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</li> </ul>	<p>environment, such as the use of resources, shelter and transportation.</p> <ul style="list-style-type: none"> <li>• Compare and contrast social environments in different cultures.</li> <li>• Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people live in social groups (e.g., families, communities, and nation).</li> <li>• Identify roles and behaviors that people demonstrate when in group situations.</li> <li>• Identify opportunities for choice in personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify qualities that leaders need in order to meet their responsibilities.</li> <li>• Describe the impact of families and schools on their lives.</li> <li>• Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</li> <li>• Explain reasons for the importance of leadership and service.</li> <li>• Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</li> <li>• Describe the impact of religious institutions, government agencies, and civic groups on their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how goods and services can be exchanged.</li> </ul>	
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### Social Studies – Grade 3

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>How we communicate has changed over time.</i>	<i>We all have the power to make a difference in and to the world through our actions.</i>	<i>Maps are visual representations of various locations.</i>	<i>Phoenicians, carriers of civilisation. Our cultural heritage allows us to celebrate who we are and shapes our vision of the future.</i>	<i>We all have rights and responsibilities.</i>		<i>Market places depend on producing goods and supplying services that can be exchanged.</i>	
<b>Essential Questions</b>	<p>What is meant by “the past?”</p> <p>How is the past different from the present?</p> <p>Why is knowing about the past important?</p> <p>How is knowledge about the past preserved?</p>	<p>What is conflict?</p> <p>What is cooperation?</p> <p>Why do groups of people have conflict?</p> <p>Why do groups of people cooperate?</p> <p>How can people work together?</p>	<p>How can location be explained?</p> <p>What makes one place different from another place?</p> <p>Why does someone’s physical environment matter?</p> <p>How can you explain where a place is located?</p>	<p>What is culture?</p> <p>How is it possible to distinguish between two cultures?</p> <p>How does someone know how to behave, even when that person is not told how to?</p> <p>How do different groups of people living in one place influence a culture?</p>	<p>How are individuals affected by different social systems?</p> <p>How do different cultures affect people differently?</p> <p>What institutions have the greatest impact on people?</p> <p>Why do people from different cultures sometimes seem different?</p> <p>What is the difference between “tolerance” and “acceptance”?</p>	<p>What is power?</p> <p>How is power gained, justified, and used?</p> <p>How do competing interests influence how power is distributed?</p> <p>How does government affect people’s lives?</p> <p>What are the more important responsibilities that people have toward their government?</p>	<p>Why do people buy what they do?</p> <p>Why cannot people buy whatever they want?</p> <p>What kinds of products are made locally?</p> <p>What kinds are made in other places? How does trade work?</p>	<p>What is the difference between a tool and a technique?</p> <p>What does the word technology mean?</p> <p>Does technology help people?</p> <p>Is technology always good?</p> <p>How do new technologies change the way people live?</p> <p>How they think?</p>

<p><b>Prompts to create understandings</b></p>	<ul style="list-style-type: none"> <li>• Communication can be achieved over distance using different methods.</li> <li>• Communication helps us to survive and thrive.</li> <li>• Communication empowers us.</li> <li>• The message intended is often not the message understood.</li> </ul>	<ul style="list-style-type: none"> <li>• There are reactive and proactive actions.</li> <li>• Actions can rarely be undone.</li> <li>• We always have choices with our actions.</li> <li>• Our actions affect those around us.</li> <li>• It is wise to consider our choices before acting.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigational tools</li> <li>• Types of exploration</li> <li>• Reasons for exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Who the Phoenicians were</li> <li>• Their inventions and their contributions to future civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• What it means for people to have rights</li> <li>• What our responsibilities are to ourselves and others</li> <li>• How rights vary depending on the situation</li> </ul>	<ul style="list-style-type: none"> <li>• How goods and services are exchanged in various marketplaces</li> <li>• The ethics of the marketplace</li> <li>• How global movement and communication affect the availability of goods and services</li> </ul>		
<p><b>Enduring Understandings (KG through Grade 5)</b></p>	<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is when people disagree, and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when people agree that they have a common goal, and they work together toward that goal.</li> <li>• People can work together in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people to understand better their physical environment.</li> <li>• Regions typically refer to areas of the globe with common physical</li> </ul>	<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples' actions influence their culture; someone's culture influences their actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone's perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social structures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a country by establishing laws</li> </ul>	<ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of</li> </ul>

			characteristics and which are in near proximity.		• “Socialization” is a process that teaches people how their society is structured.	and by resolving conflicts.	around the world.	knowledge that allows humans to understand the physical world.
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 5)</b>	<ul style="list-style-type: none"> <li>• Explain why people in different times and places view the world differently.</li> <li>• Describe changes in society (e.g., political, social, cultural).</li> <li>• Identify cause and effect relationships in history.</li> <li>• Identify and use primary and secondary sources to</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how wants and needs have implications beyond the self.</li> <li>• Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> <li>• Explain the major ways groups, societies, and nations interact with one</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and use the elements of maps and globes.</li> <li>• Apply appropriate resources and geographic tools to generate and interpret information about the earth.</li> <li>• Apply concepts such as location, distance, direction, scale, movement and region.</li> <li>• Describe ways that the earth’s</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast cultural characteristics of different regions and people (e.g., use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</li> <li>• Compare and contrast the ways that different cultures meet human needs and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how families influence the individual.</li> <li>• Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>• Compare and contrast how groups and cultures are similar and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</li> <li>• Describe how political institutions meet needs and wants of individuals and society.</li> <li>• Identify community leaders, local and national government</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</li> <li>• Distinguish among human, natural, and capital resources.</li> <li>• Describe how changes in transportation and communication have affected</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between science and technology.</li> <li>• Examine ways in which tools and techniques make certain tasks easier.</li> <li>• Describe ways that tools and techniques can have both positive and negative effects.</li> <li>• Describe changes in</li> </ul>

	examine the past and present.	another (e.g., trade, cultural exchanges, and international organizations).	<p>physical and human-made features have changed over time.</p> <ul style="list-style-type: none"> <li>• Describe factors that influence locations of human populations and human migration.</li> <li>• Describe and explain various types and patterns of settlement and land use.</li> <li>• Identify why particular locations are used for certain activities.</li> <li>• Define regions by their human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</li> <li>• Describe how cultural contributions from various groups have formed a national identity.</li> <li>• Explain the elements of culture (language, norms, values, beliefs, etc.).</li> <li>• Define the elements of a belief system (creed, code of behavior, rituals, community).</li> <li>• Examine the principal tenets of one major world religion.</li> <li>• Describe advantages and disadvantages associated with cultural diversity.</li> <li>• Examine cultural diffusion.</li> </ul>	<p>different in meeting needs and concerns of their members.</p> <ul style="list-style-type: none"> <li>• Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</li> <li>• Identify and describe ways that ethnicity and cultures influence people's daily lives.</li> <li>• Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</li> <li>• Describe socialization and opportunities for choice in personal identity.</li> <li>• Examine the difference between</li> </ul>	<p>officials, and world leaders.</p> <ul style="list-style-type: none"> <li>• Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</li> <li>• Describe the organization and major responsibilities of the various levels of governments.</li> <li>• Explain what citizenship is.</li> <li>• Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</li> <li>• Describe the roles of laws, courts of law, and judges.</li> <li>• Compare and contrast major political systems.</li> </ul>	<p>trade and economic activities.</p> <ul style="list-style-type: none"> <li>• Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</li> <li>• Describe how trade affects the way people earn their living in regions of the world.</li> <li>• Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</li> <li>• Describe primary causes of world trade.</li> </ul>	<p>scientific knowledge and technology that have affected your host country.</p> <ul style="list-style-type: none"> <li>• Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</li> </ul>
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					“acceptance” and “tolerance”.	• Explain different strategies to resolve conflict.		
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## Social Studies – Grade 4

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity (Integrate with Science ‘Life Sciences’)	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>Beliefs, rituals, and celebrations have evolved over time.</i>		<i>Navigation techniques and aids have changed over time</i>	<i>In a community, people share a responsibility toward a common purpose.</i>	<i>Personal well-being is dependent on a complex balance of interconnected factors.</i>	<i>Democracy. People can influence decisions that affect them.</i>	<i>There is a relationship between place of production and place of consumption</i>	
<b>Essential Questions</b>	<p>What is meant by “the past?”</p> <p>How is the past different from the present?</p> <p>Why is knowing about the past important?</p> <p>How is knowledge about the past preserved?</p>	<p>What is conflict?</p> <p>What is cooperation?</p> <p>Why do groups of people have conflict?</p> <p>Why do groups of people cooperate?</p> <p>How can people work together?</p>	<p>How can location be explained?</p> <p>What makes one place different from another place?</p> <p>Why does someone’s physical environment matter?</p> <p>How can you explain where a place is located?</p>	<p>What is culture?</p> <p>How is it possible to distinguish between two cultures?</p> <p>How does someone know how to behave, even when that person is not told how to?</p> <p>How do different groups of people living in one place influence a culture?</p>	<p>How are individuals affected by different social systems?</p> <p>How do different cultures affect people differently?</p> <p>What institutions have the greatest impact on people?</p> <p>Why do people from different cultures sometimes seem different?</p> <p>What is the difference between “tolerance” and “acceptance”?</p>	<p>What is power?</p> <p>How is power gained, justified, and used?</p> <p>How do competing interests influence how power is distributed?</p> <p>How does government affect people’s lives?</p> <p>What are the more important responsibilities that people have toward their government?</p>	<p>Why do people buy what they do?</p> <p>Why cannot people buy whatever they want?</p> <p>What kinds of products are made locally?</p> <p>What kinds are made in other places? How does trade work?</p>	<p>What is the difference between a tool and a technique?</p> <p>What does the word technology mean?</p> <p>Does technology help people?</p> <p>Is technology always good?</p> <p>How do new technologies change the way people live?</p> <p>How they think?</p>



<p><b>Prompts to create understandings</b></p>	<ul style="list-style-type: none"> <li>• Compare/contrast life in the past with life in the present.</li> <li>• The history of different religions</li> <li>• What is the same and what is different between religions</li> <li>• How holidays have grown out of past events</li> <li>• A comparison of different family rituals and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• How early travelers found their way</li> <li>• How modern travelers find their way</li> <li>• How space travelers find their way</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of a community</li> <li>• Interconnectedness of people in a community</li> <li>• Importance of a shared vision or common purpose</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of well-being</li> <li>• Factors that contribute to well-being</li> <li>• Personal issues facing well-being</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of policy</li> <li>• The concept of popular vote</li> <li>• The power of mass opinion</li> <li>• Appropriate ways to voice disapproval</li> </ul>	<ul style="list-style-type: none"> <li>• The means and cost of transportation of goods</li> <li>• The interrelationship of developing and developed economies</li> <li>• The impact of work conditions on production and consumption</li> </ul>		
<p><b>Enduring Understandings (KG through Grade 5)</b></p>	<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is when people disagree, and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when people agree that they have a common goal, and they work together toward that goal.</li> <li>• People can work together in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people to understand better their physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples’ actions influence their culture; someone’s culture influences their actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social structures and patterns.</li> <li>• “Socialization” is a process that teaches people how their society is structured.</li> </ul>	<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a country by establishing</li> </ul>	<ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of knowledge</li> </ul>

			<ul style="list-style-type: none"> <li>Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.</li> </ul>			laws and by resolving conflicts.		that allows humans to understand the physical world.
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 5)</b>	<ul style="list-style-type: none"> <li>Explain why people in different times and places view the world differently.</li> <li>Describe changes in society (e.g., political, social, cultural).</li> <li>Identify cause and effect relationships in history.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how wants and needs have implications beyond the self.</li> <li>Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and use the elements of maps and globes.</li> <li>Apply appropriate resources and geographic tools to generate and interpret information about the earth.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast cultural characteristics of different regions and people (e.g., use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</li> <li>Compare and contrast the ways</li> </ul>	<ul style="list-style-type: none"> <li>Describe how families influence the individual.</li> <li>Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>Compare and contrast how</li> </ul>	<ul style="list-style-type: none"> <li>Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</li> <li>Describe how political institutions meet needs and wants of</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</li> <li>Distinguish among human, natural, and capital resources.</li> <li>Describe how changes in</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between science and technology.</li> <li>Examine ways in which tools and techniques make certain tasks easier.</li> <li>Describe ways that tools and techniques can have both positive and</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and use primary and secondary sources to examine the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</li> </ul>	<ul style="list-style-type: none"> <li>Apply concepts such as location, distance, direction, scale, movement and region.</li> <li>Describe ways that the earth's physical and human-made features have changed over time.</li> <li>Describe factors that influence locations of human populations and human migration.</li> <li>Describe and explain various types and patterns of settlement and land use.</li> <li>Identify why particular locations are used for certain activities.</li> <li>Define regions by their human</li> </ul>	<p>that different cultures meet human needs and concerns.</p> <ul style="list-style-type: none"> <li>Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</li> <li>Describe how cultural contributions from various groups have formed a national identity.</li> <li>Explain the elements of culture (language, norms, values, beliefs, etc.).</li> <li>Define the elements of a belief system (creed, code of behavior, rituals, community).</li> <li>Examine the principal tenets of one major world religion.</li> <li>Describe advantages and disadvantages</li> </ul>	<p>groups and cultures are similar and different in meeting needs and concerns of their members.</p> <ul style="list-style-type: none"> <li>Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</li> <li>Identify and describe ways that ethnicity and cultures influence people's daily lives.</li> <li>Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</li> <li>Describe socialization and opportunities for choice in personal identity.</li> <li>Examine the difference between</li> </ul>	<p>individuals and society.</p> <ul style="list-style-type: none"> <li>Identify community leaders, local and national government officials, and world leaders.</li> <li>Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</li> <li>Describe the organization and major responsibilities of the various levels of governments.</li> <li>Explain what citizenship is.</li> <li>Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</li> <li>Describe the roles of laws,</li> </ul>	<p>transportation and communication have affected trade and economic activities.</p> <ul style="list-style-type: none"> <li>Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</li> <li>Describe how trade affects the way people earn their living in regions of the world.</li> <li>Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</li> <li>Describe primary causes of world trade.</li> </ul>	<p>negative effects.</p> <ul style="list-style-type: none"> <li>Describe changes in scientific knowledge and technology that have affected your host country.</li> <li>Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</li> </ul>
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			and physical characteristics.	associated with cultural diversity. <ul style="list-style-type: none"> <li>Examine cultural diffusion.</li> </ul>	“acceptance” and “tolerance”.	courts of law, and judges. <ul style="list-style-type: none"> <li>Compare and contrast major political systems.</li> <li>Explain different strategies to resolve conflict.</li> </ul>		
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### Social Studies – Grade 5

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
<b>Big Idea</b>	<i>Past civilizations shape present day systems and technologies</i>	<i>Revolution as a tool for change.</i>	<i>People form, change, and adapt their communities due to their unique geographical surroundings.</i>		<i>The growth cycle impacts on our physical, mental, social and emotional life.</i>	<i>The type of government a country has affects the quality of life of its citizens</i>	<i>Free markets are self-regulating</i>	<i>Exploration leads to discovery</i>
<b>Essential Questions</b>	<p>What is meant by “the past?”</p> <p>How is the past different from the present?</p> <p>Why is knowing about the past important?</p> <p>How is knowledge about the past preserved?</p>	<p>What is conflict?</p> <p>What is cooperation?</p> <p>Why do groups of people have conflict?</p> <p>Why do groups of people cooperate?</p> <p>How can people work together?</p>	<p>How can location be explained?</p> <p>What makes one place different from another place?</p> <p>Why does someone’s physical environment matter?</p> <p>How can you explain where a place is located?</p>	<p>What is culture?</p> <p>How is it possible to distinguish between two cultures?</p> <p>How does someone know how to behave, even when that person is not told how to?</p> <p>How do different groups of people living in one place influence a culture?</p>	<p>How are individuals affected by different social systems?</p> <p>How do different cultures affect people differently?</p> <p>What institutions have the greatest impact on people?</p>	<p>What is power?</p> <p>How is power gained, justified, and used?</p> <p>How do competing interests influence how power is distributed?</p> <p>How does government</p>	<p>Why do people buy what they do?</p> <p>Why cannot people buy whatever they want?</p> <p>What kinds of products are made locally?</p> <p>What kinds are made in other</p>	<p>What is the difference between a tool and a technique?</p> <p>What does the word technology mean?</p> <p>Does technology help people?</p> <p>Is technology always good?</p>

					Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	affect people’s lives? What are the more important responsibilities that people have toward their government?	places? How does trade work?	How do new technologies change the way people live? How they think?
<b>Prompts to create understandings</b>	<ul style="list-style-type: none"> <li>Aspects of past civilizations that have survived</li> <li>Reasons these systems and technologies developed</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications for the future</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of revolutions in other places and times</li> <li>How change occurs after a revolution</li> <li>Case study: The American Revolution</li> </ul>	<ul style="list-style-type: none"> <li>How geography shapes and reshapes communities</li> <li>Ways people connect their environment and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Stages of growth and development</li> <li>Social and emotional pressure of puberty</li> <li>Physical changes during adolescence</li> <li>Transitioning to Middle School</li> </ul>	<ul style="list-style-type: none"> <li>The different models of government</li> <li>the effect of different levels of transparency in government</li> <li>The role of the media in politics</li> </ul>	<ul style="list-style-type: none"> <li>How competition works</li> <li>The balance between quality and cost</li> <li>How a free-market economy affects standards of living</li> </ul>	<ul style="list-style-type: none"> <li>Forms of exploration</li> <li>Contributions of influential explorers</li> <li>What we learn through exploration and discoveries</li> </ul>	
<b>Enduring Understandings (KG through Grade 5)</b>	<ul style="list-style-type: none"> <li>The past is a broad term referring to events that happened or people who lived before now.</li> </ul>	<ul style="list-style-type: none"> <li>Conflict is when people disagree, and they become angry or aggressive.</li> <li>Cooperation is when people work together.</li> <li>Conflict occurs for many reasons, but essentially because</li> </ul>	<ul style="list-style-type: none"> <li>People depend on their physical environment.</li> <li>Different physical environments influence different cultures in distinct ways.</li> <li>People adapt their physical</li> </ul>	<ul style="list-style-type: none"> <li>Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>Culture and a belief system (religion) are closely related.</li> </ul>	<ul style="list-style-type: none"> <li>Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>Race, ethnicity, gender, and</li> </ul>	<ul style="list-style-type: none"> <li>Every person has certain rights within and responsibilities to broader society.</li> <li>Governments are major sources of</li> </ul>	<ul style="list-style-type: none"> <li>People have wants and needs, which differ.</li> <li>People have limited resources and must make decisions about what to</li> </ul>	<ul style="list-style-type: none"> <li>A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> </ul>

	<ul style="list-style-type: none"> <li>The past cannot be changed.</li> <li>Knowing about the past helps us to understand the present better.</li> <li>The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>	<p>people have different wants and needs.</p> <ul style="list-style-type: none"> <li>Cooperation is when people agree that they have a common goal, and they work together toward that goal.</li> <li>People can work together in many ways</li> </ul>	<p>environments in different ways.</p> <ul style="list-style-type: none"> <li>Maps and globes and geographical techniques help people to understand better their physical environment.</li> <li>Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.</li> </ul>	<ul style="list-style-type: none"> <li>Culture satisfies basic human needs, such as a sense of belonging.</li> <li>Peoples' actions influence their culture; someone's culture influences their actions.</li> </ul>	<p>class influence someone's perceptions of and reactions to the world.</p> <ul style="list-style-type: none"> <li>In a society, various institutions shape and reinforce social structures and patterns.</li> <li>"Socialization" is a process that teaches people how their society is structured.</li> </ul>	<p>power within a society.</p> <ul style="list-style-type: none"> <li>Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>Governments help provide stability within a country by establishing laws and by resolving conflicts.</li> </ul>	<p>produce or buy.</p> <ul style="list-style-type: none"> <li>People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>Trade can be local or extend around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>Science is a field of knowledge that allows humans to understand the physical world.</li> </ul>
<b>Standards</b>	<b>Standard 1</b> Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	<b>Standard 2</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	<b>Standard 3</b> Students will understand the interactions and relationship between human societies and their physical environment.	<b>Standard 4</b> Students will understand cultural and intellectual developments and interactions among societies.	<b>Standard 5</b> Students will understand social systems and structures and how these influence individuals.	<b>Standard 6</b> Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	<b>Standard 7</b> Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	<b>Standard 8</b> Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
<b>Benchmarks (by the end of Grade 5)</b>	<ul style="list-style-type: none"> <li>Explain why people in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>Describe how wants and needs have implications beyond the self.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and use the elements of maps and globes.</li> <li>Apply appropriate resources and</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast cultural characteristics of different regions and people (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>Describe how families influence the individual.</li> </ul>	<ul style="list-style-type: none"> <li>Identify issues involving rights, roles and responsibilities of individuals in</li> </ul>	<ul style="list-style-type: none"> <li>Describe characteristics, locations, uses, and management</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between science and technology.</li> </ul>

	<p>view the world differently.</p> <ul style="list-style-type: none"> <li>• Describe changes in society (e.g., political, social, cultural).</li> <li>• Identify cause and effect relationships in history.</li> <li>• Identify and use primary and secondary sources to examine the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> <li>• Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</li> </ul>	<p>geographic tools to generate and interpret information about the earth.</p> <ul style="list-style-type: none"> <li>• Apply concepts such as location, distance, direction, scale, movement and region.</li> <li>• Describe ways that the earth's physical and human-made features have changed over time.</li> <li>• Describe factors that influence locations of human populations and human migration.</li> <li>• Describe and explain various types and patterns of settlement and land use.</li> <li>• Identify why particular locations are used for certain activities.</li> <li>• Define regions by their human and physical</li> </ul>	<p>use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <ul style="list-style-type: none"> <li>• Compare and contrast the ways that different cultures meet human needs and concerns.</li> <li>• Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</li> <li>• Describe how cultural contributions from various groups have formed a national identity.</li> <li>• Explain the elements of culture (language, norms, values, beliefs, etc.).</li> <li>• Define the elements of a belief system (creed, code of behavior, rituals, community).</li> <li>• Examine the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</li> <li>• Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</li> <li>• Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</li> <li>• Identify and describe ways that ethnicity and cultures influence people's daily lives.</li> <li>• Identify how social systems (e.g., schools, media, religions,</li> </ul>	<p>relation to broader society.</p> <ul style="list-style-type: none"> <li>• Describe how political institutions meet needs and wants of individuals and society.</li> <li>• Identify community leaders, local and national government officials, and world leaders.</li> <li>• Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</li> <li>• Describe the organization and major responsibilities of the various levels of governments.</li> <li>• Explain what citizenship is.</li> <li>• Identify and describe means by which</li> </ul>	<p>of renewable and non-renewable resources.</p> <ul style="list-style-type: none"> <li>• Distinguish among human, natural, and capital resources.</li> <li>• Describe how changes in transportation and communication have affected trade and economic activities.</li> <li>• Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</li> <li>• Describe how trade affects the way people earn their living in regions of the world.</li> <li>• Describe changes in the division of labor from</li> </ul>	<ul style="list-style-type: none"> <li>• Examine ways in which tools and techniques make certain tasks easier.</li> <li>• Describe ways that tools and techniques can have both positive and negative effects.</li> <li>• Describe changes in scientific knowledge and technology that have affected your host country.</li> <li>• Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</li> </ul>
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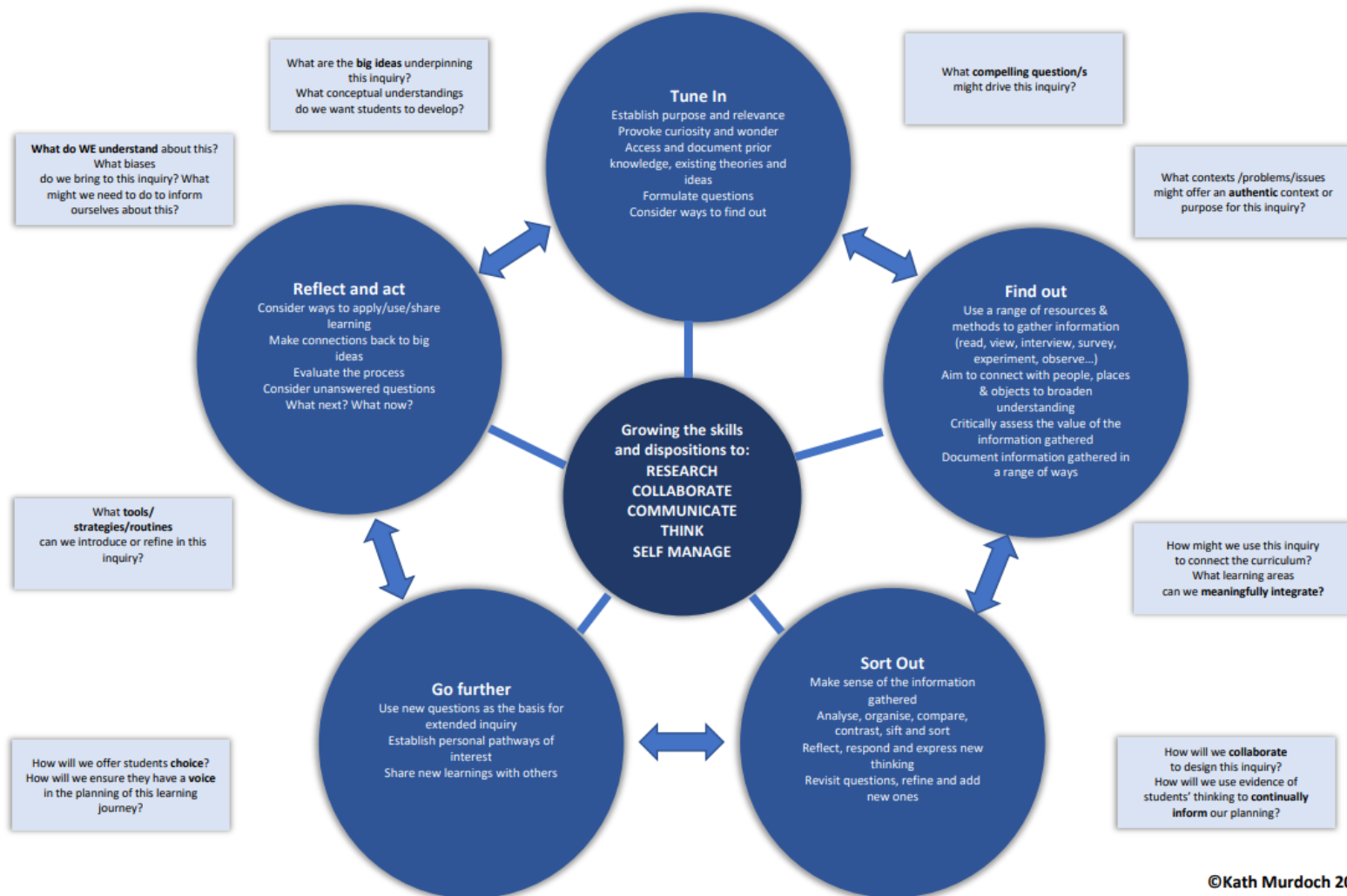
			characteristics.	<p>principal tenets of one major world religion.</p> <ul style="list-style-type: none"> <li>• Describe advantages and disadvantages associated with cultural diversity.</li> <li>• Examine cultural diffusion.</li> </ul>	<p>families) prescribe racial, ethnic, and gendered identities.</p> <ul style="list-style-type: none"> <li>• Describe socialization and opportunities for choice in personal identity.</li> <li>• Examine the difference between “acceptance” and “tolerance”.</li> </ul>	<p>citizens can monitor, evaluate and influence actions of their government.</p> <ul style="list-style-type: none"> <li>• Describe the roles of laws, courts of law, and judges.</li> <li>• Compare and contrast major political systems.</li> <li>• Explain different strategies to resolve conflict.</li> </ul>	<p>hunting and gathering societies to farming communities to urban societies.</p> <ul style="list-style-type: none"> <li>• Describe primary causes of world trade.</li> </ul>	
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## Appendix 16: Designing an inquiry learning unit

## A MODEL FOR DESIGNING A JOURNEY OF INQUIRY



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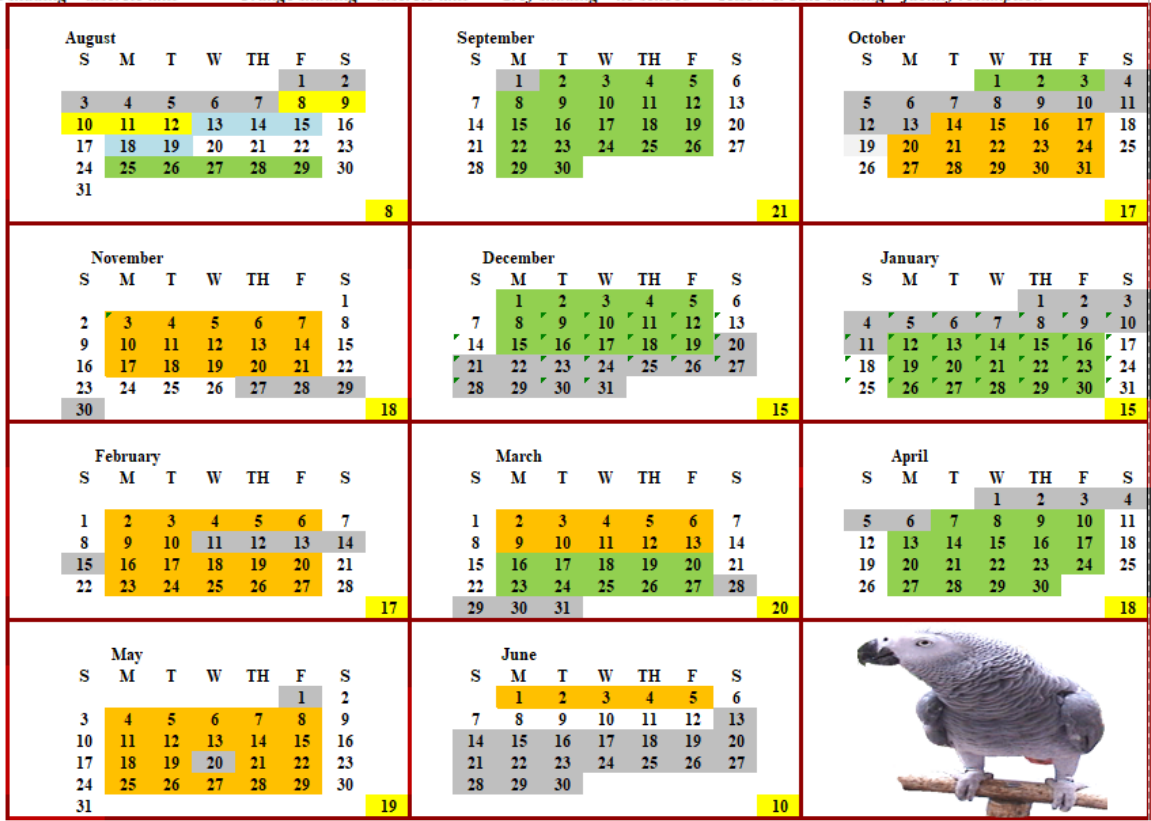
Appendix 17: Curriculum unit calendar

Pre-K to Grade 5

Elementary Units of Inquiry Calendar 2014-15  
Pre-K to Grade 2

Unit	Days	Pre-K	Kindergarten	Grade 1	Grade 2
1	29	All about me	Classroom rules	Environment awareness keeps us safe & healthy	Forming a classroom community
2	29	Communications	Friendships	External parts of animals	Ecosystems & Interdependence
3	30	Weather changes over time	People & workers, their jobs and tools	Being a good citizen	Finance - money transactions
4	27	Cities, towns & neighborhoods	Weather	Properties of light & sound	Natural features of the Earth
5	28	We share our world with living things	Ecosystems	Family history	Celebrations, traditions & stories
6	29	Tools Used for Different Tasks	Forces: Pushes and pulls	How communities are organised	Different properties suit different purposes


Green shading = discrete unit    Orange shading = discrete unit    Grey shading = no school    Yellow & blue shading = faculty resumption



**Elementary Units of Inquiry Calendar 2014-15**  
Grade 3 to Grade 5

Unit	Days	Grade 3	Grade 4	Grade 5
1	24	The power to make a difference	Energy can be converted from one form to another	
2	22	Forces help us to move	Geological processes affect the earth's surface	
3	25	Weather impacts our lives	The behavior of waves allows communication	
4	22	Similarities & differences between organisms	Personal wellbeing is dependent on complex factors	
5	25	Earth's Components	Beliefs, rituals and celebrations	
6	23	Markets depend on goods & services	In a community, people share responsibility	
7	24	The Earth's Ecosystems	The relationship between place of production & place of consumption	

Green shading = discrete unit    Orange shading = discrete unit    Grey shading = no school    Yellow & blue shading = faculty resumption

<p><b>August</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: right;">8</p>	S	M	T	W	TH	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p><b>September</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: right;">21</p>	S	M	T	W	TH	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p><b>October</b></p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>TH</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p style="text-align: right;">17</p>	S	M	T	W	TH	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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## Appendix 18: Teaching planning guide

- Based on the work of Kath Murdoch

### **The purpose of the unit planner**

With an inquiry-based approach, more often than not, the unit planned is not the unit delivered and, for this reason, our Unit Planner is not intended to be used in a step by step, 'straight line' manner. It is intended to help teachers to initially map out a journey of inquiry and then be used as a working document, one that is modified and added to as the learning journey progresses.

It is a reasonable expectation that a unit of inquiry cannot be fully planned before it begins to be implemented. For example, the Instructional Plan section of the planner cannot be finalised until you know more fully what the students need or want to know. It is initially enough to sketch out the intentions of the Instructional Plan and then revisit it as the unit progresses, using the Reflection & Evaluation column of the planner to modify your intentions as learning needs become more apparent.

Whilst the planner is an accountability tool that helps our administration team to track the coverage of curriculum standards, the main audience is essentially you, the planner. For this reason, the unit planner can be modified to suit your purposes for a particular unit of inquiry. The only expectation is that a rigorous inquiry-based, student-centred approach is used, fundamental to a social constructivist approach to learning.

### **The purpose of this guide**

This guide is a collection of explanations and prompts for thinking about strategies to use under each heading of the planner. There are many ways to approach the intention of each heading and, again, the suggestions are not prescriptive. Good teachers are eclectic, adaptable and creative, constantly coming up with improved or more suitable ways to advance student learning.

Hopefully, the suggestions that follow will stimulate ideas that best suit the realisation of the intended learning outcomes of each unit.

At first, you will likely use the guide as a checklist and that provision is included in its design. As you become more familiar with using the planner, this guide will become more of a reference than a checklist and used less often.

## Desired results

### What do you want students to know and/or be able to do?

From the relevant Scope & Sequence chart, copy and paste the Big Idea, Essential Questions and Enduring Understandings into their respective boxes in the planner.

Use these and the Prompts, Cross-cutting Concepts (Science) and Benchmarks from the Scope & Sequence charts to help you list any further understandings, skills, and values that you feel are relevant to the needs and interests of the students in your context. Using the Pre-Test section below, you will add to this list later.

Without compromising the integrity of your intended outcomes, consider if it is authentically possible to integrate the Unit of Inquiry with other learning areas, such as English Language Arts, Math, Social Studies, Science, Art, Music, ICT or Physical Education. If you can readily identify a synergetic fit, consult the specialist teacher (if appropriate), and write a brief note describing that fit in the 'Possible integration ...' box of the planner.

1. Big Idea
2. Essential Questions
3. Enduring Understandings
4. School-based understandings, skills and values
5. Possible integration with other learning areas

**Check**


## Pre-test

### What do the students already know or think they know about this unit?

#### Tuning in to student thinking:

This is tuning you into the existing knowledge and skills of the students. You could use a T-chart of '1<sup>st</sup> thoughts' and '2<sup>nd</sup> thoughts' for students to individually list their prior knowledge of the unit, or a similar student-centred approach.

1. What activities will you use to determine existing levels of understanding, skills and values? (Use this later to help students connect 'new' learning with the 'known')
2. Use the 'What we think – What we want to know – What we have learnt' (TWL) display chart to complete the **What we think** column.
3. Consider how to extend existing knowledge, skills and values and how to cater for a range of entry levels to the unit.

**Check**


#### Initial formative assessment:

Further identify the learning gaps by using a suitable assessment task to compare existing knowledge with the desired outcomes.

1. How will you make the thinking of students visible?
2. What evidence will you periodically gather to inform your progress?
3. How will you know when to progress to the next learning phase?

**Anticipated further formative assessment strategies:**

Assessment tasks along the inquiry journey can sometimes be anticipated and listed in this section. They may also become apparent as the unit progresses and you can list them in the Reflection & Evaluation column of the planner retrospectively.

If you have used a T-chart of '1<sup>st</sup> thoughts' and '2<sup>nd</sup> thoughts' for tuning in to student thinking, you will need to consider when to use the '2<sup>nd</sup> thoughts' column of the T-chart. A 'Wonder Box' for students to post questions in is another useful way to track student thinking as they progress through the unit. These strategies will help to inform anecdotal records or checklists that you keep as assessment devices.

**Check**

**Instructional plan (the search for meaning)**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Use the following steps as a guide, with the knowledge that they are flexible, malleable, and fluid.

**Statement of significance to our school Vision & Mission:**

1. How does this unit support and reflect the stated school mission and beliefs?
2. What will make students care about this unit?
3. How will this unit activate prior knowledge and motivate the desire to think beyond the known?
4. How is this unit relevant to the students' lives beyond school?

**Check**





**Tuning in (to the topic) – motivation and engagement**

1. How will you communicate to students the context and purpose of their learning?
2. What experience(s) will immerse students in this topic?
3. What will provoke student curiosity and wonderment?
4. How will you make visible students' current thinking and conceptions about this topic?
5. Use the 'What we think – What we want to know – What we have learnt' (TWL) display chart to complete the **What we want to know** column.
6. Include the use of student learning journals that track progress with thinking and levels of understanding.







**Finding out – gathering data firsthand that links to the unit understandings, skills and values**

1. What inquiry tools (processes & skills) will students use in this unit and how will you explicitly teach those?
2. Which teaching strategies and tools will you use to facilitate learning?
3. How could you include meaningful links across learning areas?
4. In what ways and when will students collaborate and work individually?





**Sorting out – making meaning and sense of data, refining thinking**

1. What meaning can we make of this data? – compare and contrast
2. What are we learning?
3. How is our thinking changing? (before & after analysis)




**Check**

**Going further** – raising & revisiting questions, extending experiences, challenging assumptions.  
Usually individually negotiated (differentiation)

**Concluding** – stating new and refined skills, revised understandings and values

1. How will students reflect on their learning?
2. What do we think and know now?
3. How do we feel?
4. Generalising (concept mapping) – making the synthesis of thinking explicit and transferrable
5. Use the ‘What we think – What we want to know – What we have learnt’ (TWL) display chart to complete the **What we have learnt** column.
6. How will we communicate and celebrate our refined understandings, skills and values, and to whom?

**Acting** - what we can do with this (the Service-Learning component)

1. How can we use what we have learnt?
2. Is there an action that seems important to take?
3. How will we make it happen?

**Evidence of learning**

**Check**

**Summative Assessment**

How will you know if students have achieved the desired result and can meet the standard(s) and benchmark(s)? – consider the understandings, skills, values and standards

1. Provide a description of the culminating task(s).
2. Provide the scoring guide or rubric for the culminating task(s).

**Standard(s) and Relevant Benchmark(s) Covered – from scope & sequence:**

From the relevant Scope & Sequence chart, copy and paste those standards and benchmarks that were actually covered during the unit of inquiry.

**Unit evaluation**

**Check**

How successful was this unit?

1. To what extent were the enduring understandings understood?
2. To what extent were the standards met? Please list those not met.
3. In general, what are the remaining gaps in student learning?
4. What are your recommendations for the future improvement of this unit?
5. What are your recommendations about the resources available for this unit?

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## Appendix 19: Unit Planner Example

(Adapted from AERO Template)

<b>Subject/Course:</b>	<b>Social Studies</b>
<b>Grade Level:</b>	<b>Grade Two</b>
<b>Unit/Topic/Concept:</b>	<b>Micro Finance based on the book <i>One Hen</i> (by Katie Smith Milway &amp; Eugenie Fernandes)</b>
<b>Estimated Time Required:</b>	<b>6 Weeks</b>
<b>Developed by:</b>	<b>Barbara Flattley</b>

<b>Desired Results:</b>	<b>Reflection &amp; Evaluation</b>
<p><b>Big Idea (from scope &amp; sequence):</b>  <b>Production, Distribution, and Consumption</b>  <b>Finance:</b> Money is a modern form of economic transaction.</p>	
<p><b>Essential questions:</b>  <b>From scope &amp; sequence</b></p> <ol style="list-style-type: none"> <li>1. Why do people buy what they do?</li> <li>2. Why can't people buy whatever they want?</li> <li>3. What kind of products are made locally?</li> <li>4. What kind of products are made in other places?</li> <li>5. How does trade work?</li> </ol> <p><b>School-based</b></p> <ol style="list-style-type: none"> <li>6. What is the cultural life of Kojo in Ashanti, Ghana?</li> <li>7. What are the best ways to help break the poverty cycle?</li> <li>8. How can I help, alone or with a group to make a difference to the lives of people less fortunate than myself?</li> </ol>	<p>Linking the scope and sequence questions to the book <i>One Hen</i> and three school-based questions gave the children a deeper and more personalised unit of inquiry.</p> <p>Living in Cameroon means the children daily see inequalities of wealth and privilege.</p> <p>The children are also privileged to observe and to be part of Cameroonian society to various degrees.</p>
<p><b>Enduring understandings:</b>  <b>From scope &amp; sequence</b></p> <ul style="list-style-type: none"> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People have wants and needs, which differ.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extended around the world.</li> <li>• Poverty is caused by many reasons.</li> </ul> <p><b>School-based</b></p>	<p>These enduring understandings were very powerful. The children from the other countries were fascinated by the insights shared by the [wealthy] Cameroon students about their culture.</p>



<ul style="list-style-type: none"> <li>• The cultural life of a poor person is rich although poverty may make it difficult for them to participate fully.</li> <li>• Aid needs to help people help themselves to break the poverty cycle.</li> <li>• Philanthropy is a conscious decision made by individuals to help others financially.</li> </ul>	<p>All the children enjoyed learning about Ghana's rich culture in which the book <i>One Hen</i> is explicitly placed.</p>	
<p><b>School-based understandings, skills and values:</b></p> <p><b>Essential skills:</b></p> <p><b>Identify</b> the role of money in society.</p> <p><b>Explain</b> why the 'haves' of society have a responsibility to help the 'have-nots' by positive actions.</p> <p><b>Share</b> solutions at a class level to help the School Micro Finance Organization [SMFO] with its work.</p> <p><b>Cooperate</b> in implementing a fundraising Lemonade Stall.</p> <p><b>Essential knowledge:</b></p> <p><b>Financial literacy</b> concerns how business works, the basics of saving and money management as well as the role of SMFO.</p> <p><b>Personal Initiative</b> requires the students to see themselves as having the ability to make decisions about their future and to work hard to achieve them. This will be practised when they plan, supply, and run their fundraising Lemonade Stall.</p> <p><b>Global Awareness</b> requires the students to learn about the life and culture of Ghana, which they will be able to compare and contrast to our host country as well as their various passport countries.</p> <p><b>The value of giving back</b> will mean children will be guided to explore problems in their local community and to develop ways in which they can personally contribute to alleviate these challenges.</p> <p><b>Creative Thinking</b> requires the students to brainstorm, create products and come up with ideas to market their product i.e., lemonade</p> <p><b>Teamwork</b> will mean the students, by necessity, will learn how to work as a team as they plan and deliver lemonade.</p> <p><b>Problem Solving</b> requires that the students learn that every problem has a solution and practise strategies for effective problem solving by starting and running a small business.</p>	<p>The children benefited from the Essential skills and Knowledge underlying this unit as they were actively problem solving, as opposed to passively donating money to a 'feel good' cause once. The 'teamwork' that was required for the stall to happen stretched a few of the children initially. However, the stall was a success due to the majority of the class's positive attitude and goodwill. The less socially adept were carried along and were part of the class success.</p> <p>This was aided by a lot of deliberate planning sessions and a clear sense of what had to happen. The roles children took had to be negotiated sensitively at all times.</p>	
<p><b>Possible integration with other learning areas:</b></p>		
Art	Yes	
ELA	Yes	
ICT	Yes	
Library	Yes	
LOTE	Yes	
Math	Yes	
Music	Yes	
Phys. Ed.	Yes	
Science	Yes	
Soc. Stud.	Host subject	

Pre-Test & Formative Assessment:	Reflection & Evaluation
<p><b>A. Tuning in to student thinking</b>  <b>What do you know about money and its use?</b>            Make statements to revisit during the unit.</p> <p><b>B. Initial Formative Assessment</b></p> <ol style="list-style-type: none"> <li>Students will order statements from the book <i>One Hen</i> in chronological order.</li> <li>Students will write and illustrate a book based on the model of <i>This is the House that Jack Built</i> about Kojo and his hen.</li> <li>Checklist of observations of students when they are playing the game, <i>One Hen</i>.</li> </ol> <p><b>C. Anticipated Further Formative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>Students will write to School Micro Finance Organisation [SMFO] members after their visit to class, outlining what they learnt from their talk.</li> <li><b>Specific Journal Prompts</b> - entries about what students particularly found interesting plus responses to prompts, such as               <ul style="list-style-type: none"> <li>I helped my family when .....</li> <li>I made a difference in my community when .....</li> <li>I think I can make a difference in the world by .....</li> <li>I would like to start a business by .....</li> </ul> </li> </ol> <p><b>Generic Inquiry Journal Prompts – Interesting Ideas to Explore</b></p> <ul style="list-style-type: none"> <li>I learned that ....</li> <li>I was surprised that ....</li> <li>I knew that .....</li> <li>Interesting ideas I am thinking about are .....</li> <li>I would like to know more about .....</li> </ul> <ol style="list-style-type: none"> <li>Checklist of observations of students when they are planning and executing the lemonade stand.</li> </ol>	<p>Writing the statements on separate pieces of paper meant the statements could be physically moved during the duration of the unit. Children would also add clarifying statements during the unit as it proceeded.</p> <p>All three activities were successful. Students ordered statements from <i>One Hen</i> in pairs. The conversations were fascinating to eavesdrop on.</p> <p>Feedback from high school students was their amazement at how much ‘the little kids’ understood the purpose of SMFO.</p> <p>Journal entries provided an ongoing evaluation for me so I could tweak unit experiences accordingly.</p>

Instructional Plan:	Anticipated Resources	Reflection & Evaluation
<p><b>Statement of significance to school Vision &amp; Mission:</b></p> <p><b>Our Belief:</b> Students are responsible for becoming positive agents of change in the world.</p> <p><b>Our Objective:</b> Students are to engage in meaningful and productive service in both local and global communities.</p>		
<p><b>Tuning in to the unit:</b></p> <p><b>Tuning in:</b></p> <p><b>A. At the beginning of the unit.</b></p> <ul style="list-style-type: none"> <li>• KWL – Money. [Children had finished a unit of money in mathematics].</li> <li>• Introduction to their Inquiry Journals for their reflections, drawings, ideas.</li> <li>• Fill in Spider Charts – Who helps me? Who do I help?</li> <li>• Read <i>One Hen: How One Small Loan Made a Big Difference</i> which tells the story of Kojo, a young boy from Ghana who turns a small loan into a thriving farm.</li> <li>• Visit from Ms. Brown and her social studies Grade 10 class who explain the School Micro Finance Organisation [SMFO].</li> <li>• Attend as guests the presentation to six successful applicants by SMFO for a loan to establish a business in town. Students talk to the successful applicants and give them cards they have made to congratulate them.</li> <li>• Children paint Kojo’s hens to decorate the classroom and KWL Chart.</li> </ul> <p><b>B. At Stage 2 of Unit when introducing idea of raising money by running a Lemonade Stall.</b></p> <ul style="list-style-type: none"> <li>• Reading Circle Book – <i>Lemonade for Sale</i> by Stuart Murphy</li> <li>• Poem of the week – <i>Lemonade</i> by Pyke Johnson, Jr.</li> </ul> <p>[Both found in <i>Collections. Something New</i>, Harcourt Reading/Language Arts Program, Florida, 2001]</p>	<p>KWL Chart</p> <p>Blank sentence strips and blue tack.</p> <p>Blank journals</p> <p>Spider charts</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> Cardboard and marker pens for congratulatory cards</p> <p>Paints and A1 paper</p> <p><i>Collections. Something New</i>, Harcourt Reading &amp; Language Arts Program, Florida, 2001]</p>	<p>Successful. This was a good follow up to the maths unit on money, as that gave a simple shared context for all.</p> <p>The room was humming.</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> grabbed the children instantly and motivated them to think more deeply about money being more than a means for gratification.</p> <p>Working with Grade 10 was beneficial to all.</p> <p>The book introduced the concept of a Lemonade Stall to the class. [Many of the children did not know about homemade lemonade].</p>
<p><b>Finding out:</b></p> <ul style="list-style-type: none"> <li>• Review by re-reading several times to class, selecting different aspects to <i>One Hen: How One Small Loan Made a Big Difference</i> to focus on.</li> <li>• Students will order statements from the book <i>One Hen</i> in chronological order.</li> <li>• Students will write and illustrate a book based on the model of <i>This is the House that Jack Built</i> about Kojo and his hen.</li> </ul>	<p>Prepare sentence strips with statements re <i>One Hen</i>.</p> <p>Copies of <i>This is the House that Jack Built</i> so children are familiar with required model.</p>	<p>A <i>One Hen</i> class set would be wonderful. All activities were successful.</p> <p>Children worked in pairs on Mastermind Q&amp;A. They then joined another pair to take turns either</p>

<ul style="list-style-type: none"> <li>Students will design a Mastermind Questions and Answers on Ghana after listening to and reading a booklet specially prepared on Ghana.</li> <li>If I lived in Ghana, my name would be - . Kojo is from the Akan ethnic group in Ghana so first names are the name of the day of the week the child was born. <a href="http://timeanddate.com">http://timeanddate.com</a></li> </ul>	<p>Print Ghana booklets</p> <p>Print off Days of the Week names in Ghana</p>	<p>questioning or answering.</p> <p>Children decided on the best Q &amp; A's for International Day.</p> <p>Great fun.</p>
<p><b>Sorting out:</b></p> <ul style="list-style-type: none"> <li>Play board game, <i>One Hen</i>.</li> <li>Fill in Cause and Effect charts that specifically relate to Kojo's story.</li> <li>Visit <a href="http://www.onehen.org">www.onehen.org</a> and explore website, playing games: "Take a quiz," "Enter a maze," "Test your memory," "Catch a fish," "Paint beads." After some time playing the games, the students will join "The One Bead Challenge".</li> <li>Add new understanding and questions to K-W-L chart</li> <li>Use Venn Diagram to compare Cameroon, Ghana and/or Passport Country.</li> <li>Introduce key financial vocabulary – loan, borrow, income, profit, and cost.</li> </ul>	<p>Make the board game.</p> <p>Print cause and Effect charts</p> <p>Print Venn Diagrams</p> <p>Props for role plays</p>	<p><a href="http://www.onehen.org">www.onehen.org</a> is a wonderful resource.</p> <p>Cause and effect went well, especially as it followed the children's writing of books based on the model of <i>The House that Jack Built</i>.</p> <p>The sharing of Venn Diagrams elicited much discussion about similarities and differences [many different passport holders in class].</p> <p>Role plays re loan, borrow, income, profit and cost ranged across a spectrum of sophistication. An understanding of these aspects was apparent.</p>
<p><b>Going further:</b></p> <p>Day 1. Introducing and Brainstorming starting a Grade 2 business – the Lemonade Stand to raise money for SMFO.</p> <p>Day 2. Planning the Details.</p> <p>Day 3. Lemonade Stand opening for business</p>	<p>Letter to parents re Lemonade Stall.</p> <p>Print blank business plans.</p> <p>Paints and paper for signage.</p> <p>Jugs, paper cups.</p> <p>Ingredients.</p>	<p>Non-working parents, two nannies and a driver offered to help. Accepted for making the lemonade only.</p>
<p><b>Concluding:</b></p> <ul style="list-style-type: none"> <li>Invite SMFO and Ms. Brown to present the money raised.</li> <li>Finish business folder to submit.</li> <li>Review and complete K-W-L chart</li> <li>Write/draw conclusions in Journal.</li> <li>Post-test</li> </ul>		<p>Parents and administrators celebrated with Grade 2 and Grade 10. Each Grade 2 student took a parent and a grade 10 &amp; administrator for a tour of the room,</p>

		explaining the displays of their work. Also shared business plans and journals. Successful.
<b>Acting:</b> Raising money for SMFO to finance a loan to someone.		

<b>Evidence of Learning:</b>					<b>Reflection &amp; Evaluation</b>
<b>Summative Assessment</b>					
<b>Assessment Rubric Lemonade Stand Business Project</b>					
<b>Criteria</b>	<b>1 – Attempts the Standard</b>	<b>2- Approaches the Standard</b>	<b>3 – Meets the Standard</b>	<b>4 – Exceeds the Standard</b>	
All contents of folder present and completed in each individual student’s folder.	Some content finished and some filed in folder appropriately.	Half content finished and most filed in folder appropriately.	Most of the content finished and filed in folder appropriately.	All content finished and filed in folder appropriately.	All appropriate
Actual text and pictures of tasks in Folder reflect understanding what is required.	Demonstrates little understanding of what each individual task requires.	Demonstrates some understanding of what some individual tasks require.	Demonstrates understanding of what most individual task requires.	Demonstrates understanding of what each individual task requires.	All appropriate
Letter to SMFO demonstrates a depth of understanding as to why philanthropy and microfinance can work together.	Demonstrates little understanding.	Demonstrates some understanding.	Demonstrates a developing understanding of some depth.	Demonstrates a deep understanding.	All appropriate
All contents of folder present and completed in each individual student’s folder.	Some content finished and some filed in folder appropriately.	Half content finished and most filed in folder appropriately.	Most of the content finished and filed in folder appropriately.	All content finished and filed in folder appropriately.	All appropriate
<b>Standard(s) and Relevant Benchmark(s) Covered – from scope &amp; sequence:</b>					
<b>Social Studies</b>					
Standard 7. [Production, Distribution and Consumption]. Students will understand fundamental economic principles and ways in which economics are shaped by geographic and human factors.					

<b>Final Unit Evaluation:</b>
<b>To what extent were the enduring understandings understood?</b>
See children’s individual assessment files as to different degrees of understanding. However, on a general class level, all children demonstrated a satisfactory grasp and knowledge of the Big Idea.

**To what extent were the standards covered?**

Completely.

**In general, what are the remaining gaps in student learning?**

For the work done on respectful philanthropy underlying this unit to be continued, it must be built into whole school practice. This will entail deliberate and explicit planning.

**What are your recommendations for the future improvement of this unit?****Strengths:**

- The unit's heart was the book "One Hen: One Small Loan Made a Big Difference". This not only provided the moral compass of the unit, but also allowed the children's interest in Anansi stories, the cloth from Ghana, the music and drumming from Ghana, weaving styles of Kente and Adrinka, Akan naming system, traditional games, and Ghana itself to be accommodated naturally. [The hero of the book, Kojo, comes from the Ashanti region of Ghana].
- The input from the senior students and Ms. Brown [Social Studies teacher] provided an authentic model for positive change.
- This unit was integrated across several curriculum areas.
- The children made connections with Kojo's cultural background and saw his culture as rich as well as emotionally and intellectually supportive. This followed the children's interest in the Anansi stories, the Kente cloth of Ghana, the Adrinka symbols, the Akan way of naming their children, games of Ghana, the drumming patterns, the music, the songs, and the dances.
- The children overcame their original premise that poor people were somehow at fault and therefore were poor.
- The children made comparisons and contrasts to Australia, Cameroon, Belgium, Germany, Togo, and the USA, making both economic and cultural observations.
- The art teacher, the music teacher, the librarian, and the IT teacher all contributed to enhance the children's understandings of this unit.
- The International Day, with Ghana as Grade 2's focus country, provided a wonderful opportunity for the children to display their learning in artifacts they had made as well as in dance and song. They also acted as guides to parents and others, explaining what everything was and how it was connected to both Ghana and Kojo's story.
- See the outline of our International Day brochure cover that the children used to guide guests around the classroom. It is on the next page of this document.
- Doing a KWL chart at the beginning of the unit and again mid-way through the unit allowed the children's desires for knowledge and understanding to stay central to the process.
- Resources and planning documents have been stored together in a big plastic chest for ensuing Grade 2 programs over the future school years.

**Challenges:**

- The crowded calendar for Grade 2, with a performance of "Goin' Buggy" and International Day falling so closely together, meant we could not hold our Lemonade Stall at the planned time.
- The lack of appropriate facilities makes it difficult to do any cooking [or making lemonade] with the children.
- The International Day could have hijacked the whole unit; so, it is with gratitude that I thank the organisers for changing our country from Norway to Ghana.

**Recommendations:**

- Before International Day, all classes could choose a **Big Idea/Topic** from the Social Studies Scope and Sequence, and plan a unit accordingly, based on a country they would represent a month later on the day.
- When planning the school calendar, consultation with all stakeholders needs to occur so that events for classes are spaced evenly throughout the year.

**What are your recommendations about the resources available for this unit?****Strengths:**

I have stored all the resources bought, found and/or made on this unit in a big plastic chest for next year's Grade 2 unit of inquiry. I have also put any resources used or created by me on a memory stick in the plastic chest for next year's Grade 2 unit of inquiry.

**Challenges:**

Starting the unit from scratch meant a lot of time was spent finding or making resources

**Recommendations:**

- The school did not have a copy of *One Hen*. I used Ms. Brown's copy. However, a class set has been ordered for next year.
- In the new plans for the school, there needs to be an area where the children can cook and store foodstuffs safely.

**Grade 2 International Day Program****Ghana*****One Hen***

Book  
Game  
Wall Story  
Artwork

***Adrinka Symbols***

Printing examples

***Kente Cloth Line***

Information  
Artwork  
Cloth from Ghana  
Weaving  
Alana's Comic

***Anansi Lines***

Hanging Spiders  
Hanging Anansi Stories  
Anansi Wall Story: -  
"How the Moon Appeared  
in the Sky".

***Oware Game***

A game for two

***Anansi Storytelling***

You are a griot.

***Akan Names***

What day of the week were  
you born?

***Your Ghana Writing***

Guidebook and maps  
Anansi Comic  
"Anansi & the Watermelon"

***Sharing books we have enjoyed reading and listening to.***

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Appendix 20: Unit Planner (blank)

(Adapted from AERO Template & based on Kath Murdoch’s principles of inquiry learning)

**Subject/Course:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Unit/Topic/Concept:** \_\_\_\_\_

**Estimated Time Required:** \_\_\_\_\_

**Developed by:** \_\_\_\_\_

Desired Results:		Reflection & Evaluation
Big Idea (from scope & sequence):		
Essential Questions:		
Enduring understandings:		
School-based understandings, skills and values:		
Possible integration with other learning areas:		
Art		
ELA		
ICT		
Library		
LOTE		
Math		
Music		
Phys. Ed.		
Science		
Soc. Stud.		

Pre-Test & Formative Assessment:		Reflection & Evaluation
A. Tuning in to student thinking		
B. Initial Formative Assessment		



<b>C. Anticipated Further Formative Assessment Strategies</b>	
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<b>Instructional Plan:</b>	<b>Anticipated Resources</b>	<b>Reflection &amp; Evaluation</b>
<b>Statement of significance to school Vision &amp; Mission:</b>		
<b>Tuning in to the unit:</b>		
<b>Finding out:</b>		
<b>Sorting out:</b>		
<b>Going further:</b>		
<b>Concluding:</b>		
<b>Acting:</b>		

<b>Evidence of Learning:</b>					<b>Reflection &amp; Evaluation</b>
<b>Summative Assessment</b>					
<b>Criteria</b>	<b>1 – Attempts the Standard</b>	<b>2- Approaches the Standard</b>	<b>3 – Meets the Standard</b>	<b>4 – Exceeds the Standard</b>	
<b>Standard(s) and Relevant Benchmark(s) Covered – from scope &amp; sequence:</b>					

**Final Unit Evaluation:**

**To what extent were the enduring understandings understood?**

**To what extent were the standards covered?**

**In general, what are the remaining gaps in student learning?**

**What are your recommendations for the future improvement of this unit?**

Strengths:

Challenges:

Recommendations:

**What are your recommendations about the resources available for this unit?**

Strengths:

Challenges:

Recommendations:

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## Appendix 21: Student Behaviours (a matrix of Teacher Standards & Dr. Marzano's Design Questions)

STANDARDS	The Quality of Teaching	The Quality of Relationships between the Teachers and their Students	The Quality of a Family Connection with Each Student's Learning	The Continuous Improvement of Professional Knowledge and Practice
QUESTIONS				
What will I do to establish and communicate learning goals, track student progress, and celebrate success?	Articulate learning objectives & a plan for success. Communicate needs, interests, strengths, and challenges to teachers	Maintain work-based dialogue. Provide peer feedback & support;	Communicate needs, interests, strengths, and challenges to family. Actively participate in student led reporting of academic progress;	Complete assessment tasks to demonstrate effectiveness;
What will I do to help students effectively interact with new knowledge?	Engage in activities to apply new learning. Engage with materials to explore and try ideas. Use multi-media;	Work in teams to solve problems and achieve tasks;	Work with family members to explore and clarify new knowledge;	Provide feedback on teacher effectiveness through presentations;
What will I do to help students practise and deepen their understanding of new knowledge?	Apply new learning to a variety of problems. Use multiple research sources;	Confidently take risks with applying new learning;	Engage family members in targeted aspects of homework assignments;	Indicate the degree of success with applying learning to new situations;
What will I do to help students generate and test hypotheses about new knowledge?	Effectively use thinking tools;	Listen to and act upon teacher & peer guidance on progress. Apply learning to interest based project	Use family members as credibility sieves for new ideas;	Provide feedback on degrees of success with different teaching approaches;
What will I do to engage students?	Be involved in setting learning objectives. Explore hypotheses with teachers. Appropriately request teacher clarification, advice & support. Work in different groups for different purposes;	Use respectful language with teachers. Appropriately involve teacher in activities. Use issue-based dialogue with teachers. Have a sense of the teacher as a complete person;	Present learning goals to family and request input and advice;	Communicate needs, interests, strengths, and challenges to teachers;
What will I do to establish or maintain classroom rules and procedures?	Be involved with designing behavioural & transactional expectations.	Articulate expectations. Negotiate standards within a class framework of guidelines & accountabilities. Work independently with minimal supervision;	Discuss and clarify classroom rules & procedures with family members;	Provide feedback on the effectiveness of a framework of guidelines & accountabilities to improve standards;
What will I do to recognise and acknowledge adherence to and lack of adherence to classroom rules and procedures?	Accept and comply with consequences for acceptable & unacceptable behaviours;	Participate well in class meetings. Readily engage in care based restorative justice. Be able to safely contest injustice. Grant dignity in all situations;	Positively participate in parent/teacher meetings about behavioural concerns;	Reflect on performance and set goals; accordingly,
What will I do to communicate high expectations for all students?	Consistently use effective study skills. Be well organised. Challenge mediocrity;	Praise, encourage & support the success of colleagues. Accept challenges that require creative thinking;	Seek family advice on issues of moral concern;	Adapt to higher expectations with the growth in class maturity;
What will I do to develop effective lessons organised into a cohesive unit?	Be excited and enthusiastic about learning. Stay on task;	Progress at an optimal rate. Appropriately access material resources as needed;	Communicate learning achievements and challenges to family members;	Engage in assessment and reflection tasks to guide improvement;

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## Appendix 22: Assessment is for teaching

By Associate Professor Esther Care: Professor Patrick Griffin (Independence Vol 34 No 2 Oct 0

# Assessment is for teaching

Professor Patrick Griffin and Associate Professor Esther Care of the Assessment Research Centre, University of Melbourne, outline key elements supporting the Centre's successful Assessment and Learning Partnerships program, which is improving literacy outcomes for students in Victorian state and Catholic schools.

It is common to hear assessment described as *for* learning, *of* learning or *as* learning. Our stance is that assessment is for *teaching*. This view underpins the Assessment Research Centre's Assessment and Learning Partnerships program (ALP), which has had demonstrated success in raising levels of student literacy achievement (Griffin et al 2009) and is now implemented in approximately 200 schools across Victoria. If assessment information is used appropriately, students will learn, teachers will be able to monitor learning and students will have the opportunity to engage with relevant learning opportunities. To reach this point several key conditions must be in place.

## Standards referenced frameworks

There is no best way to assess learning. Perhaps the most powerful approach is the continuous observation of student activities, and interpretation within the relevant frame of reference. Our view is that the framework must be criterion referenced so that the growth and development of the student can be monitored through successive levels of increasing competence. Our approach rests on standards referenced frameworks, which are used to develop profiles of student development. These frameworks are achievement-based rather than curriculum based. Curriculum standards indicate what should be taught and expected at specific grades;

achievement standards indicate what has been learned and what the student is ready to learn.

There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate. This approach enables differentiated and targeted teaching to occur.

## Teacher knowledge and pedagogical skills

It is essential that teachers understand the discipline that they are teaching. Understanding implies knowledge of the content area as well as an understanding of developmental progression in the area or the hierarchical nature of learning in the area. For example, in the cases of literacy and numeracy, it is necessary that the expert teacher be literate and numerate as well as understand the components of literacy and numeracy and how they aggregate and combine to generate expertise.

Different subjects and levels of development call for different pedagogical approaches. The teacher needs to be flexible to ensure that teaching method and resource allocation matches individual students' learning needs. Therefore the teacher must have a large repertoire of skills known to be linked to specific learning needs in the targeted subject area. For this reason, specific professional development is often needed to maintain and enhance developing teachers' skills in discipline-specific teaching.

## Student learning

An essential component of our approach is that assessment data is not used to identify problems; assessment is used to identify the zone of proximal development (Vygotsky 1986). This is the point at which the student is most ready to learn, and where intervention for the student will have the greatest impact. If the point of intervention for each student is identified it is not necessary to

fix problems, deficits or misconceptions. Instead, the teacher builds bridges, or scaffolds, to those things the student is ready to learn. The student will learn at this point: however, if there is intervention or help based around the zone of proximal development then it is possible that the student will learn faster than they will learn on their own.

## Collaborative teams

Our approach depends upon teachers working collaboratively. Collaboration is not synonymous with sharing, acknowledging and supporting.

Collaboration (working together) requires challenge, and confirmation only when supported by evidence of success. Challenge need not be offensive. Teachers need the language of challenge. Those who learn to focus on what students do, say, make or write, find it easier to challenge ideas and suggested strategies. Teachers need to observe and encourage each other to use mutually agreed solutions and strategies. This means that teachers work in teams and do not isolate themselves within closed rooms. The fact that the team owns the ideas, strategies, applications and solutions means that all members need to share in interventions and to observe the effects. Procedures that do not work need to be investigated as much as those that do work. This builds experience.

If a teacher is advised, encouraged and supported by team members to take a particular approach and use specific resources and team members do not have the opportunity to observe outcomes directly, it is natural and appropriate that they ask what happened. This is accountability. But it is accountability without threat, fear of exposure, or the heavy hand of a top-down model of accountability.

## Evidence

One of the most important elements of the ALP program is the use of evidence. Evidence is directly observable. It is not evidence if you cannot see it, touch it or hear it. Evidence is what people do, say, make or write. There are no other forms

of observable evidence that we can use in the classroom.

Discussion among the team members must focus on this evidence, which in turn drives observation and teaching in the classroom. Teachers teach explicitly at the level of evidence such that they can identify change. Where there is change in what students do, say, make or write, we can infer change in what they understand, know, feel or think. These latent processes cannot be measured directly nor can they be influenced directly. To achieve these changes, we must work with the observables. Hence, we focus on the operation of team members at the level of evidence rather than inference.

Evidence is the basis of challenge. Teachers need to replace the culture of sharing with a culture of challenge. A culture of sharing is a culture of endorsement in which ideas are accepted unquestioningly. This is not a healthy or productive professional dialogue. A healthy, collaborative and supportive dialogue depends upon professional discussion and challenge of ideas. The challenge must always be a call for supporting evidence.

### Identifying the point of intervention

Every student has a zone of proximal development and every student can and will learn if teachers can scaffold at and around that zone. So, the importance of identifying the zone of proximal development – and therefore the focus of interventions – cannot be overstated. To identify the zone of proximal development a test must be constructed properly and targeted at the correct range of student ability. Each student will be able to complete the easier items successfully but not the most difficult items. In between the items that the student finds easy and the items that the student finds too difficult there is a small number of items where the student struggles, and can succeed on some but not others. This series of items between the easy and difficult ones, where there is a mixture of correct and incorrect, defines the zone of proximal development. Analysis of the items in the zone of proximal development and identification of the skills required to get the correct answer helps teachers to appropriately interpret those skills that the students can demonstrate and those that they cannot. Teachers then use this information to scaffold student learning. It is pointless to teach skills underpinning items that are beyond a student's ability.

Teachers do need assistance and

professional development to help them identify this zone for students across particular disciplines. The zone is difficult to identify without a developmental continuum, and impossible to identify in a deficit model.

The importance of having both a systematic method of collecting the information and a way of interpreting it cannot be overstated. The skill of teachers in interpreting these data is important. Teachers also need additional professional development to help them implement action plans to make the best use of the evidence they collect.

### Leadership and professional development

Changing the culture of a professional team of teachers to endorse a developmental model – where it is absolutely believed that all students can and will learn if the zone of proximal development can be identified – requires a change of language. This change is not only from the language of sharing to that of challenge, but also in the language of assessment. Test scores must be seen as starting points for learning rather than endpoints of instruction. The role of team leaders in guiding this change in perspective and process is critical. Team leaders need to be identified and offered the opportunity to train in several critical areas:

- They must become highly skilled in team leadership
- They need advanced skills in assessment and reporting that will enable them to help their team members change their language, culture and involvement
- They need additional skills in the target disciplines, for example, literacy and numeracy
- They need an intense and unswerving belief that all students can and will learn if the zone of proximal development can be identified
- They need a deep understanding of how data can be used to make decisions
- They need to understand the difference between evidence and inference
- They need to be able to identify among their colleagues those team members who need additional professional development in each of these areas
- They need to be able to explain assessment data and assessment results to their colleagues and embed their explanation in developmental, criterion referenced interpretation frameworks

### Sustainability and infrastructure

Like every change that is introduced into schools, the ALP program provides an element of novelty. The novelty itself begins to lead to changes in behaviour. But once the novelty wears off, so too may the advantages and even the results in student learning. A strong and sustainable platform for permanent change is needed. Once again the leadership of the team is critical in this; training in leadership and change management will help to sustain change in the culture of teaching and learning.

School leadership and, in particular, the involvement of the school Principal is a critical component in implementation of the ALP program. The Principal who is supportive of the approach, who understands the difference between evidence and opinion and who understands how evidence is gathered and used in decision making is more likely to provide the necessary infrastructure: time must be allocated to meetings; the teaching teams often need support staff, when the team identifies a critical resource that is required, funding needs to be found, the location for team meetings must be identified and made available; and professional development must be guaranteed where it is needed.

Where teachers can clearly demonstrate with evidence that resources can and will lead to improved student performance the support of the Principal should be there.

Professor Patrick Griffin is Director, and Associate Professor Esther Care is Deputy Director of the Assessment Research Centre, Melbourne Graduate School of Education, The University of Melbourne. Continuing the development of its ALP program, the Centre is now engaged in a research project, 'The influence of evidence-based decisions by collaborative teacher teams on student achievement', funded by the Australian Research Council and supported by the Catholic Education Office, Melbourne and the Victorian Department of Education and Early Childhood.

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## Appendix 23: Professor Viviane Robinson – student-centered leadership

### Viviane Robinson, a summary of her research into instructional leadership

Jossey-Bass 2011

#### **Viviane Robinson: “Lead Learner” is the primary characteristic of leaders who can strengthen the learning of teachers and improve outcomes for students.**

Viviane Robinson and her colleagues conducted a large-scale “best evidence synthesis” (BES) of research on the impact of school principals on student outcomes (engagement, achievement, well-being). Robinson summarizes their conclusions in a book titled *Student-Centered Leadership* (2011).

She found five leadership dimensions that had significant effect sizes (shown in parentheses) on student outcomes:

1. Establishing goals and expectations (0.42)
2. Resourcing strategically (0.31)
3. Ensuring quality teaching (0.42)
4. Leading teacher learning and development (0.84)
5. Ensuring an orderly and safe environment (0.27)

There are specific dos and don'ts within each category, but the message they carry as a set is quite clear. The most significant factor—twice as powerful as any other—is “leading teacher learning and development,” which is essentially what is meant by the role of learning leader. Within item 4, Robinson found that the principal who makes the biggest impact on learning is the one who attends to other matters as well, but, most important, “participates as a learner” with teachers in helping to move the school forward. Leading teacher learning means being proactively involved with teachers such that principal and teachers alike are learning. Therefore, the principal's new role is to lead teachers in the process of learning to improve teaching practices, while learning alongside them about what works and what doesn't.

Think of it this way: the principal who covers only such areas as establishing a vision, acquiring resources for teachers, working to help individual teachers, and other similar activities, does not necessarily *learn* what is specifically needed to stimulate ongoing organisational improvement. For the latter to happen, the principal must make both teacher learning and her or his own learning a priority.

Within this dimension of teacher learning and development, Robinson found two critical factors: the ability of the principal to make progress a collective endeavor, and skills for leading professional learning. To extrapolate from Robinson, both factors require the principal to be present as a learner. Principals who do not take the learner *stance* for themselves do not learn much from day to day, no matter how many years of “experience” they may accumulate, as little of that prior experience was really aimed at their own *learning*. Thus, principals need to chart their own learning and be aware of its impact from day one if they are going to get better at leading. And they do this best through helping teachers learn and seeing the teachers in their school as members of “their class” within the larger school learning community.

Principals who are seen as learners themselves and who visibly struggle as they attempt to understand new pedagogies, assessment practices in relation to their own learning, who seek to learn from students and teachers about their learning, who, in short, put themselves on the learning

line, have the greatest potential to influence the learning of others. Naturally, these leaders learn more and are better able to assist teachers in their learning.

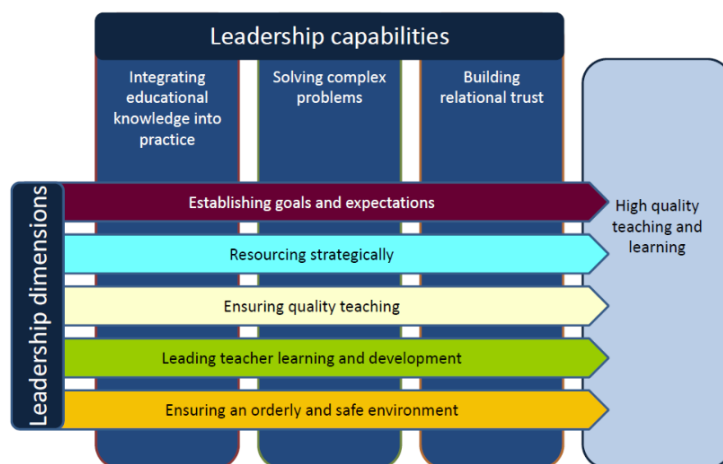
In *Student-Centered Leadership* Robinson also identified three key “leadership capabilities” that are required in addition to the five leadership dimensions previously mentioned:

1. Applying relevant knowledge
2. Solving complex problems
3. Building relational trust

These three broad leadership capabilities are required to make the five dimensions of leadership work. They also serve as the ongoing agenda for leadership learning. The first capability involves applying relevant knowledge to one’s own leadership practice. This is not therefore, about being highly qualified or getting high grades in courses about teaching and learning but rather about being able to access and use knowledge about effective teaching practices, teacher learning, and school organization to make high quality administrative decisions. This capability requires leaders to have access to up-to-date, evidence-based knowledge of how students learn and of teaching practices that promote high quality learning in diverse classroom contexts.

The second capability required for student-centered leadership is skill in solving complex problems. Not only must leaders understand the relationship between the learning directions they are attempting to set but they must also understand the challenges involved in implementing such directions within his or her context. Discerning what these challenges are and crafting solutions that adequately address them are the processes of problem solving.

The third capability involves building the type of trust that is essential for doing the hard work of improving teaching and learning. In schools with higher levels of trust, teachers experience a stronger sense of professional community and are more willing to innovate and take risks. In addition, students in high-trust schools make more academic and social progress than students in otherwise similar low-trust schools. Leadership is not about building trust so that the hard work of improvement can happen later. It is about tackling the work in ways that build trust through learning and making progress together.



Simply stated, student-centered leadership requires being knowledgeable about how to align administrative procedures to important learning outcomes, being skilled in using that knowledge to solve important school problems, and doing both things in ways that build relational trust in the school community.

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## Appendix 24: Capabilities required for leading improvement

### Challenges for researchers and developers

#### **Distinguished Professor Viviane Robinson** University of Auckland, New Zealand



*Viviane Robinson is a Distinguished Professor in the Faculty of Education at the University of Auckland, New Zealand, and Academic Director of its Centre for Educational Leadership. She is the author of five books and numerous chapters and journal articles on school improvement, leadership and the relationship between research and the improvement of practice.*

*She currently leads an evidence-based international research and development program on the leadership capabilities required for networked and individual school improvement.*

*Viviane has consulted on leadership policy and development to professional and government bodies in England, Norway, Singapore, Chile, Canada, Australia and New Zealand. She has received awards from national and international professional and academic organisations, including the Australian Council for Educational Leaders, the New Zealand Secondary Principals' Association of New Zealand and the United States-based University Council for Educational Administration. In 2011, she was made a Fellow of the American Educational Research Association for sustained excellence in educational research. In 2016, she won the Mason Durie Medal, which is awarded by the Royal Society of New Zealand to a pre-eminent social scientist whose research has made an international impact.*

#### **Abstract**

The leadership of improvement is a challenging task, requiring capability in 1) using relevant knowledge to 2) solve complex educational problems while 3) building relationships of trust with those involved.

In this keynote paper, Professor Viviane Robinson describes what she has learnt from her leadership research and development program about each of these three leadership capabilities.

In addressing the first of these leadership capabilities, she describes key findings about how leaders' relevant knowledge intersects with their ability to build trust and solve the problems that stand in the way of their improvement goals.

Her discussion of the second capability draws on empirical research about how educational leaders typically solve complex on-the-job problems. She discusses how leaders communicate about perceived problems; how they analyse and attempt to solve them; and the consequences of their typical strategies for single- and double-loop learning and for educational improvement.

In discussing the third capability, that of building relational trust, Viviane presents key findings about the interpersonal skills leaders employ in their on-the-job problem-solving conversations and the dilemma they frequently experience between progressing the problem and maintaining trust.

She then discusses the types of professional learning and development that are more effective or less effective in building leaders' capacity in these three critical capabilities.

In the final part of her paper, Viviane reflects on the considerable methodological and design challenges that are involved in conducting research on leadership capabilities that is simultaneously highly rigorous and highly relevant to leadership practice.



Three capabilities are central to the leadership of improvement. It requires capability in 1) using relevant knowledge from research and experience to 2) solve the complex educational problems that stand in the way of achieving improvement goals while 3) building relationships of trust with those involved. I settled on these three capabilities because there is either direct or indirect evidence of their links to student outcomes (Robinson, 2010, 2011). I like having just three broad capabilities because leadership work is complex and holistic, and if we create long lists of discrete leadership capabilities, we misrepresent its highly integrated nature (Louden & Wildy, 1999).

Take the example of a secondary school leader who knows from the research evidence that streaming is a major contributor to achievement disparities, because students in the lower ability streams get few opportunities to learn challenging material (Schmidt, Burroughs, Zoido, & Houang, 2015). This leader wants to use this knowledge to make better quality decisions about how to group students in his school so that there are more equitable opportunities to learn.

But the leader cannot act on this knowledge without considerable skill in the second capability — being able to solve complex problems. To implement the decision to reduce streaming and move to more mixed ability grouping, he must address such issues as teacher attitudes towards and skill in mixed ability teaching; the preference of some parents for streaming; and the time it will take to reorganise timetables, assessments, and teaching plans. Resolving these multiple issues requires capability in complex problem-solving.

Leaders cannot solve such problems on their own. They need to build trust with teachers who may be sceptical; who have different beliefs about what works in their classrooms; and who may be tired of change. In education, problem-solving is a largely social process, and it requires leaders at all levels to have high ability in the third capability, that of building relational trust. For the leader in this example, this would involve listening to teachers' objections to more mixed ability teaching; creating a safe environment in which teachers can talk about their lack of confidence and skill in mixed ability teaching; and leading the change process in a way that builds confidence in the leader's competence.

In summary, student-centred leaders use their research and professional knowledge to solve complex problems of teaching and learning while building trust with those involved. Student-centred leadership requires the skilful integration of these three capabilities.

### **First capability: Using knowledge**

This capability is about making educational decisions that are strongly informed by quality research or practice-based evidence. For example, decisions about how to group learners are informed by research on ability grouping; school homework practices are informed by the considerable research on the types of homework that help or hinder learners; and decisions on how to teach comprehension are informed by research on the effects of particular teaching strategies.

I think we greatly underestimate the knowledge required to be successful educators. This is partly because the goalposts for what counts as success have shifted so much. Today, successful schools and systems are those in which teachers are deeply knowledgeable about how to accelerate the growth of learners who lag age-related benchmarks.

In many cases, such pedagogical knowledge is available in the system—there is good research evidence about the specific teaching strategies that are associated with accelerated progress in, for example, mathematical reasoning and the writing of well-constructed paragraphs. Leaders have a considerable responsibility to make such knowledge available to their teachers and to model, expect and enable continued professional learning that is focused on meeting the priority needs of learners.

I call this first capability ‘using knowledge’, rather than ‘having knowledge’, because it involves more than acquiring tertiary qualifications. While such study provides a foundation of knowledge, this capability requires leaders to use that knowledge to inform their educational decision-making.

There is very little research that directly investigates how different levels of this capability affect leadership performance and student outcomes. The strong tradition of research on teacher content and pedagogical content knowledge has no parallel in leadership research, except for a study on how different levels of expertise in maths and maths pedagogy shaped principals’ leadership of a district- wide maths reform (Nelson & Sassi, 2005).

### **Second capability: Solving complex problems**

Effective leaders are those who can solve the problems that prevent the achievement of team or organisational goals (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). For the last few years, I have led a research and development program that has revealed some very interesting patterns in the way New Zealand and Australian school leaders go about problem- solving. In one of our studies (Sinnema, Le Fevre, Robinson, & Pope, 2013), we asked educational leaders to complete a questionnaire about a concern they had regarding the behaviour or performance of someone in their area of responsibility. They described the duration of their perceived problem, the effectiveness of their prior attempts to resolve it, and their own possible contribution to the situation. In 22 per cent of cases, the problems these leaders nominated had persisted for between one and two years, and in 12 per cent of cases, they had persisted for more than two years. On average, educational leaders rated their prior attempts as minimally effective and the conversations they had as somewhat difficult.

For most leaders, there was a considerable difference between how they described their concern in their questionnaire and how they communicated it to the person involved. In all cases where there was a difference, the concern was described as much more serious, certain, and problematic in the questionnaire than in discussions with the person involved. Rather than the clear and open-minded statement of their concerns required for what I call ‘constructive problem talk’, leaders tended to communicate their concerns indirectly through loaded questions or vague statements.

Our second major finding about how leaders solve problems was that they tend to move very rapidly from identifying a problem to offering or soliciting strategies about how to resolve it. They skip the phase of causal inquiry, including rigorous inquiry into possible school- based causes of the problem (Robinson, Meyer, Sinnema, & Le Fevre, 2016). This quick-fix approach can work if the problem is a new and simple one, but most educational problems are not of this type. Experienced teachers and leaders have usually tried multiple quick fixes that turn out to be neither quick nor a fix. Repeated cycles of quick fixes waste everyone’s time; lead to cynicism and burnout; and, worse still, leave the students no better off. The quick-fix pattern manifests in both the micro context of problem-solving conversations and the macro context of regional and national school improvement policy and practice (Bryk, Gomez, Grunow, & Le Mahieu, 2015).

The third major finding from our research program on problem-solving was about how leaders check the validity of their beliefs about the nature, causes of and solutions to the problems they do discuss. Of the various validation strategies that can be employed in a conversation, seeking agreement is the most common (Robinson et al., 2016). In our analysis of dozens of transcripts, it was rare to find leaders who were able to test their beliefs by treating difference as an opportunity for disconfirmation or by discussing the alignment between their proposed solution strategies and the likely cause of the problem. The consequence, in a considerable proportion of our cases, was agreement on a solution that was misaligned with the likely problem cause.

Our research methodology has enabled us to study how leaders think as well as how they talk in problem-solving conversations (Mumford, Watts, & Partlow, 2015). We have learnt from analysis of the alignment between leaders' thoughts and their speech that the absence of causal talk is not due to the absence of causal ideas. On the contrary, leaders have numerous beliefs about how the teaching or relational skills of the person to whom they are speaking may have contributed to the problem under discussion. It is leaders' reluctance to disclose and test these ideas that is largely responsible for the paucity of causal talk. Also responsible is the belief of many leaders that it is their job to provide support, and that doing so requires them to agree as quickly as possible on some strategies for fixing the problem.

### **Third capability: Building relational trust**

Leadership is not just about building trust. Nor is it only about getting the work done. It is about doing both of those things simultaneously, and it is this integration that is captured in this third capability. Experienced school leaders know how to build relationships; what they find far more difficult is building and maintaining relationships of trust while addressing the difficult issues that are central to leading improvement.

One of the most compelling bodies of evidence on trust is derived from the research program of Bryk and Schneider (2002). Their empirically based model of trust shows that teachers' trust of their leaders is a function of the degree to which their daily interactions with those leaders demonstrate personal regard, interpersonal respect, competence, and personal integrity. From extensive longitudinal quantitative and qualitative research, Bryk and Schneider demonstrated a causal relationship between the degree of trust among members of a school community and the degree of improvement in student outcomes.

If we are to help leaders develop this third capability, we need research and development programs that design and evaluate interventions that help leaders to solve problems in ways that build trust. In my own program, I have drawn strongly on the work of Argyris and Schön (1974; 1996), for it is a rare example of a research program that offers a strong normative theory of leadership effectiveness combined with behavioural evidence of what that normative theory looks like in practice.

Our research program has focused in particular on those conversations that leaders have reported as raising the possibility of threat or embarrassment—negative emotions that leaders believe could damage rather than build trust. Such conversations typically focus on aspects of another's performance or behaviour; perceived disagreements; or giving and receiving negative feedback. Our research on this third capability has shown that many leaders experience a dilemma between being honest about such issues and maintaining trust. They resolve their dilemma either by being brutally

frank or, more commonly, by being selective and indirect about what they say. Rather than being genuine, a high proportion of leaders' questions in such conversations are either leading or loaded (Le Fevre, Robinson, & Sinnema, 2015). Our interventions have become increasingly focused on the thoughts that leaders take into such conversations rather than just on their actual speech, for it is their framing of the problem that creates their dilemma between being brutally frank or vague and dissembling (Robinson, 2016). The way out of the dilemma is not to seek a midpoint between speaking frankly and speaking vaguely, but to drop the prejudgements that reduce trust and limit collaborative problem-solving whether or not they are disclosed.

To date, our research program has reported one statewide intervention study with Australian system leaders in which independent ratings by both the leaders themselves and their conversation partners showed that after three days of training, leaders had improved their skills, built greater trust, and made progress on the problems facing them (Robinson, Sinnema, & Le Fevre, 2014). We are now working on a pilot study that tests whether our leadership interventions improve team leaders' conversations with their teachers in ways that change teaching practice and lift the achievement of target students in reading. We are striving, in other words, to test whether our interventions with leaders have demonstrable impacts on the students for whom those team leaders are responsible.

### **Research challenges**

There are substantial challenges involved in conducting research on these three leadership capabilities in ways that contribute to rigorous research and the improvement of practice. First, a normative theory is required so that we can move beyond describing what leaders do and don't do to intervening in ways that help them achieve the central purpose of educational leadership—building trust while addressing important educational problems in ways that benefit students.

Second, that normative theory needs to be specified at a level of detail that enables those who engage with it to discriminate between leadership thoughts and words that are consistent and those that are inconsistent with the values that comprise the normative theory.

Third, we need more studies that focus on the relationship between leadership cognition and behaviour (Mumford et al., 2015). We have found that behavioural measures are not always reliable indicators of the capability we are studying. The trust and problem-solving capabilities require leaders to be able to reconsider their views, and such reconsideration is 'not a matter of mere perfunctory listening to contrary opinions but a genuine readiness to revise or even abandon one's views in light of new objections or counter evidence' (Spiegel, 2012, p. 28). Behavioural measures of listening or inquiry are not always reliable indicators of genuine readiness or of the interpersonal respect that is a key determinant of trust. Cognitive measures alert us to such normative mismatches and provide a window into the forms of reasoning that drive these behaviours. Together, cognitive and behavioural measures can provide descriptions and explanations of leaders' social problem-solving as well as insights into how it may be improved.

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## Appendix 25: The teacher appraisal program

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### Staff appraisal and development policy

#### Beliefs

- The maintenance of a culture of high efficacy and development is supported by each staff member reflecting on their professional performance, accessing timely, relevant and useful feedback, identifying improvement goals, implementing improvement plans, and productively engaging in communities of practice
- The maintenance of a culture of high efficacy and development is supported by each staff member improving their professional knowledge and skills by accessing relevant training and support to implement the most effective practice
- Appraisal and professional development are likely to be more effective if their goals and implementation protocols are collaboratively determined by employees and supported by the system
- An efficient and effective provision of staff professional development is enhanced if it is driven by needs clearly identified through an agreed approach

#### Standards

- Each staff member will actively participate in the staff appraisal and development program
- The staff appraisal and development program will consist of an annual cycle of identifying improvement goals, improvement planning, support provision and progress reporting
- The procedures and protocols for implementing the staff appraisal and development program shall be developed in collaboration with representative staff members and in consultation with all staff members
- Professional improvement goals shall be specific to a particular aspect of the job, include measurable outcomes, be achievable within the constraints of available time and resources and be relevant to the current needs of the school
- Professional improvement goals will be developed from agreed criteria derived from job descriptions
- School-based professional development provision must be approved by the Principal as being relevant, grounded in reliable research, and affordable
- The school shall ensure access to the knowledge and skills needed by each staff member to implement the appraisal and development program
- The school shall allocate appropriate funding, time and resources to the staff appraisal and development program, as negotiated through the annual budget determination procedure

#### Guidelines

- The staff appraisal and development program will focus on reflection and growth; optimising strengths and supporting the professional growth and needs of each staff member

- An appropriate component of the annual staff professional development budget shall be assigned to individual professional development plans
- Each staff member will have an assigned appraisal overseer reporting directly to the Principal
- The role of each overseer is to guide, monitor and support individual appraisal and professional development plans to best effect
- In the absence of compliance, the appraisal process shall be referred to the Principal
- Professional improvement goals shall be annually collated to seek synergies and efficiencies in the provision of professional support and to help identify whole school improvement needs
- The Principal shall include a report of the implementation of the staff appraisal and development program in the annual report to the governing body
- The staff appraisal and development program shall be reviewed for relevance, effectiveness and efficiency as part of the ongoing program review cycle

### **Basis of Discretion**

In consultation with the relevant appraisal overseer and Principal, individual staff members may modify aspects of the staff appraisal and development program if, in the opinion of the Principal, individual circumstances warrant it.

Ratified by the governing body at the meeting of September 30, 2016.

### **Staff appraisal and development procedure**

The aim of the appraisal process is to facilitate the achievement of agreed personal professional improvement goals, as drafted by the employee. The relationship between an employee and their appraisal overseer is therefore one of discussion, clarification, guidance and support. The relationship between an employee and a partnered colleague is one of exploration, definition, prioritisation, refinement, resource identification, achievement, and celebration.

Each employee is responsible for drafting and executing a professional development plan to achieve improvement goals. Each appraisal overseer is responsible for ensuring that improvement goals are Specific, Measurable, Achievable, Relevant & Time-bound (SMART), ratifying the improvement plan and facilitating progress by offering encouragement, support, and synergetic relationships across staff members.

### **The process**

<b>Action</b>	<b>By whom</b>
Assign appraisal overseers from the leadership team	Principal
Conduct training sessions for overseers	Principal
Conduct information sessions for employees	Principal
Conduct classroom observations	Overseer
Provide data-driven feedback to the employee	Overseer
Identify improvement goals <ul style="list-style-type: none"> <li>• Partner with a colleague of choice</li> <li>• Review last year's outcomes</li> <li>• Draft goals in the light of the current context</li> </ul>	Employee & colleague

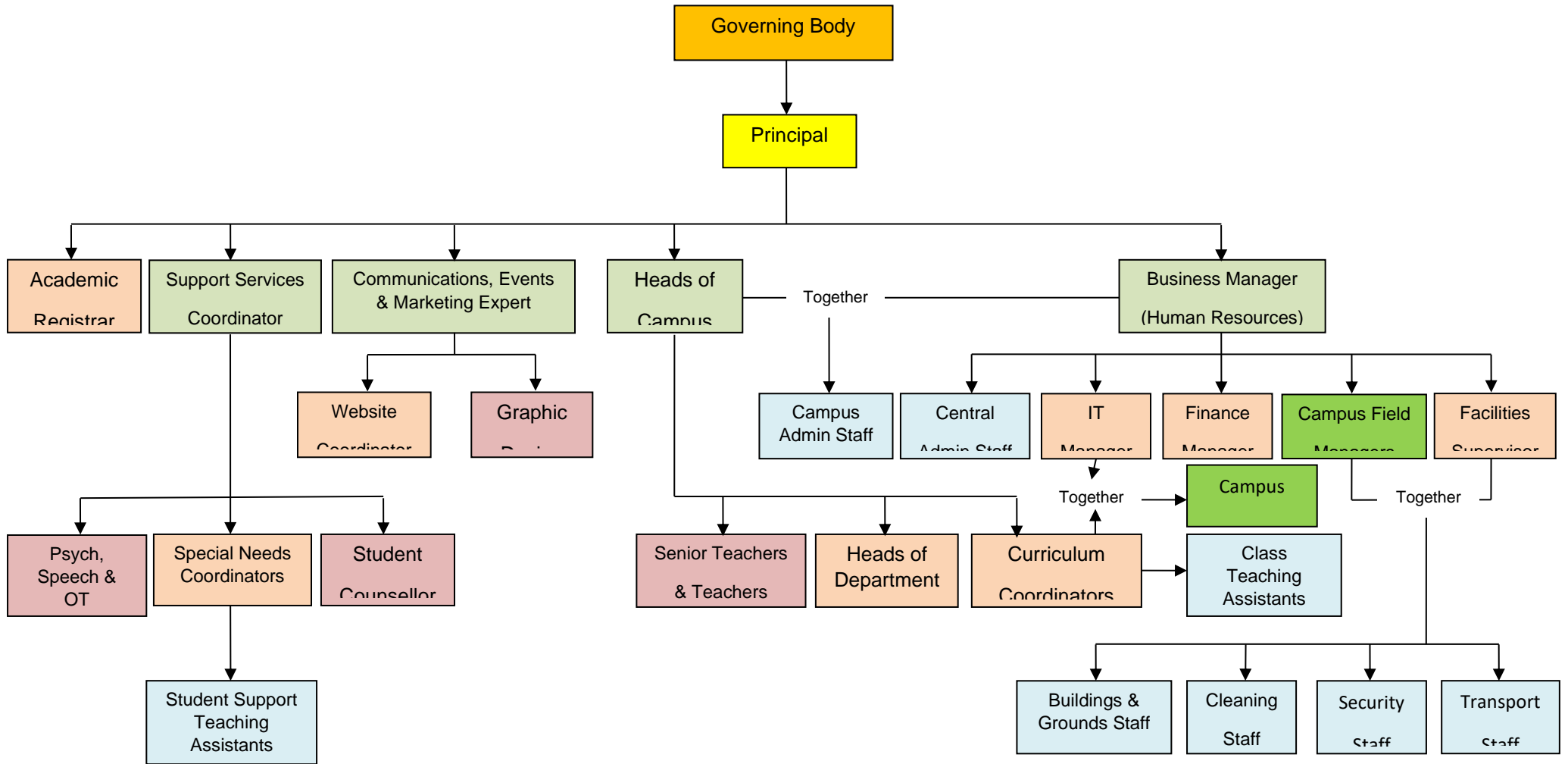
Create an action plan to achieve the goals	Employee
Check the action plan for quality assurance	Overseer
Formally approve the action plan	Principal
Implement the plan	Employee with overseer support
Regularly meet to monitor progress	Overseer with employee
Conduct a mid-process review	Overseer with employee
Refine goals as needed	Overseer with employee
Conduct an end of process review	Overseer with employee
Write a draft appraisal report	Employee
Refine the appraisal report	Employee & colleague
Formally approve the appraisal report	Overseer
Meet with the principal to report outcomes, give & receive feedback and discuss future intentions	Employee



**Staff appraisal and development timeline**  
**Example (southern hemisphere)**

Activity	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Assign & train overseers				■								
Employee information sessions				■								
Classroom observations					■							
Identify improvement goals												
• Overseer feedback meeting					■							
• Partner with a colleague					■							
• Review last year's outcomes					■							
• Draft goals					■							
Develop the development action plan					■							
Gain formal approval						■						
Implement the plans						■	■	■	■	■		
Mid-process review								■				
End of process review									■			
Write up report										■		
Review & ratify the report										■		
Meeting with principal to report outcomes											■	

### Appraisal delegation chart (multi-campus school)



## Teacher Appraisal and Development Plan

### Appraisal and Development Plan - Teacher -

#### Personal details

Name:

Campus:

Appraisal period:  to

Date plan agreed:

Teacher signature:

Overseer signature:

Principal signature:

*This document sets out intended outcomes and outcomes achieved against the four priority standards applicable for teachers. Other standards may be used where this is relevant to the appraisal process as determined by the Head of School or Principal.*

*Appraisal of a teacher using the applicable standards is within the overall requirement that the core responsibilities set out in her, or his contract of employment are met.*

## **Standards and Competencies**

**Standards:** The core standards of performance for a teacher are

- The quality of the relationships between the teacher and their students
- The quality of teaching and learning
- The inclusion of a family connection with each student's learning
- A positive contribution to the school improvement process.

**Competencies:** The minimum expected competencies with each standard are

<b>Standard</b>	<b>Competencies</b>
The quality of the relationships between the teacher and their students	<ul style="list-style-type: none"> <li>• A knowledge of each student's learning strengths and challenges</li> <li>• A knowledge of each student's learning preferences</li> <li>• A knowledge of each student's personality preferences</li> <li>• An individual engagement with each student taught</li> <li>• A classroom culture of encouragement, acknowledgement, and celebration.</li> </ul>
The quality of teaching and learning	<ul style="list-style-type: none"> <li>• Adherence to the school curriculum calendar</li> <li>• A classroom culture that enables optimal learning</li> <li>• Planning for challenging and participative learning</li> <li>• An emphasis on inquiry-oriented learning</li> <li>• The use of developmentally appropriate teaching strategies and resources</li> <li>• The use of inclusive teaching strategies and resources</li> <li>• The use of technology to access information and solve authentic problems</li> <li>• A culture of high-performance expectations commensurate with student abilities</li> <li>• The negotiation of clear and achievable criteria for success</li> <li>• The provision of effective feedback on student performance with a remediation and progress focus</li> <li>• The use of embedded, formative, and summative student assessment</li> <li>• The agreed collecting and recording of evidence of student academic progress</li> <li>• Adherence to the school approved approach to reporting student academic progress to families.</li> </ul>
The inclusion of a family connection with each student's learning	<ul style="list-style-type: none"> <li>• The provision of family inclusive student presentations and celebrations at the completion of major units of work</li> <li>• The provision of learning designed to engage family members</li> <li>• A meaningful connection between the school and the community.</li> </ul>
A positive contribution to the school improvement process	<ul style="list-style-type: none"> <li>• Active and positive involvement in a school improvement team.</li> </ul>

### Teacher appraisal and development plan – example

<i>Standard</i>	<i>Relevant competencies</i>	<i>Improvement goals</i>	<i>Actions</i>	<i>Persons responsible</i>	<i>Anticipated deadlines</i>	<i>Success measures</i>
<b>The quality of relationships between the teacher and their students</b>	A classroom culture of encouragement, acknowledgement, and celebration	To teach and incorporate peer to peer positive feedback on presentations				<ul style="list-style-type: none"> <li>• A timetable allowance reflecting feedback sessions</li> <li>• Photographs of presentation &amp; feedback sessions</li> <li>• Displays</li> </ul>
<b>The quality of teaching and learning</b>	Planning for active and participative learning	To increase the number of authentic and practical problem-solving activities for teaching Mathematics				<ul style="list-style-type: none"> <li>• A content increase of 30% in Math planning documents</li> <li>• Photographs of activities</li> <li>• Assessment results</li> </ul>
<b>The inclusion of a family connection with each student's learning</b>	The provision of work designed to engage family members	To create one family inclusive work assignment each term				<ul style="list-style-type: none"> <li>• Records of assignments, one for each school term of the year</li> </ul>
<b>A positive contribution to the school improvement process</b>	Active and positive involvement in a school improvement team	To be developed next year				

**Teacher professional development (PD) plan**

<i>Improvement goal</i>	<i>Proposed action</i>	<i>When</i>	<i>Resources &amp; costs</i>	<i>Outcomes achieved</i>
1.				
2.				
3.				

## Mid-process review

The mid-process review is an opportunity to monitor the progress of the appraisal and development plan. It is also possible to amend plans where this is necessary due to changes in circumstances. Comments are to be provided by the overseer and the teacher, with the page signed and dated as indicated.

**Teacher comments:**

**Overseer comments:**

**Teacher signature:**

**Date**

**Overseer signature:**

**Date**

**Principal signature:**

**Date**

### Appraisal summary (end of process)

To be completed by the overseer in consultation with the teacher.

<i>Standards</i>	<i>End of Year Comments</i>	<i>Improvement goal met</i>	
		Yes	No
<b>The quality of relationships between the teacher and their students</b>			
<b>The quality of teaching and learning</b>			
<b>The inclusion of a family connection with each student's learning</b>			
<b>A positive contribution to the school improvement plan</b>	Targeted for next year		



### Appraisal outcomes (end of process)

**Teacher comments:**

Extent to which goals were met

Initial intentions for future goals

**Teacher signature:**

**Date:**

**Overseer comments:**

Extent to which goals were met

Suggestions for future goals

**Overseer signature:**

**Date:**

**Principal signature:**

**Date:**

At the completion of the review cycle, a copy of this document should be provided to the teacher.

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## Appendix 26: Coaching models

### **E-GROW-P**

#### Key Points:

The E-GROW-P Model is a simple six-step process that helps you structure coaching and mentoring sessions with team members.

#### It stands for:

- **E**ngage (establish trust over time)
- **G**oal (draft a tentative SMART goal to affirm or adjust as the process progresses)
- **C**urrent **R**eality (Describe the current situation in terms of behaviours, systems and symbols)
- **O**ptions (or **O**bstacles) (explore several possible approaches, choose the 'path of least resistance' and draft an action plan)
- **W**ill (or **W**ay Forward) (provide encouragement and support; stay engaged)
- **P**ause (reflect) (identify milestones, discuss progress and adjust as necessary)

You can use the model to help team members improve performance, and to help them plan for and reach their longer-term career objectives.

### **OSKAR**

#### Key Points:

The OSKAR Coaching Framework is a popular coaching model that allows you to focus on solutions to problems rather than on the problems themselves.

#### It stands for

- **O**utcome
- **S**cale
- **K**now-how
- **A**ffirm + **A**ction
- **R**eview

Its emphasis on positive achievement and progress helps you to have a much more motivational, consensual and collaborative coaching conversation with your team member than you would if you were focused on "fixing" problems.

However, there's a risk that, by focusing too much on the Affirm element, you could avoid having difficult but necessary conversations about poor performance or behavior.

To explore more about the OSKAR approach, visit the MindTools website at <https://www.mindtools.com/pages/article/oskar-coaching-framework.htm>

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## Appendix 27: The Feedback Fallacy

- [Marcus Buckingham](#)
- [Ashley Goodall](#)

FROM THE MARCH–APRIL 2019 ISSUE HARVARD BUSINESS REVIEW

The debate about feedback at work isn't new. Since at least the middle of the last century, the question of how to get employees to improve has generated a good deal of opinion and research. But recently the discussion has taken on new intensity. The ongoing experiment in “radical transparency” at Bridgewater Associates and the culture at Netflix, which the *Wall Street Journal* recently described as “encouraging harsh feedback” and subjecting workers to “intense and awkward” real-time 360s, are but two examples of the overriding belief that the way to increase performance in companies is through rigorous, frequent, candid, pervasive, and often critical feedback.

How should we give and receive feedback? we wonder. How much, and how often, and using which new app? And, given the hoopla over the approaches of Bridgewater and Netflix, how hard-edged and fearlessly candid should we be? Behind those questions, however, is another question that we're missing, and it's a crucial one. The search for ways to give and receive better feedback assumes that feedback is always useful. But the only reason we're pursuing it is to help people do better. And when we examine *that*—asking, *How can we help each person thrive and excel?*—we find that the answers take us in a different direction.

To be clear, instruction—telling people what steps to follow or what factual knowledge they're lacking—can be truly useful: That's why we have checklists in airplane cockpits and, more recently, in operating rooms. There is indeed a right way for a nurse to give an injection safely, and if you as a novice nurse miss one of the steps, or if you're unaware of critical facts about a patient's condition, then someone should tell you. But the occasions when the actions or knowledge necessary to minimally perform a job can be objectively defined in advance are rare and becoming rarer. What we mean by “feedback” is very different. Feedback is about telling people what we think of their performance and how they should do it better—whether they're giving an effective presentation, leading a team, or creating a strategy. And on that, the research is clear: Telling people what we think of their performance doesn't help them thrive and excel, and telling people how we think they should improve actually *hinders* learning.

Underpinning the current conviction that feedback is an unalloyed good are three theories that we in the business world commonly accept as truths. The first is that other people are more aware than you are of your weaknesses, and that the best way to help you, therefore, is for them to show you what you cannot see for yourself. We can call this our *theory of the source of truth*. You do not realize that your suit is shabby, that your presentation is boring, or that your voice is grating, so it is up to your colleagues to tell you as plainly as possible “where you stand.” If they didn't, you would never know, and this would be bad.

The second belief is that the process of learning is like filling up an empty vessel: You lack certain abilities you need to acquire, so your colleagues should teach them to you. We can call this our

*theory of learning*. If you're in sales, how can you possibly close deals if you don't learn the competency of "mirroring and matching" the prospect? If you're a teacher, how can you improve if you don't learn and practice the steps in the latest team-teaching technique or "flipped classroom" format? The thought is that you can't—and that you need feedback to develop the skills you're missing.

And the third belief is that great performance is universal, analyzable, and describable, and that once defined, it can be transferred from one person to another, regardless of who each individual is. Hence you can, with feedback about what excellence looks like, understand where you fall short of this ideal and then strive to remedy your shortcomings. We can call this our *theory of excellence*. If you're a manager, your boss might show you the company's supervisor-behaviors model, hold you up against it, and tell you what you need to do to hew to it more closely. If you aspire to lead, your firm might use a 360-degree feedback tool to measure you against its predefined leadership competencies and then suggest various courses or experiences that will enable you to acquire the competencies that your results indicate you lack.

What these three theories have in common is self-centeredness: They take our own expertise and what we are sure is our colleagues' inexpertise as givens; they assume that my way is necessarily your way. But as it turns out, in extrapolating from what creates our own performance to what might create performance in others, we overreach.

Research reveals that none of these theories is true. The more we depend on them, and the more technology we base on them, the *less* learning and productivity we will get from others. To understand why and to see the path to a more effective way of improving performance, let's look more closely at each theory in turn.

### **The Source of Truth**

The first problem with feedback is that humans are unreliable raters of other humans. Over the past 40 years psychometricians have shown in study after study that people don't have the objectivity to hold in their heads a stable definition of an abstract quality, such as *business acumen* or *assertiveness*, and then accurately evaluate someone else on it. Our evaluations are deeply colored by our own understanding of what we're rating others on, our own sense of what good looks like for a particular competency, our harshness or leniency as raters, and our own inherent and unconscious biases. This phenomenon is called the *idiosyncratic rater effect*, and it's large (more than half of your rating of someone else reflects your characteristics, not hers) and resilient (no training can lessen it). In other words, the research shows that feedback is more distortion than truth.

This is why, despite all the training available on how to *receive* feedback, it's such hard work: Recipients must struggle through this forest of distortion in search of something that they recognize as themselves.

And because your feedback to others is always more you than them, it leads to systematic error, which is magnified when ratings are considered in aggregate. There are only two sorts of measurement error in the world: *random* error, which you can reduce by averaging many readings; and *systematic* error, which you can't. Unfortunately, we all seem to have left math class

remembering the former and not the latter. We've built all our performance and leadership feedback tools as though assessment errors are random, and they're not. They're systematic.

Consider color blindness. If we ask a color-blind person to rate the redness of a particular rose, we won't trust his feedback—we know that he is incapable of seeing, let alone "rating," red. His error isn't random; it's predictable and explainable, and it stems from a flaw in his measurement system; hence, it's systematic. If we then decide to ask seven more color-blind people to rate the redness of our rose, their errors will be equally systematic, and averaging their ratings won't get us any closer to determining the actual redness of the rose. In fact, it's worse than this. Adding up all the inaccurate redness ratings— "gray," "pretty gray," "whitish gray," "muddy brown," and so on—and averaging them leads us *further away* both from learning anything reliable about the individuals' personal experiences of the rose and from the actual truth of how red our rose really is.

What the research has revealed is that we're all color-blind when it comes to abstract attributes, such as *strategic thinking*, *potential*, and *political savvy*. Our inability to rate others on them is predictable and explainable—it is systematic. We cannot remove the error by adding more data inputs and averaging them out and doing that actually makes the error bigger.

Worse still, although science has long since proven that we are color-blind, in the business world we assume we're clear-eyed. Deep down we don't think we make very many errors at all. We think we're reliable raters of others. We think we're a source of truth. We aren't. We're a source of error.

When a feedback instrument surveys eight colleagues about your business acumen, your score of 3.79 is far greater a distortion than if it simply surveyed one person about you—the 3.79 number is *all* noise, no signal. Given that (a) we're starting to see more of this sort of data-based feedback, (b) this data on you will likely be kept by your company for a very long time, and (c) it will be used to pay, promote, train, and deploy or fire you, you should be worried about just how fundamentally flawed it really is.

The only realm in which humans are an unimpeachable source of truth is that of their own feelings and experiences. Doctors have long known this. When they check up on you post-op, they'll ask, "On a scale of one to 10, with 10 being high, how would you rate your pain?" And if you say, "Five," the doctor may then prescribe all manner of treatments, but what she's unlikely to do is challenge you on your "five." It doesn't make sense, no matter how many operations she has done, to tell you your "five" is wrong, and that, actually, this morning your pain is a "three." It doesn't make sense to try to parse what you mean by "five," and whether any cultural differences might indicate that your "five" is not, in fact, a real "five." It doesn't make sense to hold calibration sessions with other doctors to ensure that your "five" is the same as the other "fives" in the rooms down the hall. Instead, she can be confident that you are the best judge of your pain and that all she can know for sure is that you will be feeling better when you rate your pain lower. Your rating is yours, not hers.

Just as your doctor doesn't know the truth of your pain, we don't know the truth about our colleagues, at least not in any objective way. You may read that workers today—especially Millennials—want to know where they stand. You may occasionally have team members ask you to tell them where they stand, objectively. You may feel that it's your duty to try to answer these

questions. But you can't—none of us can. All we can do—and it's not nothing—is share our own feelings and experiences, our own reactions. Thus, we can tell someone whether his voice grates *on us*, whether he's persuasive *to us*, whether his presentation is boring *to us*. We may not be able to tell him where he stands, but we can tell him where he stands *with us*. Those are our truths, not his. This is a humbler claim, but at least it's accurate.

### **How We Learn**

Another of our collective theories is that feedback contains useful information, and that this information is the magic ingredient that will accelerate someone's learning. Again, the research points in the opposite direction. Learning is less a function of adding something that isn't there than it is of recognizing, reinforcing, and refining what already is. There are two reasons for this.

The first is that, neurologically, we grow more in our areas of greater ability (our strengths are our development areas). The brain continues to develop throughout life, but each person's does so differently. Because of your genetic inheritance and the oddities of your early childhood environment, your brain's wiring is utterly unique. Some parts of it have tight thickets of synaptic connections, while others are far less dense, and these patterns are different from one person to the next. According to brain science, people grow far more neurons and synaptic connections where they already have the most neurons and synaptic connections. In other words, each brain grows most where it's already strongest. As Joseph LeDoux, a professor of neuroscience at New York University, memorably described it, "Added connections are therefore more like new buds on a branch rather than new branches." Through this lens, learning looks a lot like building, little by little, on the unique patterns already there within you. Which in turn means learning must start by finding and understanding those patterns—your patterns, not someone else's.

Second, getting attention to our strengths from others catalyzes learning, whereas attention to our weaknesses smothers it. Neurological science also shows what happens to us when other people focus on what's working within us instead of remediating what isn't. In one experiment scientists split students into two groups. To one group they gave positive coaching, asking the students about their dreams and how they'd go about achieving them. The scientists probed the other group about homework and what the students thought they were doing wrong and needed to fix. While those conversations were happening, the scientists hooked each student up to a functional magnetic resonance imaging machine to see which parts of the brain were most activated in response to these different sorts of attention.

In the brains of the students asked about what they needed to correct; the sympathetic nervous system lit up. This is the "fight or flight" system, which mutes the other parts of the brain and allows us to focus only on the information most necessary to survive. Your brain responds to critical feedback as a threat and narrows its activity. The strong negative emotion produced by criticism "inhibits access to existing neural circuits and invokes cognitive, emotional, and perceptual impairment," psychology and business professor Richard Boyatzis said in summarizing the researchers' findings.

Focusing people on their shortcomings or gaps doesn't enable learning. It impairs it.

In the students who focused on their dreams and how they might achieve them, the sympathetic nervous system was not activated. What lit up instead was the parasympathetic nervous system, sometimes referred to as the “rest and digest” system. To quote Boyatzis again: “The parasympathetic nervous system...stimulates adult neurogenesis (i.e., growth of new neurons) ..., a sense of well-being, better immune system functioning, and cognitive, emotional, and perceptual openness.”

What findings such as these show us is, first, that learning happens when we see how we might do something better by adding some new nuance or expansion to our own understanding. Learning rests on our grasp of what we’re doing well, not on what we’re doing poorly, and certainly not on someone else’s sense of what we’re doing poorly. And second, that we learn most when someone else pays attention to what’s working within us and asks us to cultivate it intelligently. We’re often told that the key to learning is to get out of our comfort zones, but these findings contradict that particular chestnut: They take us very far out of our comfort zones, and our brains stop paying attention to anything other than surviving the experience. It’s clear that we learn most in our comfort zones because that’s where our neural pathways are most concentrated. It’s where we’re most open to possibility, most creative, insightful, and productive. That’s where feedback must meet us—in our moments of flow.

### **Excellence**

We spend the bulk of our working lives pursuing excellence in the belief that while defining it is easy, the really hard part is codifying how we and everyone else on our team should get there. We’ve got it backward: Excellence in any endeavor is almost impossible to define, and yet getting there, for each of us, is relatively easy.

Excellence is idiosyncratic. Take funniness—the ability to make others laugh. If you watch early Steve Martin clips, you might land on the idea that excellence at it means strumming a banjo, wagging your knees, and wailing, “I’m a wild and crazy guy!” But watch Jerry Seinfeld, and you might conclude that it means talking about nothing in a slightly annoyed, exasperated tone. And if you watch Sarah Silverman, you might think to yourself, no, it’s being caustic, blunt, and rude in an incongruously affectless way. At this point you may begin to perceive the truth that “funny” is inherent to the person.

Watch an NBA game, and you may think to yourself, “Yes, most of them are tall and athletic, but boy, not only does each player have a different role on the team, but even the players in the same role on the same team seem to do it differently.” Examine something as specific and as limited as the free throws awarded after fouls, and you’ll learn that not only do the top two free-throw shooters in history have utterly different styles, but one of them, Rick Barry—the best ever on the day he retired (look him up)—didn’t even throw overhead.

Excellence seems to be inextricably and wonderfully intertwined with whoever demonstrates it. Each person’s version of it is uniquely shaped and is an expression of that person’s individuality. Which means that, for each of us, excellence is easy, in that it is a natural, fluid, and intelligent expression of our best extremes. It can be cultivated, but it’s unforced.

Excellence is also not the opposite of failure. But in virtually all aspects of human endeavor, people assume that it is and that if they study what leads to pathological functioning and do the reverse—or replace what they found missing—they can create optimal functioning. That assumption is flawed. Study disease and you will learn a lot about disease and precious little about health. Eradicating depression will get you no closer to joy. Divorce is mute on the topic of happy marriage. Exit interviews with employees who leave tell you nothing about why others stay. If you study failure, you'll learn a lot about failure but nothing about how to achieve excellence. Excellence has its own pattern.

And it's even more problematic than that. Excellence and failure often have a lot in common. So, if you study ineffective leaders and observe that they have big egos, and then argue that good leaders should not have big egos, you will lead people astray. Why? Because when you do personality assessments with highly effective leaders, you discover that they have very strong egos as well. Telling someone that you must lose your ego to be a good leader is flawed advice. Likewise, if you study poor salespeople, discover that they take rejection personally, and then tell a budding salesperson to avoid doing the same, your advice will be misguided. Why? Because rigorous studies of the best salespeople reveal that they take rejection deeply personally, too.

As it happens, you find that effective leaders put their egos in the service of others, not themselves, and that effective salespeople take rejection personally because they are personally invested in the sale—but the point is that you will never find these things out by studying *ineffective* performance.

Since excellence is idiosyncratic and cannot be learned by studying failure, we can never help another person succeed by holding her performance up against a prefabricated model of excellence, giving her feedback on where she misses the model, and telling her to plug the gaps. That approach will only ever get her to adequate performance. Point out the grammatical flaws in an essay, ask the writer to fix the flaws, and while you may get an essay with good grammar, you won't get a piece of writing that transports the reader. Show a new teacher when her students lost interest and tell her what to do to fix this, and while you may now have a teacher whose students don't fall asleep in class, you won't have one whose students necessarily learn any more.

### **How to Help People Excel**

If we continue to spend our time identifying failure as we see it and giving people feedback about how to avoid it, we'll languish in the business of adequacy. To get into the excellence business we need some new techniques:

**Look for outcomes** Excellence is an outcome, so take note of when a prospect leans into a sales pitch, a project runs smoothly, or an angry customer suddenly calms down. Then turn to the team member who created the outcome and say, "That! Yes, that!" By doing this, you'll stop the flow of work for a moment and pull your colleague's attention back toward something she just did that really worked.

There's a story about how legendary Dallas Cowboys coach Tom Landry turned around his struggling team. While the other teams were reviewing missed tackles and dropped balls, Landry instead combed through footage of previous games and created for each player a highlight reel of when he had done something easily, naturally, and effectively. Landry reasoned that while the number of wrong ways to do something was infinite, the number of right ways, for any particular player, was



not. It was knowable, and the best way to discover it was to look at plays where that person had done it excellently. From now on, he told each team member, “we only replay your winning plays.”

Now on one level he was doing this to make his team members feel better about themselves because he knew the power of praise. But according to the story, Landry wasn't nearly as interested in praise as he was in learning. His instincts told him that each person would improve his performance most if he could see, in slow motion, what his own personal version of excellence looked like.

You can do the same. Whenever you see one of your people do something that worked for you, that rocked your world just a little, stop for a minute and highlight it. By helping your team member recognize what excellence looks like for her—by saying, “That! Yes, that!”—you're offering her the chance to gain an insight; you're highlighting a pattern that is already there within her so that she can recognize it, anchor it, re-create it, and refine it. That is learning.

### **Replay your instinctive reactions**

Unlike Landry, you're not going to be able to videotape your people. Instead, learn how to replay to them your own personal reactions. The key is not to tell someone how well she's performed or how good she is. While simple praise isn't a bad thing, you are by no means the authority on what objectively good performance is, and instinctively she knows this. Instead, describe what you experienced when her moment of excellence caught your attention. There's nothing more believable and more authoritative than sharing what you saw from her and how it made you feel. Use phrases such as “This is how that came across for me,” or “This is what that made me think,” or even just “Did you see what you did there?” Those are your reactions—they are your truth—and when you relay them in specific detail, you aren't judging or rating or fixing her; you're simply reflecting to her the unique “dent” she just made in the world, as seen through your eyes. And precisely because it isn't a judgment or a rating it is at once more humble and more powerful.

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## Appendix 28: Creating a classroom observation procedure

(Notes from the AITSL classroom observation guide at [bit.ly/AITSL-CO](https://bit.ly/AITSL-CO) and Education World article at [bit.ly/TOTPD](https://bit.ly/TOTPD))

Fullan and Hargreaves (2016) explain that, “a culture of daily staff interactions, engaging pedagogy, mutual trust, and regular, quality feedback related to teaching improvement are foundational to teacher growth and improvement.”

Classroom observations are used to support school improvement. Along with other strategies, they mainly focus on achieving SMART goals in the school improvement plan; those that focus on student learning. However, they are also used to support teachers to reflect on and improve their strategies for facilitating learning as a mission in itself, especially approaches identified through PLC meetings and performance appraisal feedback.

When planning to introduce classroom observations as a school improvement strategy, it is important to deeply consider the following aspects.

### Be clear about purpose

The main purpose of classroom observations is for teachers to observe each other’s practice, provide feedback, and learn from each other to improve student learning.

This is achieved by

- supporting the development of a common understanding of effective teaching practices
- supporting the sharing of ideas and expertise, including modelling good practice
- providing opportunities to discuss challenges and concerns
- building whole-school understandings about and accountability for the quality of teaching and learning

### Explore the various observation types

**Lesson Study:** In this three-pronged approach designed by Japanese educators, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it.

**Peer Coaching:** In this non-evaluative professional development strategy, educators work together to discuss and share teaching practices, observe each other’s classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

**Cognitive Coaching:** Teachers are taught specific skills that involve asking questions so that the teacher observed is given the opportunity to process learning associated with teaching the lesson.

**Critical Friends Group (CFG):** This program provides time and structure in a teacher’s schedule for professional growth linked to student learning. Each CFG is composed of eight to 12 teachers and administrators, under the guidance of at least one coach, who meet regularly to develop collaborative skills, reflect on their teaching practices, and look at student work.

**Learning Walk:** Learning walks are used to gain a global understanding of the physical environment in classrooms, especially to identify if there are any issues relating to such aspects as over-crowding, learning resources, furniture placement, display areas, noise, and heating or cooling.

**Self-observation:** Using a video camera, teachers observe themselves trialling a new initiative or monitoring the effectiveness of existing practice.

### **Establish pre-conditions for effective classroom observations**

For classroom observations to be effective, certain pre-conditions need to be in place. Consider the following.

1. Ensure school leaders advocate and support teacher observation as a valid form of professional development
2. Build a community of trust among all employees
3. Establish a school-wide commitment to the approach
4. Separate observation from the teacher evaluation process
5. Declare the purpose for teacher observation and a commitment to its outcomes
6. Invite teachers to first participate in the process as volunteers
7. Factor time into the regular schedules for teachers to observe other teachers
8. Organise scheduled meetings, coaching sessions, and follow-up conversations
9. Select specific strategies and skills on which to focus during an observation session
10. Institute a way to measure the impact of observation

### **Establish agreed protocols through professional dialogue**

Common understandings and agreements need to be reached about the purposes and protocols of classroom observations. The following prompts can help to guide discussions.

1. Determine who is accountable for the quality of learning and facilitation in a school.
2. Agree on effective teaching practices.
3. Agree on the prime purpose of feedback.
4. Identify how classroom observation sessions can arise from professional learning community (PLC) meetings.
5. Identify what mutual agreements (protocols) should be in place to support the success of classroom observations, especially the 'Why', 'Who' and 'How', and what happens with outcomes.
6. Identify what organisational conditions should be in place to support the success of classroom observations.

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## Appendix 29: Professional development policy & funding application form

### Policy

#### Beliefs

1. The professional development (PD) program should closely relate to the school strategic improvement plan, approaches to teaching and learning, the faculty and staff appraisal process, and recruitment and retention needs.
2. From the school perspective, professional development is most effective when it is driven by an agreed need, of immediate relevance, delivered to teams, and demonstrable in practice.
3. Professional development is most effective if the skills and knowledge gained from it are actually used in everyday practice.
4. The professional development guidelines, procedures and budget should be openly communicated at the beginning of each academic year.
5. In the light of set criteria and in adherence to policy and guidelines, a representative professional development committee should convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.

#### Standards

1. The professional development guidelines, procedures and budget will be openly communicated at the beginning of each academic year.
2. A representative professional development committee will be formed at the beginning of each academic year and convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.
3. Submissions for professional development funding will be considered in the light of relevance to the following criteria, in descending priority order.
  - a. School-wide needs arising from the school strategic improvement plan
  - b. Training of new staff members or staff members in new positions requiring new skill sets
  - c. Approved initiatives in approaches to teaching and learning
  - d. Common needs arising from professional improvement plans
  - e. Other team needs by submission
  - f. Individual needs arising from professional improvement plans
  - g. Other individual needs by submission
  - h. Individual needs arising from unsatisfactory performance.
4. Submissions for professional development funding will also be considered for their relative relevance to the above criteria and the ability of the learning to be readily applied in everyday practice.

#### Guidelines

1. This policy should be read in conjunction with the Supervision and Evaluation (Performance Appraisal) policy and procedures.
2. Because of budgetary constraints, it is uncommon for schools to be able to fund all faculty and staff needs for professional development.
3. It is valuable for faculty and staff members attending professional development sessions to formally pass on their learning to their school-based colleagues and, where appropriate, this is an expectation.
4. Occasionally, unexpected opportunities for professional development arise and decisions need to be made about the reallocation of available funds for faculty or staff members to attend. The Director has the discretionary power to reallocate such funds as deemed necessary.

**Professional Development, Request for Funding**

Individual: \_\_\_\_\_ Signature: \_\_\_\_\_

Team: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date & Time Received: \_\_\_\_\_ Received by: \_\_\_\_\_

-----  
Title of Professional Development Activity: \_\_\_\_\_

Venue: \_\_\_\_\_ Date(s) of Activity: \_\_\_\_\_

Key Presenter(s) or Trainer(s): \_\_\_\_\_

Brief description of the nature of the PD provision:

Does this PD support the School Improvement Plan? Yes  No

Does this PD support your Performance and Development Plan(s)? Yes  No

Briefly describe how the Improvement Goals will be supported by this PD:

Otherwise, briefly describe the benefits of this PD to the school or your professional competence:

Please itemise the costs involved: Registration: \_\_\_\_\_ Communications: \_\_\_\_\_

Replacement Staff: \_\_\_\_\_ Travel: \_\_\_\_\_ Resources: \_\_\_\_\_

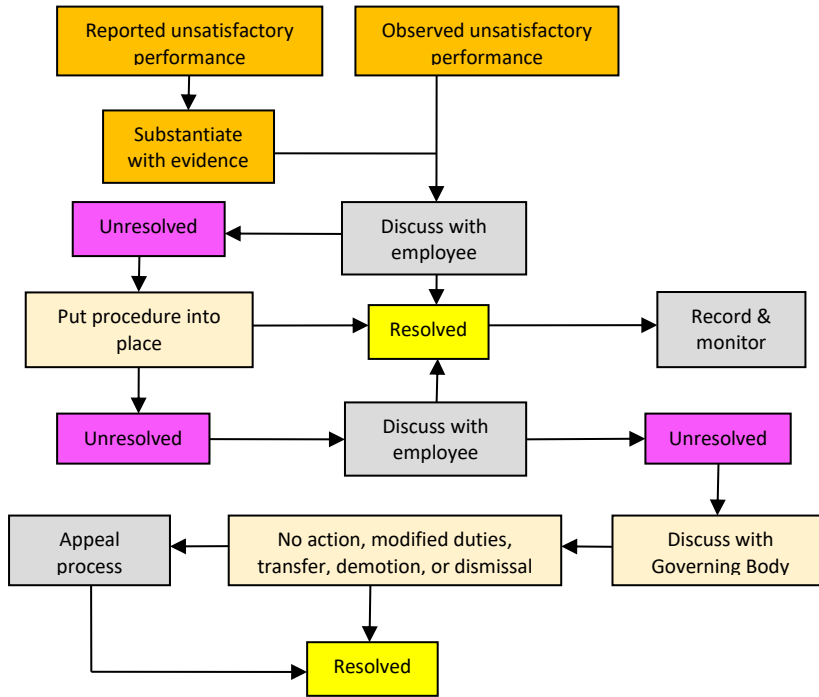
Meals: \_\_\_\_\_ Accommodation: \_\_\_\_\_ Other: \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

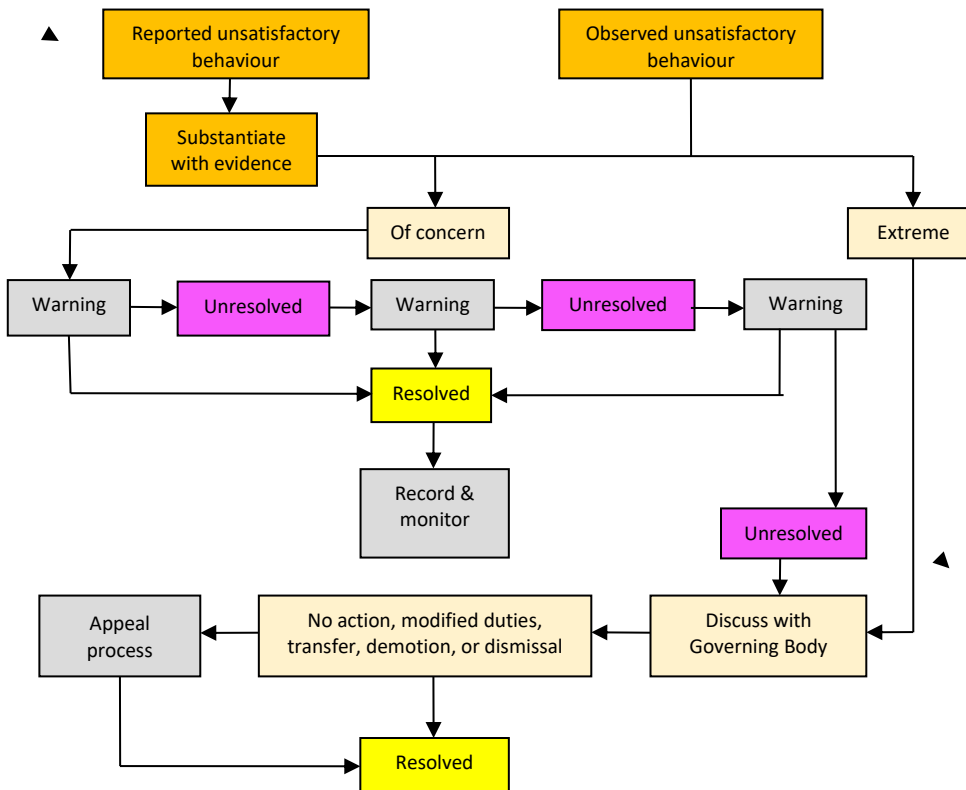
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Appendix 30: Managing unsatisfactory performance

**Managing professional unsatisfactory performance, professional**



**Managing personality unsatisfactory performance, behaviour**



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# The school

[Insert Logo]

[Years Applicable]

# Policy Manual School Operations

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## **A. BOARD-DIRECTOR RELATIONS POLICIES**

Refer to Board policy

## **B. STUDENT LEARNING POLICIES**

### **1.0 Admissions Policy**

Admission to the school is open on a non-discriminatory basis to all students, regardless of race, creed, color, gender, religion, national origin, ethnic background, or philosophy. Students of all nationalities are welcome to apply, including those not yet fluent in the English language; however; students are required to meet the academic standards required to earn a high school diploma.

Students will not be considered for admission until the application for admission, previous school records and recommendations, and the registration fee have been submitted.

Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counselor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at the school

Students are required to have the following immunizations to allow admission to the school.

- DTAP (for diphtheria, tetanus and pertussis)
- MMR (for measles, mumps, and rubella)

- Polio
- Hepatitis A
- Hepatitis B
- Typhoid
- Meningo A&C or Meningo ACWY (for meningitis)
- Varicella (chicken pox)
- Yellow Fever
- HIB
- Annual tuberculosis screening is strongly recommended (except for those who had a BCG shot)

Final admission decisions are at the discretion of the Director, in collaboration with the Counselor. Students will not be allowed to start school until all required documents have been submitted, including previous school records, grade reports, immunization records, and other required forms.

### **1.01 Students Transferring from Other Schools**

All students transferring from other schools must provide accurate school records at the time of admission. Grade reports and/or transcripts must be translated into English. The school reserves the right to deny admission of students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of registration will be denied enrolment and/or continuation of attendance.

### **1.02 Early Childhood and Elementary School Placement**

Children entering the Early Childhood and Elementary Programs must be the following designated ages by September 1 of the current school year:

- Pre-K 3: 3 years old by September 1
- Pre-K 4: 4 years old by September 1
- Kindergarten: 5 years old by September 1
- First Grade: 6 years old by September 1

Exceptions to the birthday cut-off dates will only be considered in the light of expert professional opinion, such as that of a qualified child psychologist. However, children who turn 3 between September 1 and January 1 may apply to attend Pre-K 3 for the second semester of the school year. Such children, if accepted, would not move to Pre-K 4 the following year but would begin Pre-K 3 again in the fall along with their age peers.

Children entering grades Pre-Kindergarten 3, Pre-Kindergarten 4, Kindergarten, and First Grade must also meet the school's School Readiness Assessment criteria. The school believes that students should progress to the next educational level based upon their individual readiness. Therefore, the decision to continue a child in their educational journey is based upon a thorough evaluation, by the classroom teacher and possibly others on our team, rather than only being based solely on the completion of an academic year. After the completion of First Grade, progression through the following years shall be automatic, unless determined otherwise through proper consultation. The final decision concerning student placement rests with the school Director.

### **1.03 New Middle and High School Students**

Students entering the school in the middle and high school (grades 6 to 12) are expected to be the appropriate age for a specific grade level, and to have successfully completed the appropriate years of schooling. Decisions regarding grade placement are based on academic achievement; teacher recommendations; years of successful schooling; age; records from previous school; placement

tests; English language proficiency; physical, social, cognitive, and emotional growth and development; consultation with parents and teachers; and the appropriateness of the school program for meeting student needs.

The school system includes Middle School - Grades 6-8 (ages 11-14), and high school - Grades 9 – 12 (ages 14-18). Middle and high school students transferring from other schools are required to provide accurate school records, in English and with a grading key, for the previous two years of schooling. Applicants for grades 10 to 12 must also provide an official high school transcript. The school reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of application will be denied enrollment and/or continuation of attendance.

#### **1.04 Students with Limited English Proficiency**

Students entering the school with limited or no English proficiency will be considered for admission on an individual basis. Admission decisions will be determined by the Director, in collaboration with the Counselor, based on an admissions assessment, previous school records, English language proficiency, and the appropriateness of our program for meeting student needs.

Children in the Early Childhood Program (Pre-Kindergarten, and Kindergarten) with limited or no English skills receive no formal English Language Learners (ELL) instruction, as the natural ability of children to learn language through classroom games and activities is promoted within the regular classroom. For grades 1 through 10, ELL support classes are supplemental to the regular program of instruction for an additional fee. The need for ELL services shall be determined through placement tests indicating levels of reading, writing, and spoken English.

High school students may receive up to two English credits for ELL courses; however, students must successfully complete at least two years of regular English to receive a high school diploma. It is expected that high school students in Grades 11 and 12 are proficient in English and can attend regular classes with minimal ELL support. Grade 9 and 10 ELL courses are designed to follow regular English curriculum requirements as closely as possible. ELL students may be advised to employ a tutor outside of school hours. Unless under exceptional circumstances, high school students with limited or no English proficiency should enroll by Grade 9 to successfully complete coursework required to meet graduation requirements. English mastery is essential to successfully meet the academic standards to earn a high school diploma.

#### **1.05 Students with Learning Support Needs**

The Learning Support Program is offered for students with specific learning or other difficulties and is coordinated by the learning support specialist. Services offered include consultation with classroom teachers; classroom modifications and accommodations, monitoring of student progress, co-teaching in the regular classroom, and learning support classes consisting of 1-2 periods per day.

The Student Support Team (SST) develops an Individual Learning Plan (ILP) for eligible students enrolled in learning support class. The ILP details appropriate goals and services to be provided and is reviewed annually to evaluate progress, determine needs, and establish future goals. The Learning Support Program is an extra service and may be subject to an additional annual fee. Please refer to the Tuition and Fee Schedule available for further information.

New students with learning or other difficulties are considered for admission if they can achieve primarily in the regular classroom with minimal support. The director and counselor, in collaboration with the Student Support Team (SST), maintain discretionary authority for determining the admission of students based on previous school records, evaluation reports, and the extent to which student needs can be met within the school's resources.

Students experiencing learning and/or other difficulties, who have not been formally evaluated, may also receive services on an individual basis, pending availability of resources and the needs of the student. For additional information and guidelines concerning procedures and services for students with learning and/or other difficulties, please contact the coordinator of the Learning Support Program.

### **1.1 Membership in the Association (refer to Board policy)**

## **2.0 Students' Rights, Responsibilities and Behavior**

### **2.1 Students' Rights and Responsibilities Policy**

#### **Beliefs**

1. All individuals have the right to be treated with dignity and respect.
2. All individuals have a right to work in a safe, caring and productive environment.
3. All stakeholders have a responsibility to support the school in its efforts to maintain a safe, caring and productive environment.
4. All individuals should care for and respect the propriety of personal and school property.
5. The establishment of high standards and expectations of all individuals creates a culture where all students are encouraged to discover and attain their potential.

#### **Standards**

1. All members of the school community will interrelate safely and with care to protect individual dignity and integrity.
2. All school students and employees will work towards the mutual benefit of self and others.
3. All students will honor the expectation of meeting high but achievable academic standards, and respect and support the efforts of colleagues to excel.
4. All members of the school community will respect and care for the good condition of school facilities, equipment and materials.
5. All students will engage deeply in their learning, including respecting the honor code and ensuring that all work submitted is their own.

#### **Guidelines**

1. This policy should be read in conjunction with the Student Behavior Management Policy and procedures.
2. Designated teachers will communicate these standards to students at the beginning of each academic year and use them as a basis for collaboratively developing class-based rules and expectations.
3. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.
4. Parent advocacy for students is welcomed and valued.
5. Any breach of the standards will trigger the implementation of The school's behavior management policy and procedure.

## 2.2 Student Behavior Management Policy

### Beliefs

1. The core business of a school is the assurance of optimal student learning.
2. For optimal learning to occur, students need to feel safe, engaged, supported and valued.
3. Behaviours that disrupt learning should be addressed quickly, systematically and consistently.
4. Behavioural standards and guidelines should encourage personal responsibility for behaviour and a resolve to comply or improve.
5. Behavioural standards for students should be developmentally appropriate, achievable and understood.
6. Behavioural standards should be obvious, reasonable and articulated through signage, publications and corrective transactions.
7. Students should actively participate in the explicit determination of how behavioural standards apply to each class or academic program.
8. Expected social graces and skills should be explicitly taught.
9. Consequences for unacceptable behaviour should be learning focused and addressed through a combination of positive discipline and restorative justice approaches.
10. Consequences for unacceptable behaviour should avoid eroding a student's sense of self-worth.
11. Safeguards need to be in place to protect the dignity of all individuals, including victims and perpetrators of unacceptable behaviour.

### Standards

1. All students will be safe and respectful to self and others in their demeanour and behaviour.
2. All students will diligently apply themselves to learning tasks without uninvited interference in the work of others.
3. All students will care for the need of others to work, be included, supported and valued.
4. All students will comply with school acceptable-use agreements.
5. All students will respect and honor the propriety of personal and school property.
6. All students will take good care of personal and school property.
7. All students will explicitly avoid using the following behaviours.
  - a. Offering unwelcome sexual advances or other offensive conduct of a sexual nature
  - b. Taking photographs of others without the express permission of the other and, in the case of a fellow student, the supervising adult
  - c. The unauthorised possession and/or use of weapons, alcohol or tobacco
  - d. The possession or use of illegal substances.
8. The Positive Discipline approach will be the predominant approach to managing unacceptable student behaviours, with the inclusion of a Restorative Justice approach to the extent appropriate.
9. Consequences for unacceptable behaviour will be applied promptly, fairly and consistently with a focus on learning, reparation and improvement.
10. Teachers will explicitly teach and model the social graces and skills expected of students in their classes.

### Guidelines

1. The school Director or Principal is ultimately responsible for the management of student behaviour.
2. Through the school Director or Principal's delegation, the supervising adult is initially responsible for monitoring and managing the behaviour of students in her or his immediate care.

3. Any breach of the school's behavioural standards and guidelines will invoke the application of the Behaviour Management Procedure.
4. Designated teachers will communicate behavioural standards to students at the beginning of each academic year and use them as a basis for collaboratively developing class-based rules and expectations.
5. All faculty and staff members will consistently model behavioural standards to students.
6. Throughout the academic year, teachers will explicitly state, model, coach, monitor and correct the social graces and skills expected of students, such as greeting conventions, taking turns and fair play.
7. Opportunities for students to reflect upon and improve their behaviour should be provided as part of any consequences applied.
8. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.
9. Parent advocacy for students is welcomed and valued.

#### **Bases of discretion**

In the event of extraordinary circumstances, the school Director or Principal may, at her or his discretion, modify any aspect of this policy. Upon doing so, the Director or Principal shall record and communicate the nature and rationale of the modified response to the affected stakeholders.

## **2.3 Student bullying and/or harassment policy**

#### **Beliefs**

1. The bullying and/or harassment of students has a negative effect on the educational environment of the school. Students who are bullied, intimidated or fearful of other students cannot take full advantage of the educational opportunities.
2. **Bullying and/or harassment** is an uninvited verbal, written or physical conduct directed at a student by another student(s) that has the intent and effect of:
  - a. Physically harming a student (e.g., hitting, kicking, spitting, pushing, and invading one's personal space in an aggressive manner)
  - b. Damaging, extorting or taking a student's personal property
  - c. Placing a student in reasonable fear of physical harm
  - d. Placing a student in emotional unrest by spreading rumours, manipulating social relationships or environment, engaging in social exclusion, extortion, intimidation, and ridicule
  - e. Discriminating against or marginalizing because of ethnicity, colour, disability, gender or sexual preference
  - f. Cyber-bullying: forms of verbal and psychological bullying that occur on the Internet through such social networking applications as e-mail, instant messaging, or personal profile web sites (such as Instagram)
  - g. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities
  - h. Creating verbal statements or written remarks that are taunting, malicious, threatening or sexual

#### **Standards**

1. Bullying and/or harassment of a student by another student is strictly prohibited on school property, on school buses, and at school-sponsored events and/or activities, whether occurring on or off campus.

2. The school will conduct an annual bullying and/or harassment education program to provide definitions, inform students of their associated rights and responsibilities, and inform students of the consequences of bullying and/or harassing other students.
3. The school will conduct an annual bullying and harassment survey to determine the extent of such abuse and any necessary intervention and/or support actions that need to be instigated.

### **Guidelines**

1. This policy should be read in conjunction with the Community Relations Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, Student Morale policy and relevant School Board policies.
2. Consequences for students who are found to have bullied others may include counseling, parent conference, detention, suspension, expulsion, and/or exclusion from school-sponsored activities.
3. Depending upon the severity of a particular situation, the Director may also take appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved, reporting incidents to law enforcement bodies, if appropriate, and the implementation of a safety plan and/or supervision plan with parents.

## **2.4 Student Engagement and Support Policy**

### **Beliefs**

1. Students should be able to influence decisions that impact on their quality of school life.
2. Students should be supported and empowered to optimally succeed academically.
3. Students should have access to appropriate forums, activities and events that provide a sense of affiliation with the school.
4. Within the limits and constraints of its policies and financial, people and resource capabilities, the school should be inclusive of all students, regardless of their cognitive, physical, social and emotional abilities.

### **Standards**

1. Students will have access to open, developmentally appropriate forums to share concerns respectfully and offer suggestions for school improvement.
2. The school administration team will ensure that every student has the opportunity, support, and adequate resources within the approved budget to optimally succeed academically.
3. The school administration team will ensure the establishment of appropriate student forums, activities and events that provide a sense of affiliation with the school. These may include such forums as a student council and student alumni organisation, along with an extra-curricular activities program and student-led activities.
4. The school administration team will establish and communicate to parents and/or guardians the maximum number of hours per month of support services (such as Learning Support and/or English Language Learners) available to each student without associated fees being levied.
5. The school administration team will communicate to parents and/or guardians that, if services above the maximum number of hours per month (as determined by the Director) are deemed necessary and expressly allowed by the Director, The school will charge fair and appropriate fees for such services.
6. The school administration team will ensure that each student, whose admission to the next division or grade level is in question, has a documented student action plan. This plan shall be regularly reviewed (at a minimum annually), and be the result of a clear, documented, and consultative process with parents and/or guardians and, where appropriate, the student.

7. The school administration team will communicate the criteria, procedures and processes for exiting a student, including, but not limited to, documentation and information dissemination protocols.
8. The school administration team will protect student privacy and dignity by ensuring appropriate student information and records, including medical information, are collected, stored, and disseminated in a secure fashion, and that only appropriate access to that information, as defined by the Director, is allowed.

### **Guidelines**

This policy should be read in conjunction with the Student-led Activities and Events policy and the Extracurricular Activities policy.

## **2.5 Student Morale Policy**

### **Beliefs**

1. Optimal student learning is significantly supported by institutionalising programs and approaches that promote the three main impacts on high morale: a sense of influence, a sense of achievement, and a sense of affiliation.
2. The senses of influence, achievement and affiliation are optimised by empowering students to have increasing control over their learning.
3. The senses of influence, achievement and affiliation are optimised by equipping students with social competency skills, including collaboration and interdependence.
4. The senses of influence, achievement and affiliation are optimised by providing a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.
5. The senses of influence, achievement and affiliation are optimised by high and achievable expectations of performance in all aspects of school life.

### **Standards**

1. The school shall introduce and maintain formal non-academic programs that specifically focus on supporting high morale.
2. The school shall implement approaches to organisation and learning that optimise the three aspects of high morale.
3. The school shall embed opportunities for collaboration and interdependence into its approaches to learning and explicitly teach the necessary skills for students to succeed as team leaders and members.
4. The school will provide a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.

### **Guidelines**

1. Formal non-academic programs may include the creation of positions of responsibility and leadership for students, student association and student council forums, community development programs and entrepreneurial enterprises.
2. Students should be encouraged to actively contribute to the school ethos through student-initiated activities, compatible with school values.
3. Celebration and acknowledgment of effort and success should permeate the school's culture.
4. This policy should be read in conjunction with the codes of conduct, behaviour management policy and dress code.



### 3.0 Student Health and Safety Policy

#### Beliefs

1. Parents and guardians have the prime responsibility to ensure that their children present to school in optimal learning condition.
2. In the absence of parents, the school's faculty and staff members have a duty to act as prime care givers to the students during regular school hours and during specified school-sponsored events. This includes care of each student's physical, social and emotional wellbeing.
3. For optimal learning to occur, students should be in a prime state of learning readiness. Such readiness includes the minimisation of risk of harm to physical, social and emotional wellbeing.
4. To optimize student safety and security, proactive and reactive plans should be in place to control the effect of unexpected, critical events.

#### Standards

1. Faculty and staff members shall always show due diligence with the proper care of students during school hours and during school-sponsored events.
2. Parents and guardians shall communicate to the school administration any student medication and/or medical treatment plans that are necessary to maintain their child at school.
3. The school shall provide a full-time qualified nurse to attend to minor injuries and illnesses.
4. The school shall maintain a secure and comprehensive database of student health information to gather and process information on patterns of disease and injury to identify areas for further investigation and remediation.
5. The school shall maintain a plan for infectious disease management that reflects international best practices, including, but not limited to, student and staff immunization protocols and recommendations.
6. The school shall ensure qualified supervision of, and appropriate student training for participation in any high-risk activities, including but not limited to those involving water, ropes, physical contact, hiking, or tackling.
7. The school shall ensure that the parents and/or guardians of students participating in such activities are aware of the risks and The school's mitigating strategies for those risks and have signed a statement waiving any claims for damages or claims of negligence against the school.
8. The school shall designate a Health and Safety Officer to oversee the quality assurance of health and safety provision throughout the school premises and at school-sponsored events.
9. The school shall employ, train and retain an adequate provision of security personnel to minimize the possible threat of intruders with malintent and/or terrorist activity.
10. The school shall periodically train its bus drivers in strategies to minimize risks of harm to student physical, social and emotional wellbeing whilst transported on school buses.
11. School buses shall be always maintained in full roadworthy condition, including the provision and safe condition of a seat belt for each seat.
12. Formal planned safety and hygiene inspections of the school facilities, infrastructure and major equipment shall be conducted at least once each semester.
13. Using the appropriate procedures, faculty and staff members shall promptly report any risk factor that may potentially cause harm to student physical, social or emotional wellbeing.
14. The school shall maintain and annually review an Emergency Procedures Manual, detailing the appropriate response to each critical event that may potentially occur.
15. The school will maintain a Health & Safety calendar detailing the dates and frequency of each drill and planned inspection.

## Guidelines

1. This policy should be read in conjunction with the Emergency Procedures Manual and the Student Rights and Responsibilities policy.
2. At a minimum, the health and safety committee will develop a calendar of planned inspections and will identify the appropriate personnel or outside inspectors to carry out this work for the following:
  - a. Kitchens
  - b. Bathrooms
  - c. Water supply/dispensers
  - d. Electrical Systems
  - e. School buses and school vehicles
  - f. Recreational facilities (such as playground equipment, pool, and tennis courts).
3. The health and safety committee will develop checklists for each of those areas to use in ensuring the establishment of appropriate standards.
4. The health and safety committee will ensure that sufficient drills are included in the annual calendar; two in first quarter, one in the third for the entire school and with training for faculty and staff during orientation. The health and safety committee will meet after each drill to debrief to evaluate the effectiveness of the process and to recommend improvements.

## 4.0 Curriculum and Instruction Policy

### Student learning policy

#### Beliefs

1. Learning occurs when learners
  - build on their prior knowledge and actively engage in experiences that help them construct new understandings
  - receive support that nurtures emerging skills and abilities within the zone of proximal development
  - receive correctional guidance, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage
2. Learning is significantly enhanced when learners understand how to learn, including how to
  - employ specific strategies to set goals
  - monitor and evaluate their own performance and development.
  - employ self-regulation strategies
  - acquire techniques, skills and strategies that further improve the quality, value or extent of a learning quest
  - independently identify and access their resource needs
  - gain synergies through collaborative social alliances
3. Developing effective learners requires approaches that support them to manage their own learning.
4. Learners should have access to a high-quality, comprehensive curriculum, education resources and learning support.
5. Learners should be supported by high quality educators.
6. Educators should ensure that approaches to learning fully engage learners and enhance their ability to remain highly competent lifelong learners.

#### Standards

1. The school's curriculum will be comprehensive and progressive in its provision of competencies and coverage of learning domains.

2. The school's curriculum will complement the requirements of the school's accrediting organisations.
3. Instruction and assessment will be in accordance with the standards set by the school's accrediting organisations.
4. Educators will ensure that approaches to learning
  - build on the prior knowledge of learners and actively engage them in experiences that help them construct new understandings
  - provide support that nurtures emerging skills and abilities within the zone of proximal development
  - provide correctional guidance to learners, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage
  - fully engage students and enhance their ability to remain highly competent lifelong learners
  - focus strongly on the provision of metacognitive strategies
  - provide techniques, skills and strategies that further improve the quality, value or extent of learning quests
5. Educators will ensure that, to the extent possible, they are abreast of current best practices in teaching and learning.
6. The school administration team will ensure that there are school-wide agreements regarding student assessment.
7. Educators shall ensure that students are well-informed of approaches to assessment.
8. The school administration team will establish, maintain and implement a rigorous, comprehensive standards-based performance and appraisal policy and procedure for all educators, inclusive of a professional growth plan.
9. The school administration team will maintain a curriculum review cycle for the continuous evaluation and improvement of curriculum quality.
10. The school will include the use of computerised information and communication technology as an appropriate tool for learning in accordance with acceptable use procedures.
11. The school will maintain systems that ensure that education resources are of an internationally acceptable standard.
12. The school administration team will ensure that the minimum number of student-contact days is 175 for each academic year.

#### **Guidelines**

1. This policy should be read in conjunction with the Student Rights and Responsibilities policy and Educator Appraisal policy.

### **4.1 Homework Policy**

#### **Beliefs**

1. In the light of developmental readiness, homework should only be assigned to students as an assessment task from Grade 5 onwards.
2. Homework for younger students should be assigned based on identified needs, associated with the improvement of explicit skills and knowledge.
3. Homework tasks should be appropriate for each student, follow SMART (specific, measurable, achievable, relevant, and timely) principles, and be linked to the classroom program.
4. Clear communication of expectations, the monitoring of completion, and the provision of corrective feedback greatly increase the effect of homework on student learning.

5. Appropriate homework strengthens the home-school link, with parents playing a supportive encouragement role, leading to a deeper understanding of their children's development.
6. The extent of homework should provide sufficient time for a student's extra-curricular social and recreational needs.
7. In older students, homework provides an opportunity for students to practise time management skills.

### **Standards**

1. Homework will only be assigned to students as an assessment task from Grade 5 onwards.
2. Homework will only be assigned to students in Grades 1 to 4 if the work is based on identified student needs, has explicit instructions and is associated with the improvement of stated skills and knowledge.
3. Homework assignments will be specific, measurable, achievable, relevant, and timely (SMART), and linked to classwork.
4. Teachers will clearly communicate homework expectations, monitor completion, and provide students with corrective feedback.
5. Teachers will collectively consider appropriate time expectations for homework, considering the social and recreational needs of students and their families.

### **Guidelines**

1. It is expected that families will provide appropriate resources and a supportive environment to optimise homework completion.
2. The school will provide an after-school homework club for students needing extra support or from home environments that render homework difficult to complete.
3. Homework will be checked by teachers, returned to students in a timely fashion and used to provide corrective feedback for each student.
4. Students are expected to maintain a homework record in a format that is appropriate to their developmental level. This will be kept in each student work portfolio.

## **5.0 Co/Extra-Curricular Programs**

### **5.1 Extracurricular Activities and Events Policy**

#### **Beliefs**

1. To support the school mission to empower students to become responsible and compassionate global citizens through an enriched curriculum, students need access to activities and events that further extend the experiences, skills and knowledge gained through regular academic programs.
2. Extracurricular activities allow further opportunities for leadership, collaboration, and social interdependence.
3. Extracurricular activities offer further opportunities for students to excel.
4. An extracurricular activities and events program helps strengthen the cultural cohesion of the school and its community.
5. An extracurricular activities and events program engenders interest in the school and enhances the school's reputation as an institution of excellence.
6. High expectations of student decorum and behavior pervade all school programs.
7. The combination of professionalism, experience, personal interests, abilities, expertise, and intellect renders teachers as preferred providers of extracurricular activities.

**Standards**

1. For certain periods throughout the academic year, all students shall have access to extracurricular activities and events offered at no additional fee.
2. All extracurricular activities and events shall be relevant to and add value to the school mission and vision.
3. All extracurricular activities and events shall be scheduled in consultation with the calendar committee.
4. All extracurricular activities and events shall be approved by the Athletic Director and Dean of Students prior to implementation.
5. The Athletic Director and Dean of Students shall work in consultation with the Recreation Centre manager to ensure a coordinated use of school facilities and resources.
6. Designated teachers shall lead, coach, manage and/or support such extracurricular activities as activities, sports, clubs, service-learning projects, dances, performances, field trips, and community events.
7. All faculty members are contractually obliged to participate in extracurricular activities and events. The minimum expectation for each faculty member is as follows:
  - a. Elementary teachers: 24 hours per year, working directly with students in an afterschool or weekend activity.
  - b. Secondary teachers: 40 hours per year, working directly with students in an afterschool, evening, or weekend activity.
8. Stipends will be allocated for certain clubs, activities and coaching duties that extend beyond this expectation. The Athletic Director will communicate the allocation of stipends at the beginning of each school year.
9. All school policies and procedures in relation to staff, faculty and student conduct and decorum shall apply to extracurricular activities and events.
10. Student safety, dignity, security and confidentiality will be always assured.

**Guidelines**

1. It is expected that an attractive range of extracurricular activities and events will be offered to students each academic year.
2. It is expected that students will be encouraged to participate in extracurricular activities and events.
3. Teachers are encouraged to proactively initiate activities and/or events that suit their interests and abilities.
4. As much as possible, equity in the time commitment of teachers shall be assured by the Athletic Director and Dean of Students.
5. The school administration team will ensure that co- and extra-curricular activities are adequately resourced to optimize student participation.
6. The school administration team will ensure that, where contractors, parents or volunteers are used to support a co- or extra-curricular program, those people are informed and held accountable for their obligations under the Community Relations Policy.
7. The school will charge activity fees, where appropriate and reasonable, to defray the cost of external contractors, travel, rental of facilities or other costs associated with the activity.

**5.2 Student-led Initiatives and Events Policy: Non-academic****Beliefs**

1. Students should be empowered to determine, plan, resource, implement and lead initiatives and events appropriate to the needs of identified programs.

2. As much as possible, student-led initiatives and events should be implemented through forums such as Student Council (StuCo), National Honour Society (NHS) and National Junior Honor Society (NJHS).
3. Student-led initiatives and events should be guided by SMART principles (Specific, Measurable, Achievable, Relevant, and Timely).
4. Designated teachers should support such student initiatives by explicitly providing the necessary skills, strategies, forums, monitoring, advice and supervision to ensure optimal success.
5. In particular, designated teachers should teach students the skills necessary for the design and use of action plans, meeting protocols, networking, reflection and communications.
6. Non-academic student-led initiatives and events should be scheduled to cause minimal impact on The school academic programs and resources.

### **Standards**

1. Student-led initiative and events shall be relevant to and add value to the school mission and vision.
2. Student-led initiatives and events shall be relevant to and support the constitutional intent of StuCo, NHS or NJHS.
3. Student-led initiatives and events shall be closely supported, monitored and supervised by designated teachers.
4. Designated teachers shall explicitly teach the skills necessary for effective leadership and the design and use of action plans, meeting protocols, networking, reflection and communications.
5. Student-led initiatives and events shall be scheduled in consultation with the calendar committee.
6. An elementary teacher shall be designated as a student liaison person to represent and coordinate the needs of MS/HS student-led initiatives and events at the elementary level.
7. Student safety, dignity, security and confidentiality will be always assured.

### **Guidelines**

1. It is expected that non-academic student-led initiatives and events will have a minimum impact on the regular academic programs and resources of the school.
2. It is expected that school-wide communications pertaining to student-led initiatives and events shall be carefully planned, rehearsed and implemented in accord with a teacher-supervised checklist.

## **C. HUMAN RESOURCES POLICIES**

### **1.0 Human Resources Global Policy**

#### **Beliefs**

1. The sound management of human resource provision fundamentally impacts on the quality of the school's culture, effectiveness and thrival.
2. The Labor Law of [insert country] should be the basis of all contractual employment agreements.
3. All recruitment decisions should be made in the light of criteria that strongly align with the school's mission and vision.

4. The school should adhere to equal employment opportunity practices that do not discriminate based on age, gender, religion, race, creed, color, disability, national origin, or marital status.

#### **Standards**

1. The recruitment, retention, professional development, supervision, evaluation and termination of employees shall be managed such that student learning is optimized in line with the school mission and vision.
2. The Director shall be open and transparent in her or his employment practices.
3. The school administration team will adhere to and enforce all applicable [insert country] employment and labor laws, as well as Board policies.
4. Employees, through virtue of their contract of employment, have all legal rights and must comply with the labor laws of [insert country] and the school's Human Resources policies, regulations, procedures and/or protocols.
5. The school administration team will create, communicate and enforce Human Resources regulations, procedures and/or protocols that are aligned with Board policies.
6. The school administration team will enforce equal employment opportunity practices that do not discriminate based on age, gender, religion, race, creed, color, disability, national origin, or marital status.
7. Employees, who have exceeded the [insert country] mandatory retirement age, must pass a fitness for service evaluation to retain employment.

#### **Guidelines**

1. This policy should be read in conjunction with the relevant Human Resources procedures.

### **1.1 Recruitment and Retention (refer to Board policy)**

### **1.2 Employee Rights and Responsibilities Policy**

#### **Beliefs**

1. All employees have the right to be treated with dignity and respect.
2. All employees have a right to work in a safe, caring and productive environment.
3. All employees have a responsibility to support the school in its efforts to maintain a safe, caring and productive environment.
4. All employees have a right and responsibility to achieve.
5. All employees should be acknowledged for achievement.
6. All employees should care for and respect the propriety of personal and school property.
7. All employees should have access to information pertaining to their rights and responsibilities.
8. Open and participative forums should be established so that employees may respectfully share their concerns and offer suggestions on school improvement and/or on issues that affect their employment rights.

#### **Standards**

1. All members of the school community will interrelate safely and with care to protect individual dignity and integrity.
2. All school employees will work towards the mutual benefit of self and others.
3. All employees will honor the expectation of meeting high but achievable work standards, and respect and support the efforts of colleagues to excel.
4. All employees will respect and care for the good condition of school facilities, equipment and materials.

5. The school will acknowledge commendable achievement through the supervision and evaluation process and by other formal means.
6. The school leadership team will establish open and participatory forums for employees to regularly share concerns, offer suggestions on school improvement, and come to agreements about appropriate actions, responsibilities and timelines.
7. The school leadership team will establish forums that allow employees to air and resolve issues that affect their employment rights.

### **Guidelines**

1. This policy should be read in conjunction with the Code of Conduct, Code of Ethics (teachers), Supervision and Evaluation policy, Professional Development Policy and Community Relations – Internal policy.
2. The school leadership team will communicate these standards to employees at the beginning of each academic year.
3. This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.

## **1.2.1 Code of Ethics – Teachers**

### **Beliefs**

1. Teaching is a profession and, as such, requires a professional code of ethics.
2. Teachers should show care for students through positive influence, sound professional judgement and empathy in practice.
3. Teachers should exercise honesty, reliability and moral action through their professional commitments, responsibilities and actions.
4. Teachers should uphold human dignity and promote equality and emotional and cognitive development.
5. Teachers should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.
6. Teachers' relationships with students, colleagues, parents, school management and the public should be based on goodwill, fairness, openness and honesty.

### **Standards**

#### **1. Professional Values and Relationships**

Teachers will:

- a. be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- b. acknowledge and respect the uniqueness, individuality and specific needs of students and promote their holistic development
- c. be committed to equality and inclusion and to respecting and accommodating diversity, including those differences arising from gender, civil status, family status, religion, age, disability, race, ethnicity and socio-economic status.
- d. seek to develop positive relationships with students, colleagues, parents, school management and others in The school community, characterised by professional integrity and judgement
- e. work to establish and maintain a culture of mutual trust and respect in the school

#### **2. Professional Integrity**

Teachers will:



- a. act with honesty and integrity in all aspects of their work
- b. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- c. represent themselves, their professional status, qualifications and experience honestly
- d. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students

### **3. Professional Conduct**

Teachers will:

- a. uphold the reputation and standing of the profession
- b. take all reasonable steps in relation to the care of students under their supervision, to ensure their safety and welfare
- c. work within the framework of relevant policies and regulations
- d. comply with national and school policies, procedures and guidelines which aim to promote student education, student welfare and child protection
- e. report, where appropriate, incidents or matters which impact on student safety and welfare
- f. communicate effectively with students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- g. ensure that any communication with students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- h. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials or images in electronic or other format
- i. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials or images in electronic or other format
- j. ensure that they do not practise while under the influence of any substance which impairs their fitness to teach

### **4. Professional Practice**

Teachers will:

- a. enhance specific competencies through professional growth and actively participate in the Teacher Appraisal and Professional Development Process
- b. maintain high standards of practice in relation to student learning, planning, monitoring, assessing, evaluating, reporting and providing feedback
- c. balance their professional responsibilities and refrain from outside work, including paid tutoring, that detracts from their commitment to the school
- d. communicate regularly and effectively with parents and involve them, whenever possible, in student learning
- e. apply their knowledge and experience in facilitating students' holistic development
- f. plan and communicate clear, challenging and achievable expectations for students
- g. create a physical environment that supports positive social interactions and engages all students in purposeful learning activities

- h. design and maintain safe learning environments in which students are treated fairly and respectfully and assume responsibility for themselves and one another
- i. use instructional time effectively and implement procedures and routines that encourage students to participate in decision-making and to work independently and collaboratively
- j. ensure that expectations for student behavior are clearly established, understood, consistently maintained and support student learning
- k. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students
- l. inform their professional judgement and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- m. uphold The school's Network Use Agreement
- n. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- o. act in the best interest of students

## **5. Ongoing Professional Learning**

Teachers will:

- a. actively maintain their professional knowledge and understanding to ensure it is current
- b. reflect on teaching and professional development while interacting with students, other educators, families, and local community members
- c. research and utilize resources, within the local and professional communities to support student learning
- d. pursue opportunities to develop professional knowledge and skills, and to participate in the extended professional community

## **6. Professional Collegiality and Collaboration**

Teachers will:

- a. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students
- b. work in a collaborative manner with students, parents/guardians, school management, other members of faculty and staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students
- c. engage with the planning, implementation and evaluation of curriculum at classroom and school level
- d. contribute to the school community, including the after-school program, and promote school-wide goals for improvement by working collegially with all colleagues, and provide leadership in establishing and/or achieving school goals.

### **Guidelines**

1. It is expected that all teachers will comply with the code of ethics to the best of their ability.
2. It is expected that teachers will report serious breaches of the code of ethics to the Director.
3. The school leadership team will, on an annual basis, communicate and review the school's Network Use Agreement and ensure that each faculty member signs a copy.

4. It is expected that teachers will, without compromising honesty, communicate any aspect of school business in a positive manner to the school community beyond faculty colleagues.
5. It is expected that teachers will reserve criticism and issues of concern for resolution in appropriate school-based forums.

## **1.2.2 Code of Conduct Policy**

### **Beliefs**

1. When parents, students and faculty/staff members become members of the school community, they adopt the standards of the school about how they will relate to each other and the protocols that guide interactions in the school.
2. Further to parents, students and faculty/staff members, the Code of Conduct should apply to any other person or group using any school facility, owned or leased.
3. These standards have been created in the spirit of all parties interacting with goodwill and good intentions.

### **Definitions**

1. The term parent applies to
  - a. Adults responsible for the ongoing day-to-day care and supervision of students in the home environment
  - b. Legal guardians and custodians
  - c. Relatives with temporary responsibility of care
  - d. Adult friends designated by the family as temporary caregivers
  - e. Parents who no longer reside with the children of the family.
2. The term faculty/staff member applies to any adult under the employ of the school, including casual, temporary, part time and ongoing employees. It also applies to adults working at the school voluntarily. It does not apply to delivery people, contractors or occasional tradespeople repairing or maintaining the school's facilities.

### **Standards**

1. At the school, parents, faculty/staff members, students, and other users of school facilities will be always treated with respect and courtesy, with care taken to preserve dignity and personal integrity.
2. For students, this expectation and the guidelines will be articulated in terms that are appropriate to their developmental ability level.
3. Parents, faculty/staff members and students will actively promote and support the school in the community, highlighting the school's positive attributes and reserving issues of concern for resolution through proper process.
4. Parents, faculty/staff members, students, and other users of school facilities will respect and comply with the policies of the school, as determined by the school Board and the administration body of the school.
5. Parents, faculty/staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.
6. All interactions shall have the goal of achieving outcomes mutually acceptable to the parties concerned.
7. All interactions shall be conducted in a calm and reasonable manner.
8. All interactions shall be issue-based, avoiding personal conflicts.
9. All interactions shall give due consideration to the points of view of all parties concerned.
10. An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, confidential, or in need of prolonged consideration.

11. In the event of a parent, faculty/staff member or student being dissatisfied with the way an interaction is conducted, an appointment will be made with the school Director for further discussion.
12. The school Director shall resolve conflict objectively, using an issue-based approach to broker reconciliation, taking into due consideration all points of view.
13. In the advent of unsatisfactory behaviour on the part of a student, the involved adult shall follow due process. If the involved adult is not a faculty/staff member, then they will refer the issue to the school Director.
14. In the advent of unsatisfactory performance or behaviour on the part of a faculty/staff member, the school Director shall follow due process.

### **Guidelines**

1. The school leadership team will establish and enforce clear procedures based on best practices and [insert country] law to protect employees from all forms of harassment.
2. It can be expected that substantiated complaints against a faculty/staff member may negatively influence the consideration of contract renewal.
3. It can be expected that serious breaches of this code of conduct may result in contract termination and dismissal.
4. It can be expected that, in the advent of irresolvable, inappropriate and unreasonable behaviour by a parent, the school Director may confer with the school Board to consider offering to assist the family with relocation to an alternative school.

## **1.3 Performance Appraisal Policy**

### **Beliefs**

- The maintenance of a culture of high efficacy and development is supported by each staff member reflecting on their professional performance, accessing timely, relevant and useful feedback, identifying improvement goals, implementing improvement plans, and productively engaging in communities of practice
- The maintenance of a culture of high efficacy and development is supported by each staff member improving their professional knowledge and skills by accessing relevant training and support to implement the most effective practice
- Appraisal and professional development are likely to be more effective if their goals and implementation protocols are collaboratively determined by employees and supported by the system
- An efficient and effective provision of staff professional development is enhanced if it is driven by needs clearly identified through an agreed approach

### **Standards**

- Each staff member will actively participate in the staff appraisal and development program
- The staff appraisal and development program will consist of an annual cycle of identifying improvement goals, improvement planning, support provision and progress reporting
- The procedures and protocols for implementing the staff appraisal and development program shall be developed in collaboration with representative staff members and in consultation with all staff members
- Professional improvement goals shall be specific to a particular aspect of the job, include measurable outcomes, be achievable within the constraints of available time and resources and be relevant to the current needs of the school
- Professional improvement goals will be developed from agreed criteria derived from job descriptions

- School-based professional development provision must be approved by the Principal as being relevant, grounded in reliable research, and affordable
- The school shall ensure access to the knowledge and skills needed by each staff member to implement the appraisal and development program
- The school shall allocate appropriate funding, time and resources to the staff appraisal and development program, as negotiated through the annual budget determination procedure

#### **Guidelines**

- The staff appraisal and development program will focus on reflection and growth; optimising strengths and supporting the professional growth and needs of each staff member
- An appropriate component of the annual staff professional development budget shall be assigned to individual professional development plans
- Each staff member will have an assigned appraisal overseer reporting directly to the Principal
- The role of each overseer is to guide, monitor and support individual appraisal and professional development plans to best effect
- In the absence of compliance, the appraisal process shall be referred to the Principal
- Professional improvement goals shall be annually collated to seek synergies and efficiencies in the provision of professional support and to help identify whole school improvement needs
- The Principal shall include a report of the implementation of the staff appraisal and development program in the annual report to the governing body
- The staff appraisal and development program shall be reviewed for relevance, effectiveness and efficiency as part of the ongoing program review cycle

### **1.4 Professional Development Policy**

#### **Beliefs**

1. The professional development (PD) program should closely relate to the school strategic improvement plan, approaches to teaching and learning, the faculty and staff appraisal process, and recruitment and retention needs.
2. From the school perspective, professional development is most effective when it is driven by an agreed need, of immediate relevance, delivered to teams, and demonstrable in practice.
3. Professional development is most effective if the skills and knowledge gained from it are actually used in everyday practice.
4. The professional development guidelines, procedures and budget should be openly communicated at the beginning of each academic year.
5. In the light of set criteria and in adherence to policy and guidelines, a representative professional development committee should convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.

#### **Standards**

1. The professional development guidelines, procedures and budget will be openly communicated at the beginning of each academic year.
2. A representative professional development committee will be formed at the beginning of each academic year and convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.
3. Submissions for professional development funding will be considered in the light of relevance to the following criteria, in descending priority order.
  - a. School-wide needs arising from the school strategic improvement plan
  - b. Training of new staff members or staff members in new positions requiring new skill sets

- c. Approved initiatives in approaches to teaching and learning
  - d. Common needs arising from professional improvement plans
  - e. Other team needs by submission
  - f. Individual needs arising from professional improvement plans
  - g. Other individual needs by submission
  - h. Individual needs arising from unsatisfactory performance.
4. Submissions for professional development funding will also be considered for their relative relevance to the above criteria and the ability of the learning to be readily applied in everyday practice.

#### **Guidelines**

1. This policy should be read in conjunction with the Supervision and Evaluation (Performance Appraisal) policy and procedures.
2. Because of budgetary constraints, it is uncommon for schools to be able to fund all faculty and staff needs for professional development.
3. It is valuable for faculty and staff members attending professional development sessions to formally pass on their learning to their school-based colleagues and, where appropriate, this is an expectation.
4. Occasionally, unexpected opportunities for professional development arise and decisions need to be made about the reallocation of available funds for faculty or staff members to attend. The Director has the discretionary power to reallocate such funds as deemed necessary.

## **1.5 Compensation and Benefits Global Policy**

### **Beliefs**

1. Employee compensation and benefits should directly relate to and be consistent with qualifications, experience and levels of responsibility.
2. The employee compensation and benefits structure should be in line with market conditions, available resources, and the approved budget.
3. The employee compensation and benefits structure should be transparent and readily accessible by all employees.

### **Standards**

1. The school leadership team will maintain a competitive, fair and transparent employee compensation and benefits structure in line with market conditions, available resources, and the approved budget.
2. All regulations, procedures and/or protocols pertaining to their compensation and benefits will be communicated clearly in writing to all employees, including, but not limited to, health care, pension, leave of absence, work schedules, and workload.

### **Guidelines**

1. This policy should be read in conjunction with the Leave of Absence policy and Renewals, Non-Renewal or Termination of Contract policy.

### **1.5.1 Leave of Absence Policy - Faculty**

#### **Beliefs**

1. The school must comply with the [insert country] laws of the land, including the requirements of Labor Law.
2. All faculty members are entitled to leave of absence for recreation purposes, sickness, maternity and paternity following the birth of their child, administrative purposes, compassionate or bereavement purposes related to an immediate family member.
3. All faculty members are entitled to leave of absence during officially declared national holidays, with no loss of pay or charges to other leave entitlements.
4. The Director should have discretionary powers to grant leave of absence to faculty members for pressing personal reasons.
5. The school Board should have the power to grant leave of absence to faculty members in emergency situations, such as a forced evacuation of either the school, [insert city] or [insert country].

#### **Standards**

1. The [insert country] Labor Law shall be the minimum standard governing the right of faculty members to leave of absence from work.
2. The school's working year for faculty members consists of 190 workdays, including up to 180 days of student contact days and 10 administrative and/or in-service professional development days.
3. Annual recreation leave shall be taken outside the assigned working year of 190 days.
4. Leave of absence for sickness will accrue at the rate of one day per month of contract up to a maximum of 10 days per year. Any unused balance will be carried over to subsequent years to a maximum accrual of 40 days. For absences caused by illness that extend beyond three consecutive workdays, an acceptable doctor's certificate must be submitted to the Director. Faculty members will not be compensated for any unused sick leave entitlements.
5. Maternity and paternity entitlements for leave of absence shall be in compliance with [insert country] law and apply only to the birth of the faculty member's new-born child.
6. At the discretion of the Director, each faculty member may be granted up to two days per year of leave of absence with pay for administrative purposes. These cannot be taken immediately adjacent to the seasonal holiday periods (fall, winter, spring and summer).
7. Each faculty member is entitled to up to 10 working days leave of absence per year for compassionate or bereavement purposes for each death or life-threatening illness of an immediate family member. Compassionate leave may only be taken one time for a particular family member.
8. An immediate family member is defined as either the legal parent, spouse, sibling or child of a faculty member or faculty member's spouse.
9. At the discretion of the Director, approved leave of absence without pay may be granted to a faculty member. Unpaid leave taken without approval shall be considered a breach of contract and the faculty member may face dismissal.
10. On official advice from the [insert embassy], The school Board shall approve leave of absence to all faculty members in the event of a forced evacuation of either the school, [insert city] or [insert country].

**Guidelines**

1. Compared to many other professions, faculty leave is generous. Taking this into consideration, it can be expected that leave of absence for administrative purposes will only be granted for such reasons as passport renewal, visa procurement, complex financial transactions and other family business issues. It is not intended for recreational purposes, shopping or transactions that can readily be conducted outside of normal working hours.
2. It can be expected that, given acceptable cause, approved leave of absence without pay will typically be granted for up to five working days each year. This may be extended under exceptional circumstances at the discretion of the Director.
3. It can be expected that, in the case of a forced emergency evacuation, the extent of paid leave and unpaid leave will be determined according to current School Board policy.

**1.6 Renewals, Non-Renewal or Termination of Contract Policy****Beliefs**

1. Decisions regarding contract renewal, non-renewal or termination should be based on clearly communicated criteria that are fairly and consistently applied.
2. [insert country] law, Board policy and the terms and conditions stated within employment contracts should be the basis upon which contract decisions are made.

**Standards**

1. Decisions regarding the renewal, non-renewal or termination of employment contracts will be fair, supported by documented evidence, and in line with the applicable laws of [insert country].
2. In the light of the labor laws of [insert country], contract renewal will be further subject to Board policies, employee performance appraisal outcomes, the availability of employment positions and/or the limitations of the approved budget.
3. The termination of employment contracts will be consistent with the terms and conditions stated within the co-signed contract document.
4. A contract of a non-faculty staff worker may be terminated after two failed performance evaluations or;
  - a. More than two warning letters, and
  - b. More than two suspensions due to gross misconduct.
  - c. The worker has attained the age of 60 years and performance has been judged ineffective by the Director.

**Guidelines**

1. This policy should be read in conjunction with the Compensation and Benefits global policy and the Supervision and Evaluation policy and procedures.

**D. FINANCE, RISK AND ASSET MANAGEMENT POLICIES****1.0 Global Policy****Beliefs**

1. All capital, consumable and financial assets of the school should be properly managed to ensure their optimal effectiveness and security.
2. Policies, procedures and protocols should be established to ensure that programs and systems are properly managed.



3. Lines of authority and responsibility should be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.

### **Standards**

1. All decisions affecting the resources and assets of the school shall be legal, ethical, and prudent, aligned with the mission and strategic plan, and shall avoid placing the school in financial and/or legal jeopardy.
2. All regulations, procedures, and protocols will be documented, communicated and enforced to ensure the school's students, employees, financial and physical assets are sufficiently protected.
3. Lines of authority and responsibility will be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.
4. All employees will be made aware of and adhere to the policies, regulations, procedures and protocols, and the consequences of a breach of any of the above.
5. Feedback forums, such as opinion surveys, will be established so that employee or parent identified concerns in the procedures can be heard.

### **Guidelines**

1. This policy should be read in conjunction with the policies and procedures for Strategic and Financial Planning, Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

## **2.0 Financial Planning and Resourcing Policies**

### **2.1 Strategic and Financial Planning Policy**

#### **Beliefs**

1. The main intent of a strategic plan is to ensure the long-term sustainability of the school.
2. A strategic and financial plan allows the school to anticipate, plan and resource future needs to optimal effect and minimal risk.
3. A strategic and financial plan should maintain a dual focus on improved student learning and the school's viability.
4. A strategic and financial plan should consider such aspects as revenue, expenditure, marketing, demographic trends and capital needs.
5. A strategic and financial plan should be honest, relevant and achievable in its intent.

#### **Standards**

1. An appropriate time frame will be allowed to implement the strategic and financial plan, the minimum of which shall be five years.
2. Strategies will be developed for increasing revenues from fundraising, investments, grants or other sources.
3. Marketing strategies will be developed to support enrollment targets and enhance the school's brand image.
4. An analysis of the business environment will be developed, including, but not limited to, prevailing political, economic and international employment trends that could impact the school.
5. Major capital expenditures will be planned for, including maintenance.
6. Strategies will be developed for managing foreign exchange risk.
7. Strategies will be developed for managing the school's financial reserves, consisting of both the Operating and Capital reserves, and any debt financing.

**Guidelines**

1. This policy should be read in conjunction with the policies and procedures for Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

**2.2 Annual Budget Policy****Beliefs**

1. The school's financial management should comply with the limits and expectations of a predetermined annual budget as approved by the school Board.
2. The prime focus of the school's annual budget should be improved student learning.
3. The school's approved annual budget should be created in the light of the long-term goals of the school's strategic plan and business plan.
4. The school's approved annual budget should be created in the light of anticipated revenue as reasonably indicated by projected fee-paying student enrolments.
5. All anticipated and actual revenue should be fully accounted for in the school's approved annual budget.
6. All anticipated and actual expenditure should be in compliance with the school's approved annual budget.

**Standards**

1. All anticipated and actual revenue will be fully accounted for in the school's approved annual budget.
2. All anticipated and actual expenditure will be in compliance with the school's approved annual budget.
3. The school's approved annual budget will be subjected to an annual external financial audit conducted by qualified auditors accredited by an internationally recognised, certified body.
4. The Director shall include in her or his budget presentation to the school Board:
  - a. A clearly articulated rationale for tuition and fee schedules, based on regional trends, market analysis, and projected expenditures for the year.
  - b. A clearly articulated rationale for specific salary and benefit increases, based on regional and international trends, market analysis, and staff recruitment and retention strategies.

**Guidelines**

1. This policy should be read in conjunction with the Strategic and Financial Planning policy, Asset Management policy, Financial Accounting Systems policy, Procurement policy, and Investment Portfolio policy.

**2.3 Budget Expenditures (refer to Board policy)****2.4 Fundraising (refer to Board policy)****3.0 Financial Accountability, Performance and Reporting****3.1 Financial Accounting Systems Policy****Beliefs**

1. The financial accounting framework of the school shall be that deemed by the [insert accreditation authority] as applied in [insert country].
2. The school should work within an agreed budget, undertake full financial planning and ensure the safe keeping of all assets.
3. There must be a separation of those responsibilities or duties which, if combined, would enable one person to record and process a complete transaction.

4. If duties of responsibilities are separated, the scope for errors and oversights and deliberate manipulation or abuse is significantly reduced.

### **Standards**

1. The Director will ensure that staff members are competent, properly trained and qualified for the tasks they are required to perform.
2. Proper and realistic estimates of expected income and expenditure shall be made for each financial year and reviewed monthly.
3. Annual approval of all budgets and accounts shall be done by the school Board.
4. All expenditure and investment of funds shall be properly authorised and documented.
5. Only people authorised by the school Board may sign cheques. Each cheque will require two authorised signatures and there will be four signatories authorised to sign. Cheques made payable to a nominated signatory shall not be signed by that person.
6. The school shall ensure the proper safekeeping and good order of land, buildings, vehicles, fixtures and fittings, and equipment.

### **Guidelines**

#### **1. Income**

- a. All incoming cheques and cash need to be recorded immediately and entries verified by someone other than the person who has made the entry.

##### **1.1 Fundraising**

- a. Records must be maintained for each fundraising event, in sufficient detail to identify gross receipts, how they have arisen, and all costs incurred.
- b. For all events for which there is ticket income or gate money:
  - All tickets shall be pre-numbered;
  - A record shall be kept of all persons who have been issued with tickets to sell, and which ticket numbers have been allocated to each;
  - A record shall be kept of which tickets have been sold;
  - A reconciliation shall be made of receipts against tickets sold.

##### **1.2 Banking & Custody**

- a. Incoming receipts shall be banked daily.
- b. All cash over a designated amount by the school Board shall be banked. Amounts below the designated amount shall be kept in a locked cash box.
- c. Cash or cheques must be placed in a safe or locked cash box if they cannot be banked on the day of receipt. The keys to any safe or cash box shall be held by a nominated officer and signed for whenever they are used.
- d. All incoming money must be banked gross with no amounts being held back for petty cash.

#### **2. Purchases**

- a. Invoices received shall be checked against orders made.
- b. Records shall be kept of orders placed but not yet carried out.
- c. The quality and quantity of goods supplied shall be inspected to ensure they correspond with orders placed and those invoiced for. Services supplied shall be similarly checked.
- d. Regular stock taking shall be undertaken.

#### **3. Payments**

- a. Instruments of payment, such as cheque books, bank books, shall be kept in safe custody, with access limited to authorised persons.
- b. The preparation of documentation for authorisation shall be undertaken by someone other than the persons authorising the payment.
- c. Purchase Orders may only be placed by authorised persons.
- d. Payments shall only be made against original invoices.

### **3.1 Payment by Cheque**

- a. Only authorised people shall have access to cheque books.
- b. In the anticipated absence of an approved signatory, blank cheques may be signed in advance by that approved signatory as deemed appropriate by the Director. The approved signatory will track the use of such cheques on return to the workplace.
- c. All cheque expenditures shall be recorded in the cash book and cross referenced to the cheque number, with the nature of the payment and the payee clearly identified.
- d. All cheque book stubs shall be completed at the time of payment and retained in safe keeping.
- e. No cheques shall be signed without a corresponding invoice, or other documentary evidence as to the nature of the payment.

### **3.2 Payment by Cash**

- a. Every effort shall be made to reduce the need for cash payments to a minimum.
- b. All cash payments shall be made from a cash float of a fixed amount which is regularly replenished from the bank account and not by the retention of incoming money.
- c. All claims for replenishment of the cash float shall be backed up by supporting documentation and signed by the cashier.
- d. The supporting documentation shall be authorised by someone other than the cashier or claimant.
- e. Daily checks of the petty cash float shall be made by an authorised person independent of the cashier. The authorised person shall count the balance of cash in hand and reconcile the float by totalling the vouchers for amounts paid out and not yet reclaimed by the cashier.

### **3.3 Wages and Salaries**

- a. Personnel records shall be kept for each member of staff separately from the pay records. Checks of one against the other shall be made to prevent the payment of fictitious employees.
- b. Where payments are made in cash, these shall be paid out by someone other than the person making up the payroll, with the employee signing as evidence of receipt.

### **3.4 Reimbursements**

- a. All reimbursements shall be a payment of actual costs incurred. Except for very small sums, evidence must be produced of the actual costs incurred; for example, bills or receipts.

## **4. Control Checks**

- a. The Business Manager shall make monthly checks to ensure that records are being accurately maintained and that there are no discrepancies in the accounting records. The monthly checks shall be made by someone other than the persons concerned with the original recording of the transactions. In particular, they will check that
  - Records of cash and cheques received agree with bank pay-in slips;
  - Bank pay-in slips equate with the bank statements, both in terms of the amounts banked and dates of credit;

- All transfers or other direct payments into the bank can be identified and verified against paperwork;
- Records of payments made agree with cheque stubs, paid invoices or other authorisations and are in accordance with budgets;
- All cheques have been presented for payment by the bank as shown by the statement;
- Any direct debit payments are in accordance with valid instructions given to the bank.

## **5. Assets**

### **5.1 Fixed Assets and Vehicles**

- a. A register of fixed assets and vehicles shall be held and updated regularly.
- b. All fixed assets and vehicles shall be checked at regular intervals to ensure they remain in good repair.
- c. The school Board shall insure fixed assets and vehicles to an appropriate extent of cover.
- d. The use of fixed assets and vehicles shall be reviewed annually to ensure they are put to best use and effect.

### **5.2 Investments**

- a. The school Board shall create an investment policy and require suitable reports to ensure it is being correctly and properly implemented.

### **5.3 Bank Deposits**

- a. Instructions to open or close deposit accounts can only be authorised by the school Board.
- b. A record of all bank deposit statements shall be held in safekeeping.
- c. Monthly bank reconciliations shall occur, and the employees delegated to do so shall not be the same people who maintain cash book records. Any discrepancy shall be fully explored and resolved.
- d. No accounts shall be allowed to remain dormant.

## **3.2 Financial Dashboard (refer to Board policy)**

## **3.3 Accounts and Authorized Signatures (refer to Board policy)**

## **3.4 Debt Financing (refer to Board policy)**

## **3.5 Investment Portfolio Policy**

### **Beliefs**

1. The business office should be responsible for monitoring school funds and investing surplus funds to generate interest revenue for the school.
2. Investments should only be made with low risk, ethical institutions listed on the national business register.
3. The finance committee of the school Board should regularly monitor the performance of all investments.

### **Standards**

1. The business office shall apply the “Prudent Investor Test” to the investment institutions of its choice.
2. As a “Prudent Investor”, the school will satisfy itself that its investments are made with institutions which are
  - a. prudentially sound and secure
  - b. professionally managed, and

- c. have strong financial status in its reserves, liquidity and profitability
- 3. All investments must be approved by the school Board and authorised by the Director and an approved Board delegate.
- 4. The school shall consult with licensed financial advisors to inform investment decisions.
- 5. Investments shall be diversified to minimise the impact of the failure of any one investment.
- 6. All investments must have the option to mature within twelve months of being invested
- 7. Investments will be recorded in an Investment Register maintained by the Business Manager of The school. The Register will contain
  - a. Date of lodgement
  - b. Name of institution
  - c. Terms of investment: period, percentage rate and maturity date
  - d. Amount invested

### **Guidelines**

1. The school Board must approve and formally minute the placement of funds before any investment takes place. It must regularly review
  - a. the level of funds to be invested
  - b. the term of the investment/s
  - c. the type of investment/s, with reference to the schools required cash flow during the year
2. The cash flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments. A cash flow budget should be prepared to determine cash requirements in any given period.
3. The Director may increase deposits in easily retrievable investment accounts when this action has prior Board approval (from an ongoing basis for each calendar year)
4. The school may decide to invest in banks, building societies or credit unions. It can invest in bank accepted or endorsed bills of exchange or in negotiable, convertible or transferable certificates of deposit issued by a bank.
5. All investment accounts will be included in the financial system and the procedures for properly maintaining the accounts will be completed in accordance with Governing Body policies.
6. No direct deposits from received funds will be made into investment accounts except for interest earned on those accounts; that is, all received funds will be receipted through the official school account.
7. No direct payments from the investment account will be made to creditors. The monies must first be transferred into the official school account.
8. The Finance Committee of the Board will review the school's investments at each meeting. This review will be included in its written reports to allow the Board to monitor its investments.

## **4.0 Risk Management**

### **4.1 Risk Management Global Policy**

#### **Beliefs**

1. Risks are inherent in all operations of the school, including but not limited to, risks attached to people and assets associated with its finances and/or reputation.
2. It is prudent and wise to identify, negate, minimise and/or mitigate potential and actual risks to the optimal functioning of the school.
3. The school should conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.

**Standards**

1. The school will conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.
2. The risk assessment, register and management program will include but not be limited to, risks attached to people and assets associated with the school, its finances and/or reputation.

**Guidelines**

1. This policy should be read in conjunction with the Finance, Risk and Asset Management policy, Strategic Plan, and Emergency and Continuity Planning policy.
2. The risk register will take a format similar to the following table.

Risk	Type of risk	Impact if realised	Probability	Impact	Mitigation	Owner
			High	Medium		
			Low	Medium		

**4.2 Insurance Coverage (refer to Board policy)****4.3 Health, Safety and Security (refer to Board policy)****4.31 Occupational Health & Safety Policy****Beliefs**

1. All employees and students are entitled to a healthy and safe working environment
2. Health and safety are the responsibility of all employees and students
3. Responsibility for health and safety management should be assigned as a position of responsibility
4. A team approach to health and safety issues is likely to be most effective
5. Regulations relating to correct use of equipment, plant and substances should be well known and adhered to

**Standards**

1. A Leading Teacher position will be allocated to coordinate the implementation of OH&S regulations and requirements
2. A management team will be developed to work with the Leading Teacher.
3. Membership of this team shall include:
  - a. The principal
  - b. The administration manager
  - c. An elected H&S representative
  - d. A member of the facilities committee
  - e. The staff development coordinator
  - f. A maintenance person.
4. OH&S will form part of the School Annual Report
5. A program budget will be written each year and presented to the Finance Committee
6. The school will endeavour to provide an optimum number of qualified first aid personnel
7. Professional development on OH&S issues will be presented as part of the school professional development plan
8. Formal hazard identification, preventative maintenance programs and emergency management procedures will be created and implemented
9. A formal process for reporting, recording and investigating incidents will be followed as well as the reporting of potential or actual hazards

10. OH&S issue resolution procedures will be clearly established
11. The effective OH&S induction of new staff (teaching and non-teaching) will be the responsibility of the staff development coordinator

### **Guidelines**

In addition to implementing any legislation which requires a safe and healthy workplace, the role of the OH&S coordinator will be to:

1. provide support to the Principal with respect to maintaining a safe and healthy workplace for employees and students (the physical surroundings must be considered as well as the overall morale and welfare of staff)
2. ensure that effective preventative action is taken to control workplace hazards
3. act as coordinator of the OH&S committee
4. ensure that all employees are fully aware of all OH&S matters
5. carry out regular inspections and maintain records of those inspections
6. ensure that appropriate records are established and maintained
7. liaise with local authorities regarding emergency procedures
8. coordinate emergency management arrangements and procedures
9. liaise with the Facilities Committee and assist in preparation of the annual maintenance recommendations
10. prepare an annual program budget for consideration by the finance committee
11. prepare an annual report for the Board

### **4.4 Internal Audit (refer to Board policy)**

### **4.5 External Audit (refer to Board policy)**

### **4.6 Procurement Policy**

#### **Beliefs**

1. All procurement should be conducted using ethical protocols and systems that ensure transactional transparency, optimal value of goods and services, and responsiveness to changes in the market.
2. Checks and balances should be in place to ensure a minimal risk of internal financial fraud and/or corruption.
3. All procurement should be conducted with highly reputable, stable and legally authorised providers.

#### **Standards**

1. In consultation with the Director, the business office shall ensure all staff with procurement influence sign a conflict-of-interest statement annually.
2. In consultation with the Director, the business office shall ensure a documented system of internal controls to include, but not limited to, segregation of duties, multiple approvals, and authorization thresholds.
3. In consultation with the Director, the business office shall establish a gifts protocol outlining a maximum value of gift that can be accepted from a supplier.
4. In consultation with the Director, the business office shall vet potential vendors to ensure they are competent, financially stable, and legally able to contract and deliver the goods or services offered.
5. In consultation with the Director, the business office shall establish reasonable financial thresholds above which system of competitive bids and tenders is required to obtain best contractual terms and avoid collusion.



6. The business office shall include the procurement function in the internal audit biannually and comply with any Board-endorsed recommendations.

#### **Guidelines**

1. This policy should be read in conjunction with the Financial Accounting Systems policy.

### **4.7 Emergency and Continuity Planning Policy**

#### **Beliefs**

1. The assurance of safety for all employees and students is a prime function of the school.
2. Proactive emergency response planning should be carefully and thoroughly undertaken with great attention paid to detail.
3. In the event of unforeseen school closure, students should continue to receive the best possible education from the school.

#### **Standards**

1. In the presence of imminent, uncontrollable risk to employees and students, such as a major fire, accident or natural disaster, or, in cases of impending civil unrest or terrorist activity on direct advice from the [insert embassy] senior personnel, The school will be promptly evacuated of all faculty members and students if safe to do so.
2. In the light of advice from relevant civil authorities or the [insert embassy], the Director may elect to maintain a skeleton security and maintenance staff presence at the school.
3. The school leadership team will prepare appropriately for the emergency evacuation and closure of the school, and ensure the procedure is practiced by employees and students regularly.
4. The school leadership team will ensure the appropriate on-going provision of schooling in the event of a prolonged closure.
5. The Director will maintain preparedness for emergency succession should he/she be unable to fulfill her/his duties.
6. The school leadership team will maintain an up-to-date crisis communication plan.

#### **Guidelines**

1. This policy should be read in conjunction with the Student Health and Safety policy and relevant school Board policies.
2. Students and staff will be notified regarding the requirement for making up school days due to civil unrest or other dangerous situations. The Board will make decisions on a case-by-case basis concerning the need to make up a day or days of school, keeping in mind that school Board policy requires a minimum number of teaching days.
3. Students and teachers may be required to make up days on a Saturday or on a day set aside for a holiday to meet the minimum number of teaching days required.

### **4.8 Legal Counsel, Contracts and Proceedings (refer to Board policy)**

### **5.0 Asset Management Policy**

#### **Beliefs**

1. The school business office should ensure that school assets are able to be always accounted for.
2. Supplies and equipment should be managed in such a way as to ensure that they are optimally functional, readily available and well presented.

3. Assets should be managed in such a way as to guarantee their proper use, care and longevity.
4. Custodians and users of school supplies and equipment should be advised of the proper use and care of such assets and be accountable for any loss, damage or theft caused by undue negligence of such use and/or care.

#### **Standards**

1. Supplies and equipment will be appropriately used, maintained, stored and always secured.
2. Assets, supplies, and equipment will be inventoried yearly and tracked to guard against theft, loss, or damage.
3. Relevant faculty and staff members will be made aware of the acceptable use policies for supplies and equipment and be signatories to user agreements.
4. Proper procedures will be established to track the authorised custody and whereabouts of all off-campus material assets.
5. Asset custodians or users will be held responsible and liable for any loss, damage or theft caused by their direct negligence.

#### **Guidelines**

1. This policy should be read in conjunction with the Financial Accounting Systems policy and the relevant School Board policies.

### **5.1 Major Projects**

The Board holds the Director accountable for developing written policies and procedures for the purchase or lease of land, new buildings and/or major renovations for Board approval.

The Board defines a Capital project as one that is projected to cost over US\$1,000 in total.

### **5.2 Maintenance of the Physical Facilities (refer to Board policy)**

### **5.3 Information Technology Policy**

#### **Beliefs**

The intent of this policy is to ensure that all uses of the school's computer network and connecting infrastructure are consistent with the school's mission statement and strategic plan. Information technology should

1. Provide access to educational programs, applications, resources and reference materials
2. Enhance and reinforce the specific learning areas taught
3. Access and utilize school record management systems
4. Access and utilize school finance systems
5. Access or use all other technology systems required by The school to carry out day-to-day operations and activities

#### **Standards**

1. An Acceptable Use Agreement, outlining appropriate and allowed technology use, will be available and enforced for all users of the school's technology.
2. Student users of the school's technology will be encouraged to provide their own technology device. If users so choose, the school will provide a device to students at purchase price.
3. To the extent possible, the school will manage its finance, assets and record-keeping systems using networked computer-based technology.
4. The Technology Director will continue to develop and revise a 3-to-5-year ongoing Technology Plan.
5. The Technology Director will conduct an annual vulnerability assessment that evaluates technology policies, procedures, standards, training, and security.

**Guidelines**

1. Planning and budgeting for technology will adhere to the guidelines in the current Technology Plan.
2. Purchases and planning are dependent on yearly budgetary constraints.
3. Use of technology is for educational purposes and those needs supersede all others.

**5.4 Intellectual Property Policy****Beliefs**

1. Intellectual property is a significant asset of the school and, as such, requires the same proper management, duty of care and security as financial and material assets.
2. Intellectual property strongly influences the quality and reputation of the school's programs.
3. In a competitive market, intellectual property needs to be treated as privileged and confidential information.
4. All school-related produce of school employees, whether material or intellectual, is the exclusive property of the school.
5. All resources subject to copyright laws should be respected as such and all laws, conventions and ethical standards applying to copyright should be complied with by all employees.

**Standards**

1. Employees will disclose promptly to the school Director any interest they have in any trade, business or occupation which is similar to the business of the school.
2. Employees will not make any public statement (whether written or oral) to the media, or otherwise, relating to the affairs of the school, without the prior consent of the Director.
3. Employees will disclose to the Director all education intellectual property, innovations, ideas, developments, improvements, and all processes relating to the operations or business of the school made or conceived by them during the contract term of employment, whether made or conceived within or outside normal business hours, all of which shall be the exclusive property of the school.
4. An employee will not use, disclose, divulge, furnish or make accessible to any person, either during her/his employment or any time thereafter (except where necessary for the performance of her/his duties, or where expressly authorised), any confidential information relating to the business of the school.
5. School employees will not buy, rent, or borrow unlicensed, unauthorized or pirated material.
6. Employees are forbidden from unauthorized copying of copyrighted materials.

**Guidelines**

1. Unless already made available in the public domain by the school, confidential information includes any information relating to the business and/or the financial affairs of the school or The school's customers, prospective customers, agents, employees, affiliates, suppliers, students or parents and, in particular, shall include:
  - a. the business methods and information of the school (prices, fees charged, product development, marketing and advertising, budgets, or any financial information, information about parents, teachers, students or employees);
  - b. details of the school contractual or other agreements;
  - c. details of any future projects, promotions or publicity exercises planned by the school;
  - d. details of any business plans of the school (including current or future activities); and
  - e. any information which may adversely affect the business or interests of the school

2. Unauthorised disclosure of confidential information is a serious disciplinary offence, justifying termination without notice or compensation, and may also result in further legal action (including claims for loss and damages).
3. If an employee receives any requests for confidential information, he/she should make no comment and immediately refer the matter to the Director.

## **E. COMMUNITY RELATIONS POLICY**

### **1.0 Community Relations Global Policy**

#### **Beliefs**

1. All school-community interactions should demonstrate the school's commitment to being a socially responsible and valued member of every community in which it participates.
2. All school-community interactions should be legal, respectful, safe, dignified, and prudent.
3. The school mission should be communicated to any person or group using any school facility, owned or leased, along with the expected standards of behavior that follow from it, including, but not limited to, respect for others. The consequences of a breach of such standards should also be communicated.
4. The limits of The school's liabilities regarding any person's or group's use of the facilities, owned or leased, should be clearly communicated to such persons or groups.

#### **Standards**

1. To maintain the dignity of users, all school facilities, owned or leased, will be kept clean, safe, and accessible.
2. All interactions with community persons and groups will enhance the school's reputation and brand image.
3. All school users will comply with the school's Code of Conduct.
4. The use of alcohol and tobacco are forbidden during school-sponsored, student-related functions or activities, regardless of location. In school facilities, either owned or leased, the use of alcohol is restricted to adult-oriented functions or activities. Educators and administrators are not allowed to consume alcohol in the presence of students while on campus or at school-sponsored events off campus.
5. Illegal drugs and weapons are not allowed in any school facility, owned or leased, or at any school-sponsored event.
6. The limits of the school's liabilities regarding any person's or group's use of the facilities, owned or leased, will be clearly communicated to such persons or groups.

#### **Guidelines**

1. This policy should be read in conjunction with the Code of Conduct, Code of Ethics (Teachers), and relevant School Board policies.

### **1.1 Internal Community Relations Policy**

#### **Beliefs**

1. Internal community relations are those interactions between students, faculty, staff and registered families.
2. All internal interactions should focus on optimizing student learning.
3. Optimal student learning is significantly enhanced by positive, collaborative relationships between students, faculty, staff, administrators, and parents or guardians.
4. Optimal student learning is significantly enhanced by clear and timely communications between students, faculty, staff, administrators, and parents or guardians.
5. Forums should be established to provide opportunities for opinion, advice and support from the school's major stakeholders.

6. When parents/guardians, students and faculty/staff members become members of the school community, they implicitly agree in principle with the school's mission, guiding principles, and approaches to learning and teaching.

### **Standards**

1. Faculty members, parents and guardians will support student learning in line with the school mission, guiding principles and approaches to learning and teaching.
2. The school leadership team will seek the opinion, advice and support of all major stakeholders with any decision-making that may significantly impact the school's mission or approaches to learning and teaching at The school-wide level.
3. The school leadership team will conduct formal, anonymous and comprehensive opinion surveys about the overall performance of the school on an annual basis. Such surveys will be offered to all parents, guardians, faculty members and, where appropriate, students. A summary of the perceived strengths, concerns and suggestions for improvement, along with a planned school response, will be subsequently presented to the school community in an open forum.
4. Procedures to manage parent and guardian concerns, complaints and grievances will be established and communicated clearly.
5. The school leadership team will establish an annual schedule for reporting student academic progress to their parents or guardians.
6. School faculty members will promptly report any concerns about an individual student's academic progress to the school Director or her/his delegate. To every extent possible, parents or guardians will be consulted and engaged in planning and implementing strategies to address concerns about a student's academic progress.
7. The school leadership team will establish a variety of communication media, including but not limited to formal meetings, telephony, e-conferencing, e-publications, printed paper, emails, and automated short message service (sms) text.
8. All front office staff members will receive annual training in the proper reception of and interaction with visitors to the school campus. Such training will also incorporate appropriate telephone and email protocols.

### **Guidelines**

1. This policy should be read in conjunction with the Community Relation Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, and relevant School Board policies.

## **1.2 External Community Relations Policy**

### *1.2.1 Relationships with Other Schools, Clubs or Organizations*

#### **Beliefs**

1. External community relations are those interactions between members of the school's community and all persons or constituted bodies not directly engaged in the school's education programs.
2. The school's community consists of its students, faculty members, staff members, parents or guardians of students, and long term out-sourced contracted service providers.
3. In particular, this policy applies to relations with other schools, clubs or organisations.
4. The school leadership team should establish and enforce mutually agreed procedures and protocols to protect all students' safety and ensure good behavior at school-sponsored, student-related functions or activities, regardless of location.
5. Spoken, written and visual communications beyond the school community present the first and lasting impression of the school's quality of programs and, as such, should be consistent and exemplary in content, style, clarity and effectiveness.

**Standards**

1. The school leadership team will establish and enforce mutually agreed procedures and protocols to protect all students' safety and ensure good behavior at school-sponsored, student-related functions or activities, regardless of location.
2. The school's community will support external communications in line with the school's mission and guiding principles, and Board and operational policy.
3. All school merchandise, stationery, mastheads, dress codes and online presentations will consistently have integrity in design, style, production and quality of materials.
4. School community members will promptly report any concerns to the school Director or her/his delegate about an individual's inappropriate behavior in a public forum.
5. All front office staff members will receive annual training in the proper reception of and interaction with visitors to the school campus. Such training will also incorporate appropriate telephone and email protocols.

**Guidelines**

1. This policy should be read in conjunction with the Community Relation Global policy, Code of Conduct, Code of Ethics (Teachers), Student Rights, Responsibilities and Expectations policy, and relevant School Board policies.

**1.3 Community Access to School Facilities (refer to Board policy)**

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## Appendix 32: Checklist of Recommended Programs, Policies, Procedures, Codes, Lists and

**Rosters**

Programs	Policy	Procedure	Code	List	Roster
<b>Learning</b>					
Curriculum; Subjects & Scope	✓			✓	
Arts – graphic & performing	✓				
Environment	✓				
Humanities	✓				
Languages	✓				
Mathematics	✓				
Personal & social development	✓				
Physical Development	✓				
Philosophy, thinking and spirituality	✓				
Science, technology & engineering	✓				
Society	✓				
Approaches to Teaching	✓				
Approaches to Learning	✓	✓			
Social Competencies	✓	✓			
Special Needs Provision	✓	✓			
Gifted and Talented Provision	✓	✓			✓
Learning Intervention & Support	✓			✓	
Subject Time Allocations	✓	✓			
Timetables	✓				
Homework	✓				
Class Sizes & Organisation	✓	✓		✓	
Student Placement	✓	✓			
Planning of Curriculum	✓				
Team Arrangements					
Expectations		✓			
Documentation		✓			
Student Promotion	✓	✓			
Assessment & Reporting	✓	✓			
Camps & Excursions	✓				
Focus Days	✓	✓			
Use of External Providers	✓	✓			
Specialists	✓	✓			
Entertainment	✓	✓		✓	
Community Resources	✓	✓			
Access to Resources	✓	✓			
Before & After Classes Programs	✓				
<b>Human Resources</b>					
Governance Structure and Roles	✓				
Organisational Structure	✓				
Team Structure	✓				
Positions of Responsibility	✓	✓		✓	

Programs	Policy	Procedure	Code	List	Roster
<b>Human Resources (continued)</b>					
Staff Duties	✓			✓	
Devolution		✓			
Inclusivity (anti-discrimination)	✓				
Student Representative Council		✓	✓		
Staff, Student & Community Conduct			✓		
Expectations				✓	
Protocols		✓			
Smoking & Alcohol	✓	✓			
Staff & Student Attendance & Absence	✓	✓			
Staff & Student Dress		✓	✓		
Staffing Profile & Projections				✓	
Recruitment	✓	✓			
Job Descriptions				✓	
Salaries & Benefits	✓	✓		✓	
Hours of Duty	✓			✓	
Staff Handbook		✓		✓	
Merit Based Selection Process	✓				
Selection Criteria				✓	
Interviews		✓			
Registration Checks		✓			
Reference Checks		✓			
Police Checks		✓			
Use of Agencies	✓				
Professional Ethics			✓		
Staff Association		✓	✓		
Industrial Issues	✓	✓			
Workload Equity	✓				
Meeting Schedules	✓			✓	
Catering for Staff Diversity	✓				
Staff Performance & Development	✓	✓			
Performance Evaluation		✓			
Staff Appraisal		✓			
Professional Development		✓			
Mentoring		✓			
Orientation		✓			
Managing Unsatisfactory Performance	✓	✓			
Student Recruitment & Enrolment	✓	✓			
Duty of Care	✓				
Student Supervision	✓	✓			✓
Yard Duty		✓			✓
Lunch Duty		✓			✓
Wet/Hot Day Duty		✓			✓
Dismissal Duty		✓			✓
Late Students	✓	✓			
Student Behaviour Management	✓	✓			
Restorative Justice		✓			
Bullying & Harassment	✓	✓			
Suspension & Expulsion		✓			
Student Assemblies	✓				



Programs	Policy	Procedure	Code	List	Roster
<b>Human Resources (continued)</b>					
Student Welfare	✓	✓			
Orientation		✓			
Health & Wellbeing	✓				
Medical Checks		✓		✓	
Medical Alerts	✓	✓			
Managing Medication	✓	✓		✓	
Communicable Diseases	✓	✓		✓	
Counselling		✓	✓		
Special Needs	✓	✓			
Referral		✓			
Case Management		✓			
Support Provision	✓	✓			
Child Protection	✓	✓			
Injury Response	✓	✓			
Customer Service	✓				
Enquiry Process		✓			
Visitor Reception		✓			
School Tours		✓			✓
Audits	✓				
Interviews		✓			
Opinion Surveys		✓			
Complaints Resolution	✓	✓			
Parental Involvement	✓				
Parent Association		✓	✓		
Class Parents	✓	✓			
Parent Helpers	✓				✓
Community Relations	✓				
<b>Environment</b>					
Buildings					
Facilities Schedule				✓	
Building Standards	✓			✓	
Contract Specifications				✓	
Room Sizes	✓			✓	
Infrastructure	✓				
Communications	✓	✓			
Utilities					
Electricity		✓			
Water		✓			
Gas		✓			
Heating & Cooling		✓			
Room Allocations	✓	✓			
Traffic Management	✓	✓			
Grounds					
Student Allocation	✓				
Traffic Management		✓			
Equipment	✓				
Safety	✓	✓			
Security & Access	✓	✓			
Accessibility	✓				

Programs	Policy	Procedure	Code	List	Roster
<b>Environment (continued)</b>					
Aesthetic Integrity	✓				
Signing	✓				
Cleaning	✓	✓		✓	✓
Maintenance (Cyclical Schedule)	✓	✓		✓	
Waste Disposal	✓	✓			
Recycling	✓	✓			
Emergency Planning & Response	✓				
Evacuation		✓			
Stay Indoors		✓			
External Threat		✓			
Internal Threat		✓			
Fatality Response		✓			
Emergency Supplies		✓		✓	
Safe Houses		✓		✓	✓
Communications					
Telephone Tree		✓		✓	✓
Bulk SMS		✓		✓	✓
<b>Administrative</b>					
Finances	✓				
Fee Structure	✓	✓			
Systems	✓				
Internal Control	✓	✓			
Book-Keeping		✓			
Cash Management	✓	✓			
Receipts		✓			
Refunds		✓			
Salary Notifications/Adjustments		✓			
Banking		✓			
Reconciliation	✓	✓			
Fund Raising	✓	✓			
Budgets	✓			✓	
Responsibilities		✓		✓	
Submissions		✓			
Priorities & Allocations		✓			
Ordering Materials		✓			
Purchasing Materials		✓			
Investments	✓	✓			
Accountabilities	✓	✓			
External Financial Audits	✓				
Reports (Monthly & Annual)	✓				
Transparency	✓				
Assets Management		✓			
Assets Tracking & Audits		✓			
Asset Reporting		✓			
Access to Records	✓	✓			
Marketing	✓				
Communications	✓				
Brochures		✓			

Programs	Policy	Procedure	Code	List	Roster
<b>Administrative (continued)</b>					
Parent & Student Handbooks		✓			
Year Books		✓			
Media		✓			
Promotions		✓			
Open House	✓	✓			
Protocols	✓				
Government Agencies (e.g., Police)		✓			
International Agencies		✓			
Quality Assurance	✓				
Policy Development		✓			
Procedure Development		✓			
Continuous Improvement		✓			
Program Evaluation		✓			
Record Keeping	✓				
Categories					
Filing		✓			
Access (confidentiality)	✓	✓			
Archives		✓		✓	
<b>Material Resources</b>					
Assets Replacement	✓	✓			
Communications & Technology	✓				
Systems					
Protocols		✓		✓	
Classroom Furniture	✓	✓		✓	
Classroom Fittings	✓			✓	
Classroom Supplies	✓	✓		✓	
Resource Allocation & Assignment	✓	✓			
Management Responsibility	✓				
Maintenance & Cleaning	✓	✓			
Library Systems, Provision & Access	✓	✓			
Vehicles	✓	✓		✓	

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## Appendix 33: Procedure examples (recipe, flow chart &amp; action plan)

## Recipe

# Asthma First Aid



- 1** Sit the person upright remain calm and provide reassurance.  
**Do not leave the person alone.**


- 2** Give 4 puffs of a blue reliever puffer (Airomir, Asmol, Epaq or Ventolin) one puff at a time preferably through a spacer device\*. Ask the person to take 4 breaths from the spacer after each puff.  
\* If no spacer is available, use a blue reliever puffer on its own.

4 puffs


- 3** Wait 4 minutes.

4 minutes


- 4** If there is little or no improvement, repeat steps 2 and 3.  
**If there is still little or no improvement, call an ambulance immediately (dial 000).** Continue to repeat steps 2 and 3 while waiting for the ambulance.

Ambulance



## For first time attacks

If a person has difficulty breathing and is not known to have asthma, call an ambulance immediately and follow the Asthma First Aid Plan. **No harm is likely to result from giving a blue reliever puffer to someone without asthma.** A Bricanyl Turbuhaler may be used in first aid treatment if a puffer and spacer are unavailable.

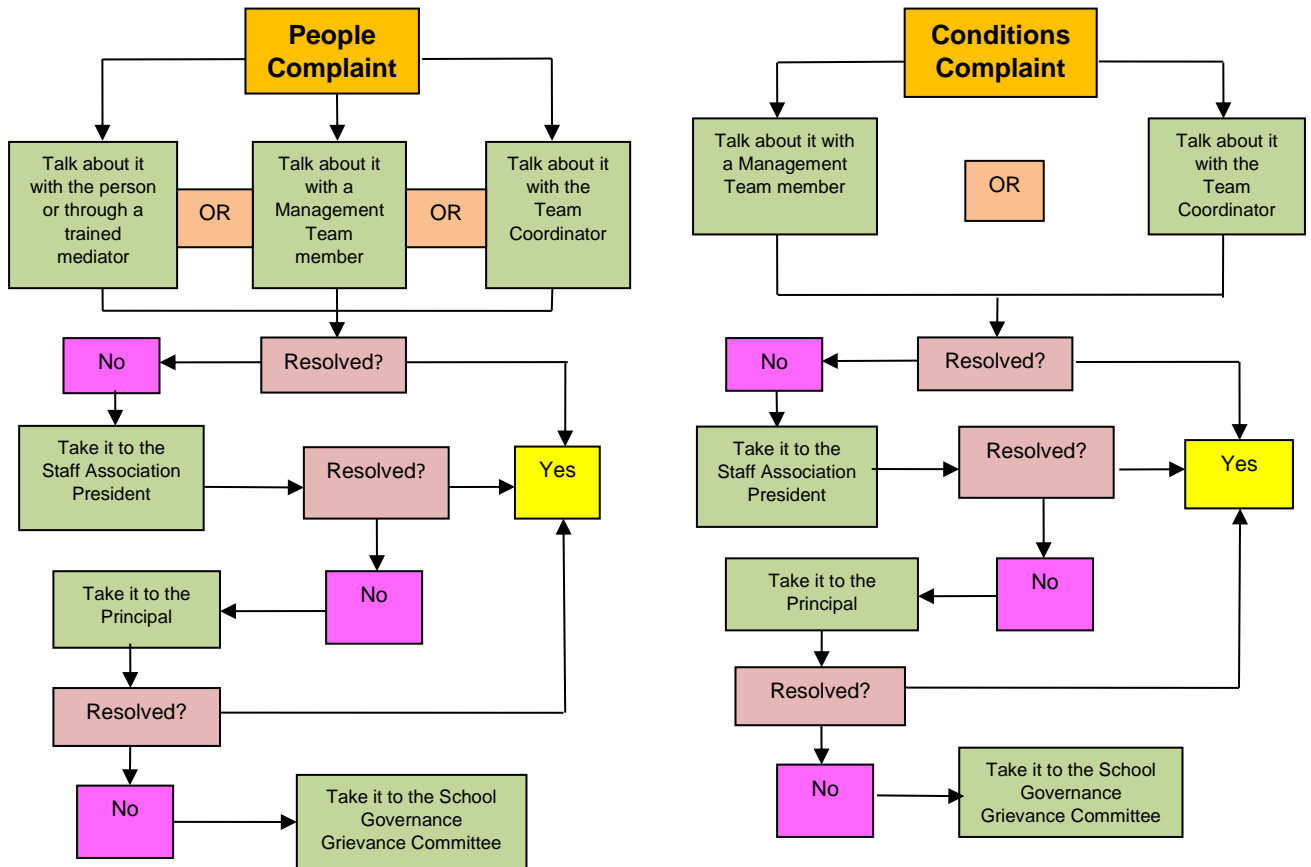
For more information about asthma, contact The Asthma Foundation of Victoria on: **1800 645 130** or visit our website at [asthma.org.au](http://asthma.org.au)

DISCLAIMER: The information in this poster is not intended to replace individual medical advice. © The Asthma Foundation of Victoria. November 2007.

## Flow chart

### Complaints resolution procedures

There are two procedures: one for complaints about people, such as harassment, intimidation or discrimination, and one for complaints about work conditions, such as hours of work and salaries.



**Action plan  
Communication Plan**

Project: \_\_\_\_\_

Issue	Who I Need to Tell	How?	Date Done	Who I Need to Meet	Date Done

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## Appendix 34: Manual example (disaster management plan)

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TO BE PHOTOCOPIED AND PLACED IN ATTENDANCE ROLL

## EMERGENCY EVACUATION (SUMMARY)

This procedure will be activated in the event of:

- a fire,
- an explosion in the school, street or nearby building,
- a bomb threat,
- internal hostage threat, OR
- an aeroplane crash

### EVACUATION WARNING

CONTINUOUS ELECTRIC BELL

OR

CONTINUOUS HAND BELL

OR

CONTINUOUS WHISTLE BLASTS

OR

STAFF WORD OF MOUTH

### EVACUATION PROCEDURE

- Class teachers collect the roll.
- Immediately assemble all students in the class.
- Inform the students to, "**Follow me to the safe area**"
- Leave the school building using the safest planned route (see map).
- Assemble at the safe area (Specialists hand over to class teacher, only if present).
- Keep the students calm and together (preferably seated).
- Check student attendance against the roll.
- Report to the Assembly Warden [**name**]:
  - your arrival,
  - any missing persons, injuries and unusual circumstances.
- Continue to supervise the class.
- Await instructions.

### EMERGENCY TELEPHONE NUMBERS

FIRE	000
POLICE	000
AMBULANCE	000
STATE EMERGENCY SERVICE	9696 6111

REGIONAL EMERGENCY OFFICE	9589 6266
ELECTRICITY	131280
GAS	132771
LOCAL COMMUNITY HEALTH CENTRE	9429 5477

**EMERGENCY TELEPHONE NUMBERS**

FIRE	000
POLICE	000
AMBULANCE	000
STATE EMERGENCY SERVICE	9696 6111
LOCAL COMMUNITY HEALTH CENTRE	9429 5477
ELECTRICITY	131280
GAS	132771
POISONS INFORMATION CENTRE	131126
REGIONAL EMERGENCY CENTRE	9589 6266

## COUNTER-DISASTER PLAN

### INITIAL RESPONSE OF THE PRINCIPAL

- Authenticate the nature of the disaster.
- In the case of a bomb threat or internal siege/hostage threat, refer to the checklists in the disaster management folder.
  - Bomb Threat:** page 30
  - Siege/Hostage:** page 32
- Activate either Plan 1,2 or 3 as appropriate.
  - Plan 1:** Evacuate page 12
  - Plan 2:** Stay Indoors page 19
  - Plan 3:** Fatality page 23

## PLAN 1: EVACUATE

This procedure will be activated in the event of:

- a fire,
- an explosion in the school, street or nearby building,
- a bomb threat,
- a hostage threat, OR
- an aeroplane crash.

### EVACUATION WARNING

CONTINUOUS ELECTRIC BELL

OR

CONTINUOUS HAND BELL

OR

CONTINUOUS WHISTLE BLASTS

OR

STAFF WORD OF MOUTH

### SAFE AREAS

Either;

- the playground at the South of the school grounds, or
- the park on the corner of Main Street and High Street, or
- the parkland immediately to the North of the Local Community Health Centre

### THE CONTROL CENTRE

- The general office area or, if this is unsuitable, an area designated by the Principal.

### THE ASSEMBLY WARDEN

- The Assembly Warden is the **Assistant Principal**.
- The role of the Assembly Warden is defined under the heading of "**The Role of the Assembly Warden**" on page 6.
- If the Principal is absent on the day of a defined disaster, then;
  - the Assistant Principal shall assume the role of the Principal and
  - the Bursar, **[name]**, shall assume the role of the Assembly Warden.

## PLAN 1: EVACUATE

### THE ROLE OF THE ASSEMBLY WARDEN

- Collect the Displan folder, marked "**Assembly Warden**".
- Ascertain the locations of the Control Centre and the "safe area" from the Principal.
- Check the
 

Downstairs toilets	<input type="checkbox"/>
Administration area	<input type="checkbox"/>
Art/Craft room	<input type="checkbox"/>
Sick bay	<input type="checkbox"/>
Phys. Ed. Store	<input type="checkbox"/>
Teacher Aide's office	<input type="checkbox"/>
P/1 Area	<input type="checkbox"/>
P/1 Withdrawal room	<input type="checkbox"/>
Yr.2 & After School Care Area	<input type="checkbox"/>
Yr.2 Withdrawal room	<input type="checkbox"/>

 for overlooked students.
- Collect the first aid backpack from the Assistant Principal's office.
- If the afternoon rolls have been delivered to the office, collect them.
- Proceed with the teachers to the designated "Safe Area".
- Check class attendance, class teacher attendance & Teacher/Librarian attendance on the checklist in the Assembly Warden folder (page 24).
- Record the names of unaccounted-for students (page 25).
- Record the names of unaccounted-for teacher aides and Canteen Manager (page 26).
- Send the lists of unaccounted-for students, classroom teachers, teacher/librarian, teacher aides and Canteen Manager with a Teacher Aide to the Principal at the Control Centre.
- Check the establishment of a First Aid Centre by the Teacher/Librarian **[name]**.
- Record the names of injured people and the nature of their injuries (page 27).
- Oversee the administration of First Aid.
- Await instructions from the Control Centre.

## PLAN 1: EVACUATE

### THE ROLE OF THE CLASS TEACHER

- Collect the roll.
- immediately assemble all students in the class.
- Inform the students to, "**Follow me to the safe area**".
- Leave the school building using the safest planned route (page 31, map).
- Assemble at the safe area (Specialists hand over to class teacher).
- Keep the students calm and together (preferably seated).
- Check student attendance against the roll.
- Report to the Assembly Warden:
  - your arrival,
  - any missing persons, injuries and unusual circumstances.
- Continue to supervise the class.
- Await instructions.

## PLAN 1: EVACUATE

### THE ROLE OF ART, ESL, PHYS.ED. AND LOTE TEACHERS

- Immediately assemble all students in the class.
- Inform the students to, "**Follow me to the safe area**".
- Leave the school building using the safest planned route (page 36, map).
- Assemble at the safe area.
- Hand the class over to the class teacher.
- Ascertain the location of the Control Centre from the Assembly Warden.
- Report to the Principal at the Control Centre for instructions.



## PLAN 1: EVACUATE

### THE ROLE OF THE TEACHER/LIBRARIAN

- Immediately assemble all students in the class.
- Inform the students to, "**Follow me to the safe area**".
- Leave the school building using the safest planned route (page 36, map).
- Assemble at the safe area.
- Hand the class over to the class teacher.
- Collect the first aid backpack from the Assembly Warden (Assistant Principal or Bursar) and establish a First Aid centre.
- Await instructions.



## PLAN 1: EVACUATE

### THE ROLE OF TEACHER AIDES

- Assist class teachers to walk students to the safe area.

[name]	2/3/4 Area
[name]	5/6 Area
[name]	P/1/2 Area
[name]	P/1/2 Area
[name]	P/1/2 Area

- Report to the Assembly Warden (Assistant Principal or Bursar) at the safe area.
- Assist class teachers to supervise students.
- Await instructions.

## PLAN 1: EVACUATE

### THE ROLE OF THE PRINCIPAL

- Activate the Evacuation Warning device available.
- Determine where the Control Centre and the "safe area" will be situated.
- Advise the Assembly Warden of the locations of the Control Centre and the "safe area".
- **In the absence of the school Bursar, safely dispatch any students in the foyer "Time Out" area to their teachers at the safe area.**
- **Check the upstairs toilets, the Staffroom, the Library, the multi-purpose room and the 2/3/4 and 5/6 Areas for overlooked students.**
- Ensure that the notification of the appropriate emergency authorities has been carried out (see Role of The Bursar; p. 10):

FIRE	000
POLICE	000
AMBULANCE	000
STATE EMERGENCY SERVICE	9696 6111
REGIONAL EMERGENCY CENTRE	9589 6266

- Check the attendance of the Art/Craft, ESL, Phys. Ed. and LOTE Specialist teachers at the Control Centre (page 29).
- Receive lists from the Assembly Warden of people who are unaccounted for or injured.
- Organise any action that may safely minimise threat to life or property.
- Switch off the electricity and gas, if possible:
 

ELECTRICITY	131280
GAS	132771

  - Inform the cleaning staff of the nature of the disaster and their reaction to it:
 

CLEANERS	017 539 669 or 9326 3146
----------	--------------------------
- Await the arrival of the appropriate emergency services.
- Inform the emergency services of:
  - the nature of the disaster
  - any unusual circumstances
  - unaccounted-for people
  - injured people
  - the location of the "safe area"
- After consultation with the emergency services, decide on the re-occupation or dispersal of the students.
- Inform the Assembly Warden of the decision and carry it out.
- Organise a debriefing session to evaluate the plan.

## **PLAN 1: EVACUATE**

### **THE ROLE OF THE CANTEEN MANAGER**

- Turn off any gas and electric appliances
- Close any open windows.
- Leave the building by the nearest safe exit.
- Close doors behind you.
- Proceed to the Safe Area (Basketball court, High St. Park or North of the Community Health Centre).
- Report to the Assembly Warden (Assistant Principal).

## PLAN 2: STAY INDOORS

This procedure will be activated in the event of:

- **External Toxic Emission;**  
for example, a traffic accident involving a vehicle carrying dangerous chemicals
- **External Hostage Threat**  
involving people at nearby residential or industrial properties
- **Siege Threat**  
where people at school are directly threatened by a person or people outside the buildings
- **A Serious Traffic Accident**  
in either High Street, Main Street, East Avenue or West Street.

**CAUSE: EXTERNAL TOXIC EMISSIONS****PLAN 2: STAY INDOORS****THE ROLE OF TEACHERS**

- Warning will be issued by the Public Address system or word of mouth.
- Teachers on APT collect their rolls and re-unite with their classes in their regular classroom.
- Classroom teachers conducting outside lessons return the class to their classrooms.
- Specialist teachers conducting outside lessons return the class to their regular classroom.
- Firmly close all external doors and windows.
- Check the presence of all students against the roll and keep the students indoors until otherwise notified.
- Specialist teachers locate themselves at the nearest telephone station.
- Teachers list any unaccounted-for students and any injured students.
- Teachers in classrooms send these lists to the Principal.

**CAUSE: EXTERNAL HOSTAGE THREAT****PLAN 2: STAY INDOORS****THE ROLE OF TEACHERS**

- Warning will be issued by the Public Address system or word of mouth.
- Teachers on APT collect their rolls and re-unite with their classes in their regular classroom.
- Classroom teachers conducting outside lessons return the class to their classrooms.
- Specialist teachers conducting outside lessons return the class to their regular classroom.
- Firmly close and **lock** all external doors and windows.
- Check the presence of all students against the roll and keep the students indoors until otherwise notified.
- Specialist teachers locate themselves at the nearest telephone station.
- Teachers list any unaccounted-for students and any injured students.
- A specialist teacher will collect these lists from the classroom teachers in their Areas and take them to the Principal.



**CAUSE: SIEGE THREAT****PLAN 2: STAY INDOORS****THE ROLE OF TEACHERS**

- Warning will be issued by the Public Address system or word of mouth.
- Teachers on APT collect their rolls and re-unite with their classes in their regular classroom.
- Classroom teachers conducting outside lessons return the class to their classrooms.
- Specialist teachers conducting outside lessons return the class to their regular classroom.
- Firmly close and **lock** all external doors and windows.
- Check the presence of all students against the roll and keep the students indoors until otherwise notified.
- Specialist teachers locate themselves at the nearest telephone station.
- Teachers list any unaccounted-for students and any injured students.
- A specialist teacher will collect these lists from the classroom teachers in their Areas and take them to the Principal.

## **CAUSE: A SERIOUS TRAFFIC ACCIDENT**

### **PLAN 2: STAY INDOORS**

#### **THE ROLE OF TEACHERS**

- Warning will be issued by the Public Address system or word of mouth.
- Teachers on APT collect their rolls and re-unite with their classes in their regular classroom.
- Classroom teachers conducting outside lessons return the class to their classrooms.
- Specialist teachers conducting outside lessons return the class to their regular classroom.
- Firmly close and **lock** all external doors and windows.
- Check the presence of all students against the roll and keep the students indoors until otherwise notified.
- Specialist teachers locate themselves at the nearest telephone station.
- Teachers list any unaccounted-for students and any injured students.
- A specialist teacher will collect these lists from the classroom teachers in their Areas and take them to the Principal.

## PLAN 2: STAY INDOORS

### THE ROLE OF THE PRINCIPAL

- Issue warnings by word of mouth or the Public Address system.
- Notify the appropriate emergency authorities:
 

FIRE	000
POLICE	000
AMBULANCE	000
STATE EMERGENCY SERVICE	9696 6111
REGIONAL EMERGENCY CENTRE	9589 6266
- Organise a thorough check of the school for overlooked students or teachers.
- Organise any action that may safely minimise threat to life or property.
- In the event of external toxic emissions;
  - switch off the central heating system
  - ensure that all external doors and windows are closed
- In the event of external siege or hostage threat;
  - ensure that all external doors and windows are **locked**
- Switch on the radio and monitor news bulletins.
- Await the arrival of the appropriate emergency services.
- Inform the emergency services of:
  - the nature of the disaster
  - any unusual circumstances
  - injured people.
- Inform the cleaning staff of the nature of the disaster and their reaction to it:
 

CLEANERS	017 539 669 or 9326 3146
----------	--------------------------
- Make an appraisal of the welfare needs of the staff and students and plan to cater for these. These may include:
  - refreshments
  - temporary relief from supervision, using the wet-day timetable

- regular updates of the status of the situation.
- Keep all staff members regularly informed of situation changes.
- Organise a debriefing session to evaluate the plan.

## PLAN 2: STAY INDOORS

### THE ROLE OF THE ASSISTANT PRINCIPAL

- In the absence of the principal, assume the **Role of The Principal** (page 19).

#### **Otherwise:**

- Organise the teacher aides to account for missing and/or injured people using the accompanying checklists (pages 24 to 29).
- Establish a First-Aid centre.

## **PLAN 2: STAY INDOORS**

### **THE ROLE OF TEACHER AIDES**

- Report to the Assistant Principal.
- Receive instructions from the Assistant Principal to account for missing and/or injured people.
- Await further instructions

## **PLAN 2: STAY INDOORS**

### **THE ROLE OF THE CANTEEN MANAGER**

- Lock all external doors and windows.
- Report to the Assistant Principal.

## PLAN 3: FATALITY

This procedure will be activated in the event of the sudden death of any person in the school grounds or building.

### THE ROLE OF THE FIRST STAFF MEMBER ON THE SCENE

- Minimalise any risk to self, bystanders and the school population
  - check for** electrocution
  - toxic fumes
  - attack
  - an unsafe physical environment
- In all instances, notify the principal immediately and request an ambulance.  
**Telephone: 000**
- Apply appropriate techniques to revive the person until the ambulance arrives  
**see "Treatment for Collapse", page 35.**

### THE ROLE OF THE PRINCIPAL

- Ensure that an ambulance has been called.  
**Telephone: 000**
- If the fatality occurred outside, Activate Plan 2, "**Stay Indoors**".
- If the fatality occurred inside and the cause places others at risk, Activate Plan 1, "**Evacuate**".
- Authenticate the fatality.
- Support resuscitation attempts.
- Ensure the dignity of the victim.



- Notify the regional emergency service.  
**Telephone: 9586 6266**
- Organise a debriefing session.

## CLASS, CLASS TEACHER & LIBRARIAN ATTENDANCE CHECK LIST

2016

	Teacher	Present	Absent	Unaccounted For
<b>P/1/2</b>	<b>1st.Half</b>			
	Jenny's class			
	Jenny			
	Pat's class			
	Pat			
	Terry's class			
	Terry			
	Tran's class			
	Tran			
	<b>2nd Half</b>			
	Jenny's class			
	Jenny			
	Terry's class			
	Terry			
	Tran's class			
	Tran			
Vi's class				
Vi				
<b>2</b>	<b>1<sup>st</sup> Half</b>			
	Helen's class			
	Helen			
	Janet's class			
	Janet			
	<b>2<sup>nd</sup> Half</b>			
	Janet's class			
	Janet			
	Kim's class			
Kim				
<b>2/3/4</b>	Dale's class			
	Dale			
	Liz's class			
	Liz			
<b>4/5/6</b>	Georgina's class			

	Georgina			
	Kerry's class			
	Kerry			
	Mary's class			
	Mary			
<b>Teach/Lib.</b>	Jenny			

**UNACCOUNTED-FOR STUDENTS**

**2016**

**AREA           TEACHER**

**P/1/2 1st. Half:**

JENNY .....

PAT .....

TERRY .....

TRAN .....

**2nd. Half:**

JENNY .....

TERRY .....

TRAN .....

VI .....

**2       1<sup>ST</sup> Half:**

HELEN .....

JANET .....

**2<sup>nd</sup> Half:**

JANET .....

KIM .....

**2/3/4**

DALE .....

LIZ .....

**4/5/6**

GEORGINA .....

KERRY .....

MARY .....

**UNACCOUNTED-FOR TEACHER AIDES AND CANTEEN MANAGER****2016**

<b>Teacher Aide</b>	<b>Present</b>	<b>Absent</b>	<b>Unaccounted For</b>
Annie			
Colleen			
Lim Lim			
Nghia			
Saltuk			

<b>Canteen Manager</b>	<b>Present</b>	<b>Absent</b>	<b>Unaccounted For</b>
Ourania			

**NB: The above people are at school on the following days:**

ANNIE Monday to Friday 8:50 to 3:30

COLLEEN Friday 12:00 to 6:00 p.m.

LIM LIM Every day, except Tuesday

NGHIA Full Time

OURANIA Monday to Thursday

SALTUK Full Time

## INJURED PEOPLE

NAME	CLASS	NATURE OF INJURY
------	-------	------------------

**UNACCOUNTED-FOR ART, ESL, PHYS.ED., READING RECOVERY & LOTE  
SPECIALIST TEACHERS**

**1998**

Teacher	Present	Absent	Unaccounted For
Pat 2 <sup>nd</sup> Half			
Kim 1 <sup>st</sup> . Half			
Filiz			
Norma			
Vi 1 <sup>st</sup> . Half			

**NB: These specialists are at school on the following days:**

FILIZ Full Time

KIM Full Time

NORMA Monday until 12:30

PAT Full Time

VI Full Time

### BOMB THREAT CHECKLIST

#### GENERAL

1. Keep calm.
2. Record the following information.
3. Attempt to obtain all answers in sequence.
4. Ask all questions as this may enable you to complete other information required after the call is completed.

TIME RECEIVED .....

EXACT WORDS OF CALLER .....

.....

.....

.....

(When message is complete, ask caller to repeat important details)

**ASK:** WHAT TIME IS THE BOMB TO EXPLODE? .....

**ASK:** WHERE IS IT LOCATED? .....

**ASK:** WHAT DOES IT LOOKS LIKE? .....

**ASK:** WHY ARE YOU DOING THIS? .....

**ASK:** WHAT IS YOUR NAME? .....

RECORD TIME TERMINATED .....

#### **DON'T HANG UP**

LEAVE THE LINE OPEN AND HAVE THE CALL TRACED ON ANOTHER LINE USING ANOTHER HAND-SET

#### **CALL 1100 TO HAVE THE CALL TRACED**



To be completed after call finished and chief warden advised.

**DESCRIPTION OF VOICE** (tick box that refers)

MALE	<input type="checkbox"/>	FEMALE	<input type="checkbox"/>		
OLD	<input type="checkbox"/>	MIDDLE AGED	<input type="checkbox"/>	YOUNG	<input type="checkbox"/>
CALM	<input type="checkbox"/>	NERVOUS	<input type="checkbox"/>		
ACCENT:	REFINED	<input type="checkbox"/>			
	ROUGH	<input type="checkbox"/>			

SPEECH IMPEDIMENT? (Describe) .....

UNUSUAL PHRASES? .....

DID YOU RECOGNIZE THE VOICE? ..... (other) .....

.....

**BACKGROUND NOISE:**

MUSIC  Type: .....

RUNNING MOTOR  Type: .....

TRAFFIC  Type: .....

WHISTLES  Type: .....

HORNS  Type: .....

AIRCRAFT  Type: .....

BELLS  Type: .....

OTHER? .....

**ADDITIONAL INFORMATION:**

WHO DID THE CALLER ASK FOR? .....

DID HE/SHE SEEM FAMILIAR WITH THE BUILDING? .....

WHAT LINE DID CALL COME IN ON? .....

IS THIS A LISTED OR UNLISTED NUMBER? .....

**SIGNATURE** .....

**DATE** .....

### SIEGE/HOSTAGE QUESTIONNAIRE

- 1. TIME REPORTED? ..... BY WHOM? .....
- 2. EXACT LOCATION OF HOSTAGE INCIDENT? .....  
.....  
.....
- 3. NUMBER OF HOSTAGES? .....
- 4. NAME(S) OF HOSTAGES? .....  
.....  
.....
- 5. IF NAMES UNKNOWN:      Height? .....  
   Sex? .....  
   Age? .....  
   Colouring? .....
- 6. NUMBER OF ASSAILANTS? .....
- 7. NOTABLE CHARACTERISTICS OF ASSAILANT(S) .....  
.....
- 8. NUMBER OF WEAPONS? .....
- 9. DESCRIPTION OF WEAPONS .....  
.....
- 10. MOOD OF ASSAILANT(S) e.g., Cool, irrational, nervous.  
.....
- 11. ANY OTHER INFORMATION? .....  
.....

## FIRST AID INFORMATION

POISONS INFORMATION CENTRE:                   **Tel.: 131126**

### BRUISES/SPRAINS

Immediate cold application. Place injured part under cold water, apply icepack for ten minutes, bandage firmly with a crepe bandage and rest injury.

### BURNS

Run under cold water, apply icepack for ten minutes. If skin blisters, cover with dressing but DON'T use creams.

### CARTILAGE

**Sign:**                   swelling at side of knee, knee may lock.

**Treatment:**       as for bruises and sprains.

### CUTS AND LACERATIONS

- Stop bleeding with direct pressure.
- Clean wound with running water.
- Clean with antiseptic solution and apply a dressing.  
(scalp wounds bleed a great deal but direct pressure will stop it)

### FAINTING

**Warning:**       weakness, blurred vision, giddiness, nausea.

**Signs:**           pale, cold clammy skin, shallow breathing, loss of consciousness, slow weak pulse.

**Treatment:**   lie patient down with feet higher than head or put head between legs.

### FRACTURES

Immobilise immediately with bandage, splint or sling.

### HEAT EXHAUSTION

- Place person in a cool spot and apply tepid sponging.
- Fan person to evaporate the water.
- Give plenty of fluids.

### NOSE BLEEDS

- Have head at normal height
- Hold soft part of the nose between the thumb and index finger constantly for five minutes.

### POISONS

**Swallowed poison:** ring centre; **131126**  
don't make patient vomit unless told to

**Inhaled poison:** get person to fresh air,  
ring centre; **131126**

**In the eye:** flood with water held about 2" or 3" from the eye.  
Get patient to blink as much as possible.  
Ring centre. **131126**

SYRUP OF IPECAC will make patient vomit if told to do so.

### **SPLINTERS**

Remove with tweezers or a needle sterilised in Dettol.

### **VOMITING/DIARRHOEA**

Give patient small sips of water.

[Back to main text](#)

# SCHOOL LEADERSHIP & MANAGEMENT RESOURCES

Procedures, guidelines, and accountabilities for the implementation of the Sunnyhills School Precinct Program Budget approach to resource provision and management.

*A guide for  
school  
leaders*

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## **Program budgeting – a component of self-managed mini-schools**

Program budgeting is a necessary component of a management model that consists of self-managed mini schools. It places the responsibility on the mini-school Principal or Manager for determining annual priorities, resource needs and budgets for each program operating within the mini-school.

### **Programs**

A program is a component or aspect of a mini school. For example, the curriculum area of Mathematics is one program in the 'Learning' section of the overall framework of programs.

Each program consists of a policy, procedures, resources and budget; each driving the other in terms of quality of effectiveness.

### **Budget determination**

To allocate a budget to each program, a process is followed according to guidelines and parameters provided by the senior leadership team of the school precinct. Basically, a global budget allocation is provided to each mini-school and is based on weighted student enrolment numbers. The Principal then leads budget teams to identify their program needs and negotiate each program's funding allocation within that global budget.

### **Global budgets**

A global budget is the overall budget allocation for a mini school. Each global budget is determined from the expected annual revenue and cost for a given year. This is calculated using a formula that takes into consideration the student enrolment numbers, historical spending, floor space, and programs particular to the mini school. The formula is determined in the light of best international practice and data gained from extensive international research.

### **Program budgets**

A Chart of Programs provides Principals with the range of programs that need to be funded from their global budgets. All these programs are directly or closely associated with education programs and the funding must be exclusively allocated to the programs in the chart that are offered within the mini school.

The Chart of Programs is **Appendix 1** of this document.

## Global Budgets

### Available funds

Funding for education programs is calculated by deducting contractual commitments, fixed administrative costs, and direct and indirect costs from total revenue. For the 2016-17 academic year, the total projected funds available for education programs is \$4,386,234.

### Funding per student

The funding for each student has been calculated using the following two considerations.

- A weighting assigned to students in each mini school
- The historical cost of education materials and other expenses

### Student weightings

The weightings for each student in each mini school were sourced from current international data and take into consideration the unique resource requirements for educating students of different age groups. For example, High School mini schools need special consideration for expensive Science and Technology equipment; early childhood programs need special consideration for intensive literacy and numeracy enrichment resources; adolescents need special consideration for appropriate activities.

The relative weightings are as follows, with Kindergarten students assigned a rating of 1.0.

School Stage	Student Weighting
Kindergarten	1.0
Elementary	0.85
Intermediate	0.99
High	0.99

### Precinct-wide programs

Three education programs are considered as being a precinct-wide provision and are funded as such

Program	Calculation	Funding (\$)
Activities	1% of available funds	87,600
External professional development	1% of available funds	87,600
Physical Education & Sport	0.5% of available funds	21,900

### Activities program

Because the Activities program is campus-based, the funding for that program is further allocated according to student numbers on each campus.

Campus	Student Numbers	Percentage	Pro-rata Funding (\$)
East	944	38%	33,170
West	1549	62%	54,430

The funds available for funding education programs in each mini school is calculated after deducting the funding for these two programs from the total available (\$4,386,234).

## Funding per mini school

### Student allocations to Grades and mini schools

For 2016-17, the projections have been determined for the allocation of students to grade levels within the mini schools. These projections are included as **Appendix 2** of this document.

### Global budgets - total funding

**For 2016-17, the funds available for mini schools is \$4,189,134**

From this, the global budget for each mini-school has been determined by a simple formula that multiplies the number of students in the mini-school by the funding for each student attending that mini-school.

$$\text{Global Budget} = \text{funding per student} \times \text{number of students}$$

For the 2016-17 academic year, the resulting funding allocations for each mini school are as indicated on the following page. The table is also included as **Appendix 3** of this document.

### Global budget allocations

<b>Available school budget</b>	<b>\$4,189,134</b>
<b>Total precinct enrolments</b>	<b>2,493</b>

Mini school	Campus	Student Numbers	Weighting	Student # Equivalent	Budget Percentage	Funding per Student	Global Budget
KG	East	220	1.00	220	8.82%	1240	369482
Elementary	East	300	0.85	255	10.23%	1054	428548
	West	793	0.85	674	27.04%	1054	1132742
Intermediate	East	219	0.99	216.81	8.70%	1227	364455
High	East	315	0.99	311.85	12.51%	1227	524061
	West	646	0.99	631.54	25.33%	1227	106111

#### Notes:

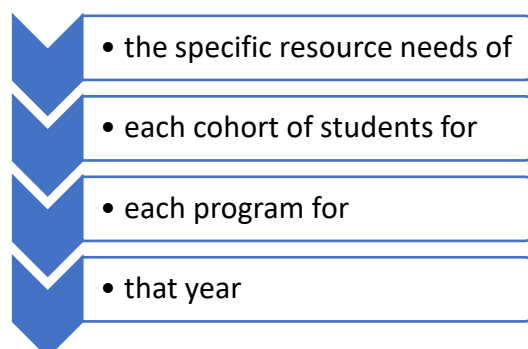
1. The West High Stage is inclusive of Intermediate and High school students, Grade 7 to 12

This funding is notionally assigned to each mini-school Principal as a credit. Each Principal is then responsible for ensuring that it is properly allocated to programs, used as intended, and that expenditure is fully accounted for in compliance with school policies, procedures and systems.

## Allocating resources to programs

### Optimising student learning - a needs-based approach

The fundamental premise of the Program Budget approach is that the funding of student learning for a particular academic year should be determined by



Program needs may vary from year to year depending on such determining factors as

1. Student abilities
2. Student numbers
3. Course and curriculum offerings
4. The lifespan of resources
5. New technologies
6. Approaches to learning and teaching
7. The learning foci of the annual improvement plan
8. The staff professional development plan
9. The unique characteristics of planned activities
10. Unique opportunities

A more detailed description of these determining factors and their impact on budget determination is included as **Appendix 4** of this document and is essential reading.

### The need for detail

Each budget that is submitted to the Principal in each mini school needs to show as much detail as possible. To save budget leaders time and the duress of having to resubmit, the general rule is that the more detailed a budget is, the better.

An example of a program budget for the Visual Arts is **Appendix 5** of this document.

### Budget leaders

To resource the Chart of Programs in Appendix 1, it is most important that budget leaders are those people responsible for implementing the programs. They are the people who best understand resource needs, know what already exists, know what is relevant and appropriate, balance quality and cost, and manage their proper care and use. Consequently,

- teachers and leading teachers develop the budgets for learning programs
- coordinators develop the budgets for learning support
- Vice Principals and Principals develop the budgets for quality assurance, administration, environment and human resources

### Determining costs

To determine the cost of each program within the global budget of a mini school, each Principal leads the staff members through the following process.

When	What
Early February	Receive the global budget and guidelines for the mini school from the precinct Chief Financial Officer (CFO)
Early February	Review the historical expenditure for the current year
Mid-February	Determine the formation of budget teams
Mid-February	Assign a team leader to each program budget
Late February	Provide guidelines to each budget team leader
Late February	Set a timeline for the submission of draft resource needs for each program
Mid-March	Receive submissions of draft resource needs for each program
Mid-March	Ensure that each program offered has adequate resources identified that are relevant and appropriate
Late March	Submit the draft program resources to the precinct Stores department for costing
Mid-April	Receive costed resource lists for each program from the Stores department and distribute to budget leaders
Mid-April	Finalise the costing of items not available through the Stores department
Late April	Receive draft program budgets from each budget leader
Late April	Conduct a whole staff meeting at which each budget leader presents their budget for justification, discussion, and refinement
Early May	Collaboratively and by negotiation, ensure that the budgets do not exceed the global budget allocation for the mini school
Early May	Submit the draft budgets to the Head of Schools
Mid-May	Await approval and guidelines for implementing the budgets
Late May	Initiate budget expenditure according to the guidelines

### **Budget flexibility**

Once each program budget is determined and approved, the total funding allocation for that program is fixed. It cannot be increased or decreased without approval from the Head of Schools in consultation with the Principal.

However, the allocation of funds to resources **within** each program budget is fluid and interchangeable according to the changing needs of the program over time. Each budget leader, in consultation with colleagues affected by that budget, may reallocate the funds within the budget as they deem necessary. This is conditional upon the reallocation being relevant and appropriate to the needs of the program.

### **Budget adjustments**

If projected revenue is not matched by actual revenue, the CFO will adjust the global budgets for each mini school accordingly. This will usually happen at the beginning of each academic year when it becomes apparent if more or fewer students have attended school than originally projected.

When a global budget is adjusted by the CFO, the affected Principal of that mini-school will need to negotiate adjustments to the program budgets within the mini-school. This is done in consultation with budget leaders and the senior leadership team of the mini school.

## **Implementing and tracking budget expenditure**

### **Timeframes**

### **Ordering**

The timeframe for ordering resources is as follows.

***International orders***

February for August availability

***Student and staff requisites (stationery, consumables, etc.)***

May for June availability

***Education materials (Art, PE, Science & Activities supplies, etc.)***

May for June availability

***Other resources***

As required

**Purchasing freeze period**

Except for the purchase of minimal essentials, such as everyday consumables, the purchasing of significant resources ceases at a time that allows the precinct's Finance department to complete an end-of-year reconciliation and report. The reconciliation and report are needed for the precinct's governing body and for the school's financial auditors during the following August to September period.

The freeze on purchasing significant items usually occurs in mid to late April of each year and continues through to the end of the academic year.

**The impact of cash flow**

The ability to spend funds is dependent upon the existence of funds and there are two peak periods when revenue flows into the precinct coffers. These periods are between August and January, and between February and May. Approximately half the total school revenue is raised during each period.

It is therefore necessary to limit the ordering of resources to match the availability of funds and it is usually safe to allow half the allocated funds to be committed at the beginning of the school year and the other half after February. This is flexible depending on guidance from the Chief Financial Officer (CFO).

For this reason, it is useful for Principals and their teams to prioritise purchase needs and target major spending for the peak periods of August and February.

**Internal control**

Internal control procedures ensure a separation of those responsibilities or duties which, if combined, would enable one person to record and process a complete transaction. If duties of responsibilities are separated, the scope for errors and oversights, deliberate manipulation or abuse is significantly reduced.

For this reason, the school has internal control and quality control procedures in place. Broadly, they are as follows.

**Approval of program budgets**

The Principal of each mini school is responsible for ensuring that the list of resource needs for each program is relevant to the program and appropriate to the developmental needs of the students participating in the program. The Principal signs a hard copy of each budget with the budget leader.

The Principal collates and publishes the annual program budgets and submits a hard copy of the collated document to the Head of Schools for further appraisal and approval.

The Head of Schools consults the CFO to ensure that the budgets are correct and comply with global budget funding, as well as the school policy, procedures and guidelines. The Head of School and CFO sign and date the collated document from each mini-school and submit them to the governing body for final approval. The governing body check for relevance and appropriateness, sign and date each collated document and hand the collection to the CFO for safe storage and future reference by the financial auditors.

The CFO informs each Principal of the final approval and grants permission to proceed with ordering resources in accordance with approved procedures and guidelines.

### **Ordering resources**

#### **Precinct Stores department**

All ordering from the precinct Stores department is done using the online digital process. This process has an inbuilt approval and tracking system using digital signatures and dedicated passwords. The procedure is illustrated in **Appendix 6** of this document.

#### **External providers**

Ordering resources that are not stocked in the precinct's Stores department is done through the precinct's Purchasing Officer using the process illustrated in **Appendix 6** of this document.

### **Reimbursements**

Budget leaders may personally purchase items within their budget if the purchase is less than \$500. To receive a reimbursement for the purchase, the item and receipt must be presented to the relevant Principal for signing. The Principal will first check the item against the program budget.

The budget leader then takes the item and signed receipt to the Purchasing Officer who also signs the receipt and enters the purchase into the finance system. The budget leader then proceeds to the cashier and receives the reimbursement.

## Appendix 1: Chart of Programs for the mini schools

Learning 21						Administration		Human Resources	
Education Materials		Support		Quality Assurance					
211		212		213		22		23	
21101	Bengali	21201	Awards	21301	Assessment & Reporting	2201	Communications	2301	Induction
21102	Biology	21202	Careers & College	21302	Professional Development	2202	Office Administration	2302	Staff Association
21103	Chemistry	21203	Community Service	21303	Improvement Plans	2203	Student Requisites		
21104	English	21204	First Aid			2204	Teacher Requisites		
21105	Environmental Studies	21205	Gifted Education						
21106	Information Communication Technology (ICT)	21206	Graduation						
21107	Religious Studies	21207	Rescue & Intervention						
21108	Library	21208	Special Learning Needs						
21109	Mathematics	21209	Student Association						
21110	Performing Arts	21210	Transition						
21111	Physical Development & Health (PE)								
21112	Physics								
21113	Science								
21114	Social Studies - Arabic								
21115	Social Studies - English								
21116	Technology								
21117	Visual Arts								



## Appendix 2: Allocation of Students to Grade Levels

### Kindergarten mini school (220 students)

East			West		
Nursery	KG1	KG2	Nursery	KG1	KG2
10	40	60	10	40	60

### East elementary mini school (300 students)

Gr.3	Gr.4	Gr.5	Gr.6
22	89	92	97

### West elementary mini school (793 students)

School 1			School 2					
Gr.1	Gr.2	Gr.3	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6
91	88	95	92	72	90	82	81	102

### East intermediate mini school (246 students)

Gr.7	Gr.8	Gr.9
72	89	58

### West intermediate mini school (292 students)

Gr.7	Gr.8	Gr.9
104	99	89

### East high mini school (288 students)

Gr.9	Gr.10	Gr.11	Gr.12
27	78	92	118

### West high mini school (354 students)

Gr.10	Gr.11	Gr.12
109	120	125

### Appendix 3: Funding per mini school

Available school budget           \$4,189,134  
 Total precinct enrolments        **2,493**

Mini school	Campus	Student Numbers	Weighting	Student # Equivalent	Budget Percentage	Funding per Student	Global Budget
KG	East	220	1.00	220	8.82%	1240	369482
Elementary	East	300	0.85	255	10.23%	1054	428548
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High	East	315	0.99	311.85	12.51%	1227	524061
	West	646	0.99	631.54	25.33%	1227	106111

**Notes:**

1. The West High Stage is inclusive of Intermediate and High school students, Grade 7 to 12

## **Appendix 4: Determining need**

### **1. Student abilities**

There is an approximate 'normal curve' that illustrates the expected range of academic abilities in a cohort of students. It can be assumed that approximately 24% of students will need atypical individual intervention and support to ensure optimal success; 12% requiring bridging support to help close an achievement gap (low ability), and 12% requiring extension support to challenge high intellectual capacity and/or a specific talent (high ability).

Students have different aptitudes and interest levels for different programs and, for the same group of students, such levels represented for one program may be quite different to the levels represented for another. It can be assumed then that each learning program will probably have different resource needs each year to match the different aptitudes and interests.

Those resource needs are best identified by the teachers delivering the learning programs. It is the teachers who gather and interpret data on student aptitudes, interest levels and achievement and tailor their learning arrangements to address improvement. It is therefore the teachers who can best identify the resource needs of a program that will optimise its effectiveness.

### **2. Student numbers**

The obvious effect of how many students attend a particular class is on the quantity of resources needed for that class, and therefore the budget.

### **3. Courses and curriculum offerings**

#### **Courses**

Especially in high school mini schools, what is offered can depend on how many students elect to study a particular program. For example, a Grade 11-12 Science stream may offer Biology, Chemistry and Physics with more Chemistry classes being offered than the other two. More students may elect to attend General Mathematics than Pure or Applied Mathematics. Resource provision is affected by such choices.

#### **Curriculum offerings**

The content covered in a learning program can affect resource provision. For example, one novel may be offered in English for one year and another for the next. This can be governed externally as well as internally and be beyond the control of the mini school. Budget provision needs to be made for this contingency.

### **4. The lifespan of resources**

The lifespan of resources can be considered in three categories: consumables, short term use and long-term use. The consumables are such resources as paper, printer cartridges and pens. Items of short-term use are resources such as art construction materials, or items that quickly deteriorate or become obsolete. The long-term resources include items on the asset register, such as printers, computers, photocopiers and furniture.

Towards the end of each academic year, judgements need to be made about resource replenishment and replacement and factored into budget projections.

## 5. New Technologies

Obsolescence has increasingly become more of a day-to-day issue in education. In particular, the advances in learning technologies are accelerating and it is difficult for schools to keep up to date with what students can readily access elsewhere. Informed and careful decisions need to be made so that resource provision can be flexible enough to accommodate innovation and generic enough to provide multiple functions.

Currently, this is impacting on how students access text. The advent of books and digital libraries is revolutionising education delivery and budget considerations need to be made to accommodate this.

## 6. Approaches to learning and teaching

Modern, internationally lauded approaches to learning and teaching are increasingly adopting the social constructivist model and this is also apparent with many school accreditation providers. They require substantial elements of social constructivism to underpin learning programs.

This model comes under several different names, such as project-based learning, inquiry-based learning, and student-centred learning. To resource this approach, teachers need to be able to readily access consumable resources and information communication technology resources. High speed, high traffic reliable internet, intranet and ultranet provision are now a fundamental resource for education delivery and are a major budget component.

## 7. The learning foci of the annual improvement plan

Each year, data is gathered to inform the improvement of programs and the two main data sources that provide insights into the quality of learning programs are student achievement and stakeholder perception. For a particular mini school, the data may indicate that students are underperforming relative to the expected performance standards of a particular learning program.

In response to such information, action plans are devised and resourced to improve student performance, and these need budgetary support.

## 8. The staff professional development plan

Arising from the outcomes of staff performance appraisal, professional development plans are created to support the professional needs of staff, identified by:

- The performance appraisal process
- The introduction of new programs
- The introduction of new approaches to learning and teaching
- The adoption of new, innovative technologies
- Expressed need

Towards the end of each academic year, the resource needs of the plan are identified and costed for budget inclusion.

## 9. The unique characteristics of planned activities

Good teaching is responsive to the abilities, interests and current understanding of students. It also engages students through activities and by providing stimulating experiences in real contexts. Planned excursions, field trips, use of multi-media and imported expertise through guest speakers all require funding that needs to be catered for in annual budgets.

## 10. Unique opportunities

It is wise to include a funding contingency in the program budgets to allow for unexpected learning opportunities to be resourced. These may include visits by notable, distinguished or famous people, or unplanned events, such as a robotics competition.

## Appendix 5: Example of a Program Budget

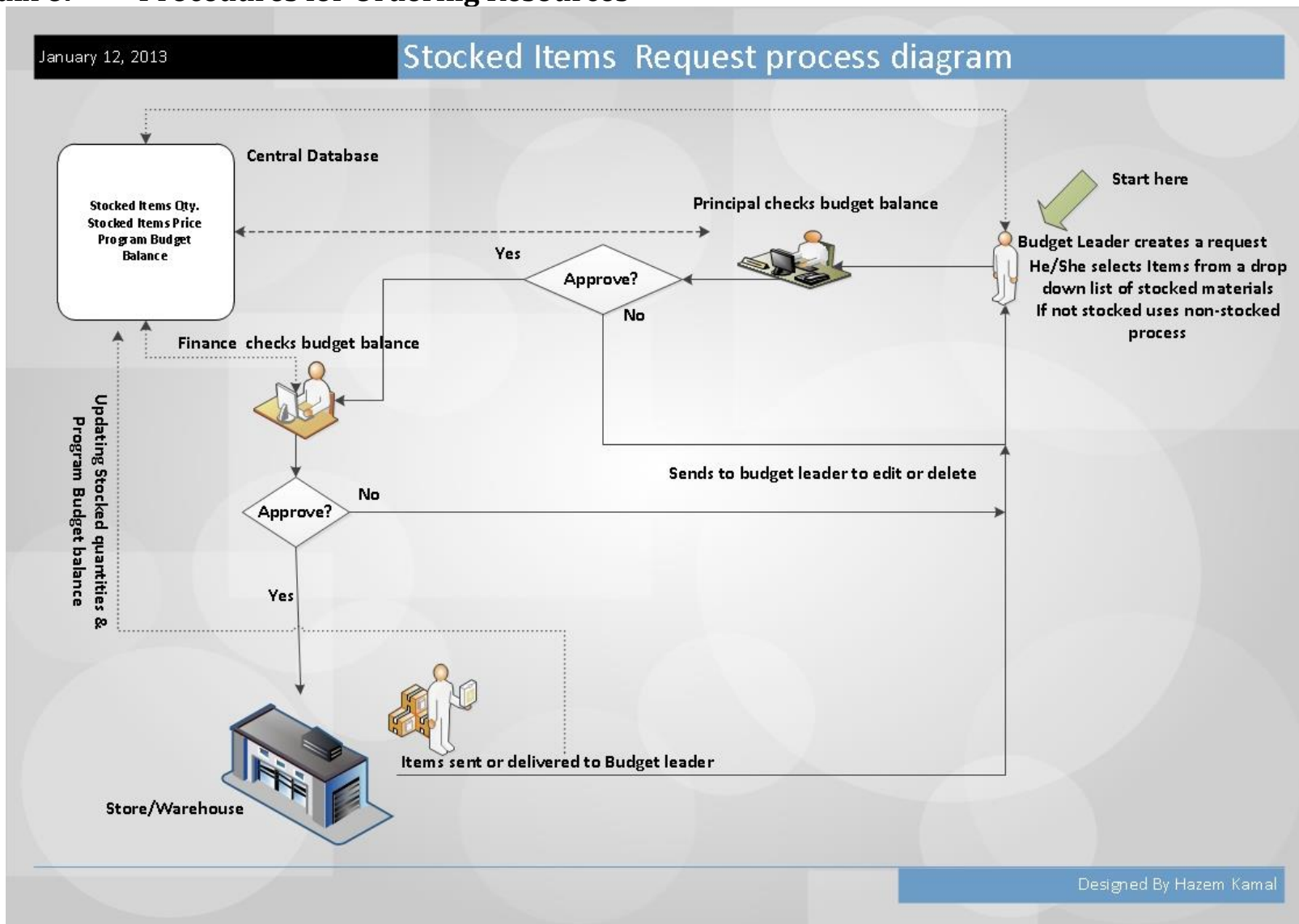
**Program Area:** The Visual Arts

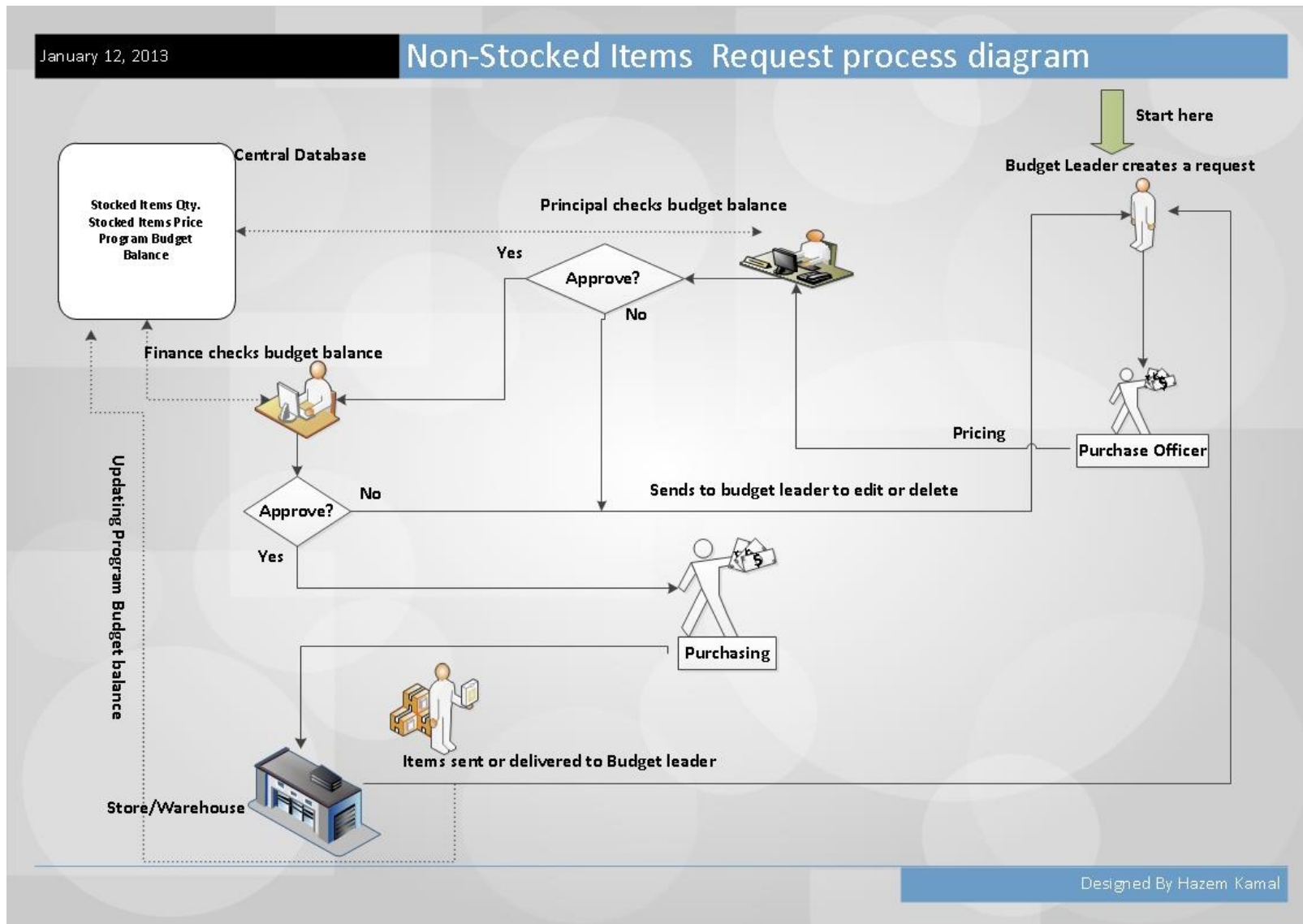
**Program Leader:** Aysa

**Date:** February 2016

			<b>TOTAL</b>
Teacher Materials, Aids & References		240	
Photocopying		120	
Equipment Maintenance or Replacement		<u>420</u>	880
Drawing	Clip Boards	60	
	Paper	250	
	6B Pencils	210	
	Charcoal	210	
	Crayons	<u>240</u>	970
Painting	Paint	1500	
	Easels	90	
	Brushes	180	
	Spatulas	<u>180</u>	1950
Printing	Ink	600	
	Paper	250	
	Linoleum	<u>120</u>	970
Sculpture	Clay	1200	
	Wood	600	
	Tools	<u>600</u>	2400
Textiles	Materials	1200	
	Tools	<u>120</u>	<u>1320</u> 8390

## Appendix 6: Procedures for Ordering Resources





[Back to main text](#)

Appendix 36: Global budget example

# The school

[Insert Logo]

[Years Applicable]

# Program Budgets

2018-19



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**PROPOSED INCOME**

	<b>2017-18</b>	<b>2018-19</b>
Fees	280,000	293,820
Booklists (bulk)	17,500	18,500
Fundraising	20,000	20,000
Out of School Hours Program Fees	47,465	48,849
Uniform Shop	16,000	16,500
Canteen	65,000	68,000
Hall Hire	4,000	4,000
Bank Interest	6,000	6,000
School production	NA	1,500
Commissions	1,999	2,000
Funds brought forward	99,047	217,212
<b>TOTAL</b>	<b>\$557,011</b>	<b>\$696,381</b>

## **Academic Assessment**

**PROGRAM** 466-662

**LEADER** XXXX

### **PURPOSE**

Assessment is a process concerned with gathering information about student competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. At Sunnyhills PS, assessment strategies promote a positive attitude towards learning and encourage each child towards achieving their best. The school's practices will reflect joint decision-making involving students, parents and teachers.

### **BROAD GUIDELINES**

Assessment should be ongoing and:

- \* encourage students to reach achievable goals
- \* provide relevant information about the variety of learning situations which are used to help students experience success
- \* develop cumulative records for each child
- \* identify students' strengths and weaknesses
- \* provide students with the opportunity to set individual and activity goals and to participate in self-assessment.

### **PLAN FOR IMPLEMENTATION**

1. A cumulative file, in the form of a manila folder, will be kept for each child and passed on to the next class teacher. It will contain:
  - \* copies of all prior reports
  - \* referrals and related documents
  - \* work samples to be included will be determined by each Area at the beginning of the year.

All documentation for the current year will be kept in a clear, plastic pocket. The Sunnyhills Student Assessment face sheet must be completed and placed at the front of each child's pocket.

2. Suggested student assessment tools and strategies may include:
  - \* KIDMAP
  - \* Wellington documents
  - \* checklists
  - \* anecdotal notes
  - \* pre/post tests
  - \* running records
  - \* portfolios
  - \* observations
3. The cumulative file will be forwarded to a child's new school should she/he transfer. At the completion of grade 6, files will be made available upon request to secondary schools for transition purposes or to student's families.

### **PROPOSED MODE OF EVALUATION**

1. Reviewing goals and teaching practices in relation to assessment outcomes.

2. Feedback from teachers on the relevance and accuracy of information passed on in cumulative files.
3. Regular major and minor reviews of assessment practices as determined by the Whole School Plan.

**RESOURCES**

Photocopying – CSF summary sheet (Preps & new enrolments only)	5
Photocopying - cumulative file face sheets, 750 copies	15
Plastic pockets - for cumulative files, 750 pockets. Box 100 @ \$6 x 8	50
Manila folders for Prep and new enrolments cumulative files - 2 boxes	20
Suspension Files - 200 files for Preps and new enrolments Pk 50 @ \$15 x 4	60
Suspension File Tabs x 4 & inserts for tabs	30
Computer Disks 2 boxes of 10 - KIDMAP maintenance & PD @ \$10	20
Wellington Documents – (class teacher) @ approx. \$15 per book - <i>or alternative</i>	450
Administrative photocopying	80
1 Casual replacement teacher day for release of KIDMAP keyperson for program updating & maintenance	180
Teacher reference	100
Additional materials to administer Year One Observation Survey	150
Coloured photocopy paper - for cumulative files - every two years (odd years)	
Seven specified colours @ \$14 for each colour pack	

2x SEA Prep Assessment Kits	500
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Casual replacement teacher coverage of teachers to moderate for LAP days	13	2340
Casual replacement teacher coverage of teachers to administer Year 1 Observation Survey 5 days		900
Casual replacement teacher coverage of teachers to administer P-2 Benchmarking 13 days		2340
Casual replacement teacher coverage of teachers to administer the Prep Assessment Program 5 days		900

<b>TOTAL</b>		<b>\$5300</b>
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**Professional Development**

<i>Kidmap updates one external day</i>	<i>approx.</i>	<i>300</i>
<i>Staff in-servicing – KIDMAP</i>	<i>approx.</i>	<i>50</i>
<i>Assessment practices in major KLAs (common assessment tasks)</i>	<i>approx.</i>	<i>100</i>
<i>Switched On Assessment</i>	<i>approx.</i>	<i>350</i>
<i>Making Consistent Judgements</i>	<i>approx.</i>	<i>50</i>
<i>Year 3 &amp; 5 Benchmarking</i>	<i>approx.</i>	<i>50</i>

<b>TOTAL</b>	<b>\$ 900</b>
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## Administration

**PROGRAM:** 426-261

**LEADER:** XXXX

### **PURPOSE**

To provide an efficient administrative structure which facilitates the smooth day to day organisation of the school and DEETs not cause any impediment to students, staff, members of the school community or officers from the Department of Education.

### **BROAD GUIDELINES**

Provide front office reception between the hours of 8.15 am and 4.15 pm to establish sound lines of communication with staff, students and members of the school community.

Attend to all office records.

School principal and SSO's to work in close co-operation.

Be familiar with, as well as oversee, the proper and efficient usage of all office equipment.

### **PLAN FOR IMPLEMENTATION**

Please see copies of Principal's role statement and job description of School Secretary.

### **RESOURCES**

Purchase of office photocopier	3,790
Other	
Expendable stationery items	
Computer disks for backing-up programs	
Costs associated with Fax and Modem	
Postage	
Photocopying costs	14,210
<b>TOTAL</b>	<b>\$18,000</b>

## Arts - Visual

**PROGRAM** 401-011

**LEADER** XXXX

### **PURPOSE**

- To encourage children to work creatively in an atmosphere where an acceptance and understanding of their work is shown.
- To provide a form of creative expression.
- To provide experiences in utilising and experimenting with various media.
- To encourage children to form opinions about art works on both a subjective and objective level.
- To be able to transfer ideas and skills acquired through art education to other curriculum areas.
- To provide for the development of specific techniques and skills.
- To develop greater perceptual awareness.

### **BROAD GUIDELINES**

- The visual arts program will be activity based so that children can learn through experience and take artistic and expressive risks without fear of failure.
- The program will consider the interests and varying capabilities of the children.
- The program will be non-competitive to allow all children to participate, to enjoy success and to develop positive self-image.

### **PLAN FOR IMPLEMENTATION**

- The program will be implemented through the following areas of art based on CSF Guidelines: painting, printing, construction, collage, threads and textiles, modelling and drawing.
- Each grade will receive one hour or 45 minutes of art per week in the art room.
- At times the art program will be integrated with classroom curriculum.

### **PROPOSED MODE/S OF EVALUATION**

Evaluation of the art program will be ongoing. Assessment of student achievement should serve as a guide to improve the quality of future artistic experiences. Assessment methods will be observation and anecdotal notes which record artistic achievements, enjoyment, participation and discovery. Children will have the opportunity to be involved in self-assessment through discussions and questionnaires.

### **RESOURCES (in priority order)**

Art / Craft Supplies	5,000
Teacher References and Resources	500
Child References	400
Tools and Equipment	450
Repairs and Maintenance and Replacement	255
Storage Facilities e.g. Tubs	200
Photocopying	200
Display	100
Subscription to Reverse Garbage	45
Art Craft Teacher's Association	80
Computer Software	500

**TOTAL** **\$7,680**

*Professional Development Budget* *\$400*

## Audio-visual Resources

**PROGRAM** 408-081  
**LEADER** XXXX

### **PURPOSE**

- To continue to provide a wide variety of resources (other than text).
- To enhance classroom programs

### **BROAD GUIDELINES**

Teachers require a broad range of Audio-Visual equipment so that classroom programs can be effectively implemented.

### **PLAN FOR IMPLEMENTATION**

- To continue to build on and improve resources needed to complement programs.
- Most materials and resources to be housed and maintained in classrooms.
- To maintain the number of TV/Video/cassette players within the school and update if necessary.

### **PROPOSED MODES OF EVALUATION**

Subjective evaluation of frequency of use of resources and through teacher requests.

### **RESOURCES**

2 x tubular trolleys @ \$170	340
4 x portable radio cassette CD players @ \$220	880
5 x extension cords @ \$4.30	22
5 x power boards @ \$17 each	85
10 x 60 min TDK video tapes	60
10 x 180 min TDK video tapes	60
30 x 60 min TDK audio tapes	60
30 x 30 min TDK audio tapes	60
Repairs to equipment	500
Listening posts x 2	450
TV Monitor & avekey	1500
2 x Television Panasonic 51cm	1800
Colour film and outside processing	500
Photocopying/Photo paper	250
Printer/scanner-darkroom	800
<b>TOTAL</b>	<b>\$7367</b>



## Buildings

**PROGRAM:** 420-201

**LEADER:** XXXX

### **PURPOSE**

Maintain and improve the school buildings to a high level of safety while at the same time considering the aesthetic nature of the total school environment.

### **BROAD GUIDELINES**

Meet all urgent priorities before capital equipment expenditure.

Establish an expectation that buildings should always be safe and aesthetically pleasing to students, visitors and other users.

Utilise the talents and expertise of staff, students and school community when carrying out projects.

### **PLAN FOR IMPLEMENTATION**

Buildings and Grounds Sub-committee of School Council to meet regularly to determine needs for 1999.

### **PROPOSED MODE/S OF EVALUATION**

Develop a long term and annual plan based on data from:

- student opinions through Junior School Council
- staff opinions through staff meetings and representatives on Buildings and Grounds Sub-committee
- parent opinions through Buildings and Grounds Sub-committee and Parents Club

### **RESOURCES**

Paint, timber, hardware items	4,300
Maintenance labour	2,500
Gas heater maintenance	1,500
Door closer maintenance	400
Evaporative cooler maintenance	500
Boiling water unit maintenance	200

#### **SPECIAL PROJECTS:**

1. Painting of relocatable classrooms-interior and exterior	18,000
2. New carpet for admin wing- main building	16,500
3. Painting- interior main building	14,000
4. Evaporative cooler for new relocatable classroom	3,000
5. Evaporative coolers for rooms 1,2,3,4,5,6	10,000
6. Modifications to Art room storage facilities	1,500
7. PRMS maintenance items & consultancy	

<b>TOTAL</b>	<b>\$ 72400</b>
--------------	-----------------

## Canteen

**PROGRAM:** 442  
**LEADER:** XXXX

### **PURPOSE**

Provide a service to the school community through provision of prepared lunches and sales of a range of food and drink items as refreshments at recess breaks.

### **BROAD GUIDELINES**

Many families require the provision of a canteen to provide their children with lunches and snack foods and drinks for purchases at recess times. The canteen is not considered to be a major fundraising source. However, it is expected that a small operating profit will accrue annually. Such profits from canteen sales will be passed on to the School Council who will decide on the destination for the funds.

### **PLAN FOR IMPLEMENTATION**

- The canteen will be staffed by a paid manager who will be assisted by volunteer parent helpers.
- The canteen is to provide a range of lunch and snack food items which families can pre-order or purchase over the counter daily.
- Foods are to be selected for their nutritional value and suitability for primary school age children.
- Foods offered for sale are to be approved by a sub-committee of the School Council which will also monitor all other canteen operations.
- Prices are to be determined by the sub-committee and are not to be excessive - costs plus a small margin are to be built into the pricing structure.
- All families are to be given a menu and price list at the commencement to each year.
- The provision of canteen facilities and practices are to be based on the relevant health regulations
- It is desirable for the school to be a member of an approved school canteen buying group.

### **PROPOSED MODE/S OF EVALUATION**

Canteen operations will be monitored regularly by the School Council sub-committee. Input will be sought from the general school community, Parents Club, staff and students.

### **RESOURCES**

Staff Salary	15,179
Salary Oncosts	1,507
Saleable food items	38,000
Equipment	
Replacement pie-warmer	1,200
Utensils	200
Other Expenses	
Telephone/Postage/Photocopying	100
Electricity	200
Repairs and Maintenance	500
Other	
<b>Total</b>	<b>\$56,886</b>

## Casual Replacement Teachers

**PROGRAM** 463-630

**LEADER** XXXX

### **PURPOSE**

To provide replacement teachers for staff on sick leave and approved absences other than professional development.

### **BROAD GUIDELINES**

It is essential that an adequate number of suitable casual relief teachers are at the disposal of the school to fulfil short term absences as required.

### **PLAN FOR IMPLEMENTATION**

- At beginning of each term, a list of suitable qualified casual replacement teachers will be established.
- Staff to contact Assistant Principal, giving as much notice as possible of any forthcoming absence.
- Suitable qualified teachers to be employed.
- Casual replacement teachers familiar with the school and grade will be given first preference for employment.

### **RESOURCES**

Casual replacement teacher bank

<b>TOTAL</b>	<b>\$50,000</b>	(Based on indicative SGB)
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## **Class Supplies - Prep**

**PROGRAM** 462-621

**LEADER** XXXX

**PURPOSE**

To provide the Prep area with adequate classroom supplies for the year.

**RESOURCES**

**TOTAL \$4,000**

**Class Supplies - 1/2**

**PROGRAM** 462-622  
**LEADER** XXXX

**PURPOSE**  
To provide the 1/2 Area with adequate classroom supplies for the year.

**RESOURCES**

**TOTAL \$6,000**

**Class Supplies - 3/4**

**PROGRAM** 462-623  
**LEADER** XXXX

**PURPOSE**  
To provide the 3/4 Area with adequate classroom supplies for the year.

**RESOURCES**

**TOTAL \$5,200**

**Class Supplies – 5/6**

**PROGRAM** 462-624  
**LEADER** XXXX

**PURPOSE**  
To provide the 5/6 Area with adequate classroom supplies for the year.

**RESOURCES**

**TOTAL \$5,000**

## Class Support

**PROGRAM** 472-720/740

**LEADER** XXXX

**PURPOSE**

To provide staff with photocopying facilities and the means of purchasing low-cost miscellaneous items which are essential to the day to day running of classrooms.

**RESOURCES**

Photocopying	\$180
Class requisites	<u>\$ 50</u>
	<b>\$230</b>

**TOTAL**      **27 x \$230.00 = \$6,210**



## Cleaning Contract

**PROGRAM:** 420-200

**LEADER:** XXXX

### **PURPOSE**

To maintain the school (essentially internal) to a high standard of cleanliness, such that students, staff, parents and visitors are not placed at risk in terms of health and safety.

### **BROAD GUIDELINES**

Principal and Assistant Principal to ensure that adequate supplies of bins, disposable paper products, classroom cleaning implements and other expendable cleaning items are purchased from the "School Supplies Program Budget".

Contract cleaner to maintain a close liaison with Principal and Assistant Principal to maintain an effective cleaning program for 1999.

Contract cleaner to ensure that all brooms, mops, vacuum cleaners, floor scrubber/polishers are kept in good working order (at no cost to the school).

All procedures carried out by the Contract Cleaner are to be consistent with State Occupational Health and Safety guidelines.

Provide a logical, regular and systematic daily, weekly and monthly cleaning program to offer optimum health and safety standards.

### **PLAN FOR IMPLEMENTATION**

Adhere to directions as per School Cleaning Services, Schedules A and B, Directorate of School Education, November 1992.

Note also the "Contract of Agreement" between Northern Cleaning P/L and Sunnyhills Primary School.

### **PROPOSED MODE/S OF EVALUATION**

Reporting of standards of cleanliness by staff members and school community members.

Regular dialogue between Principal and Contract Cleaner regarding standard of work, hours of duty, equipment efficiency and cleaning materials.

### **RESOURCES**

Cleaning Contract

**\$50,000**

## Cleaning Supplies

**PROGRAM:** 420-203

**LEADER:** XXXX

### **PURPOSE**

To supply the school's Contract Cleaner with the necessary expendable items in order that he effectively execute his duties.

### **BROAD GUIDELINES**

Principal to work in close co-operation with Contract Cleaner to ensure supply and demand is met regarding disinfectants, disposable paper products, soaps, rubbish bins and classroom cleaning implements, e.g., brush and pan, dusters, etc.

### **PLAN FOR IMPLEMENTATION**

Except for room deodorisers, all supplies are to be purchased through State Supply.

Contract Cleaner to place orders through General Office on special forms supplied by School Secretary. Payment is made by the school.

Contract Cleaner is responsible for the storage of such supplies in Cleaner's Storeroom.

The Contract Cleaner is not permitted to use the sales tax-exempt facility provided by State Supply.

### **PROPOSED MODE/S OF EVALUATION**

Monitoring of supplies to see that adequate quantities of the essential items are kept in stock.

### **RESOURCES**

Deodoriser sprays

Disposable hand towels

Plastic and metal rubbish bins

Soap

Classroom brushes and pans (replace as necessary)

Toilet paper

Tissues

**TOTAL**

**\$3,500**

## Corrective Reading

**PROGRAM** 402-023

**LEADER** XXXX

**PURPOSE** To provide additional assistance to students in years 3-6 deemed at risk with literacy, in particular problems with decoding skills in language.

### **BROAD GUIDELINES**

- Students deemed at risk with their literacy skills will be provided with regular assistance using the Science Research Association Decoding Skills program.
- The identification of students at risk will be made through a combination of teacher observation and recommendation, and through testing, using various methods.
- The students once recommended for the program will then be put through a Decoding Placement Test which will place them into the appropriate part of the Three-Tiered Program.
- The progress of the students taking part in the program will be tracked and monitored through ongoing assessment and re-assessment.
- Data collected for the purposes of tracking and monitoring student progress will be collected on a regular basis.

### **PLAN FOR IMPLEMENTATION**

Additional assistance will be offered to students meeting the criteria of selection through the Corrective Reading Program using the Science Research Association Decoding Skills program.

### **MINOR EVALUATION:**

- Program budget
- Area evaluations
- Parental feedback

### **MAJOR EVALUATION**

- In accordance with whole school review cycle

### **RESOURCES**

3 X grade 5/6 Tables	
10 x Grade 5/6 Chairs	
2 X Packets of coloured pencils	\$6.00
20 X Grey lead pencils	\$5.00
1 X Packet of 100 plastic slips	\$6.00
3 X Black, Blue and Red fineline markers	\$3.00
1 X Calculator	\$10.00
2 X Stamps	\$18.00
Lucky dips	\$50.00
2 X Packets of cover-card	\$30.00
1 X Packet of 100 envelopes	\$5.00

2 X Green photocopy paper	\$20.00
20 x Raeco Hang-up bags	\$30.00
Laminating	\$50.00
New Program Decoding A plus 10 Workbooks	\$415.30
New Program Decoding B1, 8 X Story books, plus 10 Workbooks	\$600.90
New Program Decoding B2, 8 X Story books, plus 10 Workbooks	\$600.90
<b>TOTAL</b>	<b>\$1850.10</b>

## **Disabilities & Impairments**

**PROGRAM:** 415-151

**LEADER:** XXXX

### **PURPOSE**

To provide access for students with disabilities and impairments to quality educational opportunities.

To respond to the health, learning, behaviour and welfare issues for these students to maximise their educational opportunities.

### **BROAD GUIDELINES**

Educational opportunities for students with disabilities and impairments should be non-discriminatory and in accordance with relevant acts.

### **PLAN FOR IMPLEMENTATION**

A Program Support Group exists for each student with a disability or impairment to advise the Principal on the specific educational needs of the students and the most appropriate use of available resources. The PSG operates within the guidelines in the DEET document - "Program Support Group Procedures".

The student welfare coordinator, in consultation with each Program Support Group, facilitates a program to systematically identify and resource the educational and welfare needs of students with a disability and/or impairment.

### **PROPOSED MODE/S OF EVALUATION**

- Feedback from staff annual Program Budget review process highlighting the perceived success indicators, areas of concern and recommendations for the coming year.
- Collation of information outlining recommendations and action taken by or on behalf of the PSG for the benefit of students with disabilities and impairments.

### **RESOURCES**

Photocopying	80
Stationery	60
Laminating	30
Reference materials for staff	150
CASUAL REPLACEMENT TEACHER replacement to facilitate PSGs (3 days)	540
CASUAL REPLACEMENT TEACHER replacement to facilitate C/T 'handover' (2 days early in term 1)	360
Reference materials for students and parents	150
<b>TOTAL</b>	<b>1370</b>

### **Professional Development Budget**

RCH programs	120
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<i>Integration Professional Development for new class teachers/teacher aides</i>	<i>200</i>
- Autism	
- Tuberos Sclerosis	
- Intellectual Disability	
- Language Disorder	
<i>Whole staff PD sessions (speaker at school for info session)</i>	<i>150</i>
- Epilepsy	
- Diabetes	
-Autism	
<i>Casual replacement teacher replacement – 2 days</i>	<i>360</i>
<b>TOTAL</b>	<b>830</b>

## Early Years

**PROGRAM** 471-713

**LEADER** XXXX

### **PURPOSE**

All children should succeed in literacy by the end of their third year of schooling.

At Sunnyhills we aim to plan and implement a strategic and comprehensive approach to successful early literacy achievement

### **BROAD GUIDELINES**

The essential components of good literacy practice identified in this comprehensive program are:

- Teaching Reading in the Classroom
- Additional assistance
- Parent participation
- Professional Development for Teachers

The strength of the Early Literacy Program lies in its essential features:

A daily focused two-hour literacy session

Strategically planned home-school liaison.

Identification and appointment of a Literacy co-ordinator

Whole school commitment to literacy

### **PLAN FOR IMPLEMENTATION**

- Train a third staff member as an Early Literacy Program tutor.
- Continue to provide the opportunity for a literacy block in the junior school classes through strategic timetabling (P-2)
- Continue in-service opportunities for staff on the Early Literacy strategy
- Continue a junior school team approach to literacy planning, assessment and evaluation and timetable two meetings per term for staff to meet.
- Document the processes and schedules for the assessment of students in literacy.
- Continue to refine the use of Learning Improvement plans for students at risk.
- Schedule regular contact meetings with feeder pre-schools.
- Continue the purchase materials for guided reading boxes.
- Continue to build resources for Learning Centre activities.
- Purchase of boxes for storing Learning Centre resources to maximise access and use.
- Continue to purchase Early Years kits and publications.
- Purchase resources (mobile literacy unit, listening post and literacy activities box) for use in extra classroom that is being established.
- Train a staff member as Reading Recovery teacher.
- Purchase materials for the resourcing of Reading Recovery.
- Complete Observation Survey of Literacy Achievement with all Year 1 students in at the beginning of the year.
- Identify Year 1 children at risk in literacy development for Reading Recovery program.
- Continue to resource all literacy intervention programs as required.
- Continue to offer Parents as Tutors program for parents.
- Continue to offer the "Classroom Helpers" program for parents who wish to assist with classroom programs.

- Continue to promote literacy in the school through literacy awards, and literacy information ad tips in the Daily Bulletin, School Newsletter etc.
- Continue to support teachers in the Early Years Strategy through the Professional Support Program.

### **PROPOSED MODE/S OF EVALUATION**

#### MINOR EVALUATION:

- Program budget
- Area evaluations
- Parental feedback
- Feedback to and from English Committee

#### MAJOR EVALUATION

- In accordance with whole school review cycle

### **RESOURCES**

Guided Reading Material (Books)	7,000
Guided Reading Stationery (Pamphlet boxes, contact, display books)	1,300
New classroom resources: Mobile Literacy Unit, listening post, literacy activities box	1,100
Parents as Tutors program	800
Classroom Helpers Program	50
Learning Centres Resources	2,500
Early Years kits and publications	1,600
Administrative costs (photocopying, literacy awards, stationery)	600
Pre-school contacts and affiliation	100
<b>TOTAL</b>	<b>\$16,550</b>

#### *Professional Development Budget*

➤ <i>Early Years PD: school based (Inc. photocopying, OHT, paper, binding, catering)</i>	<i>\$800</i>
➤ <i>Early Years Co-ordinator training (both ongoing and training of a third person)</i>	<i>\$600</i>
➤ <i>Early Years Conference X 3</i>	<i>\$600</i>
➤ <i>Middle Years Conference</i>	<i>\$600</i>
➤ <i>Continuing Contact meetings for EYS Co-ordinators (casual replacement teacher replacement)</i>	<i>\$300</i>
➤ <i>DEET briefing sessions re EYS (casual replacement teacher replacement)</i>	<i>\$300</i>
<b>TOTAL</b>	<b>\$ 3,200</b>



## English as Another Language (EAL)

**PROGRAM** 402-022  
**LEADER** XXXX

### **PURPOSE**

- To cater for the cultural and linguistic needs and interests of students of non-English-speaking background.
- To develop the verbal and non-verbal communication skills necessary for the effective understanding and production of language to enable full participation in school and public life.
- To assist the development of literacy skills.
- To contribute to the learners' conceptual development.

### **BROAD GUIDELINES**

The EAL Program will provide the non-English-speaking students with assistance according to their language needs to develop those skills necessary for successful participation in daily activities.

### **PLAN FOR IMPLEMENTATION**

- Non-English-speaking students will be exposed to a range of appropriate language activities.
- Students will be enriched by real language experiences from which listening, speaking, reading and writing will develop.
- The EAL teacher will support classroom teachers by providing resources and assistance with the development of appropriate classroom programs.
- Classroom teachers will be provided with PD opportunities to assist them in the provision for EAL students within their classroom.
- Provide resources such as books, pictures and games for use in classrooms.
- Continue to maintain register of EAL students.
- Devise appropriate assessment methods to track the progress of EAL students throughout the school.
- New arrival students may be withdrawn for short term intensive classes.
- Effective home-school communication will be encouraged (using interpreters where appropriate) to increase participation in educational activities.

### **PROPOSED MODE/S OF EVALUATION**

Evaluation of the EAL Program will be undertaken by documenting student's progress in their work and discussions with teachers, students and parents where necessary.

### **RESOURCES**

Books	200
Publishing Materials	100
Teacher References	100
Pictures, games, and other resources	100
<b>TOTAL</b>	<b>\$500</b>

### *Professional Development Budget*

Casual replacement teacher X 2, plus registration	\$500
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## English Language

**PROGRAM** 402-020

**LEADER** XXXX

### **PURPOSE**

To provide children with the opportunity to develop their language skills so they can communicate effectively through speaking, listening, reading and writing.

### **BROAD GUIDELINES**

The English program will:

- be based on the CSF.
- ensure that language learning is relevant and meaningful and that the program integrates the four language modes - speaking, listening, reading and writing. The children will be actively involved with using these four modes to communicate within their social environment.
- ensure that speaking and listening are important in everyday communication, both formal and informal.
- ensure that literature is the stimulus for the reading program. Books will be shared; children will be read to daily and experience a range of texts.
- ensure that the process of writing will allow children to develop their writing skills by writing daily and in different styles.
- ensure the development of spelling strategies will be addressed through the process of writing and as a stand-alone component.

### **PLAN FOR IMPLEMENTATION**

- Provide favourable conditions for language learning and development in the four modes by:
  - \* Demonstrations of various forms of language usage.
  - \* A variety of methods and resources.
  - \* Encouragement and feedback to students.
  - \* Providing speaking, listening, reading and writing experiences which vary according to audience, situation, purpose and the requirements of individual students.
- Provide resources and materials which support and develop reading skills e.g., guided reading materials, literature boxes, big book kits, non-fiction books, audio tapes, poetry and take-home reading.
- Continue with the whole school in-servicing for the Early Years Strategy.
- Provide daily opportunities for children to write and experiment with a variety of different written forms, for a variety of purposes, audiences and in different texts, e.g., publishing boxes, word processing.
- English is one of the process KLA's to be used in an Integrated approach to learning throughout the school.
- Co-ordinate parental support in writing and reading programs and provide ongoing in-servicing of parents in English.
- Continue to offer the "Parents as Tutors" program in 2000
- Provide resource and reference material to ensure that staff have access to current and refined practices including PD opportunities.
- Assist children at risk through Reading Recovery, Literacy Support and Corrective Reading Programs.
- Promote the profile of English P - 6 in a variety of ways.

- Encourage the use of learning technologies in the teaching and learning of English by providing resources such as software and PD opportunities.

### ***PROPOSED MODE/S OF EVALUATION***

#### **MINOR**

- The audit process P - 6
- Program Budget
- Area evaluation
- Feedback to and from the English Committee
- Whole school review

#### **MAJOR**

- Review of the English policy and program in accordance with the whole school review cycle.

### ***RESOURCES***

Big Book Kits	600
Teacher Reference material	1300
Publishing Boxes	1500
Author Focus boxes	500
Computer Software	2000
Administration - photocopying, paper, etc.	500
Casual replacement teacher coverage (major review)	500
<b>TOTAL</b>	<b>\$6900</b>

#### *Professional Development Budget –*

Guest speakers for after-school Professional Development sessions	\$500
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## Fire Services

**PROGRAM** 420-206

**LEADER** XXXX

**PURPOSE**

To render the school safe regarding fire-fighting appliances (essentially fire extinguishers), fire detection equipment and emergency evacuation equipment.

**PLAN FOR IMPLEMENTATION**

Allow for two visits annually by members of the Metropolitan Fire Brigade Fire Services Division, monthly visits by selected contractors to test fire detection and evacuation equipment.

**RESOURCES**

Servicing of fire-fighting equipment	550
Annual contract for testing fire detection and indicator equipment	500
Annual contract for testing of emergency lighting	450

<b>TOTAL</b>	<b>\$1,500</b>
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## First Aid

**PROGRAM** 426-266  
**LEADER** XXXX

### **PURPOSE**

To provide initial care of the injured or sick children.

### **PLAN FOR IMPLEMENTATION**

To maintain supply of First Aid materials for the Sick Bay, classroom First Aid Kits and excursion First Aid Bags.

To maintain and update CPR Qualifications.

To maintain and update Level 2 St John Workplace First Aid for staff who do Sick Bay Duty.

To maintain supplies for "Bum Bags"

### **PROPOSED MODE OF EVALUATION**

Regular review of procedures by First Aid staff, Office staff and Principal

### **RESOURCES**

First Aid Kit for camps only	70
General supplies	500
Purchase of small electric fan for comfort of children	40
Dimmer switch installed	100
Cordless Phone	200
<b>TOTAL</b>	<b>\$910</b>

#### *Professional Development*

• <i>CPR Update (RLSS)</i>	<i>\$800</i>
• <i>First Aid training L2 Certificate (RLSS)x 1 staff</i>	<i>\$105</i>
<i>plus CASUAL REPLACEMENT TEACHER for 2 days</i>	<i>\$370</i>
• <i>First Aid training L2 Certificate update (RLSS) x 4 staff</i>	<i>\$300</i>
<i>plus 2 casual replacement teachers for 1 day</i>	<i>\$370</i>
<b>TOTAL</b>	<b>\$1945</b>

## Furniture & Equipment

**PROGRAM:** 426-262  
**LEADER:** XXXX

### **PURPOSE**

To provide adequate and suitable furniture and equipment for all areas of the school.

### **BROAD GUIDELINES**

Staff, students and visitors are to be provided with a suitable amount of quality furniture of an appropriate size. A range of necessary equipment for all areas of the school will be purchased and maintained.

### **PLAN FOR IMPLEMENTATION**

- Up to date inventories of furniture and equipment will be maintained
- All new purchases are to be included in the school's assets register
- Priority purchase lists will be developed by staff in conjunction with the School Council

### **PROPOSED MODES OF EVALUATION**

- Opinions will be sought from staff through Area and staff meetings
- Condition of equipment and furniture will be determined at the end of each school year and a stocktake will be conducted to determine requirements for the following year.

RESOURCES	<u>Quantity</u>	<u>Cost</u>
Classroom tables:		
Year 5/6    650 mm	10	600
Year 3/4    590 mm	10	600
Year 1/2    530 mm	10	600
Year Prep   470 mm	0	0
Chairs to suit above tables	60	1,500
Mobile literacy units	2	840
Woollen lounge chairs for offices	4	800
Locker tubs for classrooms	70	420
Teacher's chair	1	50
Book rack	1	60
Teacher's desks	1	200
Large storage cupboards	1	210
Spare shelves	2	30
2-drawer filing cabinets	1	125
Small storage cupboards	1	160
Bookshelves	1	150
Mobile storage trolleys	3	520
Mobile marker boards	1	280
Large open shelving units	1	230
Additional filing cabinets etc.		1000
Additional office furniture		4425
<b>TOTAL</b>		<b>\$13,000</b>

## Gifted & Talented

**PROGRAM** 475-753  
**LEADER** XXXX

### **PURPOSE**

Sunnyhills Primary School is committed to providing education of a high quality which recognises and responds to the specific differences and special needs of gifted and talented students. We aim to help these students to achieve their full potential at school so that they can create the best future for themselves. Developing the students' talents and nurturing their emotional well-being in unison will ensure that they will be happier and more able to realise their potential.

### **BROAD GUIDELINES**

Our school's total provision for gifted and talented students is broad enough to provide a range of program options to cater for the wide range of learning needs and the requirements of each student.

Essentially, there are two main broad approaches to educational provision for gifted and talented students – enrichment/extension and acceleration. We will draw on program options from both approaches to provide relevant and valuable learning experiences.

### **PLAN FOR IMPLEMENTATION**

1. Update the Register of gifted and talented students by identifying gifted and talented students on an ongoing basis.
2. Professional development for staff on strategies to cater for gifted and talented students.
3. To introduce and implement more program *options* for gifted and talented students through:
  - \* *Integrated Curriculum*
  - \* *Open Ended Learning Tasks*
  - \* *Differentiated Learning and Instruction*
  - \* *Independent Study*
  - \* *Independent Research*
  - \* *Learning Centres*
  - \* *Individualised Instruction*
  - \* *Contracts*
  - \* *Computerised Instruction*
  - \* *Subject-Specific Acceleration*
  - \* *Cross Age Tutoring and Buddy Systems*
  - \* *Out of School Hours Programs*
  - \* *Specialist Programs*
  - \* *Clubs and interest groups*

### **PROPOSED MODE/S OF EVALUATION**

- \* The process of updating the register of gifted and talented students.
- \* Reviewing the evaluation of integrated units of work.
- \* Students' work and participation in special programs e.g., Tournament of Minds.
- \* Committee and whole school evaluation and auditing of program including feedback during the program budget process.
- \* Attendance at and evaluation of professional development sessions.

- \* Feedback from committees, areas/units, individual teachers, students and parents.

*RESOURCES*

Photocopying and stationery	\$50
Teacher Reference Materials	
\$180	
Participation in the Tournament of Minds	\$175
Maintenance, repairs and replacement of Chess and Draughts sets, and storage	\$ <u>60</u>
<b><u>Total</u></b>	<b>\$465</b>

*Professional Development for Staff:*

<i>In-house or external P.D. to raise awareness of higher order thinking and to plan suitable activities.</i>	\$300
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**Graduation**

**PROGRAM** 471-714  
**LEADER** XXXX

**PURPOSE**

To provide for the costs associated with Grade 6 Graduation.

Costs include:

- \* sports awards
- \* hall hire
- \* academic awards
- \* supper costs
- \* certificates
- \* decorations.

**TOTAL** **\$2,000**

## Grounds

**PROGRAM:** 420-202  
**LEADER:** XXXX

### **PURPOSE**

Maintain and improve the school grounds to a high level of safety while at the same time considering the aesthetic nature of the total school environment.

### **BROAD GUIDELINES**

Meet all urgent priorities before capital equipment expenditure.

Establish an expectation that the grounds should always be safe and aesthetically pleasing to students, visitors and other users.

Utilise the talents and expertise of staff, students and school community when carrying out projects.

### **PLAN FOR IMPLEMENTATION**

Buildings and Grounds Sub-committee of School Council to meet regularly to determine needs for 1999.

Organise 1-2 parent working bees to carry out general maintenance of grounds and playground equipment.

Make use of workers from Office of Community Correctional Services.

### **PROPOSED MODE/S OF EVALUATION**

Develop a long term and annual plan based on data from:

- \* student opinions through Junior School Council
- \* staff opinions through staff meetings and representatives on Buildings and Grounds Sub-committee
- \* parent opinions through Buildings and Grounds Sub-committee and Parents Club

### **RESOURCES**

Provide for maintenance and fuel for ride on mower, brush-cutter and small motor mower	1,000
Wages for ride on mower driver	800
Maintenance labour	1,000
Hardware items	500
Sand and soil	400
Trees and shrubs	100
Mulch for adventure playgrounds	1,000

### **SPECIAL PROJECTS:**

1. Security fencing	5,000
2. Oval upgrading	60,000
3. Additional concrete paths	1,200
4. Re-marking of asphalt lines	1,000

<b>TOTAL</b>	<b>72,000</b>
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## Health

**PROGRAM** 403-030  
**LEADER** XXXX

### **PURPOSE**

- \* To promote attitudes and behaviour which contribute to personal and community well-being.
- \* To develop an understanding of factors which influence the quality of life enjoyed by an individual or a community.
- \* To develop skills for decision making and strategies for taking responsible action in life situations.
- \* To provide accurate information about health and health related matters in the areas of physical, mental and emotional wellbeing.

### **BROAD GUIDELINES**

The Health program will cover the following areas:

- \* Human development
- \* Human relations
- \* Safety
- \* Health of individuals and populations
- \* People and food
- \* The CSF documents will be used as a guide for planning.
- \* Auditing of the Health and PE curriculum focus will continue to be used.

### **PLAN FOR IMPLEMENTATION**

- \* Health can be implemented as one of the content areas in our Integrated Curriculum or as a separate subject area
- \* Class teachers will be responsible for planning and implementing the program based on the CSF and the Sunnyhills PS policy and program for Integrated Curriculum
- \* Life Education to be implemented throughout the whole school.
- \* Personal Safety Program to be implemented throughout the school.

### **PROPOSED MODE/S OF EVALUATION**

- \* Evaluation of children's progress will be undertaken by individual teachers through observation of children's interest, attitude, knowledge and participation.
- \* Evaluation of the Health Program will be made via the Annual Program Minor Evaluation which involves all staff members.

### **RESOURCES (in priority order)**

Johnson and Johnson booklets for 5/6 Human relations program	60
Child and teacher books and resources for Health boxes-videos and books – in particular water and fire safety	500
Posters/charts from Sportsmart:	
HIV and AIDS	25
Bruce Algra Substance Abuse posters (5 posters per set x \$25)	125
Bruce Algra Health & Anatomy K-3 Health & Anatomy Charts x4	50
Anatomy Charts	50
How My Body Works – Books and Videos	300

<b>TOTAL</b>	<b>\$1,110</b>
<i>Professional Development Budget</i>	<i>\$600</i>
<i>Integrated Curriculum Budget</i>	<i>\$1,300</i>

## Home Reading

**PROGRAM** 402-021

**LEADER** XXXX

### **PURPOSE**

- \* To foster and extend in children a love of reading.
- \* To reinforce children's reading skills.
- \* To involve the parents in their child's education by making them more aware of the current teaching practices and ensuring that methods remain consistent between home and school.
- \* To increase parents awareness of the importance of children selecting their own reading material and where possible the time for oral reading at home.
- \* To provide parents with simple strategies to make reading sessions more effective.
- \* To be used as an extension of the English program.

### **BROAD GUIDELINES**

- \* Stored in each classroom is a collection of high interest reading material from which the children select books to read at home.
- \* A list of books borrowed is kept in the child's book pouch. This sheet provides the opportunity for communication between the teacher and parents about the child's performance and/or attitude to reading.
- \* Lost/damaged books are continually replaced and repaired.

### **PLAN FOR IMPLEMENTATION**

- \* Children are responsible for the choice of book to take home; however, some teacher intervention may be necessary to ensure suitability, and to extend some children's reading skills.
- \* The sheet for recording home reading book titles is used by both the teacher and the parent to communicate about children's reading performances.
- \* The Home Reading Co-ordinator is responsible for purchasing of:
  - Home Reading materials based on the needs and requests of children, teachers and parents.
  - all requisites necessary for the processing of new materials prior to use.
- \* The Home Reading Co-ordinator supervises and guides teachers who are individually responsible for the circulation, maintenance and storage of Home Reading books in their classrooms. Area co-ordinators are responsible for setting and enforcing a timeline for the rotation of Home Reading book boxes within their area of the school.
- \* Strategies for parents are discussed in the Parents-As-Tutors Program and at Term 1 information evenings.
- \* New books will be broad banded according to Reading Recovery Levels, with appropriate coloured stickers.

### **PROPOSED MODE/S OF EVALUATION**

To effectively evaluate the program a variety of methods are proposed to determine the achievement of goals.

*GOAL - Increase children's motivation to read*

Evaluation Method:

Observation of the number and regularity of books returned and borrowed.

Written record of books borrowed

*GOAL - Reinforce children's reading skills*

Evaluation Method:

Oral reading and discussion of books

Running records

*GOAL - Raise parent awareness, understanding and support for the program*

Evaluation Method:

Rate of participation in formal interview session

Discussion with parents, e.g., at interviews.

Provision of information sheets in book pouches.

Participation in "Parents-As-Tutors" program

***RESOURCES (in priority order)***

Extend home reading materials for at least one per grade with at least three floating boxes per area, i.e., one new box per area.	6,000
Replacement of lost/damaged books in existing boxes, especially boxes 1, 2, 3 and 4.	1,000
Processing materials - contact, pockets, cards, boxes, stamp pad, computer cartridge, paper, disks, broad banding stickers etc.	700
Maintenance of lists on computer program by trained professional - \$15 per hour.	360
Book buying release- 1 day in Terms 1 and 3 for home reading leaders to purchase and establish new home reading boxes.	720
Storage boxes for new books.	100
Broad-banding new books	200
<b>TOTAL</b>	<b>\$9080</b>

- \* Costed on: \$8.00 being the average price for a suitable quality book  
 Approximately 100 books being required to create a functional reading box.

## **Information Technology**

**PROGRAM** 408-082

**LEADER** XXXX

### **PURPOSE**

- \* Computing has considerable potential for enriching the quality of the learning environment and we encourage the interaction with this relatively new technology at the classroom level and foster its integration across the curriculum.
- \* A well-resourced Computer Support program is needed to open new horizons for our children as computers become an important aspect of their education.

### **BROAD GUIDELINES**

- \* Computers will be an integral part of current KLA, Library and Integrated Curriculum programs at Sunnyhills Primary School.
- \* All children will have equal access to classroom computers.
- \* We expect computers will enhance the acquisition of:
  - literacy and numeracy skills
  - word processing skills
  - keyboarding skills
  - problem solving skills
  - co-operative skills
  - data manipulations and research skills
  - electronic communication skills
  - information skills.
- \* Computers will be used to encourage:
  - independent learning
  - innovative teaching practices
- \* Computers will assist teachers in:
  - the implementation of Assessment and Reporting practices
  - program and classroom planning
  - achieving Personal Development Goals.

### **PLAN FOR IMPLEMENTATION**

- \* Computers will be used across the curriculum and the classroom teacher will be responsible for organizing appropriate activities.
- \* Ongoing knowledge of and the evaluation of software will be a priority in partnership with KLA committees, library and area groups.
- \* In the classroom, priority will be given to word processing, problem solving, keyboarding, data and information collection, graphic representation skills and electronic communication.
- \* The committee will be responsible for:
  - the purchase and maintenance of all hardware
  - the organization of related professional development activities
  - the monitoring of current technological trends
  - providing support in all aspects of computing.

**PROPOSED MODES OF EVALUATION**

- \* Children's progress will be monitored by classroom teachers through:
  - collection of work samples.
  - performance observation.
  - student self-evaluation
- \* Computer usage and accessibility will be monitored by classroom teachers and the LT Committee.
- \* Software will be constantly evaluated as to their appropriateness and effectiveness.
- \* A minor evaluation will be conducted each year.
- \* Prepare a program budget in collaboration with other curriculum and charter committees.

**RESOURCES**

<b>OPERATING BUDGET ESTIMATE</b>	/item	#	Total Cost
<b>Personnel</b>			
Technician (Trainee) costs incurred by EV.			4800
<b>Maintenance</b>			
HP (printers) contract			1500
Upgrade			
<b>Telephone services</b>			
Telstra/Edunet costs			1500
<b>PURCHASE BUDGET ESTIMATE</b>			
<b>Servers and Computers</b>			
PC/CD-ROM/PII workstations	1500	10	15000
Library proxy server	2500	1	2500
Notebook ACER Extensa Series	2100	1	2100
<b>Peripheral Equipment</b>			
Scanners (HP5200 with OCR)	400	5	2000
Digital camera (SONY Navica series)	1000	1	1000
Switches (Switch/Hubs)	1200	2	2400
Overhead projector (3M)	4000	1	4000
Printers (colour) 10 (HP850)	500	9	4500
<b>Software</b>			
Norton Ghost- Share Disk	1500	1	1500
<b>Installation costs</b>			
Cabling/LAN configuration (HI-STAR)			
LAN design changes (cabinets.)			12500
<b>Furniture</b>			
Classroom tables/desks		8	1000
<b>Paper/cartridges</b>			
A4 printer paper/cartridges.			1200
<b>TOTAL</b>			<b>52,700</b>
 <b>Professional Development Budget</b>			
(Networking Level 2&3)			1500
Self-paced learning software			600
<b>TOTAL</b>			<b>2,100</b>



## Integrated Curriculum

**PROGRAM** 407-071  
**LEADER** XXXX

### **PURPOSE**

An Integrated Approach to learning sets out to make clear the strong and logical links between the content areas of Health, Science and SOSE. It provides a framework for the development of skills, knowledge, values, attitudes and action through a sequential program.

### **BROAD GUIDELINES**

An Integrated Approach aims to:

- \* provide a variety of learning experiences that are effective and meaningful.
- \* enhance the children's understandings of the world and their place in it (as outlined in Big Ideas).
- \* link the content areas of SOSE, Science and Health through the process areas of English, Maths, Technology and the Arts.
- \* build on the children's existing knowledge.

### **PLAN FOR IMPLEMENTATION**

When planning, using the integrated approach, we should aim to:

- \* use the CSF as the basis for unit development.
- \* ensure that each content area receives equitable coverage.
- \* use a range of meaningful teaching strategies and activities to develop the planned understandings / big ideas.
- \* ensure that the activities are relevant to the needs, interests, experiences or cultural backgrounds of children.
- \* evaluate and audit units of work.
- \* follow the Whole School Plan for Integrated Curriculum.

### **PROPOSED MODE/S OF EVALUATION**

- \* Annual Program Budget Evaluation
- \* Auditing
- \* Sharing of units across school
- \* Use of resources
- \* Development of children's understandings, skills and attitudes
- \* Feedback from areas to Integrated Curriculum Committee

### **RESOURCES**

Continual building up of resources across content KLA's - P-6 to assist the teaching of the units as set out in the Whole School Plan (CD's, charts, books, videos, posters, audio tapes, realia) SOSE (\$1,000) Science (\$1,000) Health (\$1000) Technology (\$1,000)	4,000
Administration - photocopying, folders, typing, contact and 4 x half day CASUAL REPLACEMENT TEACHER release for book buying post (post Planning Week).	500
<b>TOTAL</b>	<b>\$4,500</b>

## **Languages other than English (LOTE)**

**PROGRAM** 404-040

**LEADER** XXXX

### **PURPOSE**

At Sunnyhills PS the study of a Language Other Than English is Italian.

This program will provide students with the opportunity:

- \* to learn a language other than English
- \* to speak, read and write in a language other than English.
- \* to experience the Italian culture and to develop an awareness of the multilingual and multicultural nature of Australian society.
- \* to increase their understanding of the structure and features of the language studied and of languages in general.

### **BROAD GUIDELINES**

Students will be encouraged to use the language by communicating in speech and writing to:

- \* participate in simulated and, where possible, real-life situations related to the practical aspects of everyday life.
- \* seek out and understand factual information conveyed orally, visually or in writing.
- \* develop communication strategies and decoding strategies.

LOTE teachers should consider the language backgrounds, interests and aspirations of their students when planning programs.

Activities and resources should reflect learners' interests wherever possible and provide opportunities for students to use the language in meaningful and culturally appropriate situations. Resources should be socially and culturally appropriate and as realistic as possible. Students should also be encouraged to take part in activities and events in the language community, where these are available.

Computer assisted learning and word processing programs can also be important resources.

The language and culture of Italy will continue to be the focus of the LOTE program and where possible LOTE studies will be linked with the integrated curriculum.

### **PLAN FOR IMPLEMENTATION**

The following recommendations are made for the development and implementation of LOTE within the school:

- \* A qualified LOTE teacher will be employed on a full-time basis for the development of the LOTE program.
- \* In 2000 the program will be offered in Years Preps-6.
- \* A LOTE program, comprising a scope and sequence chart for relevant CSF levels and units of integrated curriculum, to be designed.
- \* The LOTE teacher to continue purchasing and co-ordination of LOTE materials resources.
- \* PR for LOTE will continue in 2000 via the general Newsletter, promoting Italian language and culture as well as the Italian school program. Additionally, the school should investigate

initiating a LOTE specific newsletter once or twice a term where students work can be published, and issues can be discussed.

- \* The school will maintain its membership of professional associations such as COASIT.
- \* All staff will be encouraged to maintain a LOTE culture in general and the profile of Italian in particular, within the school.
- \* Appropriate professional development will be undertaken by the LOTE teacher and other interested members of the staff. PD activities should be initiated also at school level, curriculum days, information afternoons for staff, parents, etc.

### **PROPOSED MODE/S OF EVALUATION**

The LOTE program will be evaluated by:

- \* enthusiastic participation of children and teachers in the LOTE activities
- \* ongoing evaluation of units of work each term, written and verbal feedback from the school community
- \* the minor review processes
- \* as part of the school's major review cycle.

### **RESOURCES (in priority order)**

Photocopying	860
CO.AS.IT Membership	70
Computer software and site licences	700
Updating and maintaining books (boxes and crates for books)	200
Continue the purchase of LOTE (Italian) readers, childrens' magazines and games.	700
Stationery (coloured cardboard paper, white paper, textas, etc)	500
Proposed LOTE newsletter	500
Posters, laminating, etc.	200
Italian cassettes and songs	250
<b>TOTAL</b>	<b>\$4000</b>

### *Professional Development Budget*

<i>CO.AS.IT special PD days x 3</i>	<i>\$600</i>
<i>Italian Incursion weekend</i>	<i>\$250</i>
<b>TOTAL</b>	<b>\$850</b>

## Leadership Development

**PROGRAM** 427-271  
**LEADER** XXXX

### **PURPOSE**

To systematically support succession and school improvement through the provision of leadership opportunities and encouragement and support in developing leadership skills.

### **PLAN FOR IMPLEMENTATION**

- Create opportunities for leadership by organising and maintaining autonomous teams throughout the school, each to have project and accountability guidelines
- Distinguish between administrative and curriculum leadership positions and assign leadership duties to each category
- Share routine organisational leadership responsibilities, such as chairing meetings and recording minutes
- Attach Special Payments to Area Manager positions and other leadership positions as determined by the Administrative Committee
- Nurture the leadership team through the provision of identified professional development
- Encourage and support the involvement of interested staff members in leadership professional development activities.

### **PROPOSED MODE OF EVALUATION**

- Records of leadership minutes
- Records of professional development attendance
- Records of feedback concerning effectiveness
- Records of leadership arrangements in the organisational structure of the school.

### **RESOURCES**

Affiliations	\$ 60
Professional library	\$ 180
Administrative Costs - Photocopying & laminating	\$ 30
<b>TOTAL</b>	<b>\$ 270</b>

### **Professional Development**

• Leadership team;	9 Casual replacement teacher days	\$1,620
• Interested staff members;	3 Casual replacement teacher days	\$ 540
• Conference costs		\$ 540

**TOTAL** **\$2,700**

## Library

**PROGRAM** 465-651  
**LEADER** XXXX

### **PURPOSE**

- \* To integrate the library program with the overall school program.
- \* The library aims to provide every child and staff member with a comprehensive range of books and non-book materials to aid learning throughout the school.
- \* To develop an area in which varieties of resource materials are continually developed, maintained, efficiently housed, and are easily accessible to users.
- \* To provide some community access to resources.
- \* Children should develop into library users by:  
 being given the opportunity to gain familiarity with the layout  
 developing understanding of, and using various library skills  
 constant usage and routines  
 being encouraged to have lifelong reading habits  
 developing and fostering a love of literature  
*developing appropriate computer skills*

### **BROAD GUIDELINES**

- \* The teaching program will reflect an activity-centred approach, incorporating all facets of schools integrated curriculum and learning technologies.
- \* Instruction on library usage and literature appreciation is developed as a programmed sequence of skills during library sessions.
- \* Where appropriate, classroom teachers will be involved in library programs.

### **PLAN FOR IMPLEMENTATION**

- \* Each class to have one library session per week.
- \* Provide resources for staff to enhance and support programs.
- \* Provide open time for research when possible.
- \* Various activities to develop children's library skills.
- \* Make resources available for parental use.

### **PROPOSED MODE/S OF EVALUATION**

- \* Computer evaluations - borrowing history
- \* Subjective teacher evaluation
- \* Attitudes shown by users
- \* Weekly reports to teachers
- \* Checklist of skills, oral and written
- \* Individual/group assignment work

### **RESOURCES**

Update of current book stock	7 000
Extend video resources	500
Develop a book and tape resource for children's borrowing	400
Repairs and maintenance of existing book stock	250
Processing materials - contact, hang-up bags, boxes, tapes, glue.	500

Teacher Materials	300
Student materials	700
Photocopying	250
Maintenance/running requirements	650
<i>New shelving for books and tapes (Hook up unit, Raeco)</i>	260
<i>New mobile multi file for posters</i>	600
SCIS Web Membership	500
SLAV Membership	150

**Total** **12060**

*Professional Development Budget*

*Bibliotech update - casual replacement teacher - 2 days* 360

## **Literacy Support - 1/2 Area**

**PROGRAM** 402-024

**LEADER** XXXX

### **PURPOSE**

To provide additional assistance to those children deemed at risk with literacy in the 1 /2 area.

### **BROAD GUIDELINES**

- Children deemed at risk by the classroom teacher will be assessed using an Observation Survey and additional assessments.
- These children will attend additional assistance sessions which will be in addition to their classroom literacy sessions and will not impinge on their explicit teaching times in the classroom.
- An Individual Learning Plan will be developed with the classroom teacher and will include a section for parents to assist at home. An interview or personal letter will accompany this LIP.
- A team approach-classroom, home and additional assistance is imperative for success.
- Each child will be monitored closely while on the program and when back in the classroom. Evaluation is an integral part of the program.
- A variety of approaches will be adopted based on the Early Years strategies and the child's specific needs.

### **PLAN FOR IMPLEMENTATION**

- Regular timetabled sessions to work in small groups out of the classroom environment.
- Adoption of the Early Years strategies and others as needed by the children.
- Addressing individual needs through small group work and individual instruction within this structure.
- Continue close observation and assessment of these children and adjust program accordingly.
- Continue with flexibility of program to allow students on and off as their need arises and is met.
- Continue Learning Improvement Plans and teamwork with the parents, classroom and the Lit. Sup. teacher.
- Continue to attend 1 /2 Area meetings to allow for open communication and sharing of ideas and strategies and happenings with the program.
- Continue to communicate with the classroom teachers about the program and keep them informed about the children that attend the program.
- Continue to build up knowledge of literacy intervention strategies through PD and build up the resources needed to implement the program effectively.
- Continue to keep comprehensive records of the children's assessments, activities, needs and achievements.

### **PROPOSED MODE/S OF EVALUATION**

MINOR EVALUATION:

- \* Program budget
- \* Area evaluations
- \* Parental feedback

MAJOR EVALUATION

- \* In accordance with whole school review cycle

**RESOURCES**

Support reading materials-e.g., GO GOLD series	450
Stickers and awards	10
Initial supplies- workbooks, paper, pencils, glue etc.	200
Laminating aids	30
Administrative supplies- letterhead paper. envelopes etc.	100
Photocopying- children, teachers, parents and record keeping	75
<b>TOTAL</b>	<b>865</b>



## **Mathematics**

**PROGRAM** 405-050

**LEADER** XXXX

### **PURPOSE**

To provide children with the opportunities to develop numeracy skills and concepts which would allow meaningful participation in society.

### **BROAD GUIDELINES**

- \* Classroom teachers will be responsible for the implementation of the Maths program in each grade.
- \* Our Maths programs will be based on the Maths CSF and extensive use should be made of the Maths Course Advice in activity and program planning.
- \* Maths programs should provide opportunities for all students to:
  - become mathematical problem solvers
  - learn to communicate mathematically
  - learn to reason mathematically
  - become confident using mathematical processes
- \* The Maths program should be related to real life experiences and where possible integrated into other curriculum areas.

### **PLAN FOR IMPLEMENTATION**

#### **CURRICULUM**

- \* Staff will continue to implement the Maths CSF and Course Advice
- \* The school's Maths Boxes to be continued and updated.
- \* Complete the Maths Review in 2000
- \* Consider the implications of the Early Years Numeracy Program

#### **PLANNING**

- \* Maths planning will continue to take place on three levels - area, cross-area and whole school.
- \* Area planning will be done on the agreed format – this will be continually reviewed
- \* Planning for PD activities and possible Curriculum Day to take place early in 2000

#### **PROFESSIONAL DEVELOPMENT**

- \* A Curriculum Day or part day to be set aside to address assessment, planning and classroom management issues in Maths.
- \* PD activities which address CSF and Course Advice implementation to be encouraged and pursued.
- \* Ann Downton to be contacted and worked with to develop a whole school plan for Maths - this will include unit and activity planning
- \* Sandra Knox from Family Maths Association to assist areas in activity planning

#### **EQUIPMENT**

- \* Ongoing resourcing of each classroom
- \* Ongoing resourcing of the Maths Boxes
- \* Continue to build up teacher resources

- \* Continue to purchase computer software

### PROPOSED MODE/S OF EVALUATION

The school Maths program will be evaluated via the following processes:

- \* staff surveys
- \* curriculum auditing
- \* annual program budget evaluation
- \* whole school plan which incorporates minor and major reviews of policy and programs
- \* professional recognition program

### RESOURCES

#### Equipment:

Prep 6,000  
(Includes resourcing new classroom)

#### Maths Boxes

Development and updating of existing materials 1,000  
(Calculator box needs immediate attention)

#### Storage:

Storage Boxes 200

#### Teacher Reference:

Books 300  
CD ROM programs:  
Level 5 Maths Made easy Network License 300  
Mathsworks for the CSF (Levels 1-6) 1,000

#### Miscellaneous:

Photocopying 100  
Stationery and Publishing materials 100

#### Professional Memberships:

MAV 100  
Family Maths Association 50

#### Maths Audit:

2 x casual replacement teacher days to conduct audit of Maths equipment 350

**TOTAL \$9,150**

#### *Professional Development Budget*

- Ann Downton (Curriculum Day) \$600 (1 day)
- PD session with Sandra Knox from Family Maths (After school) \$300
- TOTAL \$900

## Music

**PROGRAM** 401-012  
**LEADER** XXXX

### **PURPOSE**

The music curriculum should prepare students for a lifelong involvement in music. Students should be able to appreciate different styles and responses to music through an understanding of musical elements.

### **BROAD GUIDELINES**

At Sunnyhills the music program will provide the students with:

- \* A range of experiences in creating, making and presenting music.
- \* An appreciation of the elements of music (tempo, rhythm, dynamics, tone colour, pitch).
- \* Experiences of music in a wide range of styles, periods and origins.
- \* The opportunity to share music with the school and wider community.
- \* The opportunity to extend their knowledge and skills in music.

### **PLAN FOR IMPLEMENTATION**

- \* Each grade will receive weekly music lessons.
- \* The music program will be balanced giving experience in creating, making, presenting, appreciation and past and present contexts. Activities will be undertaken from a variety of resources, giving skill development from Prep - 6.
- \* The program will include:
  - Availability of computer / midi to compose and arrange music.
  - Recorder lessons for children in grades 3 & 4.
  - Opportunity for the children to be a part of the school choir.
  - Basic elements of music theory.
  - The opportunity for grades 5 & 6 to learn keyboard.
- \* "Creative Music" will run an After School Program for tuition in keyboard and guitar offering the students the opportunity to learn in small groups.

### **PROPOSED MODE/S OF EVALUATION**

Evaluation of the program will be ongoing. It should serve as a guide for a balanced music program highlighting areas of strengths and weaknesses.

This can be done by:

- \* auditing procedures in relation to CSF
- \* anecdotal records
- \* formal tests
- \* student / parent feedback
- \* staff feedback (including Annual Program Budget process)

### **RESOURCES 2000**

Initial Cost for school musical production	1500
1 x 8 Socket Power board for Keyboards	80
2 x 6 Socket Power boards for Keyboards	140
Photocopying	200
Teacher requisites	150

Printer Ink Cartridges, colour and black		150
ABC Books and CD's		200
Other music / CD's		200
Maintenance of Equipment		200
Blank Tapes		100
New Metallophone (Suzuki soprano diatonic)	\$250 each	500
New Xylophone (Suzuki soprano diatonic)	\$ 300 each	600
New Hand Drums (tambours)	\$15 each	30
~ 2 x 10" non-tunable, tanned hide vellum	\$26 each	52
~ 2 x 14" non-tunable, tanned hide vellum		
<b>TOTAL</b>		<b>\$4,102</b>
<i>Professional Development –</i>		
<i>Orff and Kodaly music teaching approach (including casual replacement teachers).</i>		400

## Newsletter

**PROGRAM** 466-660  
**LEADER** XXXX

**PURPOSE**

To provide adequate photocopy paper and cover photocopy costs to produce a weekly newsletter.

**TOTAL** **\$1,500**

## Outdoor Education

**PROGRAM** 403-031  
**LEADER** XXXX

### **PURPOSE**

The Sunnyhills PS Outdoor Education program aims to provide all children with the opportunity to participate in a comprehensive, sequential, well-balanced Prep to Grade 6 program.

### **BROAD GUIDELINES**

- \* Follow the School Policy on Outdoor Education encompassing the DEET guidelines
- \* The program will be guided by the Schools Operation Manuel and the activities and facilities provided at the selected camp site.
- \* Auditing of Health and Physical Education CSF will be carried out.

### **PLAN FOR IMPLEMENTATION**

- \* Outdoor Education activities as follows:
 

Prep	Breakfast at school
Grade 1	Barbecue tea at school
Grade 2	Barbecue tea, Sleepover for one night at school
Grade 3/4	Camp of 2 nights (3 days) duration. Non-school based Camp Arrabri
Grade 5/6	Camp of 3 nights (4 days) duration. Non-school based Swan Hill OR
Grade 5	Phillip Island &
Grade 6	Swan Hill
- \* Camping co-ordinator to oversee all the above activities and assist where necessary.
- \* School Outdoor Education Policy to be used as a guide.

### **PROPOSED MODE/S OF EVALUATION**

- \* Completion of evaluation form by attending teachers.
- \* Children to evaluate camps attended
- \* Viewing of video and photographs of camping activities.
- \* Reviewing of children's camp booklets.
- \* Evaluation of the outdoor education and camping program will be made via the Annual Program Minor Education which involves all staff members.

### **RESOURCES**

Presents for non-teaching staff attending camp	100
Photocopying - notices, payment books, camp books	200
Cover paper - camp books, certificates	100
Lollies, balloons, etc. for prizes and games at camp	200
Petrol payment for parent / teacher taking car to camp	100
Teacher resources	40
C.R.T.'s for coverage during camp week	500
<b>TOTAL</b>	<b>\$1240</b>

## **Out of School Hours Program**

**PROGRAM:** 441  
**LEADER:** XXXX

### **PURPOSE**

To provide quality childcare and recreational activities in a caring, safe and well supervised environment during the year. The program is available to children attending Primary School and primary school-age children of staff.

### **BROAD GUIDELINES**

The Out of School Hours Program is run under the auspices of the School Council. The Council, through its Out of School Hours Program Sub-Committee, is responsible for policy decisions relating to the operation of the Program. This will include the establishment and on-going revision of this policy document which outline the parameters within which the Program will operate. Council is also responsible for the recruitment and selection of the Program Supervisor and the overall funding arrangements.

### **PLAN FOR IMPLEMENTATION**

The Out of School Hours Program will be administered according to the operating procedures outlined in the policy document.

### **PROPOSED MODE/S OF EVALUATION**

Evaluation of the program will be administered through the Out of School Hours Committee and will involve the program users, staff and the Committee. This evaluation will result in changes to policy and operation as required. Regular meetings of the Out of School Hours Committee will be advertised in the school newsletter.

Regular feedback will be given to the School Council by the Committee. The School Council will call a public meeting at least once a year to encourage participation from all the members of the school community. The Out of School Hours Committee will also report in the School's Annual Report on their monitoring program.

### **RESOURCES**

Staff Costs	
Salary	36,856
Salary oncosts	6,657
Transfer to Provisions for Staff Costs (Long Service Leave)	1,106
Allowance for Increase in Staff Costs	1,106
Consumables	
Food and Drink	2,200
Craft and Play Consumables	1,200
Toys and Equipment	1,500
Office Supplies	150
Telephone/Postage/Photocopying	450
Electricity/Gas	700
Publicity	600

Repairs and Maintenance	300
Cleaning	1,025
Software upgrades and technical support	275
<b>Total</b>	<b>\$54,124</b>



## Perceptual Motor Program

**PROGRAM** 403-032

**LEADER** XXXX

### **PURPOSE**

Perceptual Motor is a program which aims to teach the child perceptions and understandings of him/herself through movement motor experiences.

### **BROAD GUIDELINES**

- \* Use various PMP reference materials to plan the activities.
- \* Programs will be modified due to time constraints and availability of appropriate facilities.

### **PLAN FOR IMPLEMENTATION**

- \* Operates for children in Prep.
- \* Sessions will be conducted by class teacher
- \* Planning and organisation (including setting up of equipment) implemented by PE teacher or co-ordinator in conjunction with the participating class teacher
- \* Provide a variety of concrete resources and varied activities.

### **PROPOSED MODE/S OF EVALUATION**

- \* Children to draw a picture of themselves beginning of February, June and October.
- \* Ongoing individual evaluation of children via checklists and anecdotal comments about attitude and skill development.
- \* Teachers involved in program to meet to discuss progress, of children and activities.
- \* Evaluation of the PMP will be made via the Annual Program Minor Evaluation which involves all staff members.

### **RESOURCES (in priority order)**

Maintenance / repairs	300
Fun triangle (foam shapes)	250
Fun cube (foam shapes)	250
Foam wedge - 740 x 600 x 230 mm	150
Ladder	200
Sandpit equipment	50
First Starters Equipment	500
<b>TOTAL</b>	<b>\$1700</b>

## Photocopier

**PROGRAM:** 426-264

**LEADER:** XXXX

**PURPOSE**

To provide a facility for photocopying and duplicating resources to support:

- classroom
- newsletter
- administration

**RESOURCES**

Lease charges for three photocopiers

• Lanier Model 6745	\$238 per month	2856
• Lanier Model 7355 with collator	\$280 per month	3360
Insurance		400
Miscellaneous charges		400

**TOTAL**

**\$7,000**

## Physical Education

**PROGRAM** 403-031  
**LEADER** XXXX

### **PURPOSE**

To provide a well-balanced comprehensive physical education/sport program that contributes to students becoming self-confident, independent, disciplined, healthy, happy, and fit,

### **BROAD GUIDELINES**

- \* An activity-based approach in a safe, secure environment considering interest and capabilities of children.
- \* Use the Health and Physical Education CSF as a guide to program development and a variety of resources for lesson development.
- \* Continue present borrowing system of equipment for children in grades 3-6.
- \* Re-stock equipment for infant grades to be kept in rooms.
- \* Set aside equipment which are sets, exclusively used during PE sessions and not to be lent out for use by children during recesses.

### **PLAN FOR IMPLEMENTATION**

- \* Minimum of 50 minutes physical education per week, per grade provided by the physical education teacher.
- \* Grades 3/4 - all children will be involved in intra-school sports program, organised by the physical education teacher and taken by grade 3/4 teachers.
- \* Grades 5/6 - children will be given the opportunity to be involved in inter-school sports activities, or alternative intra-school sports program.
- \* Swimming program for children in Preps to Grade 4.

Preps Term 4

1/2's Term 1

3/4's Term 1

5/6's Term 3

Program operates at the Y.M.C.A. Mill Park. Use the Y.M.C.A. Aquatic program

All sessions to be taken by qualified instructors.

P.E. Teacher to make initial bookings and assist various co-ordinators with organisation.

### **PROPOSED MODE/S OF EVALUATION**

- \* Checklists of children's development in various skills.
- \* Use Fundamental Skills checklist.
- \* Feedback from children about program and materials.
- \* Anecdotal comments about children's development.
- \* Self-evaluation by children.
- \* Record:
  - children's participation in inter-school sports.
  - borrowing of sports equipment.
  - children's performance at inter-school activities.
- \* Discussions with parents concerning their child's progress in PE/Sport.
- \* Written reports to parents about child's progress twice a year.
- \* Administering fitness tests to children in Years 5 and 6 twice a year and computer fitness awards distributed to children.

- \* Swimming evaluation will be carried out by the Y.M.C.A. staff.

The children's evaluation card will be photocopied before it is given to them and retained at school for use in the following year

Where children have attended the program, they will be given their previous evaluation so it can be sighted by the swimming staff and used to place children in appropriate groups.

- \* Evaluation of the PE/Sport will be made via the Annual Program Minor Evaluation which involves all staff members.
- \* Use the CSF audit sheets to note areas covered during PE / Sport / Swimming sessions
- \* Informal and formal discussions with teachers regarding various programs and activities.

**RESOURCES (in priority order)**

	Quantity	Cost each	Total Cost
<b>AFFILIATION FEES</b>			
LDSSA			300
ACHPER			80
Casual replacement teacher days – sporting events coverage	2	180	360
<b>PHOTOCOPYING</b>			300
<b>REFERENCE MATERIAL</b>			
Miscellaneous			100
<b>HITTING IMPLEMENTS</b>			
Hockey sticks	20	8	160
Wooden bat tennis bats – set	20	8	160
Plastic bat tennis bats	10	4	40
Shin Pads	20	4	80
<b>MISCELLANEOUS</b>			
Cassettes for taping	9	5	45
C.D.'s	4	20	80
Plaster for line marking	1 bag	9	9
Cricket and softball bags	2	40	80
Redbase system, Roundball System A101010 - Innovative equipment	2	166	332
Captain and vice-captain badges	32	8	256
Golf	1	180	180
Bat tennis wooden net	10	30	300
Softball gloves	4	18	72
Shape Beanbags A16470	1 set	20	20
Beanbag Pigs A120508	1 set	20	20
<b>BALLS</b>			
Tennis balls	24 doz	12	288
Volleyball	4	25	100
Softballs	12	7	84
Cricket balls	12	8	96
Large foam balls	2	10	20
Netballs - school property	10	15	150
Soccer balls - school property	15	15	225
Footballs - school property	15	15	225
Match balls for netball, football, soccer and volleyball	4	25	100

Pimple Tactile Ball – 15410014	15	4	60
Rooballs	10	3	30
Miscellaneous for grade equipment			280

**AWARDS**

Cover paper for certificates/display			50
Medallions for cross country - 1st, 2nd & 3rd for each age group			50
Ribbons for infant sports			90

**TOTAL** **\$4822**

*Professional Development Budget*

ACHPER Conference 2 Days		480
Coverage while on ACHPER Conference – Casual replacement teacher days		<u>560</u>
<b>TOTAL</b>		<b>\$1040</b>

## **Professional Development (PD)**

**PROGRAM:** 427-270  
**LEADER:** XXXX

### **PURPOSE**

- \* To develop staff personally and professionally, which will facilitate development of the curriculum of Sunnyhills PS.
- \* To involve parents in curriculum development within the school through such bodies as the School Council.
- \* To provide the necessary funds to enhance the development of policy and program in the priority areas as identified in the Sunnyhills PS Charter 1995 - 1997.
- \* To provide the necessary funds to enhance the development and implementation of the eight Key Learning Areas as defined in the CSF.

### **BROAD GUIDELINES**

- \* Professional development will support curriculum priorities as indicated in the Sunnyhills PS Charter 1995-1997; thus, continuing to follow the three-year plan for curriculum development that reflects the Sunnyhills PS Charter
- \* Two Pupil-free days will be allocated for staff professional development.
- \* The professional reading library will be added to, with materials relevant to the charter priorities and the Key Learning Areas.
- \* Parents will be involved as much as possible and practicable in curriculum development activities and the associated decision processes.

### **PLAN FOR IMPLEMENTATION**

- \* Current professional development activities, courses and programs will be brought to the attention of all staff via meetings, staff circulars, notice boards, staff bulletin, etc.
- \* Funds will be allocated through the Professional Development program to meet the costs involved in developing the Sunnyhills PS Charter curriculum priorities and the KLA's as identified in the CSF.
- \* Relevant resource materials will be purchased that support the improvement of policy and program in the areas of the three identified Charter Priorities, 1995 - 1997 and the KLA's. Staff will be notified of these acquisitions.
- \* Decisions regarding the use of curriculum days will be made, considering current curriculum priorities as identified in the whole school curriculum plan for KLA development.
- \* In the interests of the whole school, those wishing to attend in-services should apply to the Leading Teacher 2 - Professional Development, in consultation with the Curriculum Management team.
- \* It is understood that those staff members that attend professional development activities will report back to the staff at Sunnyhills PS in some meaningful way, i.e., staff meetings, written reports, reports to KLA committees, etc.
- \* Professional Development activities funded by this budget should be arranged for the benefit of the whole school. Individual PD requirements in the main should be funded by the Personal Professional Development Program.

### **PROPOSED MODE/S OF EVALUATION**

- \* The Leading Teacher 2 - Professional Development will maintain records and provides ongoing evaluation of Sunnyhills PS PD program.

- \* Anecdotal feedback from staff.
- \* The Leading Teacher 2 - Professional Development will be responsible for informing staff, administration, school council and community on feedback received regarding PD activities undertaken by Sunnyhills PS staff.
- \* An annual staff survey of PD issues needs to be undertaken at the beginning and end of each year.
- \* An annual report for the DEET needs to be written regarding PD issues at Sunnyhills PS. This report will contain information such as:
  - the types and frequency of various PD activities.
  - the numbers of staff who have availed themselves of the PD opportunities on offer.
  - the types of professional development activities that have been made available to staff and the reasons why certain activities have been given a priority.

### **RESOURCES**

Visual Arts	400
Music	400
English	500
ESL	500
Health	600
PE	1040
LOTE	600
Maths	1,800
Information Technologies	2,100
Student Welfare	2,740
Disability and Impairment (Integration)	830
First Aid	1,945
Leadership Development	2,700
Library	360
Student Assessment	900
Early Years	3,200
Gifted and Talented	300
CSF11/Science	3867
<b>TOTAL</b>	<b>\$24,782</b>

## Reading Recovery

**PROGRAM** 402-025

**LEADER** XXXX

**PURPOSE** To provide one on one assistance to children deemed at risk with literacy, especially reading.

**BROAD GUIDELINES - To be advised**

**PLAN FOR IMPLEMENTATION - To be advised**

### **PROPOSED MODE/S OF EVALUATION**

MINOR EVALUATION:

- \* Program budget
- \* Area evaluations
- \* Parental feedback

MAJOR EVALUATION

- \* In accordance with whole school review cycle

### **RESOURCES:**

Support reading materials	1000
Stickers and awards	10
Initial supplies- workbooks, paper, pencils, glue etc.	150
Teaching aids	100
Administrative supplies- letterhead paper. envelopes etc.	40
Photocopying- children, teachers, parents and record keeping	75
<b>TOTAL</b>	<b>1,375</b>

*Professional Development Budget*



## Refuse & Garbage

**PROGRAM** 420-204

**LEADER** XXXX

**PURPOSE**

Removal of school rubbish on a regular basis and the provision of a cardboard and paper recycling program.

**PLAN FOR IMPLEMENTATION**

Ensure that regular rubbish collections are maintained during the forty –one weeks of the school year.

**RESOURCES**

Weekly emptying of rubbish skip	1,200
Fortnightly emptying of recycling skip	350
Annual contract for collection of sanitary napkin bins	250
<b>TOTAL</b>	<b>\$1,800</b>

## Science

**PROGRAM** 406-060

**LEADER** XXXX

### **PURPOSE**

To provide children with the opportunity to:

- \* Increase their knowledge of themselves and their environment
- \* Manage sensitively the environment and the resources of the earth
- \* Develop problem solving skills

### **BROAD GUIDELINES**

- \* The program will be implemented through the Integrated Curriculum Approach.
- \* To develop the skills of experimentation, observation, predicting outcomes, measuring, calculating, classification, recording and using data.
- \* To develop an understanding of the Science concepts as per policy.
- \* To develop the skills of scientific investigation and analysis to generate and refine knowledge, find solutions and ask questions.
- \* To develop a positive attitude towards Science and the environment

### **PLAN FOR IMPLEMENTATION**

- \* Science, as part of an integrated curriculum will be given support in the allocation of time and resources.
- \* Encourage, promote and support the teaching of Science in the classroom.
- \* Investigate, through a Committee, scope and sequence P - 6.
- \* Continued commitment to further resourcing of Science unit boxes along CSF guidelines
- \* Encourage teachers to continue to support and use the ITV STEPS program.
- \* To continue to build on classroom boxes of basic Science equipment.
- \* Further and continued commitment to the professional development of staff.
- \* Teacher reference books to be purchased to further enrich the quality of planned learning activities.
- \* Materials and equipment to be centrally stored.

### **PROPOSED MODE/S OF EVALUATION**

- \* Evaluation of children's progress will be through observations and individual/group assignment work.
- \* Evaluation of program and resources used will be through auditing related to CSF outcomes and school-based evaluation.
- \* Area teachers will be responsible for the planning and implementation of the program.

### **RESOURCES (in priority order)**

Video tapes for ITV STEPS Programs	600
Administration (photocopying & A4 Ring binder (STEP notes)	150
References - teachers and student, related to current issues, and materials for Science boxes	500
Equipment maintenance & replacement – Storeroom (Grant \$2153)	2653
Computer software	500
<b>TOTAL</b>	<b>\$4,403</b>
<i>Integrated Curriculum Budget</i>	<i>\$1,000</i>

## Society & Environment (SOSE)

**PROGRAM:** 407-070  
**LEADER:** XXXX

### **PURPOSE:**

SOSE aims to provide a sequential program that will help children learn and participate effectively in their society. This will involve developing children's knowledge, skills and values at each level of their Primary School learning.

### **BROAD GUIDELINES:**

- The program SOSE, will be implemented through the integrated curriculum approach in which children will develop and refine concepts and skills
- The children will be encouraged to be active learners through discussion, research, analysis, investigation and experimentation.
- The children will be encouraged to share SOSE topics with the school community where possible.

### **PLAN FOR IMPLEMENTATION:**

- \* SOSE as part of an Integrated Curriculum will be given a high priority in the allocation of time and resources.
- \* Area teachers will be responsible for the planning and implementation of the program based on CSF, course advice and the Sunnyhills PS policy and program for Integrated Curriculum.
- \* Parents and community members will be included in the program wherever appropriate.
- \* Teachers will be provided with appropriate resources necessary for the implementation of the program.
- \* The SOSE Coordinator will continue to liaise with the Library staff when the collection of resource materials for topics is required to be collated.

### **PROPOSED MODE/S OF EVALUATION:**

The program will be evaluated through:

- \* discussions within grade areas focusing on positive outcomes, concerns and recommendations.
- \* curriculum audits of integrated topics.
- \* staff surveys.
- \* anecdotal feedback regarding SOSE.

### **RESOURCES:**

Photocopying	100
Stimulus charts, posters and CD Rom/computer software	500
Ongoing purchase of atlases, CD Rom atlases and support materials	1,000
Videos related to topics which are part of the SOSE curriculum	200
<b>TOTAL=</b>	<b>\$1,800</b>

<i>Integrated Curriculum Budget</i>	<i>\$1,000</i>
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## **Reporting Academic Progress**

**PROGRAM** 466-661

**LEADER** XXXX

### **PURPOSE**

The Reporting Policy of Sunnyhills PS will reflect the principles of the Assessment Policy. Reporting to students and parents will clearly communicate the achievements and progress of students and will provide recommendations, which assist the students' future learning. It will also foster cooperation and encourage communication between parents, teachers and students concerning the students' progress.

### **BROAD GUIDELINES**

- \* Indicate the progress of the student in the reporting period against Levels of the CSF.
- \* Indicate the progress of the student in the reporting period in relation to program goals.
- \* State the strengths and weaknesses of the student and include recommendations for future learning.
- \* Use constructive language.
- \* Be in language, which is constructive and appropriate to the program and activity goals.

### **PLAN FOR IMPLEMENTATION**

Reporting will take place on a regular basis using the following procedures:

1. A written report to be given to parents at mid-year and end of year.
2. Interview with parents:
  - early first term
  - mid-year
  - end of year (on request by parent or teacher)
3. Additional interviews on request, by either parent or teacher, to be arranged by appointment.
4. School newsletter
  - School assembly
  - Information sessions, e.g., beginning of year, camp
  - Education Week
  - Special events
  - Orientation programs
  - Parent Handbook - given at commencement of school
  - School Council meetings
  - Parents' Club
  - Photos/videos of school activities

### **PROPOSED MODE OF EVALUATION**

- \* Feedback from parents, teachers and students
- \* Parent attendance at school events

### **RESOURCES**

1 casual replacement teacher day to release designated staff member for the purpose of "troubleshooting" at report writing time

180

3 x casual replacement teacher days for the preparation of reporting packages	540
Computer disks - maintenance of reporting packages	
8 x boxes of 10 @ \$10.00 per box	80
Envelopes for reports	160
Super disks for report storage & retrieval	25
Zip drive 1 box 3M Imation 120MB	
CD packages for report storage & retrieval 1x3 pack @ \$20	30
Photocopying - report proformas and copy for cum. file	350
Administrative photocopying	80
Printer paper	250
Coloured paper for report covers 2pkt. red & 2pkt. green	55
2 days office staff to copy reports (to CD & p/copy)	370
Meal for staff on reporting day	150
One print cartridge for each staff member x 37 @ \$40	1480
<b>TOTAL</b>	<b>3750</b>

## Student Welfare

**PROGRAM** 415-150

**LEADER** XXXX

### **PURPOSE**

- \* To provide all students with the kind of environment that will best nurture their development.
- \* To address health, learning, behaviour and welfare issues to maximise all students' access to teaching and learning, and help them to develop as health, secure and resilient people.

### **BROAD GUIDELINES**

- \* Students are better prepared for learning when they are healthy, safe and happy.
- \* All children and young people need care and support as they grow toward adulthood.
- \* The Student Welfare program provides a positive example of the way in which health, welfare and educational professionals work collaboratively to address the needs of children and implement effective prevention, early intervention, intervention and postvention strategies.

*Primary Prevention- building belonging and promoting wellbeing*

*Early Intervention- strengthening coping and reducing risk*

*Intervention- accessing support and providing treatment*

*Postvention- managing trauma and limiting its impact*

### **PLAN FOR IMPLEMENTATION**

- The Student Welfare Committee, in consultation with the school community, facilitates an increased awareness of and response to, issues that relate to the welfare of students.
- The Student Welfare Coordinator, in consultation with the Principal, other school staff and support staff, coordinates a program to systematically identify and resource the educational, health and welfare needs of students at risk.
- A wide range of Student Support Services and Community Agencies are accessed to provide support, intervention and training for students, families and school staff.

Priorities in the coming year include:

- Professional development with all staff about the 'Framework for Student Support Services' material.
- Consolidating and extending whole school responses relating to primary prevention.
- Increasing teachers' understanding of and addressing our need to further develop responses to support students identified at risk.
- Increasing the range and availability of early intervention programs.  
(Possible areas of focus- Peer Mediation. Physical component to Prep Screening program, Social Skills Training, Grief & Loss, Behaviour Management, Bullying)
- Monitor and document intervention processes and refine protocols regarding access to and review of intervention.
- Development of policy statement and whole school discipline policy.
- Continuation of implementation of ISDES policy.
- Continued and effective contact with community agencies.
- Appropriate placement of students in class groupings.
- Support for students through transitions.
- Increased use by school staff of background information available regarding students.

**PROPOSED MODES OF EVALUATION**

- \* Collation of summary information outlining curriculum and service provision.
- \* Feedback from staff Annual Program Budget Evaluation process highlighting the perceived success indicators, focus for improvement, additional issues and recommendations for the coming year.
- \* Feedback from support service and community agency personnel regarding the success indicators, areas of concern and recommendations of their work with children, parents and staff.

**RESOURCES**

Photocopying	400
Stationery	200
Laminating	70
Reference materials for staff	300
Resource material to follow up parenting programs	150
“Personal Safety” resource materials	300
Student Code of Conduct Booklet and materials	200
“Volunteer Language Tutor” Program	150
Student Intervention Program materials	300
Discipline Working Party (school visits, resources, etc.)	600
Subscriptions/membership (Personal Safety Program, Health Promoting Schools)	140
Morning tea for Support/Agency Staff, VLT	100
<b>Support staff:</b>	
Psychologist referrals	100
Speech and Language referrals	100
Occupational Therapy referrals	400
Occupational Therapy/Prep Screening (Physical Development)	800
<b>TOTAL</b>	<b>\$4310</b>

*Professional Development*

<i>Regional Student Welfare Conference (2 casual replacement teacher days + 2 registration)</i>	480
<i>ISDES</i>	200
<i>Framework for Student Support Services (including 2 casual replacement teacher days)</i>	860
<i>Whole School Discipline PD</i>	1200
<b>TOTAL</b>	<b>\$2740</b>

## **Support Staff Replacement**

**PROGRAM:** 426-265

**LEADER:** XXXX

**PURPOSE**

To provide relief staff coverage for all levels of School Support Officers (SSO)

**BROAD GUIDELINES**

Funds to be used for approved absence of SSO staff as well as for additional hourly support in General Office.

**PLAN FOR IMPLEMENTATION**

- \* In most cases it will not be possible to plan for unexpected absences. Coverage will be made as the need arises.
- \* Office Manager to arrange for the training of a person to work four hours per fortnight to enter student attendance records on CASES system.
- \* Casual support to be provided for typing to support Triennial Review.

**PROPOSED MODE/S OF EVALUATION**

Observation of program continuity in General Office and Integration Aide programs.

**RESOURCES**

<b>TOTAL</b>	<b>\$4,000</b>
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## Technology

**PROGRAM** 408-080  
**LEADER** XXXX

### **PURPOSE**

- \* To make children familiar with Technology in a practical way.
- \* To enhance children's understanding of Technology
- \* To explore the impact of Technology in our lives
- \* To allow children to investigate materials, systems and information.

### **BROAD GUIDELINES**

To develop:

- \* children's awareness of the process of investigating, designing, producing and evaluating.
- \* the ability to choose appropriate materials and tools and to use these safely.
- \* an awareness of the potential consequences of using a variety of materials and resources.
- \* and encourage a positive attitude towards technology
- \* and encourage all groups to participate in a secure and co-operative environment
- \* and gain experience in solving practical problems through risk taking, perseverance, problem solving and co-operative working skills.

### **PLAN FOR IMPLEMENTATION**

- \* Technology is implemented as one of the process areas in our Integrated Curriculum.
- \* Area teachers will be responsible for planning and implementing the program based on the CSF and the Sunnyhills P.S. policy and program for Integrated Curriculum.
- \* Encourage teachers to continue to use resources, STEPS program and Incursions / Excursions.
- \* The use of supplementary materials such as Lego and Science / Technology boxes will be encouraged.
- \* To include real life situations and problem-solving activities.

### **PROPOSED MODE/S OF EVALUATION**

- \* Annual Program Budget Evaluation
- \* Auditing
- \* School based evaluation
- \* Evaluation of topic, pinpointing strengths, weaknesses and recommendations for change.
- \* Use of resources

### **RESOURCES**

STEPS programs (with Science)	200
Tools and construction equipment	800
Maintenance and replacement of Lego and Meccano	200
Computer software	200
Resources - books, charts, teacher references	300
Photocopying	100
Maintenance and restocking of storeroom	200
<b>TOTAL</b>	<b>\$2,000</b>

## **Transition from Pre-School**

**PROGRAM** 471-715

**LEADER** XXXX

### **PURPOSE**

- \* To provide the children with experiences of school to assist in a smooth transition from pre-school to school.
- \* To cater for this transition program to continue next year the resources required are as follows:

### **BROAD GUIDELINES**

The transition program begins informally through contact with pre-schools in Term 1. It continues with the parent's initial contact with school at the time of enrolment and through the structured program provided by the school throughout Term 4. The program will be initiated and run by the Prep Co-ordinator but will also use the Prep staff and School Welfare Officer to implement it.

### **PLAN FOR IMPLEMENTATION**

- \* Contact is made with pre-schools late in first term to establish a rapport with the pre-school staff and to evaluate the effectiveness of the previous year's transition program.
- \* During Term 2 Information pamphlets are distributed to pre-schools to inform prospective parents. Posters advertising the opening of enrolments in Term 3 are also provided for display at the pre-school centres.
- \* Enrolments open in Term 3. As parents enrol their children, they are given a detailed tour of the school with their child.
- \* Midway through Term 3 appointments are made to visit the pre-school centres and Student Observation / Information sheets are distributed for the pre-school staff to complete.
- \* End of Term 3, visits are made to the pre-schools to discuss the information on the forms, observe the children and make initial contact with them. At these visits appointments are made for each pre-school teacher to bring their group to visit school twice in the first month of Term 4.
- \* End of Term 3, notices are sent out via pre-schools or by post to inform parents of their designated orientation morning, information about the Literacy Evening and to provide them with a copy of the school uniform list.
- \* First month of Term 4, pre-schools visit their designated classes at school to join the current year's Preps in simple, structured classroom activities.
- \* Mid November, parents bring their own children to school. The children participate in simple class activities while the parents meet with the Principal, Prep Co-ordinator and Student Welfare Officer and receive their "School Information Package".
- \* End of November, parents and children attend the school Literacy Evening as their final contact before the new school year.

### **PROPOSED MODE/S OF EVALUATION**

- \* Feedback from pre-school staff and parents
- \* The degree to which the Prep children settle into school at the beginning of the year after having experienced the transition program.

### **RESOURCES**

Casual replacement teachers:	6 x half days for Orientation Day/information session mornings	540
	1 x full day for Pre-school visits	180
Stationery:	Envelopes - approximately 300 (2 x number of enrolments)	20
	150 stamps for "Welcome to School/Grade Placement" letter	70
	40 stamps for Orientation Day letters	20
	A4 Envelopes for Information Evening packages	
	Boxes of 250 @ \$25	25
Photocopying:	Orientation letter	5
	Pre-school Information Form	40
	Uniform list	5
	Prep Pamphlet for Pre-schools	10
	Prep Information book	60
	Sunnyhills Handbook	60
	Sunnyhills Code of Conduct	40
	Take Home Reading Booklet for Prep parents	30
	"Welcome to School/Grade Placement" letter	5
	Before & After School Care Letter	5
	Orientation activities	20
	Literacy Evening activities	20
	Labels for Orientation Mornings	5
	White photocopy paper – 14 pkts. of 500 sheets	70
	Materials for Literacy Evening and Orientation session activities	50
	Tea, Coffee & Biscuits for Sympathy Morning Tea and Orientation Days	20
	<b>TOTAL</b>	<b>\$1300</b>

## Uniform Shop

**PROGRAM:** 444 - 441  
**LEADER:** XXXX

### **PURPOSE**

As a service to the school community, providing for sale a range of clothing items which constitute the approved school uniform.

### **BROAD GUIDELINES**

As determined by School Council policy, students are to wear the agreed school uniform for all school activities. Many of the uniform items have the official school logo attached and are therefore available only through specialist suppliers. To encourage families to comply with the uniform policy, the school undertakes to organise the supply of these special items and to offer them for sale to the community. The uniform shop is not considered to be a major fundraising source. However, it is expected that a small operating profit will accrue annually. Such profits from uniform sales will be passed on to the School Council who will decide on the destination for the funds.

### **PLAN FOR IMPLEMENTATION**

- \* A supply of uniform items in a range of sizes will be kept in stock in a secure location which is to be determined by the school administration.
- \* A sub-committee of School Council is to recommend suitable uniform items and prices.
- \* The sub-committee will monitor all operations of the *Uniform Shop*.
- \* Ordering and monitoring of stock is to be undertaken by school office staff.
- \* A member (or members) of the school's parent body will be given the responsibility of opening and operating the *Uniform Shop* at appropriate times throughout the week
- \* Price lists and operating times will be advertised widely to the school community.
- \* A pre-paid ordering system will also be available, particularly for new Prep enrolments.

### **PROPOSED MODE/S OF EVALUATION**

*Uniform Shop* operations will be monitored regularly by the School Council sub-committee. Input will be sought from the general school community, Parents Club, staff and students.

### **RESOURCES**

Saleable clothing items	16,000
Telephone/Fax/Postage	50
Photocopying	30
 Total	 <b>\$16,050</b>

## Urgent Works

**PROGRAM** 420-205

**LEADER** XXXX

**PURPOSE**

To always maintain the school buildings and general school environment in a safe condition.

**BROAD GUIDELINES**

Use the school's preferred contractors for the purpose of glazing, plumbing and electrical works.

Execute repairs in the areas of:

- broken glass
- electrical malfunction
- water and sewerage breakdown
- damage from storm, wind, rain

**PLAN FOR IMPLEMENTATION**

Telephone contractors as soon as damage is reported.

<b>TOTAL</b>	<b>\$10,000</b>
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**Utilities**

**PROGRAM** 426-260

**LEADER** XXXX

**PURPOSE**

To provide adequate funding on an annual basis for the school's usage of water, gas and electricity and telephone.

**TOTAL** **\$28,000**

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## Appendix 37: Finance, risk & asset management policies

### 1.0 Global Policy

#### Beliefs

- All capital, consumable and financial assets of the school should be properly managed to ensure their optimal effectiveness and security.
- Policies, procedures and protocols should be established to ensure that programs and systems are properly managed.
- Lines of authority and responsibility should be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.

#### Standards

- All decisions affecting the resources and assets of the school shall be legal, ethical, and prudent, aligned with the mission and strategic plan, and shall avoid placing the school in financial and/or legal jeopardy.
- All regulations, procedures, and protocols will be documented, communicated and enforced to ensure the school's students, employees, financial and physical assets are sufficiently protected.
- Lines of authority and responsibility will be established to assign accountability for the proper establishment, implementation and evaluation of relevant policies, procedures and protocols.
- All employees will be made aware of and adhere to the policies, regulations, procedures and protocols, and the consequences of a breach of any of the above.
- Feedback forums, such as opinion surveys, will be established so that employee or parent identified concerns in the procedures can be heard.

#### Guidelines

- This policy should be read in conjunction with the policies and procedures for Strategic and Financial Planning, Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

### 2.0 Financial Planning and Resourcing Policies

#### 2.1 Strategic and Financial Planning Policy

##### Beliefs

- The main intent of a strategic plan is to ensure the long-term sustainability of the school.
- A strategic and financial plan allows the school to anticipate, plan and resource future needs to optimal effect and minimal risk.
- A strategic and financial plan should maintain a dual focus on improved student learning and the school's viability.
- A strategic and financial plan should consider such aspects as revenue, expenditure, marketing, demographic trends and capital needs.
- A strategic and financial plan should be honest, relevant and achievable in its intent.

##### Standards

- An appropriate time frame will be allowed to implement the strategic and financial plan, the minimum of which shall be five years.

- Strategies will be developed for increasing revenues from fundraising, investments, grants or other sources.
- Marketing strategies will be developed to support enrollment targets and enhance the school's brand image.
- An analysis of the business environment will be developed, including, but not limited to, prevailing political, economic and international employment trends that could impact the school.
- Major capital expenditures will be planned for, including maintenance.
- Strategies will be developed for managing foreign exchange risk.
- Strategies will be developed for managing the school's financial reserves, consisting of both the Operating and Capital reserves, and any debt financing.

#### **Guidelines**

- This policy should be read in conjunction with the policies and procedures for Financial Accountability, Performance and Reporting, Risk Management, and Assets Management.

## **2.2 Annual Budget Policy**

### **Beliefs**

- The school's financial management should comply with the limits and expectations of a predetermined annual budget as approved by the school Board.
- The prime focus of the school's annual budget should be improved student learning.
- The school's approved annual budget should be created in the light of the long-term goals of the school's strategic plan and business plan.
- The school's approved annual budget should be created in the light of anticipated revenue as reasonably indicated by projected fee-paying student enrolments.
- All anticipated and actual revenue should be fully accounted for in the school's approved annual budget.
- All anticipated and actual expenditure should be in compliance with the school's approved annual budget.

### **Standards**

- All anticipated and actual revenue will be fully accounted for in the school's approved annual budget.
- All anticipated and actual expenditure will be in compliance with the school's approved annual budget.
- The school's approved annual budget will be subjected to an annual external financial audit conducted by qualified auditors accredited by an internationally recognised, certified body.
- The Director shall include in her or his budget presentation to the school Board:
  - a. A clearly articulated rationale for tuition and fee schedules, based on regional trends, market analysis, and projected expenditures for the year.
  - b. A clearly articulated rationale for specific salary and benefit increases, based on regional and international trends, market analysis, and staff recruitment and retention strategies.

### **Guidelines**

- This policy should be read in conjunction with the Strategic and Financial Planning policy, Asset Management policy, Financial Accounting Systems policy, Procurement policy, and Investment Portfolio policy.



### **3.0 Financial Accountability, Performance and Reporting**

#### **3.1 Financial Accounting Systems Policy**

##### **Beliefs**

- The financial accounting framework of the school shall be that deemed by the [insert accreditation authority] as applied in [insert country].
- The school should work within an agreed budget, undertake full financial planning and ensure the safe keeping of all assets.
- There must be a separation of those responsibilities or duties which, if combined, would enable one person to record and process a complete transaction.
- If duties of responsibilities are separated, the scope for errors and oversights and deliberate manipulation or abuse is significantly reduced.

##### **Standards**

- The Director will ensure that staff members are competent, properly trained and qualified for the tasks they are required to perform.
- Proper and realistic estimates of expected income and expenditure shall be made for each financial year and reviewed monthly.
- Annual approval of all budgets and accounts shall be done by the school Board.
- All expenditure and investment of funds shall be properly authorised and documented.
- Only people authorised by the school Board may sign cheques. Each cheque will require two authorised signatures and there will be four signatories authorised to sign. Cheques made payable to a nominated signatory shall not be signed by that person.
- The school shall ensure the proper safekeeping and good order of land, buildings, vehicles, fixtures and fittings, and equipment.

##### **Guidelines**

###### **1. Income**

All incoming cheques and cash need to be recorded immediately and entries verified by someone other than the person who has made the entry.

###### **1.1 Fundraising**

- a. Records must be maintained for each fundraising event, in sufficient detail to identify gross receipts, how they have arisen, and all costs incurred.
- b. For all events for which there is ticket income or gate money:
  - All tickets shall be pre-numbered
  - A record shall be kept of all persons who have been issued with tickets to sell, and which ticket numbers have been allocated to each
  - A record shall be kept of which tickets have been sold
  - A reconciliation shall be made of receipts against tickets sold.

###### **1.2 Banking & Custody**

- a. Incoming receipts shall be banked daily.
- b. All cash over a designated amount by the school Board shall be banked. Amounts below the designated amount shall be kept in a locked cash box.
- c. Cash or cheques must be placed in a safe or locked cash box if they cannot be banked on the day of receipt. The keys to any safe or cash box shall be held by a nominated officer and signed for whenever they are used.
- d. All incoming money must be banked gross with no amounts being held back for petty cash.

###### **2. Purchases**

- a. Invoices received shall be checked against orders made.
- b. Records shall be kept of orders placed but not yet carried out.
- c. The quality and quantity of goods supplied shall be inspected to ensure they correspond with orders placed and those invoiced for. Services supplied shall be similarly checked.
- d. Regular stock taking shall be undertaken.

### **3. Payments**

- a. Instruments of payment, such as cheque books, bank books, shall be kept in safe custody, with access limited to authorised persons.
- b. The preparation of documentation for authorisation shall be undertaken by someone other than the persons authorising the payment.
- c. Purchase Orders may only be placed by authorised persons.
- d. Payments shall only be made against original invoices.

#### **3.1 Payment by Cheque**

- a. Only authorised people shall have access to cheque books.
- b. In the anticipated absence of an approved signatory, blank cheques may be signed in advance by that approved signatory as deemed appropriate by the Director. The approved signatory will track the use of such cheques on return to the workplace.
- c. All cheque expenditures shall be recorded in the cash book and cross referenced to the cheque number, with the nature of the payment and the payee clearly identified.
- d. All cheque book stubs shall be completed at the time of payment and retained in safe keeping.
- e. No cheques shall be signed without a corresponding invoice, or other documentary evidence as to the nature of the payment.

#### **3.2 Payment by Cash**

- a. Every effort shall be made to reduce the need for cash payments to a minimum.
- b. All cash payments shall be made from a cash float of a fixed amount which is regularly replenished from the bank account and not by the retention of incoming money.
- c. All claims for replenishment of the cash float shall be backed up by supporting documentation and signed by the cashier.
- d. The supporting documentation shall be authorised by someone other than the cashier or claimant.
- e. Daily checks of the petty cash float shall be made by an authorised person independent of the cashier. The authorised person shall count the balance of cash in hand and reconcile the float by totalling the vouchers for amounts paid out and not yet reclaimed by the cashier.

#### **3.3 Wages and Salaries**

- a. Personnel records shall be kept for each member of staff separately from the pay records. Checks of one against the other shall be made to prevent the payment of fictitious employees.
- b. Where payments are made in cash, these shall be paid out by someone other than the person making up the payroll, with the employee signing as evidence of receipt.

#### **3.4 Reimbursements**

All reimbursements shall be a payment of actual costs incurred. Except for very small sums, evidence must be produced of the actual costs incurred; for example, bills or receipts.

### **4. Control Checks**

The Business Manager shall make monthly checks to ensure that records are being accurately maintained and that there are no discrepancies in the accounting records. The monthly checks shall be made by someone other than the persons concerned with the original recording of the transactions. In particular, they will check that

- Records of cash and cheques received agree with bank pay-in slips
- Bank pay-in slips equate with the bank statements, both in terms of the amounts banked and dates of credit
- All transfers or other direct payments into the bank can be identified and verified against paperwork
- Records of payments made agree with cheque stubs, paid invoices or other authorisations and are in accordance with budgets
- All cheques have been presented for payment by the bank as shown by the statement
- Any direct debit payments are in accordance with valid instructions given to the bank.

## **5. Assets**

### **5.1 Fixed Assets and Vehicles**

- a. A register of fixed assets and vehicles shall be held and updated regularly.
- b. All fixed assets and vehicles shall be checked at regular intervals to ensure they remain in good repair.
- c. The school Board shall insure fixed assets and vehicles to an appropriate extent of cover.
- d. The use of fixed assets and vehicles shall be reviewed annually to ensure they are put to best use and effect.

### **5.2 Investments**

The school Board shall create an investment policy and require suitable reports to ensure it is being correctly and properly implemented.

### **5.3 Bank Deposits**

- a. Instructions to open or close deposit accounts can only be authorised by the school Board.
- b. A record of all bank deposit statements shall be held in safekeeping.
- c. Monthly bank reconciliations shall occur, and the employees delegated to do so shall not be the same people who maintain cash book records. Any discrepancy shall be fully explored and resolved.
- d. No accounts shall be allowed to remain dormant.

## **3.2 Financial Dashboard (refer to Board policy)**

## **3.3 Accounts and Authorized Signatures (refer to Board policy)**

## **3.4 Debt Financing (refer to Board policy)**

## **3.5 Investment Portfolio Policy**

### **Beliefs**

- The business office should be responsible for monitoring school funds and investing surplus funds to generate interest revenue for the school.
- Investments should only be made with low risk, ethical institutions listed on the national business register.
- The finance committee of the school Board should regularly monitor the performance of all investments.

## Standards

- The business office shall apply the “Prudent Investor Test” to the investment institutions of its choice.
- As a “Prudent Investor”, the school will satisfy itself that its investments are made with institutions which are
  - a. prudentially sound and secure
  - b. professionally managed, and
  - c. have strong financial status in its reserves, liquidity and profitability
- All investments must be approved by the school Board and authorised by the Director and an approved Board delegate.
- The school shall consult with licensed financial advisors to inform investment decisions.
- Investments shall be diversified to minimise the impact of the failure of any one investment.
- All investments must have the option to mature within twelve months of being invested
- Investments will be recorded in an Investment Register maintained by the Business Manager of The school. The Register will contain
  - a. Date of lodgement
  - b. Name of institution
  - c. Terms of investment: period, percentage rate and maturity date
  - d. Amount invested

## Guidelines

- The school Board must approve and formally minute the placement of funds before any investment takes place. It must regularly review
  - a. the level of funds to be invested
  - b. the term of the investment/s
  - c. the type of investment/s, with reference to the schools required cash flow during the year
- The cash flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments. A cash flow budget should be prepared to determine cash requirements in any given period.
- The Director may increase deposits in easily retrievable investment accounts when this action has prior Board approval (from an ongoing basis for each calendar year)
- The school may decide to invest in banks, building societies or credit unions. It can invest in bank accepted or endorsed bills of exchange or in negotiable, convertible or transferable certificates of deposit issued by a bank.
- All investment accounts will be included in the financial system and the procedures for properly maintaining the accounts will be completed in accordance with Governing Body policies.
- No direct deposits from received funds will be made into investment accounts except for interest earned on those accounts; that is, all received funds will be receipted through the official school account.
- No direct payments from the investment account will be made to creditors. The monies must first be transferred into the official school account.
- The Finance Committee of the Board will review the school’s investments at each meeting. This review will be included in its written reports to allow the Board to monitor its investments.

## 4.0 Risk Management

### 4.1 Risk Management Global Policy

**Beliefs**

- Risks are inherent in all operations of the school, including but not limited to, risks attached to people and assets associated with its finances and/or reputation.
- It is prudent and wise to identify, negate, minimise and/or mitigate potential and actual risks to the optimal functioning of the school.
- The school should conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.

**Standards**

- The school will conduct an annual risk assessment, maintain a risk register, and create and implement an effective risk management program.
- The risk assessment, register and management program will include but not be limited to, risks attached to people and assets associated with the school, its finances and/or reputation.

**Guidelines**

- This policy should be read in conjunction with the Finance, Risk and Asset Management policy, Strategic Plan, and Emergency and Continuity Planning policy.
- The risk register will take a format similar to the following table.

Risk	Type of risk	Impact if realised	Probability	Impact	Mitigation	Owner
			High	Medium		
			Low	Medium		

**5.0 Asset Management Policy****Beliefs**

- The school business office should ensure that school assets are able to be always accounted for.
- Supplies and equipment should be managed in such a way as to ensure that they are optimally functional, readily available and well presented.
- Assets should be managed in such a way as to guarantee their proper use, care and longevity.
- Custodians and users of school supplies and equipment should be advised of the proper use and care of such assets and be accountable for any loss, damage or theft caused by undue negligence of such use and/or care.

**Standards**

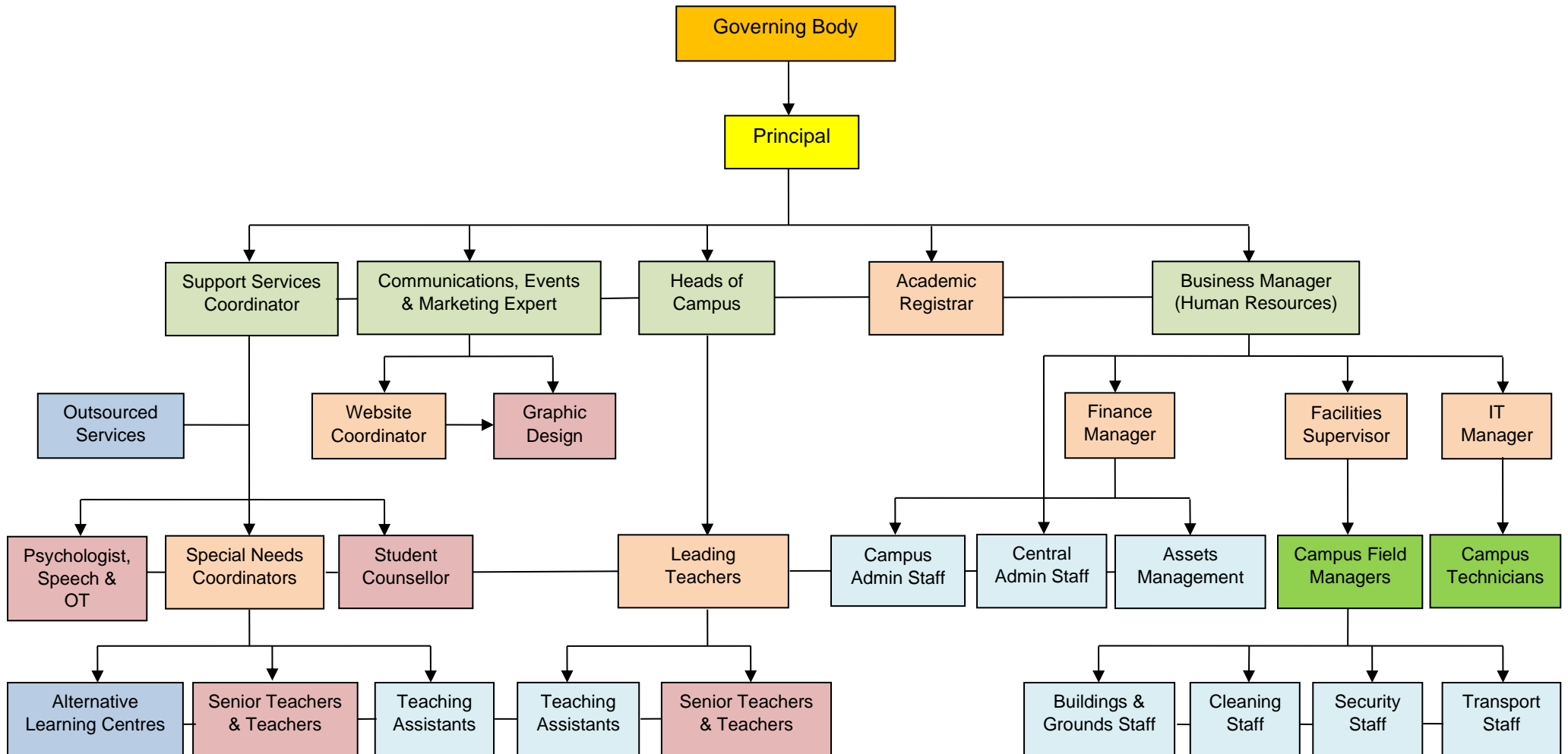
- Supplies and equipment will be appropriately used, maintained, stored and secured at all times.
- Assets, supplies, and equipment will be inventoried yearly and tracked to guard against theft, loss, or damage.
- Relevant faculty and staff members will be made aware of the acceptable use policies for supplies and equipment and be signatories to user agreements.
- Proper procedures will be established to track the authorised custody and whereabouts of all off-campus material assets.
- Asset custodians or users will be held responsible and liable for any loss, damage or theft caused by their direct negligence.

**Guidelines**

- This policy should be read in conjunction with the Financial Accounting Systems policy and the relevant School Board policies.

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Appendix 38: School Organisation Chart



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## Appendix 39: Salary scales - examples

### Teacher salary scales

#### Scale 3 – Leading Teachers

3.4	\$74000
3.3	\$71500
3.2	\$69000
3.1	\$66500
3.0	\$64000

#### Leading Teachers

For teachers promoted to Coordinator positions at SSC see Additional Notes (below). Coordinators will be placed on the scale up to Step 3.3 on initial placement dependent upon experience and/or qualifications as follows:

Step 3.0	Up to 12 years of experience
Step 3.1	13 -19 years of experience
Step 3.2	20+ years of experience

NB: A relevant Master's Degree or Graduate Diploma above and beyond basic degree and teaching qualification is equivalent to 3 years of experience.

#### Scale 2 – Senior Teachers

2.8	\$68000
2.7	\$66000
2.6	\$64000
2.5	\$62000
2.4	\$60000
2.3	\$58000
2.2	\$56000
2.1	\$54000
2.0	\$52000

#### Senior Teachers

Senior teachers are allocated additional specific duties/responsibilities at the school, e.g., program review leader.

Placement: Senior Teachers will be placed up to Step 2.3 on the scale on initial placement dependent upon experience and/or qualifications, as follows:

Step 2.0	0 – 9 years teaching experience
Step 2.1	10 - 14 years teaching experience
Step 2.2	15 - 19 years teaching experience
Step 2.3	20+ years teaching experience

NB: A relevant Master's Degree or Graduate Diploma above and beyond basic degree and teaching qualification is equivalent to three years of experience  
\*See Additional Notes re. internal promotion

#### Scale 1 - Teachers

1.8	\$58000
1.7	\$56500
1.6	\$55000
1.5	\$53500
1.4	\$52000
1.3	\$50500
1.2	\$49000
1.1	\$47500
1.0	\$46000

#### Teachers

Placement: Teachers appointed to the school on Scale 1 will be placed up to Step 1.4 on the scale on initial placement dependent upon experience and/or qualifications, as follows:

Step 1.0	0 – 3 years teaching experience
Step 1.1	4 - 7 years teaching experience
Step 1.2	8 - 11 years teaching experience
Step 1.3	12 - 15 years teaching experience
Step 1.4	16+ years teaching experience

NB: A relevant Master's Degree or Graduate Diploma above and beyond basic degree and teaching qualification is equivalent to three years of experience.

#### Non-qualified Teaching Staff & Interns

0.2	\$38000
0.1	\$36000
0.0	\$34000

#### NQT Staff & Interns

From time to time the school employs teaching staff without full qualifications. Salary increments of one step after two years of service. Support staff with a relevant degree but no certification start at 01.

#### Additional Notes.

**Placement:** Teachers already employed at the school whose current salary is inferior to that listed on the respective salary scale in relation to their teaching experience and qualifications shall have their salary adjusted accordingly.

**Increments:** Increments of two steps are awarded after completion of two year's full-time service or equivalent up to the top of the relevant salary scale (exception; Support Staff).

**Agreement Renewal:** Full time staff in the final year of their Agreement, shall be informed of any extension by notice in writing on or before January 31<sup>st</sup> in any given year, or April 30<sup>th</sup> for part time employees.

**Promotion:** Vacancies at Senior Teacher or Coordinator level will be advertised first amongst existing staff at SSC. Teachers already at SSC promoted to a higher salary scale shall be placed on the new scale in accordance with their qualifications/experience, provided that this is at least 1 step on the new scale above the previous salary if the promotion occurs after one contract year, and 2 steps if it comes when a (2-year service) salary increment is due.



### Support staff salary scale

Level	Step	Monthly Salary	Position
1	3.0	2850	Facilities Maintenance
	3.1	2950	<ul style="list-style-type: none"> <li>Cleaner</li> </ul>
	3.2	3150	<ul style="list-style-type: none"> <li>Maintenance Assistant</li> </ul>
	3.3	3250	General Assistant & Admin. Support
	3.4	3350	<ul style="list-style-type: none"> <li>After School Program Assistant</li> <li>Driver</li> <li>General Admin Assistant</li> <li>General Teaching Assistant</li> </ul>
2	2.0	3450	Admin. Support & Program Assistant
	2.1	3550	<ul style="list-style-type: none"> <li>Curriculum Program Assistant</li> <li>Receptionist/Admin/Secretary</li> </ul>
	2.2	3650	Senior Administration
	2.3	3750	<ul style="list-style-type: none"> <li>Maintenance Supervisor</li> <li>Procurement Officer</li> <li>Accounting Clerk</li> <li>IT Technical Support</li> <li>Interpreter</li> <li>Personal Assistant to Principal</li> </ul>
	2.4	3850	
3	1.0	4500	Office Manager
	1.1	4650	<ul style="list-style-type: none"> <li>National Staff Supervisor</li> <li>Accountant</li> </ul>
	1.2	4850	
	1.3	5000	
	1.4	5150	
4	1.0	6000	Leadership Team
	1.1	6150	<ul style="list-style-type: none"> <li>Business Manager</li> </ul>
	1.2	6300	
	1.3	6450	
	1.4	6600	

#### Notes:

- A person moves from one Step to the next Step after two years of work
- A person needs to have an acceptable standard of English to progress beyond Step 2 of a Level
- For employees on Levels 2 to 5, a person needs to gain an extra appropriate qualification to progress beyond Step 2 of a Level
- When Step 5 has been reached in a Level, further changes to salary are only influenced by changes in the labor law
- A person can only move to another Level by successfully applying for an advertised vacancy.

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## Recruitment Policy

### Beliefs

- A culture of high performance is substantially enhanced by recruiting the most suitable applicant for a position
- The use of well-designed selection criteria in staff selection significantly increases the probability of recruiting the most suitable applicant for a position
- The use of a representative selection panel in staff selection significantly increases the probability of recruiting the most suitable applicant for a position
- Professional merit alone, based on qualifications, experience, past performance and school cultural fit, is the prime consideration for the selection of an applicant
- The past performance of applicants for advertised positions is a strong indicator of future performance
- Promotional positions are excellent opportunities for existing staff members to advance their careers within the school and for the school to reward high performance and engender loyalty, attachment and tenure

### Standards

- The school shall only employ staff members with suitable academic qualifications for the position, as determined by the Governing Body
- When all things are considered, the applicant with the most appropriate qualifications, experience, record of past performance and school cultural fit, as determined by the Principal, shall be the recommended applicant
- The staff selection process shall not discriminate against any applicant based on nationality, culture, gender, religion, sexual preference, disability, age, place of abode or political beliefs

### Guidelines

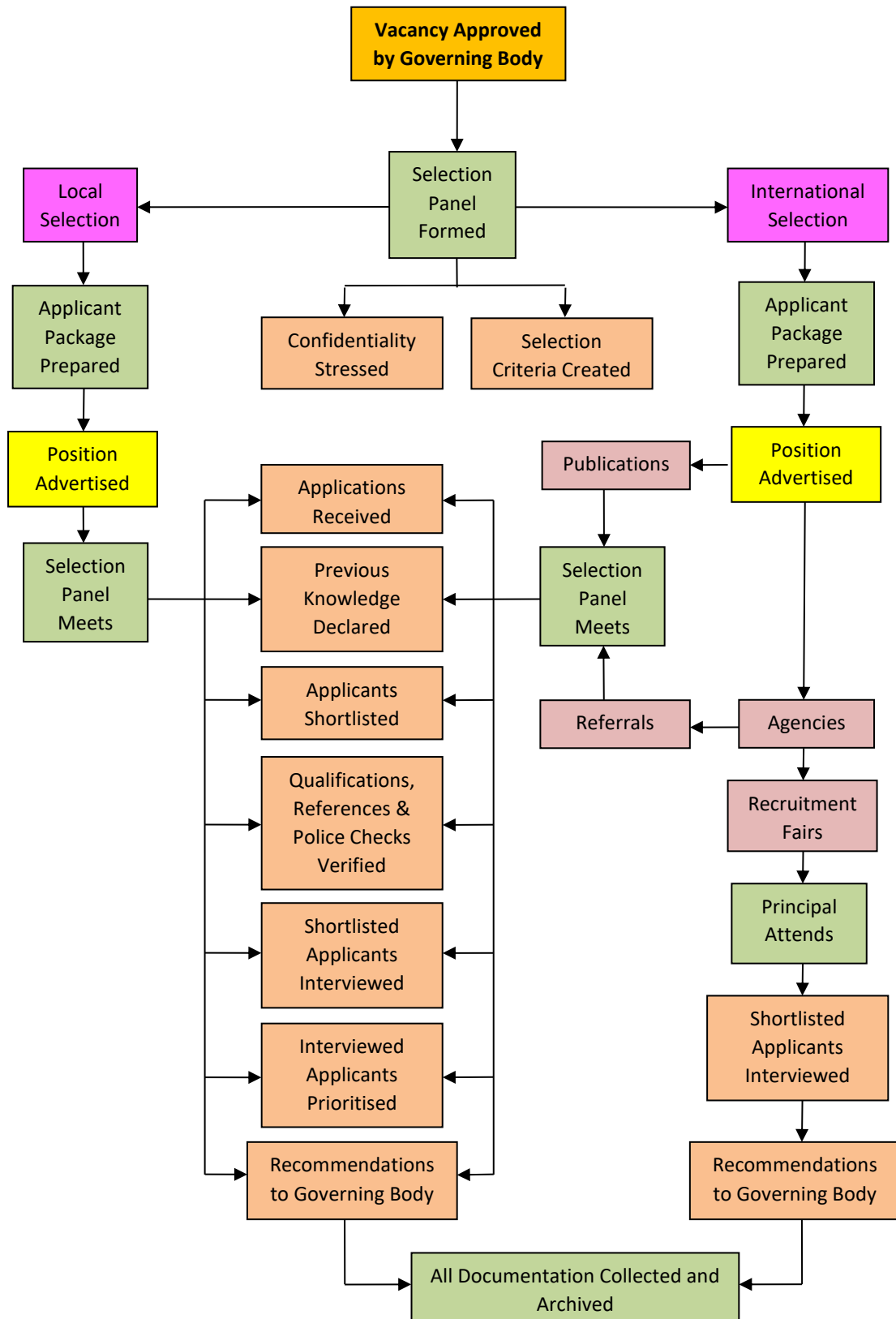
- When appropriate, substantive and promotion positions will initially be advertised internally. If no suitable applicants are identified from the existing staff through a proper selection process, the positions will be advertised externally, including internationally if need be. All other vacancies will be advertised externally
- Given budget capabilities, the Principal is authorised to use highly reputable recruiting agencies and to attend international recruitment fairs if a suitable applicant cannot be found locally
- The Principal will use a merit-based selection process for each advertised position, based on the application of carefully designed, relevant and appropriate selection criteria
- A representative selection panel shall be formed for each position, comprised of at least the Principal, a relevant parent or care giver and a staff member working in a like position
- When considering the merit of an applicant, the qualifications, experience, past performance and school cultural fit shall be of prime consideration
- Police checks and confidential professional references will be gained and considered for each shortlisted applicant before selection recommendations are finalised
- The Principal will formally report the appointment of a selected applicant to the Governing Body of the school for its scrutiny of proper process. If satisfied that proper process has been followed, the Governing Body will approve the appointment of that applicant
- Upon acceptance of an offer of employment by the recommended applicant, the Principal will notify all shortlisted applicants of the final decision of the Governing Body

**Basis of Discretion**

If, in the opinion of the Principal, no suitable applicants are identified, the Principal may recommend no appointment to the position and make alternative arrangements

Ratified by the Governing Body at the meeting of August 30, 2016

### Selection Procedure, Expected Vacancies



## **Recruitment Selection Criteria**

### **Teacher**

#### **Professional**

- at least 2 years' experience as an exemplary teacher
- demonstrated high quality teaching skills
- a demonstrated high-level knowledge of student-centred approaches to learning and teaching, including planning, implementation, student assessment and program evaluation
- a demonstrated high-level knowledge of relevant curriculum areas
- a demonstrated understanding of high quality and effective education resources
- a demonstrated ability to respond effectively to emerging educational initiatives and priorities
- demonstrated high level professional behaviour when interacting with families, students and colleagues
- a demonstrated ability to successfully organise and manage aspects of the wider school program
- a demonstrated ability to improve teaching performance through critically evaluating professional practices
- a demonstrated ability to provide high level professional support to colleagues

#### **Personal**

- strong interpersonal and collaboration skills
- strong communication and motivational skills
- high level personal resilience
- high level English literacy and oracy competence

#### **Education**

- educated to at least Bachelors Level in education or the equivalent
- teacher accreditation or the equivalent

### Recruitment Selection Report (Confidential)

Position: \_\_\_\_\_

Tenure: \_\_\_\_\_

Advertised: Locally  Date: \_\_\_\_\_ Internationally  Date: \_\_\_\_\_

Total Number of Applicants: \_\_\_\_\_

Total Interviewed: \_\_\_\_\_

**Person recommended to the Position:**

Name: \_\_\_\_\_

Current Position: \_\_\_\_\_

Years of Relevant Experience: \_\_\_\_\_ Gender: \_\_\_\_\_

Qualifications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Current Position: \_\_\_\_\_

Current Workplace: \_\_\_\_\_

**Checks:** References (3): Written:  Verbal:  Notes Kept:   
Certificates:  Police Report:

**Other Suitable Applicants (in priority order):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please attach copies of references and qualifications of all suitable applicants.**

**Selection Panel:**

Principal/Nominee: \_\_\_\_\_ Gender: \_\_\_\_\_ Signature: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Gender: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent: \_\_\_\_\_ Gender: \_\_\_\_\_ Signature: \_\_\_\_\_

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## Appendix 41: International Recruitment Agencies

All the following agencies specialise in recruitment for international schools and operate worldwide. They are listed in no particular order.

### **Search Associates** <http://www.searchassociates.com>

Search Associates is a franchised agency and have franchises throughout the world. They hold annual recruitment fairs in the major cities, including Dubai, London, Bethesda, Bangkok, Sydney, Toronto, Cambridge and San Francisco. These are usually held over three evenings and two days in large 5-star hotels, with accommodation provided at discounted prices, and applicants sign up for face-to-face interviews with administrators of schools they are attracted to.

It costs around US\$600 to join Search and, once accepted into the fold, you are almost guaranteed of gaining a position if you attend one or more job fairs. Search representatives personally interview applicants and undertake reference, qualification and police checks before accepting applicants as suitable candidates for the schools they represent. Attendance at the job fairs is by invitation only and they are selective with the quality of schools they service, which is why attendees usually gain a position, and in a reputable school.

Between August and November is the best time to contact Search Associates if you are interested in attending one or more of their job fairs. However, jobs are advertised throughout the year.

### **Teacher Horizons** <http://www.teacherhorizons.com/>

**“Teacher horizons is a free platform and networking tool that connects teachers and international schools.** It was founded by former TeachFirst teachers and international school Heads to increase the status of teaching abroad and empower teachers to be more internationally mobile. We believe that teaching internationally builds teacher’s skills and experience and, by helping match the right teaching talent with the right schools, we ultimately hope to improve the quality of teaching globally.” – (from <http://www.teacherhorizons.com/about>)

Its membership rates range from a free service that offers basic vacancy and school information, to a high-end fee service that offers personal placement and school search services.

### **International School Services** <http://www.iss.edu/>

International School Services (ISS) operates similarly to Search Associates, with the exception that they do not personally interview applicants face-to-face. They mainly recruit for American International Schools, especially in South America.

### **Teacher Recruitment International** <http://www.triaust.com/seminars/information.asp>

Teacher Recruitment International (TRI) is run by Robert and Elizabeth Lee, operates very similarly to Search Associates and tends to recruit for the smaller schools that cannot afford the services of the more expensive Search Associates. They are based in Sydney, Australia and usually hold an annual job fair in Sydney.

**The Times Education Supplement** <https://www.tes.com/en-au>

The Times Education Supplement (TES) is based in the UK and has a free job alert service that automatically sends you an email whenever a vacancy occurs that matches your stated job preferences. It also publishes a journal and lists vacancies on its website. It is up to you to research and apply for their advertised positions. TES only lists well known quality schools.

**Teaching Jobs Overseas** <http://joyjobs.com/>

JoyJobs lists hundreds of international teaching vacancies from all over the world, which are updated daily, and it is up to you to research and approach the listed schools. It also offers support and advice for applicants, especially those who are new to international work. It costs around US\$40 annually to subscribe and is well worth it.

**Teach Anywhere** <http://www.teachanywhere.com>

Teach Anywhere is based in the UK, is free for teachers and has representatives in Sydney and Auckland. Once you have registered and been accepted, your local agent represents your interests. It does not accept teachers over the age of 55.

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## Appendix 42: Letter to a shortlisted applicant

Kim Lee  
31 Apple Crescent  
Sunnyhills

February 27, 2016

Dear Kim,

**RE: Sunnyhills job application**

I am writing to congratulate you on being shortlisted for an interview for the temporary teaching position we have at our school and to confirm your attendance at an interview. As previously discussed, your interview is scheduled for:

**Tuesday, 15 March at 4.15 p.m. at Sunnyhills High School**

The format of the interview will be interactive, and we expect it to last for about forty-five minutes. We will simply ask you to tell us about your everyday working day in the light of the selection criteria and we will engage with you to clarify and explore your experience and expertise.

We encourage you to bring along to the interview a portfolio of any documents that may help to demonstrate the quality of your work in your current or recent position. This may be in the form of a physical portfolio, slide show, or other multi-media form.

Regards,

*Greg Flattley*  
Principal  
Sunnyhills High School

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## Appendix 43: Interview Checklist, Teacher

Sunnyhills High School

Teacher

Date: \_\_\_\_\_

APPLICANT'S NAME \_\_\_\_\_

CURRENT POSITION \_\_\_\_\_

PANEL MEMBER \_\_\_\_\_

ADVERTISED VACANCY \_\_\_\_\_

Please rate the applicant using the following indicators.

3-Outstanding    2-Superior    1-Satisfactory    0-Unsatisfactory

SELECTION CRITERIA	RATING	COMMENTS
1. Demonstrated inclusive teaching and learning skills that facilitate a high level of progress for all students		
2. A demonstrated high level of knowledge of the designated learning areas and the principles of developmental learning		
3. A demonstrated ability to effectively assess and monitor student achievement as an integral part of curriculum delivery and to provide comprehensive, regular student progress reports to parents and guardians		
4. Demonstrated high level communication skills and professional behaviour when interacting with parents or guardians, students, and colleagues		
5. A demonstrated ability to be involved with emerging educational needs and priorities at the school level		

6. A demonstrated commitment and capacity to actively contribute to a broad range of school activities as a member of a school team		
7. A demonstrated strong commitment to professional growth at a personal level		
8. A high degree of competency in the English language		

**General Comments:****Qualifications:**

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## Appendix 44: Not Offered Letter

Kim Lee  
31 Apple Crescent  
Sunny Hills

February 27, 2016

Dear Kim,

**RE: Sunnyhills teaching position**

Thank you again for your application for the recently advertised position of teacher at our school. I am writing to inform you that the successful applicant for the position was Asli Ogun, and I am therefore unable to offer you the position in this instance. However, I would certainly encourage you to apply for future positions as they arise.

I appreciate the time, effort and enthusiasm that you put into the application and interview and wish you every success in your search for a future position.

Yours sincerely,

Greg Flattley  
Principal  
Sunnyhills Senior College

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## Appendix 45: Teacher employment contract

### Sunnyhills Secondary College (SSC)

#### INTERNATIONAL HIRE TEACHER WORK AGREEMENT

**Terms of Employment 2016-2018  
(As Approved December 19<sup>th</sup>, 2015)**

#### DEFINITIONS

1. An 'International Hire Teacher' is defined in this Agreement as a teacher who has successfully completed a minimum of four years full time training including a Bachelor's Degree in a relevant discipline, and a one-year Teacher Training Certificate, or recognized equivalent; and who has normally been employed through a competitive selection process, usually at an International Job Fair.
2. 'Eligible recipients in this Agreement, are defined as a non-working spouse and one or at most two children of an employee residing in [host country], who are under nineteen years of age, for whom the employee has legal custody, and who are specifically listed on this contract.
3. A 'non-working spouse' is defined as a spouse who works for profit for 18 hours per week or less.

#### GENERAL REQUIREMENTS

1. SSC provides a non-sectarian education to all children of the international community regardless of race, religion, nationality, learning or behavioral differences or gender. Employees are expected to respect this diversity and to promote the education of all children.
2. Employees shall not engage in any outside activity that is incompatible – whether real or perceived – with the proper discharge of their duties with SSC, as well as in other gainful employment while under contract at SSC, unless approved by the Board of Directors. In addition, they shall neither seek, accept instructions from, nor be influenced by any external authority.
- 3 All employees must comply with the requirements listed in the SSC Policy Manual, and appropriate job description.
- 4 No employee should issue statements, either oral or written, on political, military or other matters damaging to the host country, SSC, or others. This also applies to family members who live in [host country]. Employees may be held responsible for the conduct of any dependants and should impress upon their family members the necessity for maintaining a high standard of conduct. Interviews should not be given to the press without the prior consent of the Director.
- 5 It is expected that all employees and their families respect the laws, customs and traditions of [host country]. They should observe personal conduct compatible with [host country] society and within the guidelines of the faculty policy for SSC.

- 6 In accepting the appointment, the employee accepts the need to promote the interests of SSC and to be subject to the conditions specified and laid down in this Agreement.
- 7 All employees are subject to the authority of the Director of SSC who has full authority and responsibility (delegated by the Board of Directors) to ensure full implementation of the terms and conditions of this Agreement.

## **SPECIFIC REQUIREMENTS**

### **1. Terms of employment**

#### **1.1 Period of Agreement**

The SSC shall employ the employee and the employee shall serve the SSC as teacher, senior teacher or coordinator subject to the conditions precedent hereinafter stated, and subject further to the provisions for termination of this Agreement hereinafter contained, such employment shall be for a period of one (1) or two (2) years as set out in Appendix A commencing on the first day of August, 2016 until the 31st day of July 2017 or 2018.

#### **1.2 Roll-over and maximum period**

As set forth in Clause 1 above, the Agreement shall terminate on the date stipulated, provided however that the SSC may, at its absolute discretion, extend the employment of the employee. In the event of any extension, the parties hereto shall enter into a new Agreement for such period and upon such terms and conditions to be negotiated. The employee acknowledges and accepts that the SSC is under no legal obligation to extend the Agreement of the employee and without approval of the Board to the contrary, any such employment in the case of international hire whether continuous or accumulated, shall not exceed a total of SEVEN (7) YEARS.

### **2. Recruitment & Repatriation Costs**

- 2.1 SSC will provide recruitment travel costs (including Departure Tax) for International Hire employees and eligible dependants to [host country] by the most direct route from the point of hire; and repatriation airfare on completion of the Agreement to the same point of hire. The employee agrees to be solely responsible for costs of any additional travel. The travel fund amounts will be based on the lowest-priced tickets of three bids, though SSC reserves the right to seek and accept further bids where it deems this necessary. The amount of the travel funds will be presented to the employee who is responsible for travel arrangements.
- 2.2 In the case of International Hire Teachers with two-year Agreements, SSC will provide travel costs according to the same formula as set out in 2.1 for mid-Agreement leave for the employee and eligible dependants to the point of hire or equivalent.
- 2.3 For first year employees at SSC, a moving allowance of \$US2500 will be provided. This is to reimburse the employee for extra shipping costs involved in relocating personal and educational goods and the costs of settling into a new house.
- 2.4 Upon completion of work at SSC, departing employees will be given an allowance of \$600 per contract year of Agreements completed up to a maximum of \$2400 to reimburse staff for payment of the return shipping costs of personal and educational goods. The shipping arrangements shall be the responsibility of the employee.

### **3. Salary**

- 3.1 The SSC shall pay to the employee during the continuance of the employee's employment under this Agreement at the rate and in the manner more particularly set out in "APPENDIX A" hereto.
- 3.2. Salary levels are determined according to the scale as attached. Salary will be paid in arrears in \$US, by US cheque or direct credit to a local bank account, proportionately, on the last Friday of the month for the Agreement period commencing in August 2016.
- 3.3 Rental Re-imbursement
- 3.3.1 International hire teachers receive a rental reimbursement up to the following amounts:
- Single teachers - up to \$14,400
  - International hire teachers with eligible dependants up to \$19,200.
  - International Hire teaching couples with or without dependants up to \$19,200.
- Teachers are required to provide copies of the rental contract to the Business Manager.

### **4. Tax**

- 4.1 The school will pay all [host country] tax due on salaries and benefits as listed in this Work Agreement.

### **5. Bereavement Leave**

- 5.1 An employee may take up to ten working days emergency home leave (with full pay) due to the death of an immediate family member or serious illness. Travel costs are the employee's responsibility. Requests for unpaid leave beyond that time may be made to the Director and granted at the Director's discretion in the light of Board policy.

### **6. Education**

- 6.1 Eligible children of International Hire Teachers will be provided with education at SSC at no cost to them. All additional fees for examination costs associated with the IB, SAT or other tests adopted by the school and for which parents are charged, shall be borne by the International Hire Teacher.

### **7. Professional Development**

- 7.1 The School Board will determine professional development funds as part of the school's annual budget.
- 7.2 Use of the school's professional development funds will be determined by the Director on the advice of the Professional Development Committee, in line with the school's professional development policy and procedures.

### **8. Health & Accident Insurance**

- 8.1 SSC will provide health and accident insurance for the employee and her/his eligible dependents. If a teacher prefers to use her/his own insurance company instead of the one offered by SSC, SSC will compensate the premium for this up to the maximum amount paid under the SSC-funded policies. In this case, the employee must provide proof of adequate insurance coverage and receipts for reimbursement.

## **9. Disability & Life Insurance**

- 9.1 SSC will provide disability and life insurance for the international hire employee and her/his eligible dependants. If a teacher prefers to use her/his own insurance company instead of the one offered by SSC, SSC will compensate the premium for this up to the maximum amount paid under the SSC-funded policies. In this case, the employee must provide proof of adequate insurance coverage and receipts for reimbursement.

## **10. Illness**

- 10.1 In the event of illness beginning during the contract period, full salary will be paid for a period corresponding to two (2) working days for each month of the Work Agreement up to a maximum of 24 working days per school year. The employee may not accumulate unused leave.
- 10.2 For illness lasting more than two (2) days, full salary will be paid upon presentation of a doctor's certification *only*, subject to clause 10.1.
- 10.3 If, due to illness, the employee is unable to work for a period determined by the Director to be excessive, or for the remainder of the contract period, the Director with the approval of the Board may void this contract. In such cases, salary will be paid as described in Clause 15.1

## **11. Medical**

- 11.1 Teachers new to the school are required to have a complete medical at their own expense from a qualified Doctor prior to taking up an appointment at the school, and to provide the school with a medical certificate certifying their general health and fitness to undertake duties at the school. New teacher eligibility for insurance and school-based medical related benefits (Health and Accident Insurance, Disability and Life Insurance, Illness, Medical, Dental and Maternity Support) shall commence during the Agreement period, from the date of receipt by the Director of a medical certificate of general health.

## **12. Dental & Maternity Support**

- 12.1 Employee's Maternity Leave is up to eight weeks before delivery and for up to eight weeks after delivery, with the employee's full salary paid for 8 of the 16 weeks.
- 12.2 Employee's paternity leave pays full salary for up to 5 working days. Such leave must be taken within a six-week period commencing and ending three weeks either side of the birth of the child.
- 12.3 Renewal of existing and future employment Agreements will not be affected solely because of pregnancy.
- 12.4 Dental Benefits apply to staff and their eligible family members and are covered under the SSC medical insurance policy.

## **13. Retirement Benefits**

- 13.1 Retirement Benefits are available for full-time staff.
- 13.2 Employee contributions will be based on a percentage of base monthly salary and will be matched by SSC up to a maximum of 5% of base monthly salary (as per Agreement).



- 13.3 Employee contributions may cease at any time during the Agreement year but may not begin again till the start of a new contract year.
- 13.4 Contributions will be deposited monthly into the retirement funds as established by the school or directly into an account established conjointly with the school on behalf of an individual staff member to facilitate payment of premiums into a bona fide retirement fund already established by the teacher. Should the [host country] Tax Office allow the school to pay the retirement monies directly to an individual teacher where there is clear evidence that they have and are maintaining a bona fide retirement fund then this shall be included as an option for expatriate teaching staff.

#### **14. Evacuation**

- 14.1 If the Director, with the approval of the Board, decides because of special circumstances such as an emergency evacuation situation in [host country] that the teacher should leave, then:
- 14.1.1 The school shall pay each employee a per diem for a period of up to thirty (30) days.
- 14.1.2. If the Director, with the approval of the Board of Directors, decides that Agreements must be terminated, the teacher will receive the amount equal to two (2) months of the basic monthly salary, commencing on the date of Agreement termination, but not more than the total remaining value of the Agreement.
- 14.1.3 if the employee signs a contract accepting alternative employment within a two (2) month period of the day of the evacuation, and before the Director, with the approval of the Board of Directors, decides that Agreements must be terminated, then entitlements as outlined in 15.1.2 are no longer payable.
- If the employee decides not to evacuate, then:
- 14.1.4 all contractual obligations on the part of the school towards the employee and her/his eligible dependents including health and medical cover, will cease until such time as the school re-opens or the Director decides that Agreements should be terminated. In the latter case clauses 14.1.2 and 14.1.3 shall apply.
- 14.1.5 if the school re-opens, injury or loss sustained by such individuals shall not form the basis of any claim against the school or entitlements held prior to evacuation.

#### **15. Termination of Agreement (also refer Clause 14. 1. 2)**

- 15.1 If the Director terminates an Agreement for such special circumstances as sickness or accidental injury the employee will receive severance pay in the amount equal to three (3) months of the basic monthly salary but not more than the total remaining value of the Work Agreement.
- 15.2 The Director can terminate Agreements, normally with three months' notice. Basic salary will be paid for the three-month period with no severance pay; and rental re-imbursment will be paid as per the terms of this Work Agreement, for up to three months whilst the employee remains in residence in the approved rental property in Phnom Penh. The total sum for basic salary and rental re-imbursment shall not exceed the remaining value of the Work Agreement. Reimbursment for repatriation is applicable if utilized within three (3) months from termination of the Agreement. Upon expiry of this period, such reimbursements shall be forfeited. The Director must give the reason for termination in writing.
- 15.3 For serious breaches of the Agreement or behaviour detrimental to the health or welfare of students or staff, the Director reserves the right to terminate an Agreement with immediate effect. The Director is obliged to give the reason for termination in writing. No further salary or rental re-imbursment is applicable.

**16. Resignation**

16.1 An employee may resign by giving three (3) months' notice in writing to the Director except in special circumstances approved by the Director.

16.2 In the event of resignation, repatriation costs will be the responsibility of the employee.

**17. Exclusions**

17.1 All provisions in this Agreement will apply unless they are or can be provided and/or paid for by a spouse's company, business or agency. The employee may be asked for written documentation regarding the policy of the other company, business or agency.

All benefits and entitlements apply only to and in consideration of dependents specifically named in this Agreement.

17.2 Should an employee provide false personal information to gain employment at SSC, the Work Agreement may be cancelled without compensation.

**Director** \_\_\_\_\_ **Employee** \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**Sunnyhills Secondary College (SSC)  
INTERNATIONAL HIRE AGREEMENT  
APPENDIX A  
2016 -- 2018**

**Name:**

**Time Fraction Employed:**

**Salary Step:**

**Agreement Period:**

**Increment Date:**

**Base Salary:**

**Rental Allowance:** **Up to \$**

**Recruitment and Repatriation**

**Point of Hire:**

**Eligible Recipients:**

**The teacher agrees to:**

1. Follow the SSC International Hire Teacher’s Terms of Employment, 2016 - 2018
2. Work in accordance with the attached Teacher’s Job Description
3. Follow the Working Days scheduled on the SSC Calendar 2016 - 2018
4. Attend all Faculty Meetings and Teacher Workdays
5. Regularly discuss her/his work situation with the Director, Principals, as appropriate, and openly bring any problems to their attention.

**Sunnyhills Secondary College agrees to:**

1. Follow the SSC International Hire Teacher’s Terms of Employment, 2016 - 2018
2. Pay salary according to the schedule as approved by the board of Director for the period 2016 - 2018 schedule; and
3. Provide reimbursement for recruitment and repatriation costs from point of hire as outlined in the Work Agreement.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Passport Number

\_\_\_\_\_  
Witness

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# Sunnyhills K-12 College

## Job Descriptions

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<b>Role Title</b>	<b>Academic Coordinator</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Vice Principal</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>• in collaboration with Leading Teachers, coordinate the establishment of team goals within the context of the School Improvement Plan</li> <li>• ensure the establishment of action plans and timelines to achieve the goals</li> <li>• report their progress of improvement teams to the Vice Principal and Principal</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• ensure that all programs maintain a focus on student learning</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• as a member of the senior leadership team, take a leading role in the development and implementation of the School Improvement Plan and Professional Development Program</li> <li>• approve, supervise and evaluate the Performance and Development Plans of designated staff members</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• as a member of the senior leadership team, support the institutionalisation of exemplary approaches to learning and teaching, curriculum inclusion and curriculum standards</li> <li>• manage the planning, development, implementation and evaluation of curriculum programs</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• provide contextual frameworks to decisions by describing and promoting the global school needs</li> <li>• build and share professional networks</li> <li>• actively contribute to staff meetings by sharing ideas and materials</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• negotiate with the Principal and Vice Principal to adopt significant aspects of management, including the establishment and maintenance of proper, effective, and efficient student records, such as student data to do with <ul style="list-style-type: none"> <li>• attendance</li> <li>• subject selection</li> <li>• assessment outcomes</li> <li>• academic reports</li> <li>• special learning needs documentation</li> </ul> </li> <li>• collaboratively lead the management of the Student Behaviour Management Program</li> <li>• lead the management of all teaching timetables and staff absences</li> </ul>			

<ul style="list-style-type: none"> <li>• lead and manage the campus Staff Wellbeing &amp; Safety Program to ensure proper compliance with policy guidelines</li> <li>• manage at least one appropriate Program Budget</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• student academic performance</li> <li>• customer satisfaction</li> <li>• achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Leading Teacher colleagues</li> <li>• Vice Principal</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• Teaching team members</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>• at least 5 years' experience as an exemplary teacher</li> <li>• a demonstrated ability to ensure highly effective learning</li> <li>• a demonstrated ability to ensure highly effective teaching</li> <li>• a demonstrated ability to ensure high morale in staff members and students</li> <li>• a demonstrated ability to articulate educational issues and perspectives in communication with colleagues and others</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• strong interpersonal, leadership and collaboration skills</li> <li>• strong communication and motivational skills</li> <li>• high level English literacy and oracy competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>• educated to at least Bachelor Level in education or the equivalent</li> <li>• teacher accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Academic Registrar</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Business Manager</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>organise and manage the student admission process from enquiry to entry</li> <li>organise and manage all entrance procedures, including examinations, scholarships and assessments</li> <li>liaise with finance staff regarding fee deposits and financial matters</li> <li>assist in the distribution, collection and coordination of testing materials</li> <li>process senior transcripts for college entrance and scholarships</li> </ul>			
<b>Student Records</b>			
<ul style="list-style-type: none"> <li>prepare admissions and student number reports for the senior leadership team</li> <li>maintain up-to-date class lists to ensure accurate information is available on class sizes</li> <li>maintain a variety of student records such as grades, transcripts, immunization records, cumulative folders and all general student data</li> <li>oversee the student management data base and prepare statistical analyses of data with regular updates</li> <li>provide information to student counsellors as requested</li> <li>liaise with Academic Coordinators regarding examination papers and results</li> </ul>			
<b>Marketing and Events</b>			
<ul style="list-style-type: none"> <li>keep statistics to define demand and trends which can shape the Marketing/Admissions policy</li> <li>plan and co-ordinate events and external exhibitions, most of which take place at evenings or weekends, alongside the Marketing Manager</li> <li>play a key role in the organisation and presentation of open events</li> <li>coordinate, with the Communication &amp; Events Officer, the production of the school's marketing material, namely the following: <ul style="list-style-type: none"> <li>the Prospectus and associated material</li> <li>the school's website</li> <li>entries in directories and advertisements</li> </ul> </li> <li>maintain up-to-date admissions literature and information for the school website</li> <li>order awards and diplomas</li> <li>assist administration in the coordination of student recognition awards and related duties</li> </ul>			
<b>Other Duties</b>			



<ul style="list-style-type: none"> <li>• develop, update and maintain forms for use in the Registrar's office; order and maintain supplies for the office</li> <li>• operate a computer and other office equipment as assigned; assist others in the proper use of office machines as needed</li> <li>• coordinate high school summer school registration activities and materials</li> <li>• perform various general secretarial and clerical duties</li> </ul>	
<b>Stakeholder Relationships</b>	
<ul style="list-style-type: none"> <li>• build good relationships and liaise with feeder and potential feeder schools</li> <li>• organise visits and tours for prospective parents and students, including conducting tours, as necessary</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• student admission records</li> <li>• customer satisfaction</li> <li>• achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Senior leadership team</li> <li>• Heads of Campus</li> <li>• Communication &amp; Events Officer</li> <li>• Registrar colleague</li> <li>• Secretaries</li> <li>• Academic Coordinators</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>• at least 2 years' experience as an exemplary registrar</li> <li>• demonstrated high-level professional behaviour when interacting with families, students and colleagues</li> <li>• a demonstrated ability to successfully organise and manage aspects of the wider school program</li> <li>• a demonstrated ability to improve performance through critically evaluating professional practices</li> <li>• a demonstrated ability to provide effective support to colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• strong interpersonal and collaboration skills</li> <li>• strong communication and motivational skills</li> <li>• high level personal resilience</li> <li>• high level English literacy and oracy competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>• educated to at least university entrance level in education or the equivalent</li> <li>• a secretarial certification or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Activities Coach or Leader</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Activities Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>plan, implement and evaluate a predominantly skills based recreational program that is developmentally appropriate and develops leadership and teamwork skills</li> <li>ensure students are involved in active, joyful participation and learning with correctional support</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>ensure the proper care and wellbeing of all students at all times during the program</li> <li>ensure a safe and healthy activity environment that is constantly and adequately supervised in compliance with school policies, procedures and guidelines</li> <li>promptly record and report issues and incidents of concern to an appropriate person in authority</li> <li>provide first aid assistance to students as required and record and report such assistance to the student's family and the appropriate person in authority</li> <li>unless otherwise informed, supervise the dismissal of students to ensure a safe and appropriate departure from school with a known authorised adult</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>maintain accurate records of student attendance, family contact details and special health considerations</li> <li>attend activity staff meetings and participate in staff discussions</li> <li>perform other practical duties as reasonably required by the activities coordinator</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>using a data driven approach, collaboratively evaluate the appropriateness and effectiveness of program delivery</li> <li>assist students with conflict resolution by modelling appropriate behaviour and language and helping them resolve issues in assertive ways</li> <li>use logical consequences when deciding on a reaction to unacceptable behaviour (reminder – remove from situation)</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>develop and maintain a highly functioning professional relationship with each student</li> <li>regularly communicate student attendance, participation and wellbeing to families and the activities coordinator</li> </ul>			

Example Performance Indicators	
	<ul style="list-style-type: none"> <li>documentation of program planning and evaluation</li> <li>attendance and safety records and audits</li> <li>customer satisfaction</li> </ul>
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Coach and leader colleagues</li> <li>Students</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Specific Job Knowledge, Skills and Experience	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary activities coach or leader</li> <li>demonstrated high quality coaching and organisational skills</li> <li>a demonstrated high-level knowledge of relevant recreation programs</li> <li>demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>a demonstrated ability to improve coaching performance through critically evaluating professional practices</li> <li>a proven ability to treat contentious, sensitive or privileged information selectively, confidentially and respectfully</li> <li>a demonstrated ability to provide high level support to colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal and collaboration skills</li> <li>strong communication and motivational skills</li> <li>high level personal resilience</li> <li>adequate English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least high school graduation level in education or the equivalent</li> <li>relevant coaching and recreation accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Administration Secretary</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>The Principal</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Communications</b>			
<ul style="list-style-type: none"> <li>act as the main office receptionist to meet and greet visitors, and determine whether they be given access to certain individuals</li> <li>read and analyse incoming memos, submissions, and reports to prioritise their significance and plan their distribution</li> <li>open, sort, and distribute incoming correspondence</li> <li>respond to general inquiries from stakeholders and staff members</li> <li>record and report all communication</li> <li>distribute communications to staff members, as required by the Principal</li> </ul>			
<b>Clerical Duties</b>			
<ul style="list-style-type: none"> <li>manage and maintain the Principal's schedules</li> <li>undertake keyboard duties in support of the senior administration function</li> <li>provide document preparation support</li> <li>prepare agendas and make arrangements for committee, board and other meetings</li> <li>prepare responses to correspondence containing routine inquiries</li> </ul>			
<b>Records and Reports</b>			
<ul style="list-style-type: none"> <li>record and maintain all incoming and outgoing communication with internal and external stakeholders using appropriate document control methods and classification systems</li> <li>file and retrieve corporate documents, records and reports</li> <li>compile, transcribe and distribute minutes of meetings</li> </ul>			
<b>Budget Management</b>			
<ul style="list-style-type: none"> <li>coordinate and direct office services, such as records and budget preparation, personnel, and housekeeping, to aid executives</li> <li>record and report all photocopying, printing and publishing data to the appropriate budget leader</li> <li>order everyday stationery supplies from central stores</li> <li>record and file copies of budget orders, invoices and receipts</li> <li>check delivery of stock against invoice documents</li> <li>report monthly budget expenditure and balances to the appropriate budget leader and the senior leadership team</li> </ul>			
<b>Audits</b>			

<ul style="list-style-type: none"> <li>periodically audit the quality of cleaning, maintenance of surroundings and report to the Principal</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>collations of reports and publications</li> <li>achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>the senior leadership team</li> <li>principal</li> <li>business manager</li> <li>administrative colleagues</li> <li>heads of campus</li> <li>finance manager</li> </ul>
<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary school secretary</li> <li>demonstrated diverse administration skills</li> <li>demonstrated high-level professional behaviour when interacting with external stakeholders and colleagues</li> <li>a proven ability to treat delicate, contentious, sensitive or privileged information confidentially</li> <li>a demonstrated ability to contribute to the wider school program</li> <li>a demonstrated ability to improve performance through critically evaluating professional practice</li> <li>a demonstrated ability to support colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal and collaboration skills</li> <li>strong communication and motivational skills</li> <li>high level personal resilience, flexibility and adaptability</li> <li>competence in English literacy and oracy</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least secondary level in education or the equivalent</li> <li>secretarial accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Contracts &amp; Purchasing Officer</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Senior Accountant</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Contract Evaluation</b>			
<ul style="list-style-type: none"> <li>• for vendor procurements &amp; services and SSC property use, advise management of contractual rights, risks, and obligations</li> <li>• establish critical contract terms and provide direction for interpretation and application of conditions, remedies, indemnities, liabilities, and terms</li> <li>• negotiate terms and conditions in SSC' best interests</li> <li>• solve problems on proposals, negotiations, and contracts</li> <li>• select and prepare the appropriate contract type (i.e., fixed price, labour hour/time &amp; materials, cost reimbursement etc.). Draft related documents, secure internal approvals, vendor acceptances, and award contracts</li> </ul>			
<b>Contract Implementation</b>			
<ul style="list-style-type: none"> <li>• perform post-award administration activities</li> <li>• complete and update contract snap-shot summaries</li> <li>• review and manage the contractual obligations of the parties</li> <li>• resolve disputes, negotiate modifications, terminations, and contract closeout</li> <li>• provide continual review to ensure that all terms &amp; conditions are met</li> <li>• suggest remedies for non-performance or warranty violations</li> <li>• liaise with Finance staff to ensure accurate and timely payment of vendor invoices in accordance with contract terms</li> <li>• assist staff in final acceptance and payment process</li> <li>• prepare and disseminate information regarding contract status, compliance, modifications, etc</li> <li>• work closely with the Principals, Facilities and Grounds Manager, and IT Manager in administering contracts, including vendor payments</li> <li>• assure compliance with the laws, policies, codes and regulations governing SSC accounting and maintaining high standards of professional accounting and auditing</li> </ul>			
<b>Statement of Work Development</b>			
<ul style="list-style-type: none"> <li>• proactively work with requestors and vendors in developing or completing specifications to clearly define scopes of work and needs</li> <li>• add value to requestors' statements of work (SOW) development to increase their effectiveness in obtaining the required goods and services, thereby improving cost effectiveness and meeting project schedules</li> </ul>			

**Competition**

- prioritise, oversee, and develop with staff the required informal and formal vendor solicitations for the execution of
  - Requests for Proposals (RFP)
  - Requests for Contracts (RFC)
  - Requests for Assistance (RFA)
  - Requests for Quote (RFQ)
  - other procurement and contract management related functions for equipment purchases and professional services agreements and contracts
- develop strategies to arrive at fair and reasonable prices for cost/price analysis and acceptable terms and conditions
- manage the formal contract bid process
- qualify vendor proposers
- ensure the correctness of vendor single and source justifications

**Vendor Administration**

- perform market research and assist SSC in locating and obtaining qualified vendors
- screen selected vendors to determine required qualifications
- oversee the verification of appropriate bonding, certification, licensing, and insurance coverage secured by contractors and the maintenance of those records (for maintenance and cleaning personnel working on Kingdom School premises)
- monitor and report on vendor performance
- maintain a vendor performance database
- maintain positive, functioning vendor relationships

**Example Performance Indicators**

- Annual efficiency savings
- Feedback rating on performance and behaviours from line manager and anonymous feedback from peers
- Customer satisfaction

**Functional Relationships**

- Managers
- Principals
- Finance Manger

**Direct Reports**

- None

**Specific Job Knowledge, Skills and Experience****Professional**

- 3 years' experience in contract development and administration, preferably in the education sector
- A full command of purchasing principles and negotiation skills
- A sound knowledge of cost and price analysis as it relates to contract regulations, negotiation, and preparation

- A thorough knowledge of all aspects of contract formation, administration, closeout, and subcontracts
- High proficiency in MS Word, Outlook, Excel and PowerPoint
- A demonstrated ability to setup and maintain automated, electronic and manual record keeping systems

**Personal**

- Excellent interpersonal, and teamworking skills
- Excellent oral communication and negotiation skills; with the ability to communicate effectively with a diverse range of people in a helpful, effective, and informative manner in person/by phone/by email while demonstrating initiative, flexibility, promptness, tact, and diplomacy
- Fluency in English

**Education**

- Educated to at least Bachelor level in a business discipline
- Certified satisfactory completion of relevant professional development programs



<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Director</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Chairperson of Board of Directors</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership and General Management</b>			
<ul style="list-style-type: none"> <li>• act as the chief executive officer of SSC, taking leadership of overall curriculum, staff and administration of the school network</li> <li>• ensure that SSC develops an attractive course offering and physical environment that maximises student participation, academic achievement and revenues</li> <li>• develop the SSC brand to a clear, differentiated position across Saudi Arabia</li> <li>• provide leadership and direction to SSC management to deliver prescribed plans</li> <li>• maintain open lines of communication with students, community, staff, management, shareholders, accreditation bodies and other relevant stakeholders</li> <li>• define and oversee the performance evaluation and professional development of SSC personnel</li> <li>• ensure that the school stages and departments attract, employ and retain highly qualified and competent staff</li> <li>• take necessary steps to assure the safety and welfare of students and employees in SSC facilities</li> <li>• direct and administer, through subordinates, the supporting business and facilities of SSC in an efficient and economical manner, including but not limited to <ul style="list-style-type: none"> <li>• financial management</li> <li>• procurement</li> <li>• facilities management</li> <li>• maintenance</li> <li>• personnel and payroll</li> <li>• transportation and other school services</li> </ul> </li> <li>• ensure that adequate records are kept for SSC, including the appropriate documentation of educational, financial and administrative activities and assets</li> </ul>			
<b>Educational Policy and Curriculum</b>			
<ul style="list-style-type: none"> <li>• oversee the development of a distinctive SSC curriculum offering in line with overall market demand, competitor offerings and government requirements</li> <li>• ensure SSC attracts and maintains the necessary accreditations for its courses from local and international bodies</li> <li>• ensure a consistency of academic and teaching standards across the SSC network</li> <li>• keep informed of relevant curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting SSC</li> </ul>			

- oversee the development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement

#### **Planning and Financial Management**

- oversee the preparation and submission of an annual operating plan, performance measures and budget recommendations to Kingdom Holding for approval
- oversee the implementation of business plans to meet agreed targets (financial and non-financial) within agreed budgets and timescales
- establish and maintain appropriate systems for measuring necessary aspects of operational and financial management
- ensure the timely submission of reports to Kingdom Holding and shareholders

#### **Example Performance Indicators**

- Average revenue per student
- Utilisation rate of facilities
- % variance from budget (tolerance to be agreed)
- Feedback and performance rating from staff and students

#### **Functional Relationships**

- Business Manager
- Principal colleagues

#### **Direct Reports**

- Business Manager
- Finance Manger
- Principals

#### **Specific Job Knowledge, Skills and Experience**

##### **Professional**

- At least 15 years' experience in the K-12 education sector, including at least 10 years' experience in senior management positions with prominent providers
- A detailed knowledge of the K-12 education sector and trends in Saudi Arabia, including a proven network of contacts across government, the education sector and private sector
- Knowledge of international accredited providers and their applicability to the Saudi market
- Extensive experience in managing multiple teams
- Proven experience with visioning and achieving the highest academic standards
- Demonstrated experience working with a for-profit provider

##### **Personal**

- Outstanding interpersonal, leadership and teamwork skills
- Outstanding communication and motivational skills
- Fluent English

##### **Education**

- Educated to at least Masters Level from a well-respected university
- MBA preferred

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Facilities and Ground Supervisor</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Operations Manager</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership and Supervision</b>			
<ul style="list-style-type: none"> <li>• be responsible for the overall supervision and upkeep of school facilities</li> <li>• participate in school initiatives as invited</li> <li>• provide leadership and direction to subordinate staff to deliver prescribed plans</li> <li>• maintain open lines of communication with school management, service contractors, suppliers and other relevant stakeholders</li> <li>• define and oversee the performance evaluation and professional development of subordinate personnel</li> <li>• develop and submit annual plans for the service and maintenance of facilities and grounds</li> <li>• implement plans to meet agreed targets within agreed budgets and timescales</li> <li>• ensure the timely submission of reports to the Operations Manager</li> </ul>			
<b>Maintenance, Safety, Health and Cleanliness Management</b>			
<ul style="list-style-type: none"> <li>• develop facilities and ground service plans to suit the requirements and standards of the SSC strategy and operational delivery plans</li> <li>• define standards for the upkeep and cleanliness of facilities, and document these in policies and procedures</li> <li>• source and maintain the estate and facilities of SSC to the required standards</li> <li>• work with the Principals and service contractors to develop optimal service scheduling to maximise facility utilisation</li> <li>• ensure adequate facilities support is available on site to maximise service delivery</li> <li>• coordinate the overall resources across SSC to maximise the use of equipment and facilities and to reduce failure and maintenance costs</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• maintain open communication with Director, all managers, heads and principals</li> <li>• build good relationships and liaise with all employees</li> <li>• maintain good relationships with service providers, material suppliers, and maintenance contractors</li> <li>• develop and maintain good relationships with state agencies responsible for licensing school facilities, such as municipal and fire permits</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• Customer and Principal satisfaction with the state of the facilities</li> <li>• The utilisation rate of facilities</li> </ul>			

<ul style="list-style-type: none"> <li>• Achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of Campus</li> <li>• Other managers</li> <li>• Operations Manager</li> <li>• Contractors' Project Managers</li> </ul>
<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>• Health, Safety, and Cleanliness Officers</li> <li>• Electrical and Mechanical Work Technician</li> <li>• Building Work Repair Technician</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>• At least 5 years' experience in service and maintenance work in the education, health or hospitality sector, with the last two years being in a supervisory position</li> <li>• An excellent knowledge of facilities standards and service providers in Saudi Arabia</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Strong interpersonal and teamwork skills</li> <li>• Attentive to detail</li> <li>• An ability to deliver no matter what the obstacle</li> <li>• Fluent English language</li> </ul> <p><b>Education</b></p> <p>A Technical Diploma from a reputable technical college or institute</p>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Finance Manager</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Principal</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership and General Management</b>			
<ul style="list-style-type: none"> <li>• Be a member of the SSC Executive Team and support decision making at senior management level</li> <li>• Liaise with campus heads, department heads, and principals to discuss and agree required scope, service levels and capacity of services</li> <li>• Oversee and optimise service functions (Finance, Performance) across the schools to maximise service delivery at the most efficient cost</li> <li>• Identify and implement opportunities for synergies and overall service improvement in line with overall school strategy, including the management of external service delivery partners and contractors</li> <li>• Define and oversee performance evaluation and professional development of SSC' Finance personnel</li> <li>• Ensure that the Finance Department attracts, employs and retains highly qualified and competent staff</li> <li>• Prepare and submit annual operating plan, performance measures and budget recommendations to senior management for approval</li> <li>• Implement business plans to meet agreed targets (financial and non-financial) within agreed budgets and timescales</li> <li>• Establish and maintain appropriate systems for measuring necessary aspects of operational and financial management</li> <li>• Ensure submission of timely reports to the Board</li> </ul>			
<b>Functional Services</b>			
Oversee the effective delivery of the following services to the business			
<ul style="list-style-type: none"> <li>• Advice on business development, such as activities related to business development strategy, sales optimisation, strategic pricing, and service development</li> <li>• Finance, including SSC' activities for financial strategy and policy, accounts receivable and payable, reporting, treasury/ cash management, budgeting and financial analysis</li> <li>• Performance, including management information analysis, development of balanced scorecard and performance reporting</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• Organic and inorganic growth targets</li> <li>• % variance from budget (tolerance to be agreed)</li> <li>• Annual efficiency savings</li> </ul>			

<ul style="list-style-type: none"> <li>Anonymous feedback rating on performance and behaviours from subordinates and peers</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Managers</li> <li>Principals</li> <li>Colleagues</li> </ul>
<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>Senior Accountant</li> <li>Accountants</li> <li>Cashier</li> <li>Department Assistant</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>At least 10 years' experience in financial management, preferably in the education sector</li> <li>At least 5 years' experience as head role in financial management in a medium-sized organisation</li> <li>Demonstrable experience of being able to establish the structures and processes to deliver an effective cost control environment, preferably in Saudi Arabia</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>Excellent interpersonal, leadership and teamworking skills</li> <li>Excellent communication and motivational skills</li> <li>Quality-focussed with an eye for detail</li> <li>Fluent in English</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>Educated to at least Bachelors Level in finance</li> <li>Relevant professional development programs</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Head of Campus</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Principal</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership and Management</b>			
<ul style="list-style-type: none"> <li>• act as the executive officer of the Boys or Girls Campus at SSC assuming leadership of the curriculum, staff and administration of the school</li> <li>• provide leadership and direction to school management to deliver prescribed plans</li> <li>• maintain open lines of communication with students, parents, community, staff, management, shareholders, accreditation bodies and other relevant stakeholders</li> <li>• define and oversee the performance evaluation and professional development of campus personnel</li> <li>• ensure that the campus attracts a mix of academically adept students</li> <li>• ensure that the campus attracts, employs and retains highly qualified and competent personnel</li> <li>• assure the safety and welfare of students and employees in the campus and at school-sponsored activities</li> <li>• direct and administer, through subordinates, the supporting business and facilities of the campus in an efficient and economical manner, including <ul style="list-style-type: none"> <li>• financial management</li> <li>• procurement</li> <li>• facilities management</li> <li>• maintenance</li> <li>• personnel and payroll</li> <li>• transportation and other school services</li> </ul> </li> <li>• ensure that adequate records are kept for the campus, including the appropriate documentation of educational, financial and administrative activities and assets</li> <li>• be a member of the Senior Leadership Team and support decision making at the group level</li> </ul>			
<b>Educational policy and curriculum</b>			
<ul style="list-style-type: none"> <li>• help define, implement and revise the curriculum and standards for the school in line with the American Diploma, relevant Ministry of Education requirements and other government requirements</li> <li>• ensure SSC maintains accreditation with NEASC by ensuring all accreditation criteria are met at the highest possible level</li> </ul>			

- ensure the proper supervision of methods of teaching, supervision and administration at the campus
- keep informed of relevant curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school
- oversee the development and implementation of objectives and long-range plans for the evaluation and improvement of the curriculum and instruction

#### **Planning and Financial Management**

- participate in the preparation and submission of an annual operating plan, performance measures and budget recommendations to the Kingdom School senior leadership team for approval
- implement business plans to meet agreed targets (financial and non-financial) within agreed budgets and timescales
- establish and maintain appropriate systems for measuring necessary aspects of operational and financial management
- ensure the timely submission of reports to the senior leadership team and Board

#### **Example Performance Indicators**

- Student achievement
- NEASC and Ministry of Education accreditation ratings
- % variance from budget (tolerance to be agreed)
- Feedback and performance ratings from staff and parents

#### **Functional Relationships**

- Business and Finance Manager
- Other administrative managers
- Contractors Project Managers

#### **Direct Reports**

- Principals

#### **Specific Job Knowledge, Skills and Experience**

##### **Professional**

- At least 10 years' experience in senior management positions in the education sector, including as a Principal, Head of Campus, Superintendent, or the equivalent
- At least 15 years' experience in education as a teacher in national and international schools
- A detailed knowledge of the Ministry of Education and NEASC accreditation standards and the USA Common Core curriculum standards
- Proven experience with visioning and implementing the highest achievement of academic standards

##### **Personal**

- Outstanding interpersonal, leadership and teamwork skills
- Extensive experience in managing multinational teams, preferably within the Arabian Gulf region



- Outstanding communication and motivational skills
- Excellent English language skills

**Education**

- Educated to at least a Masters degree Level in an education-related subject or the equivalent
- Further education in business-related subjects is desirable

<b>Date Job Created</b>		December 2015	
<b>Reviewed</b>		GF2015/02	
<b>Role Title</b>	<b>Housing, Staff Permits and Travel Officer</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Personnel Supervisor</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Accommodation administration</b>			
<ul style="list-style-type: none"> <li>• provide an efficient, responsive, and sensitive housing administration service for those SSC personnel whose contracts include housing provision</li> <li>• provide contact, advice, and guidance to SSC personnel within the framework of the tenancy agreement and the relevant SSC procedures</li> <li>• ensure the housing estates are kept in good condition (good service, and proper use by the tenants)</li> <li>• observe deadlines for renewal of tenancy agreements and ensure timely rental payments</li> <li>• prepare tenancy agreements and organise the purchase of furniture with the Purchasing and Contracts Officer in compliance with procurement policies and as per pre-approved budgets</li> <li>• liaise with, and give advice to, the Facilities and Grounds Supervisor on the prioritisation of day-to-day repairs required for the proper maintenance and improvement of all properties rented to house staff</li> <li>• prepare quarterly reports on housing administration</li> </ul>			
<b>Travel, exit-re-entry, and exit only visas</b>			
<ul style="list-style-type: none"> <li>• receive and process leave applications from personnel</li> <li>• provide payroll advice for annual holidays to the payroll officer</li> <li>• book air tickets for personnel going on leave or training at least five months before travel to save on ticket costs. Alternatively, calculate the costs of tickets as per the 'early bird' rate if employees opt for financial compensation instead of tickets</li> <li>• organise travel and accommodation arrangements for educational school trips outside Saudi Arabia</li> <li>• research and plan the best cost saving methods and routes for travel and present options to the Personnel Manager</li> <li>• generate remittances and payments to exiting employees who resign, leave, or are terminated</li> </ul>			
<b>Iqama and work permit renewals</b>			
<ul style="list-style-type: none"> <li>• maintain up-to-date records of all staff permits</li> <li>• for all staff related renewals, prepare renewal files with clear instructions for the Government Relations Officer in a timely manner, having first secured approval for such contract renewals or extensions</li> </ul>			

**Employee and new staff information**

- produce regular newsletters for residents on housing matters, and to all relevant personnel on travel and ticket arrangements
- provide information packs for new staff members moving into leased accommodation with regards to their rights, obligations, liabilities, social behaviour, and local laws and regulations

**Work cover (planned)**

- assist other personnel department staff and substitute for them when they are absent. Such cover is to be planned with the immediate superior.

**Example Performance Indicators**

- Customer satisfaction
- Feedback ratings on performance and behaviours from the line manager and anonymous peers
- Cost savings

**Functional Relationships**

- Contracts and Payroll Officer
- Officer: Accommodation, Travel, and Renewals
- Staff members

**Direct Reports**

- None

**Specific Job Knowledge, Skills, and Experience****Professional**

- At least 3 years' experience in a housing, travel, or personnel function
- A thorough knowledge of all aspects of tenancy formation, administration, and closeout
- An excellent knowledge of the visa requirements and national labour laws pertinent to the education sector

**Personal**

- Excellent interpersonal and teamwork skills
- A demonstrated cross-cultural awareness and ability to interact respectfully with people from culturally and linguistically diverse backgrounds
- Excellent oral communication and negotiation skills with the ability to communicate effectively with a diverse group of people in a helpful, effective, and informative manner in person, by telephone and by email while demonstrating initiative, flexibility, promptness, tact, and diplomacy
- A competent proficiency in MS Word, Outlook, and Excel
- Fluency in English

**Education**

- Educated to at least High School level
- The certified completion of relevant professional development programs

<b>Date Job Created</b>		December 2015	
<b>Reviewed</b>		GF2015/02	
<b>Role Title</b>	<b>Interpreter and Translator</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Head of Campus</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Interpreting</b>			
<ul style="list-style-type: none"> <li>• expertly interpret spoken words as Malay or English, using either a simultaneous or consecutive approach as requested</li> <li>• act as a medium between speakers, interpreting the body language, voice timbre, volume, and expression of each speaker</li> <li>• maintain eye contact with the audience unless modelled otherwise by the represented speaker</li> </ul>			
<b>Translating</b>			
<ul style="list-style-type: none"> <li>• expertly reproduce written texts in Malay or English as required</li> <li>• carefully analyse text to consider the purpose of the translation and produce a translation appropriate to the intended audience</li> <li>• moderate translations through a chosen colleague</li> </ul>			
<b>Other Duties</b>			
<ul style="list-style-type: none"> <li>• study official files to gain knowledge and context for interpreting and translating</li> <li>• engage in preliminary talks to gain knowledge and context for interpreting and translating</li> <li>• consider potential hidden meanings and stylistic devices to understand and consider the intent of each spoken or written message</li> <li>• attend relevant meetings during school hours, and after school hours where possible, to assist bilingual communication</li> <li>• accompany staff members to events where Malay or English protocol or language interpreting, clarifying or advice are needed</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• customer satisfaction</li> <li>• achievement of improvement goals</li> </ul>			
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• all staff members as appropriate</li> </ul>		
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>		
<b>Specific Job Knowledge, Skills and Experience</b>			

**Professional**

- at least 2 years' experience as an exemplary interpreter and translator
- a proven ability to treat delicate, contentious, sensitive or privileged information confidentially
- high level competency with information communications technology
- a demonstrated sound knowledge of the language patterns of the respective countries
- experience with education resource production
- demonstrated high-level professional behaviour when interacting with families, students and colleagues
- a demonstrated ability to contribute to the wider school program
- a demonstrated ability to improve performance through critically evaluating professional practice
- a demonstrated ability to support colleagues

**Personal**

- strong interpersonal and collaboration skills
- strong communication and motivational skills
- high level personal resilience, flexibility and adaptability
- high level competency in Malay and English literacy and oracy

**Education**

- educated to at least Bachelors level in language arts or the equivalent
- interpreting and translating accreditation or the equivalent

<b>Date Job Created</b>		December 2015	
<b>Reviewed</b>		GF2015/02	
<b>Role Title</b>	<b>IT and Dbase Manager</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Business &amp; Finance Manager</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<ul style="list-style-type: none"> <li>• Prioritise and assign projects based on direction from management and knowledge of SSC needs</li> <li>• Coordinate activities by scheduling work assignments, setting priorities, and directing the work of subordinate employees</li> <li>• Evaluate and verify employee performance through the review of completed work assignments and work techniques</li> <li>• Provide guidance to the team in the solution of hardware and software related problems</li> <li>• Provide project management services as required for designated work efforts</li> <li>• Present and implement technological alternatives to streamline functions and improve productivity school wide</li> <li>• Develop and maintain a technology policies, standards and procedures manual; develop and maintain related technology checklists</li> <li>• Ensure proper security measures have been evaluated and implemented as indicated by SSC policy and/or best industry practices</li> <li>• Translate user needs into system requirements with a demonstrated skill in presenting information in an effective and understandable manner</li> <li>• Develop and maintain a change control system for all electronic media and systems</li> <li>• Effectively communicate relevant IT-related information to SSC's senior management and peers</li> <li>• Build and maintain vendor relationships required for hardware and software support</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• Utilisation rates of the website and school wide applications</li> <li>• Customer satisfaction</li> <li>• Achievement of improvement goals</li> </ul>			
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of Campus</li> <li>• Other administrative managers</li> <li>• Contractors Project Managers</li> </ul>		

<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>• Web Administrator</li> <li>• Data and Communication Support</li> <li>• General Technical Support Personnel</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>• At least 5 years' experience in IT and Dbase work in the education, health or hospitality sector, the last 2 years being in a management position, or equivalent</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• A demonstrated ability to communicate difficult and/or sensitive information tactfully</li> <li>• Strong interpersonal and teamwork skills</li> <li>• Attention to detail, ability to deliver no matter what the obstacle</li> <li>• Fluent English language</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• A Bachelor degree in computer science, Management Information Systems, or a related field of work in computer science</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Laboratory Technician</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>assist individual students with their understanding of tasks and the proper use of equipment and materials</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>be fully aware of and follow all health and safety requirements concerning the proper handling of equipment and materials</li> <li>ensure the clean, orderly and safe condition of the Science classroom, storeroom and laboratory</li> <li>ensure the proper and careful use of all equipment and materials</li> <li>directly supervise the safe and proper use of hazardous equipment and materials</li> <li>inform the Science teacher(s) of any unsafe or inappropriate use of equipment or materials by students or other persons</li> <li>clean up after practical Science lessons, ensuring that all equipment is accounted for, in good working condition and safely secured in designated storage places</li> <li>properly and safely dispose of used chemicals, chemicals that have expired their "use-by" date, chemicals that have become unsafe and any other residue</li> <li>ensure the safe and secure storage of equipment and materials, paying particular attention to hazardous equipment and materials</li> <li>ensure that all materials are properly labelled, including appropriate and clear warnings for hazardous materials</li> <li>maintain all equipment and materials in good working condition</li> <li>recommend the repair or replacement of unsafe or faulty equipment or materials</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>maintain proper records of stock and track the borrowing of all equipment and materials by approved users</li> <li>ensure the proper return of borrowed equipment and materials in good working condition</li> <li>recommend appropriate purchases as stocks diminish</li> <li>safely administer first aid as necessary</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>to prepare and set up equipment and materials ready for use as required by the Science teacher(s)</li> </ul>			



<ul style="list-style-type: none"> <li>to assist the Science teacher(s) in the practical implementation of the Science program</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>safety audits</li> <li>maintenance audits</li> <li>consumable stock replenishment</li> <li>customer satisfaction</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>science teachers</li> <li>teaching assistants</li> <li>technician colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary laboratory technician</li> <li>demonstrated experience with handling chemicals requiring high levels of safety provision, such as Magnesium and various acids &amp; alkalines</li> <li>demonstrated experience with using equipment requiring high levels of safety provision, such as gas bottles and electrical goods</li> <li>demonstrated experience with handling other resources requiring high levels of safety provision, such as surgical equipment, sharp tools, glassware and equipment generating extreme heat or extreme cold</li> <li>demonstrated experience with various gasses, including the production of benign, volatile and corrosive gasses</li> <li>demonstrated experience with handling delicate measuring equipment</li> <li>demonstrated experience with handling expensive equipment to demonstrate the laws of Physics and Mechanics, and examine the nature of matter</li> <li>demonstrated experience with using electronic and computerised equipment</li> <li>demonstrated high-level professional behaviour when interacting with students and colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong organisational and procedural skills</li> <li>the ability to pay strict attention to detail</li> <li>strong interpersonal and collaboration skills</li> <li>strong communication skills</li> <li>high level personal resilience</li> <li>acceptable English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least a diploma level in a practical science or the equivalent</li> <li>relevant technician accreditation or the equivalent</li> </ul>	

- current 1<sup>st</sup> aid certification by a government accredited trainer

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Leading Teacher</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>• collaboratively set goals with and for the teams within the context of the School Improvement Plan</li> <li>• institutionalise social norms and social trust in their teams by establishing <ul style="list-style-type: none"> <li>• negotiated processes and procedures</li> <li>• democratic practices</li> <li>• a systematic sharing of information</li> <li>• equitable delegation</li> <li>• acknowledgement of task acceptance, effort and achievement of team members</li> </ul> </li> <li>• promote high team morale</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• lead a teaching team to plan curriculum scope and sequence, develop units of work, and procure resources</li> <li>• have direct classroom responsibility for delivering a learning and teaching program</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• set, model and maintain high teaching standards and expectations within the team and systematically challenge mediocrity</li> <li>• be mentors to the team members in terms of professional development</li> <li>• guide teachers through procedures for accessing Professional Development programs</li> <li>• actively contribute to staff meetings by sharing ideas and materials</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• establish action plans and performance measures to achieve goals</li> <li>• manage at least one appropriate Program Budget</li> <li>• progressively track and report team progress to the Coordinator</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• be an ardent student of effective teaching practices</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• build and share professional networks</li> <li>• liaise between teams, acknowledge and promote the significance of the team and acknowledge and report the significance of other teams</li> <li>• provide contextual frameworks to decisions by describing and promoting global school needs</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• student academic performance</li> <li>• customer satisfaction</li> </ul>			

	<ul style="list-style-type: none"> <li>• achievement of improvement goals</li> </ul>
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Leading Teacher colleagues</li> <li>• Vice Principal</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• Teaching team members</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>• at least 5 years' experience as an exemplary teacher</li> <li>• a demonstrated ability to ensure highly effective learning</li> <li>• a demonstrated ability to ensure highly effective teaching</li> <li>• a demonstrated ability to ensure high morale in staff members and students</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• strong interpersonal, leadership and collaboration skills</li> <li>• strong communication and motivational skills</li> <li>• high level English literacy and oracy competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>• educated to at least Bachelors Level in education or the equivalent</li> <li>• teacher accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2012		
<b>Reviewed</b>	JM2013/02		
<b>Role Title</b>	<b>Library ICT Technician</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• assist individual students with their understanding of library tasks and the proper use of library resources</li> <li>• assist individual students and staff members with their understanding and use of multi-media hardware and software, particularly regarding information computer technology (ICT)</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• ensure the clean, orderly and safe condition of the library in the school stage</li> <li>• ensure a constant and high-quality provision of computer network infrastructure and access, including intranet and internet access</li> <li>• assist with periodic audits of resources</li> <li>• ensure the proper and careful use of all equipment, texts and materials</li> <li>• inform the teacher librarian of any unsafe or inappropriate use of equipment, texts or materials by students or other persons</li> <li>• clean up after library lessons, ensuring that all equipment is accounted for, in good working condition and safely secured in designated storage places</li> <li>• assist with the lending and return processes and procedures</li> <li>• ensure the safe and secure storage of expensive and/or fragile equipment and materials</li> <li>▪ ensure that all equipment and text resources are properly processed labelled and registered with a bar code in accordance with asset management software</li> <li>▪ maintain all equipment, texts and materials in good working condition</li> <li>▪ recommend the repair or replacement of unsafe or faulty equipment or materials</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>▪ maintain proper records of stock and track the borrowing of all equipment, texts and materials by approved users</li> <li>▪ ensure the proper return of borrowed equipment, texts and materials in good condition</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• prepare and set up equipment and materials ready for use as required by the teacher librarian</li> <li>• assist the teacher librarian in the practical implementation of the library program</li> </ul>			

<ul style="list-style-type: none"> <li>respond to requests for assistance with ICT needs using a priority and needs rated system (triage)</li> </ul>	
<b>Stakeholder Relationships</b>	
<ul style="list-style-type: none"> <li>develop and maintain a highly functional professional relationship with each student</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>resource audits</li> <li>maintenance audits</li> <li>customer satisfaction</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>teacher librarian</li> <li>teaching assistants</li> <li>technician colleagues</li> </ul>
<b>Direct Stage Reports</b>	
<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary library and ICT technician</li> <li>demonstrated experience with library management systems</li> <li>demonstrated high level knowledge of and proficiency with computer network infrastructure, hardware and software</li> <li>demonstrated experience with processing and maintaining library resources</li> <li>demonstrated experience with handling expensive and/or delicate equipment</li> <li>demonstrated experience with using electronic and computerised equipment</li> <li>demonstrated high level professional behaviour when interacting with students and colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>strong organisational and procedural skills</li> <li>the ability to pay strict attention to detail</li> <li>strong interpersonal and collaboration skills</li> <li>strong communication skills</li> <li>high level personal resilience</li> <li>acceptable English literacy and oracy competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>educated to at least a diploma level in computer science or the equivalent</li> <li>relevant library assistant certification or the equivalent</li> <li>relevant ICT technician accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Operations Manager</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Programs Manager</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership and Management</b>			
<ul style="list-style-type: none"> <li>• be a member of the SSC Executive Team and support decision making at the leadership level</li> <li>• liaise with business heads at SSC to discuss and agree on the required scope, service and capacity levels of services</li> <li>• oversee and optimise service functions, such as IT, Personnel, Finance, Facilities &amp; Grounds, Support Services across the SSC to maximise service delivery at the most efficient cost</li> <li>• identify and implement opportunities for synergies and service improvement in line with the overall SSC strategy, including the management of external service delivery partners if required</li> <li>• define and oversee the performance evaluation and professional development of Operations Department personnel</li> <li>• ensure that the Operations Department attracts, employs and retains highly qualified and competent personnel</li> <li>• prepare and submit an annual operating plan, performance measures and budget recommendations to the Programs Manager, and Finance Department for approval</li> <li>• implement business plans to meet agreed operational and financial targets (cost efficiencies) within agreed budgets and timescales</li> <li>• establish and maintain appropriate systems for measuring necessary aspects of operational management</li> <li>• ensure the timely submission of reports to senior management</li> </ul>			
<b>Functional Services</b>			
Oversee the effective delivery of the following services to the business			
<ul style="list-style-type: none"> <li>• operation maintenance of facilities to required standards, including activities related operations, strategic pricing, new service development and inorganic and partnership opportunities</li> <li>• personnel, including personnel strategy and policy, trends and analysis</li> <li>• security, including management standard operating procedures, and compliance</li> <li>• procurement, including logistics and stock control</li> <li>• health and safety, ensuring full policy compliance in the interests of the entire school community</li> </ul>			

<b>Example Performance Indicators</b>	
	<ul style="list-style-type: none"> <li>• Organic and inorganic growth targets</li> <li>• % variance from budget (tolerance to be agreed)</li> <li>• Annual efficiency savings</li> <li>• Anonymous feedback rating on performance and behaviours from subordinates and peers</li> </ul>
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Finance Manager</li> <li>• IT Manager</li> <li>• Principal and Campus Heads</li> </ul>
<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>• Facilities and Grounds Supervisor</li> <li>• Personnel Supervisor</li> <li>• Senior Security Officer</li> <li>• Procurement Officer</li> <li>• Logistics Officer</li> <li>• Transportation Officer</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>• At least 4 years' experience with a head role in maintenance or operations management in a medium-sized organisation</li> <li>• Demonstrable experience of being able to establish the structures and processes to deliver an effective operations management within a cost control environment</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Excellent interpersonal, leadership and teamwork skills</li> <li>• Excellent communication and motivational skills</li> <li>• Quality focussed with an eye for detail</li> <li>• Fluent in English</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Educated to at least Bachelor's Level in business or engineering. An MBA will be a bonus.</li> <li>• Project Management certification is preferred.</li> </ul>	



<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Payroll &amp; Contracts Officer</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Personnel Supervisor</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Contract evaluation</b>			
<ul style="list-style-type: none"> <li>advise management about SSC staff contractual rights, risk, and obligations</li> <li>establish critical contract terms and provide direction for the interpretation and application of conditions, remedies, indemnities, liabilities, and terms</li> <li>negotiate terms and conditions in SSC's best interests</li> <li>solve problems on proposals, negotiations, and contracts</li> <li>select and prepare the appropriate contract type (i.e., fixed term, labour hour/time etc.) for each assignment</li> </ul>			
<b>Payroll processing</b>			
<ul style="list-style-type: none"> <li>directly prepare and authorise the electronic monthly payroll in a timely and accurate manner, including any relevant termination payments; including but not limited to <ul style="list-style-type: none"> <li>processing and entering into the Payroll system any timesheet data, pay adjustments, leave forms and other related material</li> <li>printing and checking transactions for accuracy</li> <li>generating remittances</li> </ul> </li> </ul>			
<b>Processing attendance and leave records</b>			
<ul style="list-style-type: none"> <li>manage and report weekly to Principals and Department Heads on staff attendance</li> <li>prepare and process annual leave and personal leave records in a timely and accurate manner</li> </ul>			
<b>Government Insurance Office (GIO) and Health Insurance Processing</b>			
<ul style="list-style-type: none"> <li>prepare and authorise the accurate monthly payment of employee and SSC contributions to GIO, other related government agencies, and health insurance providers</li> <li>provide quarterly reports on the GIO and Health Insurance status to the Personnel Manager</li> </ul>			
<b>Payroll deductions</b>			
<ul style="list-style-type: none"> <li>prepare the documentation and processing of staff salary deductions, including but not limited to the repayment of advances, child tuition fees, etc.</li> </ul>			
<b>Employee and new staff information</b>			
<ul style="list-style-type: none"> <li>enter pay details on the appropriate systems</li> <li>maintain employee personal details in the payroll system via an audit log</li> </ul>			

<ul style="list-style-type: none"> <li>ensure all relevant paperwork is properly completed and authorised</li> </ul>	
<b>Salary levels and determinations</b>	
<ul style="list-style-type: none"> <li>maintain relevant up to date information for SSC regarding salary levels and agreements</li> <li>initiate and ensure changes to payroll system</li> </ul>	
<b>Work cover (planned)</b>	
<ul style="list-style-type: none"> <li>assist other personnel department staff and substitute for them when they are absent; such cover to be planned with the immediate superior</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>Customer satisfaction</li> <li>Feedback ratings on performance and behaviour from the line manager</li> <li>Anonymous feedback from peers</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Finance Manager</li> <li>Personnel Supervisor</li> <li>Staff members</li> <li>Other personnel colleagues</li> </ul>
<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>At least 3 years' experience in contract and payroll administration, preferably in the education sector</li> <li>A thorough knowledge of all aspects of contract formation, administration, closeout, and subcontracting</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>Excellent interpersonal and teamwork skills</li> <li>A demonstrated ability to interact respectfully with people from culturally and linguistically diverse backgrounds</li> <li>Excellent communication and negotiation skills, with the ability to communicate effectively with a diverse group of people in a helpful, effective and informative manner in person, by phone or by email while demonstrating initiative, flexibility, promptness, tact and diplomacy</li> <li>Appropriate proficient in MS Word, Outlook, Excel and PowerPoint</li> <li>Fluency in the English language</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>Educated to at least High School level</li> <li>Certified completion of relevant professional development programs</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Physical Education Teacher</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinators</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• have direct responsibility for planning, delivering and evaluating a Physical Education learning and teaching program in the context of the SSC learning community</li> <li>• deliver a predominantly skills-based curriculum that utilises content to develop learning skills, and strategies to develop leadership and team building skills</li> <li>• ensure students are involved in active learning with correctional support</li> <li>• imbed informative feedback to students on their performance and approaches to learning in the everyday implementation of programs</li> <li>• Instil school pride and personal ambition for success by providing opportunities for participation in sporting activities within the school and the wider community</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• ensure a predominant teaching approach of direct instruction, demonstration, training, coaching and feedback focused on progressive and developmentally appropriate activities and learning outcomes</li> <li>• collaboratively develop units of work and source appropriate resources</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• comply with expectations and standards integral to all frameworks and/or accreditation requirements of the school</li> <li>• collaboratively plan a framework of curriculum scope and sequence</li> <li>• positively contribute to high team morale</li> <li>• study effective teaching and assessment practices</li> <li>• using a data-driven approach, collaboratively evaluate the appropriateness and effectiveness of approaches to learning and teaching</li> <li>• collaboratively evaluate the appropriateness and effectiveness of curriculum content, and scope and sequence</li> <li>• access and participate in professional networks</li> <li>• actively contribute to staff meetings by sharing ideas and materials</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• develop and maintain a high functioning professional relationship with each student</li> <li>• report learning expectations and student progress to families and the senior leadership team according to school guidelines</li> </ul>			

<ul style="list-style-type: none"> <li>ensure a family connection with each student's learning</li> </ul>	
<b>General Administration</b>	
<ul style="list-style-type: none"> <li>positively contribute to the school improvement plan</li> <li>positively contribute to the creation, implementation and evaluation of relevant Program Budgets</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>student performance</li> <li>stakeholder satisfaction</li> <li>achievement of personal professional improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Leading Teacher</li> <li>Teacher colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary physical education teacher</li> <li>demonstrated high-quality teaching skills</li> <li>a demonstrated high-level knowledge of student-centred approaches to learning and teaching, including planning, implementation, student assessment and program evaluation</li> <li>a demonstrated high-level knowledge of relevant curriculum areas</li> <li>a demonstrated understanding of high quality and effective education resources</li> <li>a demonstrated ability to respond effectively to emerging educational initiatives and priorities</li> <li>demonstrated high-level professional behaviour when interacting with families, students and colleagues</li> <li>a demonstrated ability to successfully organise and manage aspects of the wider school program</li> <li>a demonstrated ability to improve teaching performance through critically evaluating professional practices</li> <li>a demonstrated ability to provide professional support to colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>exemplary fitness, healthy practices and practical skills</li> <li>strong interpersonal and collaboration skills</li> <li>strong communication and motivational skills</li> <li>high level personal resilience</li> <li>high level English literacy and spoken competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>educated to at least Bachelors level in an education field or the equivalent</li> <li>teacher accreditation or the deemed equivalent in experience</li> </ul>	

<b>Date Job Description Created</b>		December 2015	
<b>Reviewed</b>		GF2015/02	
<b>Role Title</b>	<b>Personnel Supervisor</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Operations Manager</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• provide to newly hired staff the rules, regulations, policies and procedures governing the relationship between the employee and SSC</li> <li>• responsible for arranging and files and documentation of all staff</li> <li>• has overall responsibility for staff related transactions such as payroll, and benefits</li> <li>• sees timely procurement / renewal of staff insurance coverage (Govt. Insurance Office)</li> <li>• implement disciplinary actions as agreed with staff superiors / finance</li> <li>• oversees communication and liaison with Ministry of Labour, Passports Department, Ministry of Internal Affairs, with the aim of renewing staff permits, licenses, on timely basis</li> </ul>			
<b>Staff Records</b>			
<ul style="list-style-type: none"> <li>• prepare staff records for appraisal times</li> <li>• maintain up to date staff lists to ensure accurate information is available on position, remuneration, and career progression</li> <li>• oversee the staff management data base and prepare statistical analyses of data with regular updates</li> <li>• provide information to staff managers as required</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• build good relationships and liaise with all employees</li> <li>• maintain good relationships with real estate, travel agents / airlines, and insurance</li> <li>• develop and maintain good relationships with state agencies responsible for helping the schools obtain visas, work permits, residence permits, and staff accreditation</li> </ul>			
<b>Example Performance Indicators</b>			
<ul style="list-style-type: none"> <li>• staff records</li> <li>• timely delivery of tasks</li> <li>• customer satisfaction</li> <li>• achievement of improvement goals</li> </ul>			
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Schools faculty staff</li> <li>• Heads of Campus</li> <li>• Operations Manager</li> </ul>		

<b>Direct Reports</b>	<ul style="list-style-type: none"> <li>• Contracts and Payroll Officer</li> <li>• Housing and Ticketing Officer</li> <li>• Government Relations Officer</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>• at least 3 years' experience as an exemplary Personnel Officer</li> <li>• demonstrated high level professional behaviour when interacting with staff and external stakeholders</li> <li>• a demonstrated ability to successfully organise and manage a personnel department</li> <li>• a demonstrated ability to improve performance through critically evaluating professional practices</li> <li>• a demonstrated ability to provide effective support to colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• cross cultural awareness and demonstrated ability to interact respectfully with people from culturally and linguistically diverse backgrounds</li> <li>• excellent oral communication and negotiation skills with the ability to communicate effectively with a diverse group of people in a helpful, effective, and informative manner in person, by phone and/or by email while demonstrating initiative, flexibility, promptness, tact, and diplomacy</li> <li>• strong communication and motivational skills</li> <li>• high level personal resilience and multitasking</li> <li>• Good level English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• educated to at least secondary level</li> <li>• has received training in personnel administration</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Principal of Mini-School</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Head of Campus</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>• be directly responsible for the quality of leadership, management and resources in the school stage</li> <li>• establish a culture of high performance and development in staff members and students</li> <li>• appropriately delegate management responsibilities to autonomous representative teams</li> <li>• periodically articulate educational issues, perspectives and exemplary practices to staff members, families and the wider community</li> <li>• be proactive in pursuing personal professional growth in leadership and management competencies and practices</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• promote a prime focus on student learning</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• establish a comprehensive framework of relevant programs with policies, procedures, resources, and budgets</li> <li>• ensure institutional excellence in the school stage through a quality assurance framework approach to school improvement</li> <li>• ensure that the school stage attracts, employs and retains highly qualified and competent personnel</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• lead the senior leadership team to ensure the institutionalisation of exemplary approaches to learning and teaching, curriculum inclusion and curriculum standards</li> <li>• require compliance with accreditation standards for the methods of teaching, supervision and administration</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• consult and involve key stakeholders about decisions that affect them</li> <li>• maintain open lines of communication with students, staff members, parents, management, and other relevant stakeholders</li> <li>• develop and monitor external and internal customer satisfaction and develop improvement strategies as required</li> </ul>			
<b>General Administration</b>			

<ul style="list-style-type: none"> <li>participate in school leadership and management group initiatives as invited</li> <li>oversee the safety and welfare of students and staff members in the school stage</li> <li>develop and submit annual operating plans and budgets for approval</li> <li>ensure the submission of timely reports to the appropriate Head of Campus</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>student academic performance</li> <li>achievement of improvement goals</li> <li>staff turnover</li> <li>customer satisfaction</li> <li>student enrolment numbers</li> <li>% variance from budget (tolerance to be agreed)</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Business Manager</li> <li>Principal colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>Vice Principal of Mini-School</li> <li>Stage administrative personnel</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 5 years' experience in senior school leadership</li> <li>a demonstrated ability to ensure highly effective learning</li> <li>a demonstrated ability to ensure highly effective teaching</li> <li>a demonstrated ability to ensure high morale in staff members and students</li> <li>demonstrated high-level knowledge and skills in human resource management</li> <li>demonstrated high-level knowledge and skills in finance and material resource management</li> <li>a demonstrated ability to articulate educational issues and perspectives in communication with members of the school and broader community</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal, leadership and collaboration skills</li> <li>experience in managing diverse teams</li> <li>strong communication and motivational skills</li> <li>high level English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least Bachelors Level in education or the equivalent</li> <li>a Master degree in educational leadership or the equivalent is desirable</li> <li>teacher accreditation or the equivalent</li> </ul>	



<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Secretary of Mini-School</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Principal of Mini-School</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Communications</b>			
<ul style="list-style-type: none"> <li>act as the front of office receptionist to meet and greet visitors, arrange interviews as required and offer refreshments</li> <li>make appointments and maintain diary records</li> <li>answer telephone calls, and either take a message or direct them to the appropriate person</li> <li>direct email enquiries to the appropriate person for response</li> <li>respond to general inquiries from parents and staff members</li> <li>record and report all communication transactions</li> <li>distribute communications to staff members, students and families as required by members of the senior leadership team</li> <li>publish to staff a daily bulletin of notices, events and other relevant news items</li> <li>assist with the liaison and communication between parents, teachers, other staff and members of the wider school community</li> </ul>			
<b>Clerical Duties</b>			
<ul style="list-style-type: none"> <li>undertake keyboard duties in support of the school administration function</li> <li>provide document preparation support</li> </ul>			
<b>Records and Reports</b>			
<ul style="list-style-type: none"> <li>prepare files for new students</li> <li>record and maintain all student and staff absence and attendance data and report results to the senior leadership team each month</li> <li>record all incident data, health and safety issues, accident data and professional development provision in the stage building and report results to the senior leadership team each month</li> <li>maintain the student data base at the stage level and update it regularly as required by members of the senior leadership team</li> <li>maintain and regularly update copies of stage individual personnel files</li> <li>file copies of all completed forms from families, students and staff members</li> <li>maintain class lists and staff lists at the stage level</li> </ul>			
<b>Budget Management</b>			
<ul style="list-style-type: none"> <li>accurately enter and retrieve basic financial data from record systems</li> <li>count and receipt moneys, either by cash register or other approved systems</li> </ul>			

<ul style="list-style-type: none"> <li>record and report all photocopying, printing and publishing data to each budget leader in the stage</li> <li>act as the central contact person for staff procurement of everyday stationery supplies and education materials from central stores</li> <li>record and file copies of orders, invoices and receipts for each program budget</li> <li>check delivery of stock against invoice documents</li> <li>report monthly budget expenditure and balances to each budget leader and the senior leadership team</li> </ul>	
<b>Audits</b>	
<ul style="list-style-type: none"> <li>periodically audit the quality of cleaning, maintenance, and canteen facilities as determined by the Principal of Mini-School and report results to the senior leadership team and relevant managers</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>collations of reports and publications</li> <li>achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>the senior leadership team</li> <li>teachers</li> <li>assistant teachers</li> <li>administrative colleagues</li> <li>campus registrar</li> <li>facilities and grounds manager</li> <li>finance manager</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary school secretary</li> <li>high level competency with information communications technology</li> <li>demonstrated diverse administration skills</li> <li>experience with education resource management</li> <li>demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>a proven ability to treat delicate, contentious, sensitive or privileged information confidentially</li> <li>a demonstrated ability to contribute to the wider school program</li> <li>a demonstrated ability to improve performance through critically evaluating professional practice</li> <li>a demonstrated ability to support colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>strong interpersonal and collaboration skills</li> </ul>	

- strong communication and motivational skills
- high level personal resilience, flexibility and adaptability
- competence in English literacy and oracy

#### Education

- educated to at least secondary level in education or the equivalent
- secretarial accreditation or the equivalent

<b>Date Job Created</b>		December 2015	
<b>Reviewed</b>		GF2015/02	
<b>Role Title</b>	<b>Special Learning Needs (SLN) Coordinator</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Principal</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>General</b>			
<ul style="list-style-type: none"> <li>• undertake a key role in assisting the Principal with the strategic development of SLN provision</li> <li>• support all staff in understanding the needs of SLN students and ensure the objectives are reflected in the school development plan</li> <li>• monitor progress of objectives and targets for students with SLN and evaluate the effectiveness of teaching and learning to guide future improvements</li> <li>• analyse and interpret relevant data and advise the Principal on the level of resources required to maximise achievement</li> <li>• liaise with staff, parents and external agencies to provide maximum support and ensure continuity of SLN provision</li> <li>• promote identification of effective teaching approaches for students with SLN</li> <li>• work with principal and staff to develop effective and regular <ul style="list-style-type: none"> <li>- assessments of student needs</li> <li>- monitoring of teaching quality and student achievement</li> <li>- goal setting, including student Individual Education Plans (IEPs)</li> <li>- recording systems to determine student progress</li> <li>- co-ordination and facilitation of Program Support Groups (PSGs)</li> </ul> </li> <li>• collect and interpret assessment data to inform SLN classroom practice</li> <li>• supervise the day-to-day coordination of SLN provision through close liaison with staff, parents, and external agencies</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• comply with expectations and standards integral to any framework and/or accreditation requirements of the school</li> <li>• positively contribute to high team morale</li> <li>• access and participate in professional networks</li> </ul>			

- actively contribute to staff meetings by sharing ideas and materials
- provide appropriate and timely support and training to relevant staff members
- positively contribute to the Annual Improvement Plan
- positively contribute to the creation, implementation and evaluation of Program Budgets
- promote the area of Special Learning Needs within the school and community

#### **Effective Deployment of Staff and Resources**

- advise the Principal of expenditure priorities and the efficient and effective deployment of staff and resources
- supervise the development of Individual Education Plans, reviews and Program Support Group meetings
- provide leadership within the SLN program
- facilitate individual and school wide SLN professional development as required
- recommend the most appropriate teaching strategies and resources for students
- provide professional guidance to SLN staff to ensure the best provision for SLN students
- contribute to the performance management process of SLN staff members

#### **Stakeholder Relationships**

- develop and maintain a highly functioning professional relationship with each student
- report student academic progress to families and the senior leadership team according to school guidelines
- ensure a family connection with each student's learning

#### **Example Performance Indicators**

- student academic performance
- customer satisfaction
- achievement of improvement goals

#### **Functional Relationships**

- Academic coordinators
- Leading teachers
- Teachers
- Students

#### **Direct Stage Reports**

- Student counsellors

#### **Specific Job Knowledge, Skills and Experience**

##### **Professional**

- at least 2 years' experience as an exemplary coordinator or equivalent
- demonstrated high quality leadership skills
- a demonstrated high-level knowledge of other relevant curriculum areas
- a demonstrated understanding of high quality and effective education resources

- a demonstrated ability to respond effectively to emerging educational initiatives and SLN priorities
- demonstrated high level professional behaviour when interacting with families, students and colleagues
- a demonstrated ability to successfully organise and manage all aspects of the SLN program
- a demonstrated ability to provide high level professional support to colleagues
- a proven ability to treat contentious, sensitive or privileged information selectively and confidentially

**Personal**

- strong interpersonal and collaboration skills
- strong communication and motivational skills
- high level personal resilience
- high level English literacy and oracy competence

**Education**

- educated to at least Bachelors Level in education or the equivalent
- SLN accreditation or the equivalent

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Student Counsellor – Early Years</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>• be responsible for the leadership and management of the Special Learning Needs program</li> <li>• form and lead Program Support Groups, according to school policy and guidelines, to support the educational program for identified students</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• be responsible for the learning of identified students</li> <li>• lead the development and implementation of Individual Education Plans (IEPs) for identified students</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• comply with expectations and standards integral to any framework and/or accreditation requirements of the school</li> <li>• support the implementation of the professional development program and the School Improvement Plan</li> <li>• provide appropriate and timely support and training to relevant staff members</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• establish and coordinate the service provision of a Support Services Group</li> <li>• source and create appropriate resources to facilitate the implementation of service delivery, including <ul style="list-style-type: none"> <li>• materials necessary for each child’s IEP</li> <li>• a teacher information and resource library</li> <li>• a community resource/contact list</li> </ul> </li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• lead the development of differentiation in approaches to teaching and curriculum content for identified students</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• be a strong advocate for the Special Needs program in the school, ensuring a high positive profile</li> <li>• Liaise and network with community groups, parent groups, universities and health professionals to facilitate access and make referrals to appropriate service providers</li> <li>• liaise and develop case management plans with stakeholders, including parents, teachers, and teaching assistants, and such providers as appropriate (counsellors,</li> </ul>			

occupational therapists, speech & language therapists, psychologists, paediatricians, GP's, and psychiatrists)	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• student academic performance</li> <li>• records of planned intervention and support with resulting outcomes</li> <li>• customer satisfaction</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• SLN Coordinator</li> <li>• Leading Teachers</li> <li>• Teachers</li> <li>• Counsellor colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>• at least 2 years' experience as an exemplary student counsellor</li> <li>• demonstrated high-quality teaching skills</li> <li>• a demonstrated high-level knowledge of child development</li> <li>• a demonstrated high-level knowledge of the challenges faced by students with learning disabilities and strategies to help address them</li> <li>• a demonstrated high-level knowledge of student-centred approaches to learning and teaching, including planning, implementation, student assessment and program evaluation</li> <li>• a demonstrated understanding of high quality and effective education resources</li> <li>• a demonstrated ability to respond effectively to emerging educational initiatives and priorities</li> <li>• demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>• a demonstrated ability to improve performance through critically evaluating professional practices</li> <li>• a demonstrated ability to provide high level professional support to colleagues</li> <li>• a proven ability to treat delicate, contentious, sensitive or privileged information selectively and confidentially</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• strong interpersonal and collaboration skills</li> <li>• strong communication and motivational skills</li> <li>• high level personal resilience</li> <li>• high level English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• educated to at least Bachelors Level in education or the equivalent</li> <li>• teacher accreditation or the equivalent</li> </ul>	

- relevant student counselling accreditation or the equivalent



<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Student Counsellor – Middle &amp; Higher Years</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Vice Principal of Mini-School</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>promote careers and further education as an essential and integral element of the curriculum</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>provide careers and further education information to students to assist in decision making</li> <li>provide individual counselling to assist student decision making by highlighting options and opportunities</li> <li>be accessible during break times and after school for student interviews and enquiries</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>coordinate students' completion of necessary application documentation and provide instruction on the same</li> <li>assist and proof-read student enquiries to universities and colleges</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>motivate and inform educator staff referees of process, procedure and timelines</li> <li>write references for students in the capacity of their Careers and Further Education advisor. Act as verbal referee as requested</li> <li>gather and collate careers information and brochures for ready access</li> <li>maintain attractive displays, highlighting careers and further education opportunities and language test dates etc</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>assess students' aptitude, interests and needs concerning careers and further education</li> <li>conduct IELTS, TOEFL, and SAT 1 and SAT 2 orientation and practice lessons</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>address colleague meetings and seminars as requested by the senior leadership team to keep staff informed of teaching and learning trends and requirements for tertiary education and the applications concerned</li> <li>meet with parents regarding careers and further education choices, and student aspirations and concerns</li> <li>address parent meetings and seminars as requested by the senior leadership team</li> </ul>			

<ul style="list-style-type: none"> <li>• liaise with international further education bodies such as IDP Australia, the British Council and Embassies, and make referrals to the same. Accompany students to these institutions if necessary</li> <li>• promote university visits and careers and further education information</li> <li>• liaise with administration and ancillary staff to facilitate visits from universities</li> <li>• facilitate guest speakers from national and international universities</li> <li>• highlight and promote available university and college scholarships</li> <li>• attend various educational exhibitions and fairs</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• student tertiary placement statistics</li> <li>• alumni surveys</li> <li>• customer satisfaction</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Academic coordinator</li> <li>• Leading Teachers</li> <li>• Teachers</li> <li>• Counsellor colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>• at least 2 years' experience as an exemplary student counsellor</li> <li>• demonstrated high-quality teaching skills</li> <li>• a demonstrated high-level knowledge of career aptitude</li> <li>• a demonstrated high-level knowledge of tertiary education options and requirements</li> <li>• demonstrated high-level professional behaviour when interacting with families, students and colleagues</li> <li>• a demonstrated ability to improve performance through critically evaluating professional practices</li> <li>• a demonstrated ability to provide high-level professional support to colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• strong interpersonal and collaboration skills</li> <li>• strong communication and motivational skills</li> <li>• high level personal resilience</li> <li>• high-level English literacy and oracy competence</li> </ul>	
<b>Education</b>	
<ul style="list-style-type: none"> <li>• educated to at least Bachelors Level in education or the equivalent</li> <li>• teacher accreditation or the equivalent</li> <li>• relevant student career counselling accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Teacher</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• have direct classroom responsibility for planning, delivering and evaluating a learning and teaching program in the context of the learning community</li> <li>• deliver a predominantly skills-based curriculum that utilises student assessment to develop learning skills</li> <li>• ensure students are involved in active learning with correctional support through differentiated teaching and learning strategies</li> <li>• imbed informative feedback to students on their academic performance and approaches to learning in the everyday implementation of programs</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• ensure a predominant teaching approach of social constructivism; based on a progression of developmentally appropriate understandings, and involving student collaboration, the synthesis of research-based data, a presentation of outcomes and a social application of understandings gained</li> <li>• collaboratively plan a framework of curriculum scope and sequence</li> <li>• collaboratively develop units of work and procure appropriate resources</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• comply with expectations and standards integral to any framework and/or accreditation requirements of the school</li> <li>• positively contribute to high team morale</li> <li>• be an ardent student of effective teaching and academic assessment practices</li> <li>• using a data driven approach, collaboratively evaluate the appropriateness and effectiveness of approaches to learning and teaching</li> <li>• collaboratively evaluate the appropriateness and effectiveness of curriculum content, scope and sequence</li> <li>• access and participate in professional networks</li> <li>• actively contribute to staff meetings by sharing ideas and materials</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• develop and maintain a highly functioning professional relationship with each student</li> <li>• report learning expectations and student academic progress to families and the senior leadership team according to school guidelines</li> <li>• ensure a family connection with each student's learning</li> </ul>			
<b>General Administration</b>			

<ul style="list-style-type: none"> <li>positively contribute to the School Improvement Plan</li> <li>positively contribute to the creation, implementation and evaluation of Program Budgets</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>student academic performance</li> <li>customer satisfaction</li> <li>achievement of improvement goals</li> <li>performance appraisal process</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Counsellor and SLN Coordinator</li> <li>Leading Teacher</li> <li>Teacher colleagues</li> <li>Students</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary teacher</li> <li>demonstrated high quality teaching skills</li> <li>a demonstrated high-level knowledge of student-centred approaches to learning and teaching, including planning, implementation, student assessment and program evaluation</li> <li>a demonstrated high-level knowledge of relevant curriculum areas</li> <li>a demonstrated understanding of high quality and effective education resources</li> <li>a demonstrated ability to respond effectively to emerging educational initiatives and priorities</li> <li>demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>a demonstrated ability to successfully organise and manage aspects of the wider school program</li> <li>a demonstrated ability to improve teaching performance through critically evaluating professional practices</li> <li>a demonstrated ability to provide high level professional support to colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal and collaboration skills</li> <li>strong communication and motivational skills</li> <li>high level personal resilience</li> <li>high level English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least Bachelors Level in education or the equivalent</li> <li>teacher accreditation or the equivalent</li> </ul>	

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Teacher Librarian</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>• lead a representative team in the identification of the resource needs of the mini school</li> <li>• actively promote the library as an essential learning resource (research) and pleasurable pastime (reading)</li> <li>• develop and maintain an awareness of available resources in the school</li> </ul>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• plan, implement and evaluate an appropriate educational program that <ul style="list-style-type: none"> <li>• teaches research skills, including how to independently identify and service resource needs</li> <li>• teaches the appropriate use of information computer technology (ICT)</li> <li>• provides an appreciation of and experience with many genres of text</li> <li>• exposes students to an acceptable range of high-quality literature</li> <li>• models excellence and creates a desire to access the range of resources</li> </ul> </li> <li>• develops an ethos of reading providing health, wellbeing and balance in life</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• comply with expectations and standards integral to any framework and/or accreditation requirements of the school</li> <li>• Manage the library as an efficient, appropriate and relevant learning resource centre</li> <li>• Conduct periodical audits of resources</li> <li>• Monitor the effectiveness of the library program and plan for continuous improvement</li> <li>• positively contribute to high team morale</li> <li>• be an ardent student of effective educational practices</li> <li>• access and participate in professional networks</li> <li>• actively contribute to staff meetings by sharing ideas and materials</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• Implement an efficient and effective management system for the selection, attainment, processing, storage, retrieval, maintenance, discarding and renewal of library resources</li> <li>• Implement an efficient and effective access and borrowing system that tracks the availability, whereabouts and extent of use of resources</li> <li>• positively contribute to the School Improvement Plan</li> </ul>			

<ul style="list-style-type: none"> <li>• lead the development and management of the Library Program Budget</li> </ul>	
<b>Pedagogy</b>	
<ul style="list-style-type: none"> <li>• collaboratively support the development of units of work throughout the school stage and procure appropriate resources</li> </ul>	
<b>Stakeholder Relationships</b>	
<ul style="list-style-type: none"> <li>• develop and maintain a highly functioning professional relationship with each student</li> <li>• develop and maintain collaborative and productive relationships with teacher colleagues</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• statistical evidence of resource acquisition, maintenance and use</li> <li>• customer satisfaction</li> <li>• achievement of improvement goals</li> <li>• lending statistics</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>• Leading Teacher</li> <li>• Teacher colleagues</li> </ul>
<b>Direct Stage Reports</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<b>Professional</b>	
<ul style="list-style-type: none"> <li>• at least 2 years' experience as an exemplary teacher librarian</li> <li>• demonstrated high quality teaching skills</li> <li>• a demonstrated high-level knowledge of student-centred approaches to learning and teaching, including planning, implementation, student assessment and program evaluation</li> <li>• a demonstrated high-level knowledge of relevant curriculum areas</li> <li>• a demonstrated understanding of high quality and effective education resources</li> <li>• a demonstrated ability to identify, procure, process, maintain and manage multimedia learning resources</li> <li>• a demonstrated ability to respond effectively to emerging educational initiatives and priorities</li> <li>• demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>• a demonstrated ability to successfully organise and manage aspects of the wider school program</li> <li>• a demonstrated ability to improve teaching performance through critically evaluating professional practices</li> <li>• a demonstrated ability to provide high level professional support to colleagues</li> </ul>	
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• strong interpersonal and collaboration skills</li> </ul>	

- strong communication and motivational skills
- high level personal resilience, adaptability and flexibility
- high level English literacy and oracy competence

#### Education

- educated to at least Bachelors Level in education or the equivalent
- teacher accreditation or the equivalent
- relevant librarian accreditation or the equivalent

<b>Date Job Created</b>	December 2015		
<b>Reviewed</b>	GF2015/02		
<b>Role Title</b>	<b>Teaching Assistant</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Academic Coordinator</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<b>Student Learning</b>			
<ul style="list-style-type: none"> <li>• assist in the practical preparation of materials for instruction in a classroom</li> <li>• assist with communication between students and teachers, particularly with the understanding and implementation of instructions</li> </ul>			
<b>Quality &amp; Standards Compliance</b>			
<ul style="list-style-type: none"> <li>• assist with the everyday maintenance needs of a highly functioning classroom</li> <li>• assist with the dismissal of students to ensure a safe departure from school</li> </ul>			
<b>General Administration</b>			
<ul style="list-style-type: none"> <li>• supervise students during break times as directed by the senior leadership team of the Mini-School</li> <li>• promptly report issues and incidents of concern to an appropriate person in authority</li> <li>• attend staff meetings and participate in staff discussions</li> <li>• perform other practical duties as reasonably required by the supervising teacher or senior leadership team of the Mini-School</li> </ul>			
<b>Pedagogy</b>			
<ul style="list-style-type: none"> <li>• assist students in a classroom on an individual or small group basis with specific tasks, as directed by the teacher</li> <li>• apply subject expertise in practical ways to assist students to access the classroom programs and successfully participate in school life</li> <li>• assist students with conflict resolution by modelling appropriate behaviour and language and helping them resolve issues in assertive ways</li> <li>• use logical consequences when deciding on a reaction to unacceptable behaviour (reminder – remove from situation)</li> </ul>			
<b>Stakeholder Relationships</b>			
<ul style="list-style-type: none"> <li>• provide educational, physical and emotional care for students, including basic first aid</li> </ul>			

Example Performance Indicators	
<ul style="list-style-type: none"> <li>customer satisfaction</li> <li>achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Assistant colleagues</li> <li>Students</li> </ul>
<b>Direct Mini-School Reports</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
Specific Job Knowledge, Skills and Experience	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 2 years' experience as an exemplary teaching assistant</li> <li>demonstrated teaching support skills</li> <li>experience with education resource production</li> <li>demonstrated high level professional behaviour when interacting with families, students and colleagues</li> <li>a demonstrated ability to contribute to the wider school program</li> <li>a demonstrated ability to improve performance through critically evaluating professional practice</li> <li>a demonstrated ability to support colleagues</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal and collaboration skills</li> <li>strong communication and motivational skills</li> <li>high level personal resilience, flexibility and adaptability</li> <li>competence in English literacy and oracy</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least secondary level in education or the equivalent</li> <li>teaching assistant accreditation or the equivalent</li> </ul>	



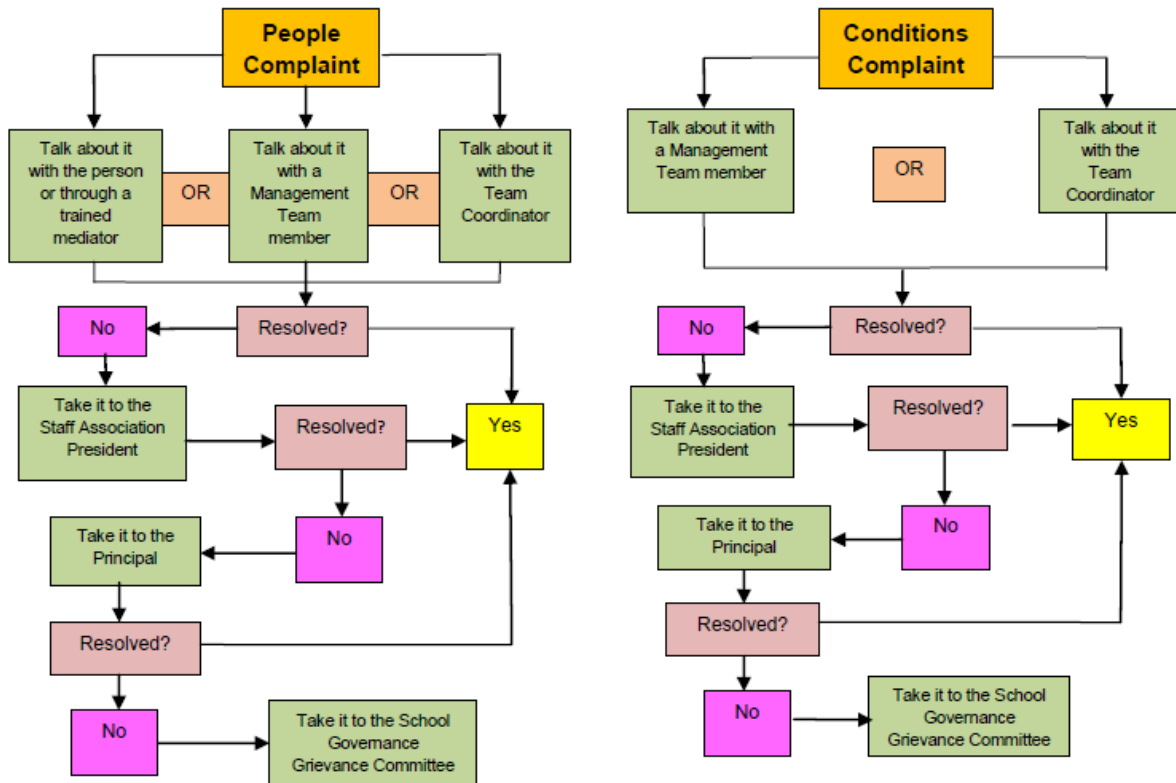
<b>Date Job Created</b>	December 2012		
<b>Reviewed</b>	JM2013/02		
<b>Role Title</b>	<b>Vice Principal of Mini-School</b>	<b>Grade</b>	<b>TBD</b>
<b>Reporting To</b>	<b>Principal of Mini-School</b>	<b>Location</b>	<b>TBD</b>
<b>Organisation</b>	<b>Sunnyhills Secondary College (SSC)</b>		
<b>Role Responsibilities</b>			
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• as a member of the senior leadership team, maintain a culture of high performance and development in staff members and students</li> <li>• collaboratively plan and manage significant change in response to new, reputable educational directions</li> <li>• act in the role of Principal in the absence of the Principal</li> </ul> <p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>• ensure that all programs maintain a focus on student learning</li> </ul> <p><b>Quality &amp; Standards Compliance</b></p> <ul style="list-style-type: none"> <li>• maximise efforts to ensure that the school Mini-School attracts, employs and retains highly qualified and competent personnel</li> <li>• maintain a high quality of leadership and management in the school Mini-School</li> <li>• oversee the performance evaluation and professional development of designated personnel</li> <li>• maintain a high quality of resources in the school Mini-School</li> <li>• be proactive in pursuing personal professional growth in leadership and management competencies and practices</li> </ul> <p><b>General Administration</b></p> <ul style="list-style-type: none"> <li>• maintain a comprehensive framework of relevant programs with policies, procedures, resources, and budgets</li> <li>• coordinate the management of Program Budgets</li> <li>• participate in school leadership and management group initiatives as invited</li> <li>• ensure the safety and welfare of students and staff members</li> <li>• implement operating plans to meet targets within agreed budgets and timescales</li> <li>• ensure that adequate records are kept for academic, financial and asset information</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• as a member of the senior leadership team, lead the institutionalisation of exemplary approaches to learning and teaching, curriculum inclusion and curriculum standards</li> <li>• oversee compliance with exemplary methods of teaching, supervision and administration to ensure prescribed accreditation standards are met</li> </ul> <p><b>Stakeholder Relationships</b></p>			

<ul style="list-style-type: none"> <li>consult and involve key stakeholders about decisions that affect them</li> <li>maintain open lines of communication with students, staff members, parents, management, and other relevant stakeholders</li> <li>conduct external and internal customer satisfaction surveys and implement improvement activities as required</li> </ul>	
<b>Example Performance Indicators</b>	
<ul style="list-style-type: none"> <li>student academic performance</li> <li>customer satisfaction</li> <li>achievement of improvement goals</li> </ul>	
<b>Functional Relationships</b>	<ul style="list-style-type: none"> <li>Business Manager</li> <li>Vice Principals colleagues</li> </ul>
<b>Direct Mini-School Reports</b>	<ul style="list-style-type: none"> <li>Academic Coordinator</li> <li>Leading Teachers</li> <li>Teachers</li> </ul>
<b>Specific Job Knowledge, Skills and Experience</b>	
<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>at least 5 years' experience in senior school leadership</li> <li>a demonstrated ability to ensure highly effective learning</li> <li>a demonstrated ability to ensure highly effective teaching</li> <li>a demonstrated ability to ensure high morale in staff members and students</li> <li>demonstrated high level knowledge and skills in human resource management</li> <li>demonstrated high level knowledge and skills in finance and material resource management</li> <li>a demonstrated ability to articulate educational issues and perspectives in communication with colleagues and others</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>strong interpersonal, leadership and collaboration skills</li> <li>experience in managing diverse teams</li> <li>strong communication and motivational skills</li> <li>high level English literacy and oracy competence</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>educated to at least Bachelors Level in education or the equivalent</li> <li>a Master degree in educational leadership or the equivalent is desirable</li> <li>teacher accreditation or the equivalent</li> </ul>	
<b>Date Job Created</b>	December 2015
<b>Reviewed</b>	GF2015/02

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### Appendix 47: Complaints resolutions procedures

Two procedures are needed: one for people complaints, such as harassment or discrimination, and one for work condition complaints, such as working hours and salaries.



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## Appendix 48: Staff information handbook

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	-Students		Grounds	<b>14</b>
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## Appendix 50: School Privacy Policy

This Privacy Policy explains how:

- Sunnyhills school protects the privacy of personal information and health information which Sunnyhills school collects and uses
- Sunnyhills school may use such information and to whom such information may be disclosed; and
- individuals can access their personal information, correct any personal information which Sunnyhills school holds, lodge complaints in relation to alleged breaches of privacy or make any related enquiry.

### Scope

All members of Sunnyhills school faculty, staff, contractors and volunteers must comply with this policy in relation to any personal information they handle.

Personal information may be collected from any individual with whom Sunnyhills school Sunnyhills school may also collect, use and disclose health information in relation to the provision of health services to students while in the care of Sunnyhills school.

### Types of information Sunnyhills school collects and holds

Sunnyhills school collects a range of personal information about an individual, including an individual's name, address, telephone number, email address, age and date of birth.

In addition to this information, where Sunnyhills school provides health services while discharging its duty of care, Sunnyhills school may collect information about health services previously provided to an individual, an individual's current health status and an individual's expressed wishes in relation to the provision of health services.

Sunnyhills school may also collect information about individuals when individuals access Sunnyhills school's website for statistical purposes. Information Sunnyhills school collects from visits to its website is generally anonymous and Sunnyhills school does not use such information to identify individuals. However, due to the nature of internet protocols, such information may contain details which may identify a particular individual, such as the IP address of the computer accessing Sunnyhills school website, the internet service provider used by the individual, the webpage directing the individual to Sunnyhills school's website and the individual's activity on Sunnyhills school's website.

### How Sunnyhills school collects personal information

Sunnyhills school may collect personal information from an individual from a variety of sources, including:

- a form that is completed and submitted to Sunnyhills school
- a telephone, email or in-person inquiry or discussion about Sunnyhills school and the services that Sunnyhills school provides
- mail correspondence, emails and other electronic means (including by accessing Sunnyhills school's website and use of the "contact us" form)

- publicly available sources of information
- reference from another school about an individual student; and
- a report provided to Sunnyhills school by a medical professional in relation to health services previously provided or to be provided by Sunnyhills school to an individual.

Sunnyhills school will usually collect personal information directly from the individual unless it is unreasonable or impracticable to do so. Additionally, Sunnyhills school will usually only collect personal information when Sunnyhills school asks for that personal information. However, Sunnyhills school may from time to time receive unsolicited personal information about an individual. Where Sunnyhills school determines that Sunnyhills school could not have collected such personal information lawfully, then Sunnyhills school will promptly destroy or de-identify such information.

Sunnyhills school may collect data from its website using various technologies, including “cookies”. A “cookie” is a text file that Sunnyhills school’s website sends to an individual’s browser which is stored on the individual’s computer as an anonymous tag identifying the individual’s computer (but not the individual) to Sunnyhills school. A browser can be configured to disable cookies; however, parts of Sunnyhills school may not function properly (or at all) if cookies are disabled.

From time to time, Sunnyhills school may seek consent of parents/guardians to using their child’s name, image and likeness in materials produced or published by Sunnyhills school, including newsletters, magazines, posters and other advertising materials to promote Sunnyhills school and its services. Where parents/guardians do not consent to their child’s name, image and likeness being used by Sunnyhills school in this manner, Sunnyhills school will refrain from using their child’s name, image and likeness. Additionally, parents/guardians may at any time withdraw their consent and Sunnyhills school will promptly remove their child’s name, image and likeness from the materials produced or published.

### **How Sunnyhills school uses personal information it collects**

Sunnyhills school generally only uses personal information for the primary purpose for which personal information is collected or a secondary purpose when permitted by the Privacy Act.

To the extent that Sunnyhills school collects “sensitive information” (as the Privacy Act defines the term), then Sunnyhills school would only use such information for the primary purpose of collection and for any secondary purposes which are directly related to the primary purpose, and you would reasonably expect Sunnyhills school to use or disclose the information for the secondary purpose. Sunnyhills school may use or disclose personal information (including sensitive information) for a purpose other than the primary purpose of collection if authorised or required by law.

Sunnyhills school collects personal information for the purposes of:

- facilitating its ability to function as an educational institution
- other administrative functions, including assessing job applicants and managing volunteers
- fulfilling its duty of care to its students
- complying with its legal obligations owed to the government in relation to the provision of education to students

- addressing queries or resolving complaints
- marketing Sunnyhills school and the education services Sunnyhills school provides to prospective students
- keeping parents and guardians informed on matters relating to their child's schooling at Sunnyhills school through correspondence, newsletters, magazines and reports
- assessing applications for scholarships to attend Sunnyhills school and awarding and administering scholarships to current students at Sunnyhills school; and
- seeking and administering donations and bequests made to Sunnyhills school.

Sunnyhills school may also disclose personal information it collects from individuals to third parties, such as Sunnyhills school's bankers, professional advisers, courts, tribunals, regulatory authorities, other companies and individuals for the purpose of:

- complying with its obligations owed to an individual under any contract between Sunnyhills school and the individual, or as required by law
- enabling those third parties to perform services on behalf of Sunnyhills school; and
- recovering debts where amounts owed to Sunnyhills school in consideration for services Sunnyhills school provides remain due and outstanding beyond the payment terms.

Third parties Sunnyhills school engages from time to time may have access to personal information held by Sunnyhills school about individuals, but Sunnyhills school will not authorise them to use such information for any other purpose.

Sunnyhills school may disclose personal information (including sensitive information) held about an individual to another school, government departments (where Sunnyhills school must disclose such information for the purpose of Sunnyhills school complying with its legal obligations), medical practitioners, service providers (including specialist visiting teachers and sports coaches), recipients of Sunnyhills school publications (such as newsletters and magazines), and parents and guardians.

Sunnyhills school may use health information collected about an individual for the purpose of providing health services to that individual where required. Sunnyhills school may disclose health information to a medical professional or to a health service provider where that other health service provider is engaged in providing health services to that individual. Sunnyhills school will not use or disclose such health information for a purpose other than the primary purpose of collection unless:

- the individual consents to the use or disclosure
- the secondary purpose is directly related to the primary purpose and the individual would reasonably expect Sunnyhills school to use or disclose the information for the secondary purpose
- the use or disclosure is required, authorised or permitted, whether expressly or impliedly by or under law; or
- as otherwise lawfully authorised, permitted or required.

**Effect of non-provision of personal information; anonymity and pseudonymity**

From time to time, you may be able to deal with Sunnyhills school anonymously or by using a pseudonym. For example, without limitation, if you have a general inquiry about us, and/or our services, we may be able to respond to your inquiry on an anonymous or pseudonymous basis.

However, if you do not provide the personal information Sunnyhills school requests, or you provide the information anonymously or pseudonymously, then Sunnyhills school may be unable to provide or fulfil its functions as an educational institution to you or to your child or discharge its duty of care to you or to your child.

Further, in some situations, Sunnyhills school may need to verify your identity as part of Sunnyhills school's response to a request to access and/or correct personal information or health information Sunnyhills school holds about an individual, or as part of Sunnyhills school's complaints handling procedure. If Sunnyhills school cannot verify your identity, or you continue to engage with Sunnyhills school in an anonymous or pseudonymous basis, then Sunnyhills school may be unable to complete your request or pursue its complaints-handling procedure.

**Direct marketing**

Sunnyhills school may directly market its services to you on the basis that you would reasonably expect Sunnyhills school to do so, where Sunnyhills school has already collected your personal information. Where Sunnyhills school collects personal information about you from a third party, Sunnyhills school will not use that information to directly market to you without your consent. Sunnyhills school will also comply with other laws relevant to marketing.

All direct marketing communications which Sunnyhills school send will include an easy opt-out procedure if at any time you wish Sunnyhills school to stop sending you information about Sunnyhills school or its services.

**Cross-border transfer or disclosure of information**

Sunnyhills school may disclose an individual's personal information to entities outside our host country from time to time. For example, Sunnyhills school may be required to disclose the personal information of students transferring to another school in another country.

Sunnyhills school may transfer health information about an individual to an entity other than Sunnyhills school or the individual which is outside the host country or state only when Sunnyhills school reasonably believes that the recipient is subject to a law, binding scheme or contract which effectively upholds principles for fair handling of the information that are substantially similar to the requirements under the law.

In the event Sunnyhills school engages in cross-border disclosures of information, Sunnyhills school will ensure that adequate security mechanisms are in place to protect the information disclosed. Wherever reasonably practicable, Sunnyhills school will first seek your consent to such cross-border disclosure. Where you consent to such disclosure, Sunnyhills school will be exempt from the requirements of the Privacy Act of the host country in relation to such disclosed information. Where

it is not reasonably practicable for Sunnyhills school to obtain your consent, Sunnyhills school will otherwise comply with the requirements of the Privacy Act of the host country.

### **Quality and security of information**

Sunnyhills school takes reasonable steps to ensure that, having regard to the purpose for which the information is to be used or disclosed by Sunnyhills school, the personal information and the health information Sunnyhills school collects, uses, holds or discloses is accurate, complete, up-to-date and relevant to Sunnyhills school's functions or activities.

Additionally, Sunnyhills school will take reasonable steps to destroy or de-identify personal information it holds about an individual if Sunnyhills school no longer requires that personal information.

Sunnyhills school has implemented procedures and adopted technical and security measures to ensure that the security of individuals' personal information and health information is not compromised.

Personal information collected from Sunnyhills school's website and from other channels you may have used (such as email, telephone or by written correspondence) is stored by Sunnyhills school on a secure server.

All personal information is encrypted, and all internet links maintained by Sunnyhills school have firewalls to ensure a high level of security.

Sunnyhills school will only retain personal information for the period necessary for the use for which it is submitted to Sunnyhills school.

### **Accessing and correcting information**

You are entitled at any time, upon request, to access the personal information Sunnyhills school holds about you. Sunnyhills school will respond within a reasonable period after Sunnyhills school receives the request. Sunnyhills school will give access to the information in the manner you request unless it is impracticable for Sunnyhills school to do so. Sunnyhills school is entitled to charge you a reasonable administrative fee for giving access to the information requested.

Sunnyhills school may from time to time refuse an individual access to the information Sunnyhills school holds about that individual, in accordance with the relevant legislation. Where Sunnyhills school refuses access, Sunnyhills school will explain the reasons for refusal in writing and, if you wish to lodge a formal complaint about our refusal, Sunnyhills school will explain the complaint procedure.

Sunnyhills school reserves the right to verify your identity before granting access to the personal information Sunnyhills school holds about you.

If at any times you believe that personal information Sunnyhills school holds is incorrect, incomplete or inaccurate, you may request that we amend such personal information. If Sunnyhills school refuses the correction request, then Sunnyhills school will provide written reasons and information about Sunnyhills school's complaints-handling process should you not be satisfied with those reasons.

Where Sunnyhills school corrects the personal information held about an individual, Sunnyhills school will take reasonable steps to notify third parties of the correction.

### **Lodging a complaint**

If you wish to complain about an alleged breach of the privacy of your personal information, the complaint should be made in writing to the attention of Sunnyhills school's Privacy Officer of the below address.

Sunnyhills school will acknowledge receipt of your complaint and Sunnyhills school will endeavour to deal with your complaint and provide you with a response within a reasonable time following receipt of your complaint (generally 30 days of receipt of your complaint). Where a complaint requires a more detailed investigation it may take longer to resolve. If this is the case, Sunnyhills school will provide you with progress reports.

Sunnyhills school will verify your identity and seek, where appropriate, information from you in connection with the complaint.

Where required by law, Sunnyhills school will acknowledge your complaint in writing and provide information in writing on how we will deal with your complaint. Further, if required to do so by law, Sunnyhills school will provide our determination on your complaint to you in writing.

Sunnyhills school may refuse to investigate and deal with a complaint if Sunnyhills school considers it to be vexatious or frivolous.

If you are dissatisfied with the outcome of your complaint, you may seek an internal review of our decision, which will be completed by an officer not previously involved in your complaint. If you remain dissatisfied, you may escalate your complaint to the relevant office of the host country government.

#### Contact details

[Insert address here]

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## Appendix 51: Comparison of single and mixed age classes

Based on a student enrolment figure of **439**

Single & mixed-age classes								Single-age classes							
Student ages		10	9	8	7	6	5	Student ages		10	9	8	7	6	5
Student numbers		64	67	69	71	84	84	Student numbers		64	67	69	71	84	84
Teacher	Class sizes							Teacher	Class sizes						
A	26	26						A	32	32					
B	26	26						B	32	32					
C	25	12	13					C	23		23				
D	25		25					D	22		22				
E	25		17	8				E	22		22				
F	25		12	13				F	24			24			
G	25			25				G	23			23			
H	24			14	10			H	22			22			
I	24			9	15			I	24				24		
J	23				23			J	24				24		
K	23				23			K	23				23		
L	21					21		L	21					21	
M	21					21		M	21					21	
N	21					21		N	21					21	
O	21					21		O	21					21	
P	21						21	P	21						21
Q	21						21	Q	21						21
R	21						21	R	21						21
S	21						21	S	21						21
<b>TOTAL</b>	<b>439</b>	<b>64</b>	<b>67</b>	<b>69</b>	<b>71</b>	<b>84</b>	<b>84</b>	<b>TOTAL</b>	<b>439</b>	<b>64</b>	<b>67</b>	<b>69</b>	<b>71</b>	<b>84</b>	<b>84</b>

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## Appendix 52: Mixed ability classrooms and multi-level teaching

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### Background

Multi-level teaching is based on several assumptions about learners and teachers. These are

- All groups of students are representative of a range of abilities
- Abilities of students vary according to what is being taught
- Individual students have preferred learning styles
- Individual teachers have preferred teaching styles
- There are optimal opportunities for exploiting learning readiness
- When students are placed in a class with a range of abilities and learning styles, learning opportunities are increased
- Groups of teachers representing different teaching styles offer more learning opportunities and greater effectiveness than otherwise
- Reflection, both of self and in others, is a fundamental and paramount component of learning
- Students imbed what they have learnt by teaching others
- Teaching moves students from dependence, through independence to interdependence.

All students function at different levels and all classrooms are multi-level classrooms. Good teaching and learning arrangements need to cater for this situation.

The realisation of ability ranges and preferred learning styles obliges educators to arrange different groups of students for different purposes and to allow access to education according to a student's readiness, learning style and point of need. Different ability grouping arrangements include ability groups, mixed ability groups, interest groups, gender-specific groups, teacher-directed groups and student-directed groups. Mixed learning style groups offer the most thorough coverage of a given teaching point.



Multi-level teaching aspires to meet the different needs of students in any given class. It requires an attitude that ignores the notion that a specific age group requires a specific curriculum and embraces the notion that specific students need to access curriculum according to need. It shifts the emphasis from teaching subjects to teaching students.

When multi-level teaching includes multi-aging, it occurs in a social context that tries to reflect the real world of relationships within and consequent to families, adult interactions and adult workplaces, all of which are multi-aged. It allows for nurturing, mentoring, modelling, reward, affiliation and leadership within more natural or common grouping arrangements. It also encourages and extracts a greater tolerance for differences in children, including disabilities, developmental delays, talents and high intellectual potential.

Schools come late into the learning continuum. Approximately 80% of learning has already occurred before a child reaches five years of age and the quality of dialogue before the age of five is by far the biggest contributor to university entrance (by a factor of 4). The learning that occurs in these early years, before a child begins school, is through immersion in multi-aged, mixed ability, needs-based contexts.

Schools have traditionally reorganised these natural learning contexts into insular and artificial age-based environments that do not reflect or offer the learning opportunities previously encountered. The multi-level classroom attempts to represent the real world where people successfully function and thrive within a range of abilities, preferences and ages.

## **History**

The modern paradigm of Western style schools substantially originated in the late 19<sup>th</sup> century as a private system with the purpose of educating adolescent boys from financially privileged families. Over approximately 140 years, the development of schooling has been mainly politically driven and bound by conservative influences.

Educational innovation and progression have depended upon popularism and, until the last 40 years, not substantially grounded in sound research and reflection. The development of multi-level teaching largely owes its existence to

- A history of organisational convenience
- The advent of the information age
- Parallel research in the latter years.

## **Organisational convenience**

Before improved communication and travel changed how and where we lived, many schools serviced small communities. Teaching was the delivery of knowledge and skills about information that was either needed for future employment or deemed necessary for social adeptness. The knowledge and skills were targeted for age groups (probably by historical precedence or accident) and much of what was learned was by rote or memorising facts. This delivery was not designed to empower the learner as a

learner for life nor consider the readiness and abilities of the students. It is commonly referred to as the “empty vessel” approach to education.

Schools in small communities usually had one or two teachers. These teachers were obliged to progressively deliver the curriculum to a wide range of age levels. Each teacher did this by physically organising the students into single-age groups and teaching to a chalkboard that segregated the work for each group. Progression through the groups was by mastery of skills and knowledge over given time periods.

For organisational convenience, some teachers reduced the number of groups according to ability and introduced a monitor system or “train the trainer” approach. They also used whole school grouping for certain activities, such as the school’s annual concert.

Small schools with more than two teachers saw the need for equity in class size. The organisation of classes according to age meant that some classes had considerably more children in them than others. With the advent of teacher unions and associations, this became an industrial issue and pressure was applied to ensure equitable working conditions. Again, common sense prevailed, and teachers explored grouping arrangements that gained efficiencies.

The composite classroom was a probable outcome of these conditions. Composite classes combine two or more grade levels into the one class but continue to substantially teach the students as separate grades, especially in the core curriculum areas of literacy and numeracy.

Composite classes created microcosms for teachers to encounter realities of learning and learners. Innovative teachers, who recognised and acknowledged that children progress at different rates, experimented with ways to streamline this cumbersome approach and gain efficiencies in teaching and learning.

### **The advent of the information age**

The industrial revolution of the 19<sup>th</sup> century was a major determinant of school organisation. It deemed that there was a certain body of knowledge that was useful, if not necessary, for employment within an industrial paradigm. That body of knowledge could be mapped out in terms of its scope and sequence and progressively taught according to its accumulative nature, complexity, difficulty or abstract nature. Schools reflected the industrial construct of their society.

Because they became an assembly line that admitted, promoted and graduated students according to age and achievement, the organisation of schools was age based. Students began school at a certain age, were usually promoted with their peers and usually graduated with their peers. This model of school organisation prevailed and has persisted into the advent of the current information age.

The information age has thrown the assumptions of the industrial age into disarray. Through the school systems, a student could never collect and recollect the amount of useful information now accumulated

in the world and the need to acquire set packages of prescribed knowledge has been superseded by the need to access knowledge as required.

The rate of change in the information age is increasing at an exponential rate and is driving the imperative that learning is for the future, not the present. In the words of John Abbott, “In times of change, learners inherit the earth while the learned are wonderfully equipped for a world that no longer exists.”

Learners now need to develop scaffolding that empowers them to

- Ask the right questions to expedite solutions to problems
- Hypothesise, estimate and verify
- Access required information through human, physical and technological resources
- Skilfully manipulate information
- Reflect upon progress and gain purposeful direction
- Have a sense of arrival.

The role of teachers in meeting this need of learners is to help them build and use the scaffolding. More and more, teachers are becoming facilitators and, if they do not respond to this demand, they run the risk of being redundant.

Scaffolding consists of understandings, skills, strategies, values and attitudes. It includes the ability to visualise a preferred future, identify indicators for achievement, strategically plan for achievement, persist, reflect, adapt, modify and reach realisation.

These are the tools of learning and the tools of success. In the Information Age, highly successful students tend to be cooperative, proactive, empathetic and skilful in study, investigation and problem solving. It is therefore most important that schools do not neglect the components of cooperation, proactivity and empathy in their curriculum planning and delivery. These components are best delivered through a variety of group work for different purposes, and it is important that the variety includes multi-aging.

### **Parallel research in the latter years**

Early teacher training occurred in the classroom. Teacher Colleges taught the scope and sequence of curriculum and practicums took up most of the training time, with trainees being placed with experienced teachers who monitored performance and provided feedback daily. Such an approach was trapped in conservatism and confined to the dominant methodology of the time. Innovation was rare and went largely unrewarded. Teachers tended to teach as they were taught.

With the advent of alternative schools, such as A.S. Neil’s famous “School on The Hill” in England, the traditional educational paradigms of schools were challenged, and the processes of learning rather than the content of learning were investigated. These schools were very experimental in nature, basing much of their philosophy on hypothesis and then developing through pragmatism. They often became a

springboard for progressive educational ideas that caught the interest of academics and began to be pursued at that level.

The work of child psychologists, such as Jean Piaget and respected educators, such as John Holt and Maria Montessori, came to the fore and the works of eminent psychiatrists, such as Sigmund Freud, were revisited. How children learn and develop was the focus of teacher training rather than what children should learn.

More recently, different learning styles have been identified and the whole issue of intelligence challenged and redefined. Personality types, genetic imprinting, brain development, developmental stages and sociology have all impacted greatly on modern teaching methods. The study of learning and learners is now a major industry, impacting greatly on how modern schools function.

As teacher training progressed from an apprenticeship model to a tertiary-based intellectual level, research took place in the practical context of the classroom. Such research inevitably placed composite classes under the microscope and teachers pursuing higher degrees undertook action research projects that, among other things, investigated the various ways of grouping students.

Cooperative group learning, multi-aging, ability and mixed-ability grouping, inquiry-based learning, open-ended learning, the integrated curriculum, learning centres, guided reading and writing, ungraded schooling, cross-age tutoring, teaching to learning styles & personality preferences, catering for multiple intelligences, team teaching and designing middle-school programs for adolescents are all products of modern research.

## **Theory**

Multi-leveiling constitutes different organisational arrangements of students that address their needs at a given time for a particular purpose and usually includes multi-aging. Multi-aging is the grouping of children over a given age range in the one classroom at a school. It assigns a range of age levels to the one class but groups the students in various ways for different purposes.

Multi-aging is an organizational arrangement designed to suit teaching practices that are based on the principles of

- Developmental Learning
- Ability Ranges
- Preferred Learning Styles
- Multiple Intelligences
- Personality Preferences.

Of these, the main issue that impacts on multi-aging is developmental learning.

### **Developmental learning:**

Developmental learning is linked to the child psychology paradigm that places children on a continuum of development that has five, loosely defined stages.

- 0 years old to 6 years old
- 6 years old to 9 years old
- 9 years old to 12 years old
- 12 years old to 16 years old
- 16 years old to 22 years old.

Each stage represents a period of readiness for a person to substantially gain particular skills and/or understandings. For example, the ability to consistently spell words correctly relies heavily on visual memory. Visual memory fully develops in many children at approximately ages 4 to 7 years old. The educational implication is that spelling should not be taught until visual memory has sufficiently developed.

The main educational implication of developmental stages is that students can be grouped according to their learning readiness and preferences rather than their chronological age. Students within a particular developmental stage can be taught using the same teaching strategies, targeted to address the learning needs, styles and preferences typical of that stage.

### **Practice**

Multi-leveilling and multi-aging have implications for student placement, resource management, workforce planning and teacher selection. However, the main implications for teaching practice lie in the areas of

- Curriculum planning, such as the integrated curriculum, the use of Bloom's Taxonomy, designing an open-ended curriculum, designing an outcome-based curriculum, inquiry learning
- Teaching strategies, such as scaffolding and facilitating
- Teaching & learning arrangements, such as the variations on team teaching (ability, preference, planning, implementation, evaluation, mentoring) and establishing learning centres
- Student arrangements, such as cooperative group learning, ability grouping, mixed ability grouping and mixed learning style grouping
- The participation of families in their children's education
- Assessment strategies, such as benchmarking, concept mapping, imbedding assessment tasks that permeate the curriculum and self-assessment
- Reporting strategies.

One of the major practical advantages of multi-aging is that it usually creates more opportunities for student placement than otherwise. If the placement of students is restricted to single age groups and there are only enough students of a particular age group to form one class, then those students are compelled to be together.

Most teachers prefer to group students in classes that reflect a gender balance, an ability range, a spread of learning issues (such as ELL), equity in the number of students and a socio-economic range. They also desire the flexibility to be able to separate twins on request and avoid combinations of students that affect the quality of learning (such as personality clashes or possessive friendships). Multi-aged classes better allow these placement criteria to be met by providing more than one placement choice.

## **Conclusion**

The successful use of multi-level and multi-age teaching is entirely dependent on an attitude amongst educators. To gain the maximum benefit from multi-level teaching, it is also preferable that a school community embraces the values that have been skimmed over in this document. To embrace these values, each needs to be identified, clarified and explored in full. Such a process takes time and commitment by all stakeholders.

There is also a large element of professional trust required. Modern teachers are highly trained and informed. In International Schools, they also tend to be highly experienced. One of the main advantages that teachers in International Schools have is access to the educational beliefs, values and practices that their international colleagues bring with them. The professional growth of teachers occurs in the context of teaching, and exposure to best practice from around the world allows them to exercise their naturally eclectic nature to best advantage. This includes exposure to multi-level and multi-age teaching.

The secret of exploring and adopting new teaching and learning paradigms is to ensure that a systematic process for continuous school improvement is a normal part of school life. Change then tends to be incremental and part of institutional growth rather than revolutionary or reformist. The most important driver of continuous school improvement is the establishment of shared values about

- Social issues
- Educational conceptual issues
- Organisational issues
- Relationships.

Once these values have been established, the mission and vision of the school can continue to be defined and cyclically reviewed. The aura of values that shrouds the school is an ever-changing one that requires constant amendment as different issues arise.

Multi-level and multi-age teaching arrangements belong to the educational concept values category, and they are increasingly becoming a reality in schools.

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## Appendix 53: Student placement letter

## Sunnyhills College

April 25, 2023

**NOTICE TO ELEMENTARY SCHOOL FAMILIES**

Dear Families,

We are now beginning to organize our classes for next year. As we do this, we work towards a balance of gender, ability, English as a Second Language and friendships. Any parent who has a special consideration about their child should e-mail me or drop me a confidential note sometime over the next week. My e-mail address is [principal@shc.edu.sa](mailto:principal@shc.edu.sa)

During the last week of school, I will send home a note to inform you of your child's placement for next year. Because of the dynamics and complex logistics involved in this process, it will be extremely difficult to adjust a placement once it is made and we can only consider this under exceptional circumstances.

To help us plan the organization of next year's classes, we need to know as accurately as possible how many students we will have. This is vital information for us as it affects the size and number of classes we have, the number of teachers we employ and our budget.

It will greatly assist us with our planning if each family, with students at our elementary school, completes the attached proforma and returns it to me as soon as possible. It would be lovely to have the completed form before next Wednesday. Many thanks for your help with this process.

For those families who are returning in the new school year, we request that you secure your child's place at the school by payment of the enrolment deposit. This deposit is due by June 1<sup>st</sup>, 2016, it is non-refundable and is applied towards Term 1 fees.

In previous years there has often been pressure on class sizes in some grades and enrolment limited. Students already enrolled have priority on places if they have paid the deposit by June 1<sup>st</sup>. After this date, enrolments are opened to newcomers.

Yours sincerely,

Greg Flattley  
Principal

## Indication of Intentions

25 April 2016

Family Name: \_\_\_\_\_

Students Names:

1. \_\_\_\_\_ Current Grade: \_\_\_\_ Teacher: \_\_\_\_\_

2. \_\_\_\_\_ Current Grade: \_\_\_\_ Teacher: \_\_\_\_\_

3. \_\_\_\_\_ Current Grade: \_\_\_\_ Teacher: \_\_\_\_\_

4. \_\_\_\_\_ Current Grade: \_\_\_\_ Teacher: \_\_\_\_\_

Please check one of the following.

We will be returning next academic year. We will not be returning next academic year. We are not sure if we will be returning next academic year. 

(Please indicate when you expect to know \_\_\_\_\_ )

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Confidential memorandum for teachers

### Sunnyhills College

#### Confidential Parent Requests for Student Placement

May 2023

We have received the following requests from parents, concerning the placement of their children into next year's classes. When drawing up the class lists and in consideration of the placement criteria, could the teams of teachers please try and accommodate these requests.

Student Name	Current Teacher	August Grade Level	Place With	Avoid Placement With
Liam	Andrea	Rec 3	Daniel or Enzo	
Matthew	Annette	Rec 4	Luke, Connor or Sam	
Matthew	Elif	1		Yun
Holly	Sheila	2	Sophanic	
Leena	Nadine	2	Monika	Judith
Sarah	Markus	3		Lan
Michala	Ellen	4	Susanna, Olivia, Kim or Lan	
Kevin	William	4	Shun, Johan or Stephen	
Aruna	Anne	5	Debra or Yen Yu	

With thanks,

Greg Flattley  
Principal

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## Appendix 54: Elementary specialists - weekly schedule

### Curriculum time allocations

When planning the curriculum delivery for the unallocated time slots in the schedules below, please consider the following time allocations for each conventional subject area. Curriculum provision is usually blended or integrated into dynamic units of inquiry and the following time allocations are preferred considerations rather than mandatory requirements.

This is except for the allocations to the specialist subject areas of Art, Library, Music, French, Physical Education (PE), and Information Technology (IT), which are delivered by specialist teachers.

The allocations are provided to give teachers guidance for ensuring that a comprehensive and balanced curriculum is covered each year and it is understood that there needs to be flexibility driven by the needs of the time.

Please also note that prime learning time is the first three hours of each day, and that the key learning areas of language and mathematics should take priority at those times.

Learning Area	Minutes per week	Student instruction hours per week (Ave)	Teacher instruction hours per week (Ave)	
English language	450	26:45	18:20	Pre-K
Math	300	26:45	17:35	KG
Social Studies	150	30:45	22:45	Gr.1&2
Science	150	30:45	22:45	Gr.3-5
Art	90			
Library	45			
Music	90			
French language	135 Gr1 to 180 Gr5			
PE	135			
IT	45			
Transitions	140			
<b>TOTAL (Average)</b>	<b>1840</b>			

### Specialist time allocations

Grade	Minutes per Week							TOTALS	
	Art	French	IT	Library	Music	PE	APT	Mins.	Hrs.
Prek	45	60	0	40	30	90	270	535	8:55
KG	45	90	0	45	45	90	270	585	9:45
1	90	135	90	45	90	90		540	9:00
2	90	135	90	45	90	90		540	9:00
3	90	180	90	45	45	90		540	9:00
4	90	180	90	45	45	90		540	9:00
5	90	180	90	45	45	90		540	9:00
<b>TOTALS</b>	<b>540</b>	<b>960</b>	<b>450</b>	<b>310</b>	<b>390</b>	<b>630</b>			

APT is Allocated Preparation Time

Elementary Schedule 2015-16										
Monday										
	Pre-K	KG	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Assistant 1	Assistant 2	
8:00										8:00
								Grade 5 Classroom	Pre-K Classroom	
8:55										8:55
	French								Pre-K French	
9:25										9:25
9:40	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	9:40
9:45										9:45
		Art	French	French		PE	IT	Grade 5 IT	KG Art	
10:30										10:30
10:35								Prep	KG PE	10:35
		PE	IT	Music	French	French	French			
11:20										11:20
								Grade 3 Classroom	Pre-K Classroom	
12:10										12:10
12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:50
12:55										12:55
		French	PE	PE	IT	Art		Grade 3 IT	KG French	
1:40										1:40
1:45									Pre-K Classroom	1:45
2:15					PE		PE	Library		2:15
2:30	Prep	Prep							Prep	2:30
3:15										3:15

Elementary Schedule 2015-16										
Tuesday										
	Pre-K	KG	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Assistant 1	Assistant 2	
8:00										8:00
								Grade 3 Classroom	Pre-K Classroom	
8:55										8:55
									Pre-K Music	
9:25										9:25
9:40	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	9:40
9:45										9:45
		Music	French	French	Art	IT		Prep	KG Music	
10:30										10:30
10:35										10:35
	PE		Art	Library	French	French	French	Grade 1 Art	Pre-K PE	
11:20										11:20
								Grade 5 Classroom	Pre-K Classroom	
12:10										12:10
12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:50
12:55										12:55
					Library	Music	Art	Grade 3 Library	KG Classroom	
1:40										1:40
2:15								Grade 5 Classroom	Pre-K Classroom	2:15
2:30	Prep	Prep								2:30
3:15									Prep	3:15

Elementary Schedule 2015-16										
Wednesday										
	Pre-K	KG	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Assistant 1	Assistant 2	
8:00										8:00
								Grade 5 Classroom	Pre-K Classroom	
8:55										8:55
	French								Pre-K French	
9:25										9:25
9:40	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	9:40
9:45										9:45
			Library	Art		PE	IT	Library	Pre-K Classroom	
10:30										10:30
10:35									Pre-K Art	10:35
	Art	PE	Music	IT	French	French	French			
11:20								Grade 3 Classroom	Pre-K Classroom	11:20
12:10										12:10
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:50										12:50
12:55								ES Storeroom	KG French	12:55
1:40		French	PE	PE	IT	Art				1:40
1:45									Pre-K Classroom	1:45
2:15					PE		PE	Prep		2:15
	Prep	Prep								
3:15									Prep	3:15

Elementary Schedule 2015-16										
Thursday										
	Pre-K	KG	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Assistant 1	Assistant 2	
8:00										8:00
								Grade 3 Classroom	Pre-K Classroom	
8:55										8:55
	Music								Pre-K Music	
9:25										9:25
9:40	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	9:40
9:45										9:45
		Library	French	French		IT	Music	Prep	KG Library	
10:30										10:30
10:35								Library	Pre-K PE	10:35
	PE		Art	Music	French	French	French			
11:20								Grade 5 Classroom	Pre-K Classroom	11:20
12:10										12:10
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:50										12:50
12:55								Grade 5 Classroom	KG Music	12:55
1:40							Art			1:40
2:15								Library	Pre-K Classroom	2:15
	Prep	Prep							Prep	
3:15										3:15

## Elementary Schedule 2015-16

### Friday

	Pre-K	KG	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Assistant 1	Assistant 2	
8:00										8:00
8:40								Grade 3 Classroom	Pre-K Classroom	8:40
9:25				IT			Library	Grade 5 Library		9:25
9:30										9:30
	Library		IT	Art	Music			Prep	Pre-K Library	
10:15										10:15
10:30	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	10:30
10:35										10:35
11:20			Music		Art	Library		Grade 5 Classroom	KG Classroom	11:20
11:45								Grade 3 Classroom		11:45
12:25	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:25
1:00								Library	Pre-K Classroom	1:00
1:45	Break	Break						Library	Yard Duty	1:45
2:00			Break	Break	Break	Break	Break	Break	KG Classroom	2:00
2:15										2:15
3:15	Prep	Prep						Library	Prep	3:15

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## Appendix 55: Homework policy

### Beliefs

- In the light of developmental readiness, homework should only be assigned to students as an assessment task from Grade 5 onwards.
- Homework for younger students should be assigned based on identified needs, associated with the improvement of explicit skills and knowledge.
- Homework tasks should be appropriate for each student, follow SMART (specific, measurable, achievable, relevant, and timely) principles, and be linked to the classroom program.
- Clear communication of expectations, the monitoring of completion, and the provision of corrective feedback greatly increase the effect of homework on student learning.
- Appropriate homework strengthens the home-school link, with parents playing a supportive encouragement role, leading to a deeper understanding of their children's development.
- The extent of homework should provide sufficient time for a student's extra-curricular social and recreational needs.
- In older students, homework provides an opportunity for students to practise time management skills.

### Standards

- Homework will only be assigned to students as an assessment task from Grade 5 onwards.
- Homework will only be assigned to students in Grades 1 to 4 if the work is based on identified student needs, has explicit instructions and is associated with the improvement of stated skills and knowledge.
- Homework assignments will be specific, measurable, achievable, relevant, and timely (SMART), and linked to classwork.
- Teachers will clearly communicate homework expectations, monitor completion, and provide students with corrective feedback.
- Teachers will collectively consider appropriate time expectations for homework, considering the social and recreational needs of students and their families.

### Guidelines

- It is expected that families will provide appropriate resources and a supportive environment to optimise homework completion.
- The school will provide an after-school homework club for students needing extra support or from home environments that render homework difficult to complete.
- Homework will be checked by teachers, returned to students in a timely fashion and used to provide corrective feedback for each student.
- Students are expected to maintain a homework record in a format that is appropriate to their developmental level. This will be kept in each student work portfolio.

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## Appendix 56: Special needs – student placement guide

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<b>Cognitive skills</b>	<b>557</b>

## Introduction

This document is adapted from guidelines provided to schools in the Victorian Government Education System in Australia in 2001. The guidelines in this document are used to determine the placement and classification of students identified as requiring special needs support.

The three placements are

- Not admitted
- Alternative learning centre (**ALC**) placement
- Mainstream placement with support.

The three classifications are

- Moderate support
- Full support
- ALC support.

The criteria used to determine placement and classification are graded according to increasing severity of a disability and are applied under the ability headings of

- Mobility
- Fine motor skills
- Receptive language
- Expressive communication
- Challenging behaviour
- Safety
- Hearing
- Vision
- Self-care
- Medical
- Cognitive skills.

The aim of placing and classifying a student with special needs is to optimise service delivery so that the best possible access to an educational program can be provided. In determining the placement and classification of a student, the Principal leads a team consisting of the parents, designated teacher and relevant supporting professionals, such as a paediatrician, psychologist, speech and language therapist or special needs teacher.

The team considers the evidence gained from formal assessments to inform decisions about the abilities of the student. Initial admission to school may be delayed until appropriate assessments have been completed and, whilst it is preferred that consensus is reached about each ability, in the absence of consensus, the Principal's decision is final.



## Mobility

### 01 – No Impairment

---

#### Moderate Support

#### 02 – Walks short distances independently.

*I.e., The student has an ongoing impairment (e.g., shortness of breath, weakness in one or more limbs) that requires modification of the educational program for students of the same age.*

#### 03 – Walks aided (walker, crutches, assistance of a person etc.)

*I.e., The student walks but requires the use of a mechanical device such as a walking frame or crutches or may require assistance from a person from time to time to steady the student.*

#### 04 – Propels own wheelchair, bears weight for transfers.

*I.e., The student is reasonably independent with the use of a wheelchair (electric or manual) and does not require assistance to move from a wheelchair to other chairs, toilet, car etc.*

---

#### Full Support

#### 05 – Propels own wheelchair, total assistance with transfers.

*I.e., The student is reasonably independent with the use of a wheelchair (electric or manual) but has a lack of upper body strength to manage transfers to and from a wheelchair, e.g., to a chair or car. The assistance of other persons is required.*

#### 06 – Uses electric wheelchair.

*I.e., The student can operate an electric wheelchair (with hand control or other specialised adaptation) and is able to negotiate most of the school environment. The student requires assistance with transfers to and from the wheelchair.*

#### 07 – Unable to propel a wheelchair.

*I.e., The student can sit but has no physical capacity to operate a wheelchair and needs full assistance to move around the school and requires assistance in transfers to and from the wheelchair.*

---

#### Not Admitted

#### 08 – Not mobile due to overriding medical conditions.

*I.e., The student has limited voluntary movement and has major difficulty in sitting upright. The student is totally dependent on other persons and may require to be in a flat position for most of the school day.*

## Fine motor skills

Fine motor skills: The ability of the student to undertake a range of age-appropriate tabletop activities necessary to access the curriculum.

01 – No impairment

02 – Impairment present, minimal effect on movement.

*I.e., The student can manage regular classroom activities. Writing may be clumsy but can be read.*

03 – Impairment present, requires occasional assistance.

*I.e., The student is clumsy with small objects and objects may require simple modifications such as a standard pencil grip or a larger pencil.*

---

### Moderate Support

04 – Impairment present, requires frequent assistance/adaptations.

*I.e., Adaptations designed by teachers to assist fine motor skills are required on a frequent basis.*

---

### Full Support

05 – Impairment present, requires constant assistance/adaptations.

*I.e., Specialised equipment is required for the student's physical impairment, e.g., modified wrist-guards or head-pointer, or the use of point boards, concept keyboards etc.*

---

### Not Admitted

06 – Overriding medical condition, participation limited.

*I.e., The student is unable to move any part of the body without the full assistance of another person.*

## Receptive language

Receptive communication: The ability to understand a message or instruction

01 – Comprehends conversational speech

---

### ALC Placement

02 – Comprehension delayed, understands simple instructions.

*I.e., The student can understand simple instructions such as 'go to the computer' or 'stand up' but has difficulty with instructions that require two or more actions.*

03 – Comprehends phrases with gestural cues/modelling prompts.

*I.e., The student can understand simple phrases that are accompanied by gestures, e.g., the teacher points the student in the direction of the office where the student needs to collect books.*

04 – Limited comprehension, one to two words.

*I.e. The student can understand simple instructions such as 'stand' and 'sit' but does not understand simple phrases – even with gestures.*

---

### Not Admitted

05 – Comprehends signs/ gestures/modelling prompts.

*I.e., The student understands signs or gestures such as 'stop' or 'come' but does not have any understanding of any verbal communication.*

06 – Does not comprehend verbal, visual or gestural communication.

*I.e., The student has no understanding of simple one-word commands using either voice, visual or gestural cues.*

## Expressive communication

Expressive communication: The ability of the student to communicate with others.

01 – Age appropriate.

---

### Moderate Support

02 – Speech is intelligible to familiar listeners.

*I.e., The student's speech can be understood by familiar listeners in the school setting, e.g., close friends or teachers.*

03 – Speech is intelligible but not presented in an ordered manner.

*i.e., The student has no articulation difficulties, but speech is not presented in an ordered manner, e.g., 'Drink want I'.*

---

### Full Support / case by case if comorbid

04 – Speech is unintelligible even to familiar listeners.

*I.e., Neither the teacher nor the student's friends can understand what the student is attempting to verbalise. The student communicates by pointing or indicating in some other manner their wants and needs. This indicator includes students who are electively mute.*

05 – Combines signs and gestures to communicate.

*I.e., To express needs, the student combines informal gestures and signs. The student has a more developed system of indicating needs than a simple point and has not been taught or has not learnt a communication system.*

06 – Uses augmentative communication aid or alternative communication system.

*I.e., Effective communication is possible only through an augmentative communication aid such as an electronic communicator (small computer) or a sign board, e.g., Compic signs, or through an alternative communication system (such as sign language or a simpler system such as Makaton). While verbal attempts may be used in conjunction with an aid or alternative system, there is no meaningful verbal communication.*

---

### Not Admitted

07 – Has no expressive communication.

*I.e., The student is totally dependent on other people to anticipate their needs. The student is unable to express any needs with either verbal or non-verbal means.*

## Challenging (excess) behaviour

Challenging (excess) behaviour: Behaviour that is manifestly beyond the expectations for students of a similar age, and that includes major and constant violations of age-appropriate social behaviour that are more than ordinary childish mischief or rebelliousness.

01 – No overt challenging (excess) behaviour

---

### Full Support

02 – Shows depression/emotional outbursts beyond regular classroom control.

*I.e., The student's behaviour is either very quiet and withdrawn or the student has emotional outbursts that are difficult to manage. The behaviours are accompanied by periods of reasonable and acceptable social interaction.*

---

### ALC Placement

03 – Extreme withdrawal, unpredictable, moody, aggressive or persistent habit disorders (such as self-reinforcing cycles of behaviour).

*I.e., The student's behaviour is extreme. The extreme withdrawn, unpredictable, moody, aggressive or persistent habit disorders may be a habit – such as screaming, biting or hitting – or be repetitive, such as finger-flicking, constant rocking or self-mutilation. The student can be part of activities with constant reminders and structured program intervention.*

---

### Not Admitted

04 – Unable to function in almost all areas, needs supervision to prevent injury to self or others.

*I.e., The student is unable to function in almost all school activities without constant supervision to prevent injury to self or others. The student requires an individually tailored fully supported program at all times.*

The FREQUENCY element is designed to provide some understanding of the number of occasions that the challenging (excess) behaviour is observed.

- 01 – Not appropriate
- 02 – Occasional (e.g., six to twelve times a year)
- 03 – Episodic outbreaks of excess behaviour
- 04 – Frequent (e.g., five to six times a week)
- 05 – Constant (e.g., two to ten times a day)

*Student A: Is hitting out at other students. It appears that there are weeks when nothing is observed but then for a short period of six or seven days the hitting-out behaviour is constant. This student should be scored as 02 in challenging (excess) behaviour and 03 in frequency.*

*Student B: Is extremely withdrawn, does not interact with people, has a fixed stare and tends to hit own head when distressed (happens daily). Will attempt simple tasks when explained but concentration drifts. This student should be scored as 03 in challenging (excess) behaviour and 04 in frequency.*

## Safety

Safety: The ability of the student to be maintained in the immediate school environment (classroom, playground) with similar levels of supervision provided to the peer group.

01 – Is capable of operating safely in most school environments

---

### Moderate Support

02 – Requires supervision in certain activities.

*I.e., The student requires supervision beyond that required for age-appropriate students at certain times of the day either in the classroom or in the playground. An example is the need for supervision in woodwork classes to guard against the student being injured. At other times of the day, in general classrooms and in the playground, the student can operate with normal supervision provision.*

---

### Full Support

03 – Requires constant supervision in a range of activities.

*I.e., The student requires supervision and physical assistance to assure personal safety in both classroom and playground activities. In a small number of activities, the student can operate with normal supervision provision.*

---

### Not Admitted

04 – Is not able to operate safely in school environments without intensive supervision.

*I.e., The student cannot operate in the classroom and the playground unless constant supervision is provided.*

## Hearing

Hearing: The ability of the student to hear the teacher's spoken instructions within the school with whatever corrective or assisting device is provided. Impairment is defined as a bilateral sensory-neural hearing loss that is moderate/severe/profound. These indicators are designed for students with a diagnosed permanent hearing impairment rather than for students with a temporary ear infection.

01 – No impairment

---

### Moderate Support

02 – Copes reasonably well with little difficulty hearing conversational speech.

*I.e., With whatever corrective or assisting device is provided, the student may have trouble hearing faint or distant speech but copes reasonably well with conversational speech (may need instructions repeated to ensure complete understanding).*

03 – Difficulty hearing conversational speech, particularly with background noise.

*I.e., With whatever corrective or assisting device is provided, the student has difficulty in hearing conversational speech, particularly with background noise.*

---

### Full Support

04 – Aware of environmental sounds and some elements of speech only.

*I.e., With whatever corrective or assisting device is provided, the student can identify louder environmental sounds, but will be unable to hear conversational speech well enough to understand.*

05 – No useful hearing.

*I.e., With whatever corrective or assisting device is provided, the student cannot follow teacher instructions and is almost entirely dependent on visual clues for information about what is happening.*

## Vision

Vision: The ability of the student to visually access curriculum provision within the school with whatever corrective or assisting device is provided.

01 – No impairment, including vision corrected to normal with glasses or contact lenses.

---

### Full Support

02 – Difficulty with print, graphics or small objects OR at level of objects in environment.

*I.e., With the use of either spectacles or contact lenses the student has difficulty with print, graphics or small objects OR at the level of objects in the environment, e.g., difficulty with large print OR difficulty negotiating tables/chairs in the classroom.*

03 – Difficulty with print, graphics or small objects AND at level of objects in the Environment.

*I.e., With the use of spectacles or contact lenses the student has difficulty with print, graphics or small objects AND at the level of objects in the environment, e.g., difficulty with large print AND difficulty negotiating tables/chairs in the classroom.*

04 – Uses tactile, auditory and/or voice-synthesised modes for access to, and production of, written work.

*I.e., The student is unable to access any learning activities through visual means. The student is dependent on alternative means to access and produce written work.*



## Self-care

Self-care: The ability of the student to look after his/her personal needs within reasonable age-related expectations.

01 – Independent

---

### Moderate Support

02 – Minimal supervision (formal program not needed).

*I.e., Minimal supervision. The student may occasionally need to be reminded to complete an activity such as going to the toilet or tying shoelaces. No need for any formal program.*

03 – Instruction required with expected outcome of increased independence.

*I.e., The student requires an instruction to complete an activity most of the time. However, there are indications that given time and training the student will be able to complete activities independently.*

---

### Full Support

04 – Assistance required for portions of an activity.

*I.e., The student requires assistance for portions of an activity but can complete the task, e.g., can complete putting on a T-shirt after it is placed over the head, can wash own hands after the tap is turned on.*

05 – Full assistance required throughout all activities.

*I.e., The student is unable to dress, feed and toilet themselves without the full assistance of another person.*

## Medical

Medical: The requirement for support for highly specialised medical procedures that need to be undertaken during school hours.

01 – No specialised medical needs at school

---

### Moderate Support

02 – Requires on-call medical attention for an infrequent but predictable medical condition at school, e.g., severe seizure that requires medical intervention.

*I.e., Requires on-call medical attention for an infrequent but predictable medical condition during school hours, e.g., the student regularly has epileptic seizures at school that are managed within the school but may infrequently (twice a year) require an ambulance or local doctor to be called.*

---

### Full Support

03 – Needs specialised or frequent support for ongoing medical procedures at school, e.g., catheterisation, daily injections, respirators.

*I.e., Needs specialised or frequent support for ongoing medical procedures during school hours, e.g., daily medical procedures that require specialised training such as catheterisation (at school), daily injections that the student cannot self-administer (at school), or access and use of a full respirator (not an inhaler).*

04 – Requires full-time medical attention throughout every school day.

*I.e., This indicator is for students attending school whose medical condition requires constant monitoring by a designated person during the school day.*

## Cognitive skills

Cognitive skills: The ability to acquire knowledge. Knowledge includes perception, intuition and reasoning.

01 – Able to access education programs provided within the year level

02 – Requires occasional assistance in skill acquisition.

*I.e., Requires occasional modifications to the curriculum, e.g., the student can learn the same mathematics skills as all other students, but needs a longer time to master the skills.*

---

### **Moderate to Full Support (case by case basis)**

03 – Requires frequent assistance/adaptations in skill acquisition.

*I.e., Requires frequent modifications to the curriculum, e.g., could involve the teacher having to break down the skill to be taught into small achievable skills.*

04 – Requires substantial assistance/adaptations in skill acquisition.

*I.e., Requires substantial modifications to the curriculum, e.g., could involve the teacher having to address the student's individual needs and prioritise the important skills to be taught within the curriculum.*

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## Appendix 57: Individual Education Plan

**Primary/Elementary School**

Term ..... 202.....

Strictly Confidential

**Student Details**

Family name		Student Photo
Given name(s)		
Date of birth		
Ethnic background		
Languages spoken at home		
Current address		

**School Information**

School Name			
Enrolment details	#:	Date of admission	Year/Grade Level
Date of this plan		Date of next plan	
Authorised person to sign for student			

**Professionals involved in supporting this plan**

	Name	Contact	At meeting
Student			
Carer			
Class teacher			
Child protection officer			
Agency case worker			
Social worker			
Other designated teacher			
Learning mentor			
Student Support Services Officer			
Health Promotion Nurse			
Other			

**Other services involved**

Worker	Role	Organisation	Phone	Length of involvement

**Personal qualities of student**

Interest/hobbies

Strengths/abilities

Social skills &  
relationships

Trigger Points

Supports that work well

**Factors affecting education progress**

History of attendance

Details of time without  
preschool/school placement  
(if any)

History of interventions  
(educational and social)

Other comments

**Cultural Identity Plan**

Name of student: \_\_\_\_\_

**Areas of Consideration (if any)**

Cultural Identification	
Physical Environment	
Cognitive/Sensory	
Social/Emotional	

**Plan**

Goal/Outcome	Student (I will)	At School (Teacher, SSO)	At Home (Parent/Carer)	Links to curriculum

**Achievements in Literacy - Reading**

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Curriculum Sequence Content Descriptions Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						



**Achievements in Literacy – Writing**

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Curriculum Sequence Content Descriptions Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						

### Achievements in Literacy – Speaking and Listening

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Curriculum Sequence Content Descriptions Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						

### Achievements in Numeracy - Number

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Curriculum Sequence Content Descriptions Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						

### Achievements in Personal and Social Capabilities Learning

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection</b> For example: Student opinion survey PAT Wellbeing survey Attendance data						
<b>Additional home supports</b>						

## Educational Resource Matrix (ERM)

Children and young people in out-of-home care should have access to resources to support their educational program, just as other students do. The ERM can be used at a student's Student Support Group or Care Team meeting to anticipate expenses that may be incurred and to identify funding sources/responsibilities.

Item	Is this a barrier?	Who has the primary responsibility to provide this?			What other financial supports can be sought?			Who will follow this up?
	Y / N	School	Carer (non-home-based care)	Carer (home-based care)	NGO's	Dedicated Fund	Other	Responsibility
Uniform and shoes, including school sports uniform etc.								
Excursions, camps and extracurricular activities organised through the school								
Textbooks, stationery, specialist art materials, Design & Technology materials etc.								
Computer/Laptop								
Software including access to some educational websites								
Internet access outside of school hours (supervised/unsupervised?)							Use of public library?	
Other: _____								
Other: _____								

## Education Needs Assessment (ENA)

Name of student: \_\_\_\_\_

Type of Assessment	Name of Assessment	Date of Assessment	Assessor's name	Report/notes location
Paediatric assessment				
Cognitive assessment				
Hearing assessment				
Vision assessment				
Speech & language assessment				
Academic/achievement assessment				
Physical pragmatics assessment				
Phonological awareness assessment				
Behaviour assessment				
Observation				
Counselling				
Case management				
Social work				
Occupational Therapist				
Vocational (if appropriate)				



**Action Plan**

Name of student: \_\_\_\_\_

Long term goals:		
Attendance goals:		
Summary of student's achievements:		
	<b>Action</b>	<b>Responsibility</b>
What the school can do:		
What the carers can do:		
What an involved agency can do:		
Plan Review and Revision:		
Teacher's comments:		
Carer's comments:		
Student's comments:		



Carer/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_



Principal/nominee signature \_\_\_\_\_ Date \_\_\_\_\_



Date of next review and actions required: \_\_\_\_\_ Date \_\_\_\_\_







## Attachment 1 - Student's view

How do you feel about school?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about reading?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about writing?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about numeracy?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do feel about friendships?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

**Attachment 1 - Student's view (continued)**

---

What do you like most about school?

What are your aspirations for your future career (what job you would like to do)?

Is there anything that worries you about school?

What do you think your goals should be?

## Secondary/High School Individual Education Plan

Strictly Confidential

Term ..... 202.....

### Student Details

Family name	Student Photo
Given name(s)	
Date of birth	
Ethnic background	
Languages spoken at home	
Current address	

### School Information

School Name			
Enrolment details	#:	Date of admission	Year/Grade Level
Date of this plan		Date of next plan	
Authorised person to sign for student			

### Professionals involved in supporting this plan

	Name	Contact	At meeting
Student			
Carer			
Class teacher			
Child protection officer			
Agency case worker			
Social worker			
Other designated teacher			
Learning mentor			
Student Support Services Officer			
Health Promotion Nurse			
Other			

### Other services involved

Worker	Role	Organisation	Phone	Length of involvement

**Personal qualities of student**

Interest/hobbies

Strengths/abilities

Social skills &  
relationships

Trigger Points

Supports that work well

**Factors affecting education progress**

History of attendance

Details of time without school placement (if any)

History of interventions (educational and social)

Other comments

**Cultural Identity Plan**

Name of student: \_\_\_\_\_

**Areas of Consideration (if any)**

Cultural Identification	
Physical Environment	
Cognitive/Sensory	
Social/Emotional	

**Plan**

Goal/Outcome	Student (I will)	At School (Teacher, SSO)	At Home (Parent/Carer)	Links to curriculum

## Achievements in English

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						

## Achievements in Mathematics

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection: For example:</b> Student mapping tool Curriculum Sequence Content Descriptions Teacher observations Formal assessments Work samples						
<b>Additional home supports</b>						



**Achievements in Other Subjects**

Subjects taken	Learning improvement goals/desired outcomes		Achievement measures
Strategies to ensure student enjoyment and success action/s required	Person responsible	Timeline	Success criteria

### Achievements in Personal and Social Capabilities Learning

Entry skill	Learning improvement goal/desired outcome	Barriers to achieving goal	Strengths related to goal	Strategies to achieve goal	Actions, resources and timeline	Exit skill
<b>Data collection</b> For example: Student opinion survey PAT Wellbeing survey Attendance data						
<b>Additional home supports</b>						

**Educational Resource Matrix (ERM)**

Name of student: \_\_\_\_\_

Children and young people with disabilities should have access to resources to support their educational program, just as other students do. The ERM can be used at a student's Student Support Group or Care Team meeting to anticipate expenses that may be incurred and to identify funding sources/responsibilities.

Item	Is this a barrier? Y / N	Who has the primary responsibility to provide this?			What other financial supports can be sought?			Who will follow this up? Responsibility
		School	Carer (non-home-based care)	Carer (home-based care)	NGO's	Dedicated Fund	Other	
Uniform and shoes, including school sports uniform etc.								
Excursions, camps and extracurricular activities organised through the school								
Textbooks, stationery, specialist art materials, Design & Technology materials etc.								
Computer/Laptop								
Software including access to some educational websites								
Internet access outside of school hours (supervised/unsupervised?)							Use of public library?	
Other: _____								
Other: _____								

**Education Needs Assessment (ENA)**

Type of Assessment	Name of Assessment	Date of Assessment	Assessor's name	Report/notes location
Paediatric assessment				
Cognitive assessment				
Hearing assessment				
Vision assessment				
Speech & language assessment				
Academic/achievement assessment				
Physical pragmatics assessment				
Phonological awareness assessment				
Behaviour assessment				
Observation				
Counselling				
Case management				
Social work				
Occupational Therapist				
Vocational (if appropriate)				

## Supporting transitions

Does the student require a plan for transition from another setting?

Yes  No

Previous school/s
Previous School Reports
Previous School Behaviour Support Plan
Previous school Student Support Services Officer contacted
Previous school Student Welfare Coordinator contacted
What supports are in place?
<p>Transition plan</p> <p>(Consider extra pre-transition visits, half, or full days, visit with wellbeing staff, who will meet the student on the first day, what extra support is needed etc.?)</p> <p><b>Designated teachers from both schools should attend the Transition Student Support Group Meeting</b></p>

**Action Plan**

Name of student: \_\_\_\_\_



Long term goals:		
Attendance goals:		
Summary of student's achievements:		
	<b>Action</b>	<b>Responsibility</b>
What the school can do:		
What the carers can do:		
What an involved agency can do:		
Plan Review and Revision:		
Teacher's comments:		
Carer's comments:		
Student's comments:		



Carer/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_



Principal/nominee signature \_\_\_\_\_ Date \_\_\_\_\_



Date of next review and actions required: \_\_\_\_\_ Date \_\_\_\_\_



## Attachment 1 - Student's view

How do you feel about school?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about reading?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about writing?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about numeracy?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

How do you feel about friendships?							Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>		

**Attachment 1 - Student's view (continued)**

---

What do you like most about school?

What are your aspirations for your future career (what job you would like to do)?

Is there anything that worries you about school?

What do you think your goals should be?

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## Appendix 58: Program support group agenda

## Meeting Record

Student: \_\_\_\_\_

School: \_\_\_\_\_

Date: ...../...../.....

Purpose of meeting:

---



---

## Program Support Group members

		Present	Apology
1.	Student _____	<input type="checkbox"/>	<input type="checkbox"/>
2.	Parent 1 _____	<input type="checkbox"/>	<input type="checkbox"/>
3.	Parent 2 _____	<input type="checkbox"/>	<input type="checkbox"/>
4.	Principal/nominee _____	<input type="checkbox"/>	<input type="checkbox"/>
7.	Teacher _____	<input type="checkbox"/>	<input type="checkbox"/>
8.	Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Key issues for today's meeting:

**Goals to be prioritised/reviewed this meeting:**

Goal	Target area	Current performance	Strategies to be used

**Minutes:****Recommendations as an outcome of today's meeting:**

**Actions from today's meeting:**

Action	Person responsible	Timeline

**Details of next meeting:**

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## Appendix 58: Excursions Risk Analysis Assessment

### Example of a Grade 1 field trip to a remote location for one day

#### Level of Event Happening

##### High Risk

- Falling/Scratches/Bruises
  - Clean wounds and apply bandage (if necessary)
  - Use hand sanitizer (before eating)
- Motion sickness
  - Seat child in the front of the bus
  - Roll down windows
  - Stop the bus in case of vomiting and have a plastic bag available
- Bathroom Accident
  - Bring a change of clothes (the teacher will have it)
  - Have children visit the bathrooms before leaving school and before starting the walk.

##### Medium Risk

- Mosquito bite
  - Put mosquito repellent on kids
  - Apply anti-itch cream
- Sunburn
  - Wear hats and sunglasses
  - Apply extra sunscreen before leaving the classroom
- Dehydration
  - Stop for water breaks
  - Bring extra water for children and adults
- Cell phone range
  - Use the venue phone (if available)
  - Use the bus radio (if in range)
  - If there is a serious emergency, leave the venue immediately and call the school as soon as cell phone range is reached.
  - Send for help
  - Try text messaging

##### Low Risk

- Snake bite
  - Apply a crepe bandage and splint as immediate first aid adjuncts to slow the absorption of the venom.
  - DO NOT remove the bandage or splint until the patient has arrived at the hospital and is receiving the antivenom.
  - Get to the nearest medical facility as quickly as possible.
- Spider bites and Stings
  - Apply a broad pressure bandage to the limb immediately, particularly over the bite site, and immobilise with a splint.

- Get the victim to a hospital or medical centre.
- DO NOT remove the bandage — this will result in spread of the venom through the system.
- Child getting lost
  - Provide 4 different chaperones. Each child will be carrying an index card with their name, the school's name, and the school's telephone number.
  - Use a buddy system
  - Each teacher or assistant will be responsible for 4-5 children.
  - Have a class discussion about what to do if you get lost.
- Bus breakdown
  - Discuss the situation with the bus driver to gain pertinent information
  - Notify the school by radio or cell phone
  - Request backup support if needed
  - Keep the children calm and on the bus, if possible
- Broken bones
  - **Stop any bleeding.** Apply pressure to the wound with a sterile bandage, a clean cloth or a clean piece of clothing.
  - **Immobilise the injured area.** Don't try to realign the bone or push a bone that's sticking out back in. If you've been trained in how to splint and professional help isn't readily available, apply a splint to the area above and below the fracture sites. Padding the splints can help reduce discomfort.
  - **Apply ice packs to limit swelling and help relieve pain until emergency personnel arrive.** Don't apply ice directly to the skin — wrap the ice in a towel, piece of cloth or some other material.
  - **Treat for shock.** If the person feels faint or is breathing in short, rapid breaths, lay the person down with the head slightly lower than the trunk and, if possible, elevate the legs. Keep the person warm.

**Items Needed:**

- First Aid Kit, including a thermal blanket and ice packs
- Extra sunscreen
- Extra mosquito repellent
- Extra cell phone credit
- Water x 18
- Packed lunches (for the students who order from the canteen)
- Medical information form (from office manager)
- Entrance fee money
- Student Participation & Emergency Contact Form x 5 (4 chaperones + bus driver)

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## Appendix 60: Health and safety audit

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## PLAYGROUND EQUIPMENT DESIGN CHECKLIST

### YEAR:

The design checklist can be used in an initial assessment of the adequacy of the equipment at the school as well as used as a guideline for one-off designs. It could also be used for planning modifications to existing equipment and be useful in determining whether existing, sub-standard equipment is able to be upgraded in a cost-effective manner or whether removal is a better option.

<b>SITE DESIGN</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Is there sufficient available space in the play area for the expected number of students?				
Is there adequate separation distance between fixed play and other adjacent structures (including buildings, roads and trees?)				
Is the play area sufficiently far away from to vehicular access areas?				
Is there adequate drainage to ensure that impact absorbing material is retained?				
Is the play area able to be adequately supervised?				
Are swings located out of traffic areas?				
Are trees and plants nontoxic and free from other hazards?				
<b>EQUIPMENT DESIGN</b>				
Can equipment be used safely in a variety of ways?				
Do play areas provide a variety of activities and avoid the need for users to wait in lines?				
Are handgrips of the right size provided where necessary (19-34mm)?				
Is there at least 60mm clearance between handgrips and supporting members?				
Are guardrails provided around raised platforms and along ladders and stairs?				
Are guardrails vertical instead of horizontal to discourage climbing?				
Are gaps in platforms small enough to prevent limb or body entrapment? Gaps in the range 125-230mm are not acceptable.				
Are stepping logs so placed as to prevent feet entrapment?				
Are stepping logs of appropriate height and diameter?				
Are fire poles fastened to the ground without protruding metal staples and exposed concrete?				
Are swing structure heights no more than 2100mm for junior school and 2400mm for senior school?				

Are the heights of raised platforms within the acceptable limits for the age of the users?				
Is the maximum height of any other structure (not intended for play but on which a child could sit or stand) within the following limits: 1. pre-school and junior primary - 2200mm 2. senior primary & secondary - 2500mm				
Is the equipment for older children separated from that for younger children?				
<b>MATERIALS / INSTALLATION</b>				
Are rounded level retaining walls provided to keep impact absorbing materials in place?				
Are all foundations at least 100mm below ground surface?				
Are timber ends rounded?				
Have posts been treated to prevent rotting, splintering or rusting?				
Have sharp edges of concrete been smoothed off?				
Have steel supports been embedded in concrete?				
Have tyres got holes to provide adequate drainage?				
Are chain links too small to trap fingers?				
Are pipe ends plugged and/or covered to prevent injury?				
Is the runoff end of the slippery slide level to prevent falling?				
Is the platform at the top of the slippery slide level to ensure stability for children?				
Are guardrails (high sides) provided on slippery slides to prevent falling?				
Have slides with heights above 1600mm been modified i.e., side rails or relocated to a sloping embankment?				
Are slides facing south away from the sun's full strength?				
Are tunnels, pipes, and tyres of a suitable design and sited so that adult assistance may be given to an incapacitated student?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				



## MAINTENANCE CHECKLIST

### YEAR:

The maintenance checklist is to be used to assess the current condition of playground equipment and to determine what repair work should be carried out.

<b>GENERAL</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term3</b>	<b>Term 4</b>
Is there a plan for regular inspection, upgrading and maintenance of playground equipment?				
Have previously reported defects been rectified?				
<b>SITE</b>				
Is the site clear of litter, and dangerous objects?				
Is access to the site in good condition clear of obstruction?				
Are nearby trees healthy and free from dead wood and other hazards?				
Are trees protected from damage?				
Are ground surfaces even?				
Are clear sight lines available for supervision?				
<b>GROUND SURFACES</b>				
Is impact absorbing material used around all equipment with a fall height exceeding 300mm?				
Is impact absorbing material of correct compacted depth and distance from the equipment?				
Is impact absorbing material disinfected when required?				
<b>SWINGS</b>				
Is the main frame safe and secure?				
Are all moving parts in working order?				
Are swing seats light weight and without hard edges?				
Are chains, ropes, shackles and other connections in good condition?				
Are all nuts and bolts in place and secure?				
Are the swings lubricated where necessary?				
<b>STRUCTURES</b>				
Is the main frame of each item secure?				
Are all bolts in place and secure?				
Are all structures free from exposed bolt ends?				
Are all joints and connections secure?				
Are chains and/or ropes secure and in good condition?				
Are timber posts sound and free of large cracks and splinters?				
Are frames in good condition?				
Are surfaces free from rust or rot?				
Are all structures free of exposed nail heads?				

Are all tyres adequately drained and free of debris?				
Is impact absorbing material around each structure of adequate depth, soft and free of foreign objects?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## BUILDINGS AND GROUNDS

### BUILDING EXTERIORS AND WALKWAYS

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all walkways and doorways free from obstructions?				
Are all pathways free from significant lips or raised edges that may cause tripping?				
Are all pathways finished to a non-slip surface and free of mould and algae?				
Are all step treads in good condition with a non-slip surface?				
Are all handrails secure?				
Are covers installed over drains which cross walkways?				
Are rainwater drainpipes free of jagged edges or protruding ends?				
Is the main electrical switchboard readily accessible?				
Are all electrical installations in good condition (including lights, conduits, switches and power points)				
Are all LPG cylinders located in locked, vented cupboards which are free of accumulated debris?				
Do all drinking fountains have guards to prevent direct contact with the water outlet?				
Are all drinking fountains and taps in working order?				
Are all toilets and hand basins operational and in adequate numbers for male and female staff and students?				
Is there sufficient external lighting to cater for adequate security of buildings?				
Is there adequate signage to indicate exit routes, hazardous locations and where hazardous substances are stored?				
Are all potential trip factors painted in yellow strips to indicate hazards?				
<b>GROUND</b>				
Are all trees in good state of health and free of dead branches which may cause injury?				
Are trees pruned to eliminate sharp branch ends exposed which may cause eye injuries?				
Are the grounds free of poisonous plants?				
Are gates and fences in good condition?				
Are the grounds free of rocks, stones and exposed concrete?				
Are the grounds free of accumulated rubbish and debris?				
Are wheelie bins or industrial bins suitably located?				
Are all support stakes visible and such that no sharp edges are exposed at or near eye height?				
Is movement of traffic in the school grounds controlled by physical barriers and designated parking areas?				

Is there suitable access into the school grounds for ambulance and fire brigade?				
Are all cover plates secure and flush with the general ground level?				
Is all outdoor seating stable, in good condition and free of cracks and splinters?				
Are water stop cocks and fire hydrants in good order with covers in place?				
Are gaps in drains small enough to prevent limb or body entrapment? Gaps in the range 125-230mm are not acceptable.				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

**MAINTENANCE AND GROUNDS CARE****YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Is all motorised grounds care equipment in good order with all guards in place (mowers edge-trimmers, etc.)				
Are all portable and fixed power tools in outdoor sheds and storage areas in good condition with guards in place?				
Are all portable and semi portable electrical items tagged and in current test?				
Are all hand tools in good condition and sharp if applicable?				
Are all storage areas well organised and tidy?				
Are storage methods used which will eliminate or minimise accidents? (e.g., heavy objects stored between mid-thigh and shoulder height)				
Are all poisons, insecticides etc. kept in a locked, vented cupboard?				
Are correct procedures followed for the mixing and application of chemicals?				
Are unwanted containers of pesticides and herbicides disposed of appropriately?				
Are there suitable storage arrangements for cleaning materials, flammable liquids, and other hazardous substances?				
Is safety information readily available for all hazardous substances present?				
Is personal protective equipment (PPE) available to staff for the operation of machinery				
Is all mowing and edge trimming undertaken when students are not in the grounds?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## CLASSROOMS

### COOKING ROOM

YEAR:

	Term 1	Term 2	Term 3	Term 4
Is the earth leakage circuit breaker tested at the start of each week?				
Is the electrical circuitry adequate for the number of appliances available to be used so that a teacher does not often have to leave the class to reset the circuit?				
Are the prescribed electrical safety inspections made on all electrical items?				
Are all the electrical installations in good condition - including lights, fans and power points)				
Are all thermostats operating correctly?				
Do all electric stoves have pilot lights for each element or on the main switch which operate correctly?				
Have all portable and semi portable electrical items been tagged?				
Are sufficient power points available to eliminate the use of double adaptors?				
Are class areas set up to eliminate extension leads lying in traffic areas?				
Are floor surfaces in good condition and non-slip?				
Are all bench tops, splashbacks and serveries in good condition?				
Are all appliances (e.g., stoves, fridges and microwave ovens) securely located so that they are not protruding into the general work area or passageways?				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate ventilation and exhausting of cooking gasses and vapours?				
Are food preparation areas adequately screened to exclude insects?				
Is all crockery, cutlery and other utensils in good condition?				
Are all damaged items disposed of?				
Are all class and other work areas set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Are storage methods and techniques used which will eliminate or minimise accidents (e.g., heavy items stored between mid-thigh and shoulder height)				
Is the microwave oven regularly tested for microwave leakage?				
Is there a record of the date of the last test?				
Is the seal on the microwave oven door in good condition?				
Is the dishwasher in good operating condition?				
Is there a suitable fire extinguisher and fire blanket in a readily accessible location in each cooking room?				

Is firefighting equipment inspected and tagged on the prescribed cycle?				
Do staff know how to operate the extinguisher and blanket?				
Is an emergency evacuation plan clearly displayed?				
Is a First Aid kit readily available and adequately stocked?				
Are sharp knives in good condition and stored separately from other utensils?				
Are there sufficient oven mittens available with adequate insulation?				
Are there general hygiene practices established?				
Are there established procedures for litter control and disposal of waste?				
Are regular pest control procedures and/or services carried out?				
Are all appliances included in a regular inspection and maintenance schedule?				
Are sufficient power points or power boards available to eliminate the use of double adaptors?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

**ADMINISTRATION ROOMS****Office, staffroom, sick room, storeroom, A.V. room****YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, fan, power points and switches?)				
Are sufficient power points available to eliminate the use of double adaptors?				
Is the area set up to eliminate extension leads lying in traffic areas?				
Are all the floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Are mats in good condition with no frayed or upturned edges?				
Is there adequate lighting and ventilation of all areas?				
Is there enough furniture in good condition and appropriate for users and the tasks being undertaken (e.g., ergonomic chairs)				
Are rooms set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Are storage methods used which will eliminate or minimise accidents? (e.g., heavy objects stored between mid-thigh and shoulder height?)				
Are there suitable storage arrangements for cleaning materials, flammable liquids and other hazardous substances?				
Are all tall bookshelves attached to the wall and loaded evenly to prevent overbalancing?				
Is an emergency evacuation plan clearly displayed?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				



**CLEANING OPERATIONS****YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Are all storage areas well organised and tidy?				
Are all chemicals stored in an organised manner?				
Are chemicals dated at the time of delivery?				
Are all decanted chemicals consumed, disposed of, or returned to original containers each day?				
Are chemicals decanted into containers other than food or drink containers?				
Is safety information readily available for all hazardous substances present?				
Are all items of cleaning apparatus in a safe working condition?				
Are extension handles available to clean high areas?				
Are the prescribed electrical safety inspections made on all electrical items?				
Have all electrical items been tagged?				
Are signs available for use around wet floors?				
Are there established procedures for undertaking tasks involving hazardous substances, procedures, or equipment (including chemicals, operation of cleaning equipment, cleaning high areas and lifting techniques)				
Do staff undergo an induction program prior to commencing work?				
Have staff been trained in the correct use and storage of Personal Protective Equipment?				
Is there a system for ensuring all equipment is well maintained?				
Is there a first aid kit adequately stocked and readily accessible to cleaning staff after school hours?				
Do staff have access to an appropriate means of communication in the event of an emergency?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## PHYSICAL EDUCATION AND SPORT EQUIPMENT

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all electrical installations in good condition (including lights, fans, power points and switches)				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate lighting and ventilation of all areas?				
Are all class and other areas set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Does the equipment storage layout ensure safe access?				
Are heavy objects stored at waist height or at floor level?				
Is there an availability of range of equipment to suit size, strength, and ability of students?				
Is equipment free from damaged bindings, lacings, cracks, and splinters?				
Is protective equipment available for specific activities?				
Are earmuffs available when using the starting pistol?				
Is an emergency evacuation plan clearly displayed?				
Are all handles fitted with non-slip or safety knobs?				
Are markers on ovals and courts made of non-injurious material				
<b>INDOOR FACILITIES</b>				
Are all floor surface nonslip?				
Are floor surfaces even and undamaged?				
Are line markings nonslip?				
Have all lights and fittings ample protection?				
Are equipment and fittings located out of activity areas with no protruding edges?				
<b>OUTDOOR FACILITIES</b>				
Are the surfaces of ovals and courts free from foreign materials?				
Are the surfaces of ovals and courts even?				
Are the surfaces of ovals and courts marked with approved line marking materials?				
Is line marking equipment stored separately from physical education equipment?				
Are all structures securely installed and in sound condition?				
Are pitch surfaces and approaches in safe condition?				
Is irrigation equipment (sprinklers and hoses) removed from play areas during non-class time?				
<b>GYMNASTICS</b>				
Are mats free of torn material, frayed edges loss of resilience or uneven surfaces?				
Are all trampoline/trampette springs in place, adequately attached and in good condition?				
<b>CIRCUIT TRAINING FACILITIES</b>				
Are all structures/ main frames secure?				
Are all moving parts in good working order?				
Is all equipment free of broken welds, rusted joints and fittings broken chains and ropes rotted timber and protruding nails or bolts?				
Is impact absorbing material of sufficient dept placed under items where there is potential for falls?				
<b>COMMENTS:</b>				

<b>CHECKED BY:</b>				

**SWIMMING PROGRAM****YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Are all programs and personnel approved by the Principal?				
Is a registered teacher present to take overall responsibility for the program?				
Is there always the necessary number of supporting adults to provide adequate supervision and instruction?				
Are safety checks built into the lesson procedures (e.g., buddy system, roll checks?)				
Is there an established list of rules for safe swimming and use of the pool or other swimming venue?				
Are there established procedures for accounting for all students at the start and end of the lesson?				
Are emergency procedures established, practised, and carried out promptly and decisively?				
Is practice provided in the use of emergency assistance equipment?				
For each student with a medical condition which may put that student at risk in the water, has written parental consent been obtained for participation in the program, supported by a medical certificate?				
Is underwater swimming restricted to short duration activities under close supervision?				
Does the program provide progressive and sequential skill development?				
Do activities match the skill and ability levels of students?				
When learners progress to water beyond standing depth, are first attempts made one at a time with an adult ready to assist?				
<b>LEADERS</b>				
Do all personnel have a clear understanding of the school policy regarding all aspects of the program?				
Is instruction given by a registered teacher or adult who has: a) knowledge of and an ability to use appropriate teaching strategies; and b) knowledge of and an ability to implement safety procedures?				
Does the leader or a second adult have the ability to: a) effect a recovery of a student from the water at the venue b) perform cardio-pulmonary resuscitation; and c) perform 1 <sup>st</sup> . Aid?				
Is at least one adult ready at all times to enter the water to assist a student?				
Have the leaders checked the medical history of the students and taken appropriate action where necessary?				
<b>STUDENTS</b>				
Are students suffering from infections, open wounds or suspected contagious ailments excluded from swimming?				
Do students remove all jewellery before entering the water?				
Do students with long hair tie it back or wear a cap?				
Are students protected from over exposure to the sun?				
Are all students supervised at all times?				
Do students remain out of the water until instructed by the leader?				
<b>LOCATION</b>				
Are boundaries of the swimming areas defined?				
For learn to swim activities:				

a) Is there sufficient space for students to stand in water no deeper than shoulder depth?				
b) Does the swimming area allow students to stand comfortably with the depth increasing gradually?				
Is the water depth appropriate for the activities?				
Is an appropriate communication system installed so that an ambulance can be summoned without delay in an emergency?				
Is the pool free of cracked or loose tiles and sharp edges along expansion joints?				
Do starting blocks have a non-slip surface?				
Are seating areas stable and free of rough surfaces?				
Are pool depth markings in metric?				
Are emergency contact numbers clearly displayed?				
In the emergency procedure is a Resuscitation Chart clearly displayed?				
Does the pool allow easy access in and out of the water?				
Has the pool suitable surrounds to allow the safe movement of people (e.g., nonslip surfaces to walk on, adequate pathways, collection and seating areas?)				
Are pool gates locked when pool is not in use?				
Is the pool routinely monitored for correct chemical levels?				
Are plant and chemical storage areas locked to prevent student access?				
Are chemical storage warning signs clearly displayed?				
<b>EQUIPMENT</b>				
Are flotation and reaching aids readily available at several locations around the pool?				
Are regular inspections made to ensure that all teaching aids and safety equipment are in good working order?				
Is a well-stocked first aid kit available?				
Are teaching aids stored separately from chemical and machinery?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

**GENERAL TEACHING AREAS**

YEAR: \_\_\_\_\_

ROOM: \_\_\_\_\_

	Term 1	Term 2	Term 3	Term 4
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, switches, fans, power points)?				
Are sufficient power points available to eliminate the use of double adaptors?				
Are class areas set up to eliminate extension leads lying in traffic areas?				
Are all floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Are mats in good condition with no frayed or upturned edges?				
Is there adequate lighting and ventilation of all areas?				
Are all windows able to be opened (i.e., the opening mechanism is functioning, and windows not obstructed by displays or other material)?				
Is there sufficient furniture in good condition and appropriate for users and the tasks being undertaken?				
Are all class and other work areas set up to avoid collision points and allow free movement between classes?				
Are all storage areas well organised and tidy?				
Is there adequate storage for school bags so that they do not present a tripping hazard?				
Are storage methods used which will eliminate or minimise accidents? (e.g., heavy objects stored between mid-thigh and shoulder height)				
Are there suitable storage arrangements in classrooms for cleaning materials to be stored away from student access?				
Are hanging displays and mobiles above head height?				
Are all tall bookshelves attached to the wall and loaded evenly to prevent overbalancing?				
Is an Emergency Evacuation Folder readily accessible?				
Are the air conditioners in good condition?				
Are the air conditioners securely located?				
Are water-based paints rather than solvent based paints used wherever possible?				
Are brushes, rollers and other applicators cleaned while still wet to minimise the use of cleaning solvents?				
Is a First Aid kit readily accessible to room and fully stocked?				
Are there established practices for control and disposal of all types of waste and scrap materials?				
<b>COMMENTS:</b>				

<b>CHECKED BY:</b>				

**LIBRARY AND TEACHER RESOURCE ROOM****YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Are the prescribed electrical safety inspections made on all electrical items				
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, fans, power points and switches?)				
Are sufficient power points available to eliminate the use of double adaptors?				
Are all floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate lighting and ventilation of all areas?				
Is there a sufficient quality of furniture in good condition and appropriate for users and the tasks being undertaken?				
Are all storage areas well organised and tidy?				
Are storage methods used which eliminate or minimize accidents? (e.g., heavy items stored between mid-thigh and shoulder height)				
Is there a suitable fire extinguisher in a readily accessible location?				
Do staff know how to operate the fire extinguisher?				
Is an emergency evacuation plan readily accessible?				
Is a First Aid kit readily accessible and adequately stocked?				
Are stable footstools readily available for reaching high shelves?				
Are all bookcases securely fixed to the walls?				
Is all free-standing shelving stable?				
Are shelves and bookcases evenly loaded and not top heavy?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				



## ADMINISTRATIVE PROCEDURES AND DOCUMENTATION

YEAR:

	Term 1	Term 2	Term 3	Term 4
<b>GENERAL</b>				
Are there established procedures for reporting and recording accidents?				
Are the procedures known for lodging 3 <sup>rd</sup> Party Workers Compensation claims?				
Are First Aid kits and amenities available and adequately stocked?				
Are qualified 1 <sup>st</sup> . Aid personnel on duty and available at all times (including periods of after-hours cleaning?)				
Are infection control procedures clearly defined?				
Are Emergency phone numbers clearly displayed?				
Are procedures for responding to a bomb threat displayed near the office telephone?				
Have staff been made aware of the procedures to follow if answering such a call?				
Is the alarm to begin an Emergency Evacuation loud enough to be clearly heard in all parts of the facility?				
Is there a backup alarm in the event of power failure or the power being turned off				
Has a sun protection strategy been developed?				
<b>REGISTERS:</b>				
Are the following registers maintained?				
Accident register - students				
Accident register - staff				
Medication register				
Sick Bay register				
Emergency Evacuation Drills				
Firefighting equipment checks				
Grounds Inspections				
Playground equipment inspection				
Electrical safety checks				
Microwave leakage testing				
Gas cylinders and pressure vessels testing				
Maintenance register for each major item of plant				
Hazardous substance register				
First Aid personnel register				
Playground duty roster				
Approvals to vary school routine for Excursions				
Emergency Evacuation plan readily accessible				
Emergency contact procedures readily accessible				

Instructions and Training given to staff in relation to the emergency evacuation plan and the use of firefighting equipment				
A map of the school showing the location of firefighting equipment (including hydrants) all electrical switch boards, all emergency evacuation routes and the assembly area readily accessible.				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

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## Appendix 61: Incident register

Date	Time	Staff member	Student(s)	Incident	Location	Probable cause	Action taken
10 Aug 18	10.15	Mr Greg	Ahmet	Broken arm from a fall	Monkey bars on playground equipment	Adventurous play Bars may be too high up	Ambulance and parents called. Student hospitalised. Recommend removal of crossbars.
24 Aug 18	10.20	Ms Lee	Vimla and Tony	Fighting	Behind the bicycle cage	Unresolved family issues and peer pressure	Students reconciled; parents informed; sanctions applied.

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## Appendix 62: Bullying survey

We value your opinion about how safe our school is, and we are now seeking your honest opinion about bullying at school.

Please finish writing the next sentence. A bully is a person who \_\_\_\_\_

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Please think about these questions and answer them truthfully.

- |  |     |                          |
|--|-----|--------------------------|
| Have you ever been bullied at our school?    | Yes | <input type="checkbox"/> |
|  | No  | <input type="checkbox"/> |
| Have others ever been bullied at our school? | Yes | <input type="checkbox"/> |
|  | No  | <input type="checkbox"/> |

If you answered 'Yes', please answer these other questions. You can tick more than one box.

- |                        |                          |                          |
|------------------------|--------------------------|--------------------------|
| What is your sex?      | Female                   | <input type="checkbox"/> |
|                        | Male                     | <input type="checkbox"/> |
| When did this happen?  | Today                    | <input type="checkbox"/> |
|                        | Yesterday                | <input type="checkbox"/> |
|                        | Last Week                | <input type="checkbox"/> |
|                        | Last month               | <input type="checkbox"/> |
|                        | Early this year          | <input type="checkbox"/> |
|                        | Last year                | <input type="checkbox"/> |
| Where did this happen? | In class                 | <input type="checkbox"/> |
|                        | In the building          | <input type="checkbox"/> |
|                        | In the playground        | <input type="checkbox"/> |
|                        | Outside the gate         | <input type="checkbox"/> |
|                        | In the school bus        | <input type="checkbox"/> |
|                        | On the way to school     | <input type="checkbox"/> |
|                        | On the way home          | <input type="checkbox"/> |
|                        | Internet/Web             | <input type="checkbox"/> |
| Telephone or Handphone | <input type="checkbox"/> |                          |

If it happened in the building or playground, please explain where. \_\_\_\_\_

---

If you were bullied, please answer these other questions.

What happened?	Left out of games	<input type="checkbox"/>
	Bad looks	<input type="checkbox"/>
	Bad words	<input type="checkbox"/>
	Called names	<input type="checkbox"/>
	Bad notes or letters	<input type="checkbox"/>
	Graffiti	<input type="checkbox"/>
	Threats	<input type="checkbox"/>
	Demands	<input type="checkbox"/>
	Things damaged or taken	<input type="checkbox"/>
	Pushed around	<input type="checkbox"/>
	Hit	<input type="checkbox"/>
Other	<input type="checkbox"/>	
Do you know why this happened?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
Was it because of any of these things?	Your looks	<input type="checkbox"/>
	Your size	<input type="checkbox"/>
	Your clothes	<input type="checkbox"/>
	Your colour	<input type="checkbox"/>
	Your religion	<input type="checkbox"/>
	Your gender	<input type="checkbox"/>
	Your family	<input type="checkbox"/>
	Where you live	<input type="checkbox"/>
	Things you like or don't like	<input type="checkbox"/>
Other	<input type="checkbox"/>	
Was the bully the same sex as you are?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
What did you do after it happened?	Just felt bad	<input type="checkbox"/>
	Told a teacher	<input type="checkbox"/>
	Told a parent	<input type="checkbox"/>
	Bullied back	<input type="checkbox"/>
	Stayed away from school	<input type="checkbox"/>
	Avoided the bully	<input type="checkbox"/>
If you told a teacher, did they help?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
Would you like to talk to someone about it?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

If you would like to talk to someone about being bullied, please give us your name.

My name: \_\_\_\_\_

Who would you like to talk to? \_\_\_\_\_

If you would like to name any bullies at our school, please go ahead.

Names of bullies: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for helping us with this survey.

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Appendix 63: Student opinion survey

# **Sunny Hills College**

## **Student Opinion Survey**

**Adapted from the  
Office of Review  
Victorian Education Department, Australia**

## Student Survey

Subject: \_\_\_\_\_ Home Group: \_\_\_\_\_

		Strongly Disagree	Disagree	Agree	Strongly Agree
	<b>Time</b>				
Q9	I am given more work than I can complete in class time.	1	2	3	4
Q18	I have plenty of time to complete my work in class.	1	2	3	4
Q27	Some students finish their class work well before others.	1	2	3	4
Q36	I do not have too much to learn in the time available.	1	2	3	4
	<b>Appropriateness of Instruction</b>				
Q8	Most of the work I do in class is not too easy for me.	1	2	3	4
Q17	I do not find most of the work I do in class too hard.	1	2	3	4
Q26	I have no difficulty in learning new topics in class.	1	2	3	4
Q35	I am not taught things in class that I already know.	1	2	3	4
	<b>Quality of Instruction</b>				
Q6	My teacher explains things clearly to me.	1	2	3	4
Q15	I understand what my teacher teaches in class.	1	2	3	4
Q24	I find my teacher easy to understand.	1	2	3	4
Q33	The work my teacher presents in class is well organised.	1	2	3	4
Q39	My teacher gives clear instructions.	1	2	3	4
Q40	My teacher is well prepared.	1	2	3	4



		Strongly Disagree	Disagree	Agree	Strongly Agree
	<b>High Expectations</b>				
Q5	My teacher expects a high standard of work from me.	1	2	3	4
Q14	My teacher makes me work hard.	1	2	3	4
Q23	My teacher encourages me to improve the standards of my work.	1	2	3	4
Q32	My teacher gives me challenging work and expects me to finish it.	1	2	3	4
Q38	My teacher expects me to try my hardest.	1	2	3	4
	<b>Helpfulness/Responsiveness</b>				
Q4	My teacher helps me with my work.	1	2	3	4
Q13	My teacher shows me how to do things when I am having difficulty.	1	2	3	4
Q22	My teacher cares if I am not doing as well as I should.	1	2	3	4
Q31	My teacher makes time to help me with my work when I have trouble.	1	2	3	4
	<b>Fairness/Firmness</b>				
Q3	My teacher treats me fairly.	1	2	3	4
Q12	My teacher keeps control of my class in a firm but pleasant way.	1	2	3	4
Q21	My teacher does not hold grudges against students in my class.	1	2	3	4
Q30	My teacher gets upset with my class only when they deserve it.	1	2	3	4
	<b>Teacher Energy/Enthusiasm</b>				
Q2	My teacher gets excited about the material taught to the students.	1	2	3	4
Q11	My teacher is enthusiastic about teaching.	1	2	3	4
Q20	My teacher makes the work I do in class interesting.	1	2	3	4
Q29	My teacher puts a lot of energy into teaching my class.	1	2	3	4
Q37	My teacher is inspiring to listen to.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
	<b>Empathy</b>				
Q1	My teacher cares about me.	1	2	3	4
Q10	My teacher understands my feelings.	1	2	3	4
Q19	My teacher accepts me for who I am.	1	2	3	4
Q28	My teacher understands my point of view.	1	2	3	4
	<b>Feedback</b>				
Q7	Most of the time, my teacher corrects my work.	1	2	3	4
Q16	My teacher gives helpful comments to me about my work.	1	2	3	4
Q25	My teacher praises me when I do well.	1	2	3	4
Q34	My teacher tells me when I make a mistake.	1	2	3	4

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## Appendix 64: Teacher opinion survey

### Advice to Administrators

#### Survey Design

The following opinion survey has been adapted from the Victorian Department of Education and Training in Australia. It is designed to gather opinions about the following aspects of teacher satisfaction with the school, School Morale, Supportive Leadership, Goal Congruence, Professional Interaction, Professional Growth, Participative Decision-Making, Role Clarity, Feedback, Curriculum, Student Orientation, Effective Student Discipline Policy, Student Misbehaviour, Excessive Work Demands, School Distress.

Each question relates to one of these aspects and, although the questions are distributed throughout the survey, the averaged responses to them are grouped together under those headings as follows.

#### School Morale

- |             |   |
|-------------|---|
| Question 8  | There is a good team spirit in our school.    |
| Question 24 | There is a lot of energy in our school.       |
| Question 38 | The morale in our school is high.             |
| Question 48 | Teachers go about their work with enthusiasm. |
| Question 59 | Teachers take pride in our school.            |

#### Supportive Leadership

- |             |  |
|-------------|--|
| Question 2  | I can approach the school's managers (e.g., Principal) to discuss concerns and grievances.     |
| Question 18 | The school's managers (e.g., Principal) DON'T really know the problems faced by teachers.      |
| Question 32 | There is support from the managers (e.g., Principal) in our school.                            |
| Question 47 | There is good communication between teachers and the managers (e.g., Principal) in our school. |
| Question 53 | The managers (e.g., Principal) in our school can be relied upon when things get tough.         |

#### Goal Congruence

- |             |   |
|-------------|---|
| Question 11 | The teachers are committed to our school's goals and values.    |
| Question 27 | The goals of our school are NOT easily understood.              |
| Question 41 | Our school has a clearly stated set of objectives and goals.    |
| Question 50 | My personal goals agree with the goals of our school.           |
| Question 62 | There is agreement about the teaching philosophy of our school. |

#### Professional Interaction

- |             |   |
|-------------|---|
| Question 5  | I feel accepted by other teachers in our school.  |
| Question 15 | I can be involved in cooperative work with other teachers.                                  |
| Question 21 | There is good communication between groups in our school.                                   |
| Question 35 | Teachers in our school can rely on their colleagues for support and assistance when needed. |
| Question 45 | Teachers frequently discuss and share teaching methods and strategies with each other.      |
| Question 56 | There is good communication between teachers in our school.                                 |
| Question 66 | I receive support from my colleagues.   |

**Professional Growth**

- Question 1 I am encouraged to pursue further professional development.
- Question 17 Others in the school take an active interest in my career development and professional growth.
- Question 31 The professional development planning in our school considers my individual needs and interests.
- Question 46 There are opportunities in our school for developing new skills.
- Question 52 It is NOT difficult to gain access to professional development courses.

**Participative Decision-Making**

- Question 9 There are forums in our school where I can express my views and opinions.
- Question 25 I am happy with the decision-making processes used in our school.
- Question 39 Teachers are frequently asked to participate in the decisions concerning administrative policies and procedures in our school.
- Question 60 There is an opportunity for teachers to participate in school policy and decision making.

**Role Clarity**

- Question 4 I am always clear about what others at school expect of me.
- Question 20 My work objectives are always well defined.
- Question 34 I always know how much authority I have in our school.
- Question 55 I am clear about my professional responsibilities.

**Feedback**

- Question 7 I am encouraged in my work by praise, thanks, or other recognition.
- Question 16 I can discuss and receive feedback on my work performance.
- Question 23 I am regularly given feedback on how I am performing my role.
- Question 37 There is a structure and process that provides feedback on my work performance.
- Question 58 I am happy with the quality of feedback I receive on my work performance.
- Question 67 Teachers receive recognition for good work.

**Curriculum Coordination**

- Question 14 There is sufficient contact between different sections of the school in curriculum planning.
- Question 30 There is effective coordination of the curriculum in our school.
- Question 44 The curriculum in our school is well planned.
- Question 65 There are structures and processes in our school which enable teachers to be involved in curriculum planning.

**Student Orientation**

- Question 12 Students are treated as responsible people in our school.
- Question 28 Our school promotes the concept of students being individuals.
- Question 42 Students in our school are encouraged to experience success.
- Question 63 Students at our school have access to advice and counselling.

**Effective Student Discipline Policy**

- Question 3 There is an agreed philosophy on student discipline in the school.
- Question 19 My own expectations about student discipline are the same as most other teachers in our school.

- Question 33 The rules and sanctions relating to student discipline in our school are well understood by both teachers and students.
- Question 54 The rules and sanctions relating to student discipline are NOT enforced in a consistent fashion in our school.

### **Student Misbehaviour**

- Question 10 The behaviour of students in our school is poor.
- Question 26 Students who do not want to learn are a problem in our school.
- Question 40 Teachers in our school do NOT support one another when dealing with student misbehaviour.
- Question 49 There is NO support in our school to help deal with behaviourally disturbed students.
- Question 61 Students are generally well-behaved in our school.

### **Excessive Work Demands**

- Question 6 There is too much expected of teachers in our school.
- Question 22 Teachers are overloaded with work in our school.
- Question 36 There is no time for teachers to relax in our school.
- Question 57 There is constant pressure for teachers to keep working.

### **School Distress**

- Question 13 Teachers in our school experience a lot of stress.
- Question 29 Teachers in our school are frustrated with their job.
- Question 43 Teachers in our school feel anxious about their work.
- Question 51 Teachers in our school feel depressed about their job.
- Question 64 There is a lot of tension in our school.

The averaged results for each question under those headings are then averaged again to give an overall result for each aspect. These results are then compared with those of the previous year to indicate whether levels of teacher satisfaction have improved.

### **Survey Management**

Alert teachers to the survey being distributed two weeks and one week before it is given to them. Provide a deadline of one week for the completed surveys to be returned to the front office and have a box for them to place the surveys in. One week after the surveys have been distributed, remind teachers that the surveys were due but can still be returned by a certain date.

Ideally, you need a return rate of 85% or more of the surveys for the results to be valid. This means that you may need to remind teachers to complete and return their survey. A return rate of below 85% is still useful but the lower the rate becomes the less representative the results are.

Date Survey Registered: October, 2015

## Sunny Hills College

### Teacher Opinion Survey

#### Junior Years Campus

Please read each of the following statements about our school and indicate the extent to which you agree or disagree with each of them

Circle one number ONLY for each statement (e.g., 1, 2, 3, 4, 5, 6, 7)

	Don't Know	Strongly Disagree					Strongly Agree
1 I am encouraged to pursue further professional development.	1	2	3	4	5	6	7
2 I can approach the school's managers (e.g., Principal) to discuss concerns and grievances.	1	2	3	4	5	6	7
3 There is an agreed philosophy on student discipline in the school.	1	2	3	4	5	6	7
4 I am always clear about what others at school expect of me.	1	2	3	4	5	6	7
5 I feel accepted by other teachers in our school.	1	2	3	4	5	6	7
6 There is too much expected of teachers in our school.	1	2	3	4	5	6	7
7 I am encouraged in my work by praise, thanks, or other recognition.	1	2	3	4	5	6	7
8 There is a good team spirit in our school.	1	2	3	4	5	6	7
9 There are forums in our school where I can express my views and opinions.	1	2	3	4	5	6	7
10 The behaviour of students in our school is poor.	1	2	3	4	5	6	7
11 The teachers are committed to our school's goals and values.	1	2	3	4	5	6	7
12 Students are treated as responsible people in our school.	1	2	3	4	5	6	7
13 Teachers in our school experience a lot of stress.	1	2	3	4	5	6	7

14	There is sufficient contact between different sections of the school in curriculum planning.	1	2	3	4	5	6	7
15	I can be involved in cooperative work with other teachers.	1	2	3	4	5	6	7
16	I can discuss and receive feedback on my work performance.	1	2	3	4	5	6	7
17	Others in the school take an active interest in my career development and professional growth.	1	2	3	4	5	6	7
18	The school's managers (e.g., Principal) DON'T really know the problems faced by teachers.	1	2	3	4	5	6	7
19	My own expectations about student discipline are the same as most other teachers in our school.	1	2	3	4	5	6	7
20	My work objectives are always well defined.	1	2	3	4	5	6	7
21	There is good communication between groups in our school.	1	2	3	4	5	6	7
22	Teachers are overloaded with work in our school.	1	2	3	4	5	6	7
23	I am regularly given feedback on how I am performing my role.	1	2	3	4	5	6	7
24	There is a lot of energy in our school.	1	2	3	4	5	6	7
25	I am happy with the decision-making processes used in our school.	1	2	3	4	5	6	7
26	Students who do not want to learn are a problem in our school.	1	2	3	4	5	6	7
27	The goals of our school are NOT easily understood.	1	2	3	4	5	6	7
28	Our school promotes the concept of students being individuals.	1	2	3	4	5	6	7
29	Teachers in our school are frustrated with their job.	1	2	3	4	5	6	7
30	There is effective coordination of the curriculum in our school.	1	2	3	4	5	6	7
31	The professional development planning in our school considers my individual needs and interests.	1	2	3	4	5	6	7
32	There is support from the managers (e.g., Principal) in our school.	1	2	3	4	5	6	7

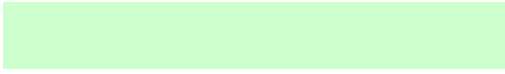
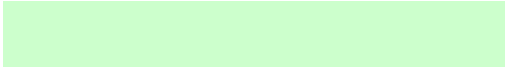
33	The rules and sanctions relating to student discipline in our school are well understood by both teachers and students.	1	2	3	4	5	6	7
34	I always know how much authority I have in our school.	1	2	3	4	5	6	7
35	Teachers in our school can rely on their colleagues for support and assistance when needed.	1	2	3	4	5	6	7
36	There is no time for teachers to relax in our school.	1	2	3	4	5	6	7
37	There is a structure and process that provides feedback on my work performance.	1	2	3	4	5	6	7
38	The morale in our school is high.	1	2	3	4	5	6	7
39	Teachers are frequently asked to participate in the decisions concerning administrative policies and procedures in our school.	1	2	3	4	5	6	7
40	Teachers in our school do NOT support one another when dealing with student misbehaviour.	1	2	3	4	5	6	7
41	Our school has a clearly stated set of objectives and goals.	1	2	3	4	5	6	7
42	Students in our school are encouraged to experience success.	1	2	3	4	5	6	7
43	Teachers in our school feel anxious about their work.	1	2	3	4	5	6	7
44	The curriculum in our school is well planned.	1	2	3	4	5	6	7
45	Teachers frequently discuss and share teaching methods and strategies with each other.	1	2	3	4	5	6	7
46	There are opportunities in our school for developing new skills.	1	2	3	4	5	6	7
47	There is good communication between teachers and the managers (e.g., Principal) in our school.	1	2	3	4	5	6	7
48	Teachers go about their work with enthusiasm.	1	2	3	4	5	6	7
49	There is NO support in our school to help deal with behaviourally disturbed students.	1	2	3	4	5	6	7
50	My personal goals agree with the goals of our school.	1	2	3	4	5	6	7



51	Teachers in our school feel depressed about their job.	1	2	3	4	5	6	7
52	It is NOT difficult to gain access to professional development courses.	1	2	3	4	5	6	7
53	The managers (e.g., Principal) in our school can be relied upon when things get tough.	1	2	3	4	5	6	7
54	The rules and sanctions relating to student discipline are NOT enforced in a consistent fashion in our school.	1	2	3	4	5	6	7
55	I am clear about my professional responsibilities.	1	2	3	4	5	6	7
56	There is good communication between teachers in our school.	1	2	3	4	5	6	7
57	There is constant pressure for teachers to keep working.	1	2	3	4	5	6	7
58	I am happy with the quality of feedback I receive on my work performance.	1	2	3	4	5	6	7
59	Teachers take pride in our school.	1	2	3	4	5	6	7
60	There is opportunity for teachers to participate in school policy and decision making.	1	2	3	4	5	6	7
61	Students are generally well-behaved in our school.	1	2	3	4	5	6	7
62	There is agreement about the teaching philosophy of our school.	1	2	3	4	5	6	7
63	Students at our school have access to advice and counselling.	1	2	3	4	5	6	7
64	There is a lot of tension in our school.	1	2	3	4	5	6	7
65	There are structures and processes in our school which enable teachers to be involved in curriculum planning.	1	2	3	4	5	6	7
66	I receive support from my colleagues.	1	2	3	4	5	6	7
67	Teachers receive recognition for good work.	1	2	3	4	5	6	7

### Campus Questions

		Don't Know	Strongly Disagree					Strongly Agree
68		1	2	3	4	5	6	7
69		1	2	3	4	5	6	7
70		1	2	3	4	5	6	7

71		1	2	3	4	5	6	7
72		1	2	3	4	5	6	7

What suggestions do you have for improving the school?

*(For example, do you know of other schools, local organisations or businesses that do things better, such as "the staff in the school office could improve their service by looking at that offered at the Eastville Community Library").*

Are there any other comments you would like to make?

**Thank you very much for your time and thoughts.**

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## Appendix 65: Community code of conduct

### Beliefs

- When parents, students and faculty/staff members become members of the school community, they adopt the standards of the school about how they will relate to each other and the protocols that guide interactions in the school.
- Further to parents, students and faculty/staff members, the Code of Conduct should apply to any other person or group using any school facility, owned or leased.
- These standards have been created in the spirit of all parties interacting with goodwill and good intentions.

### Definitions

- The term parent applies to
  - a. Adults responsible for the ongoing day-to-day care and supervision of students in the home environment
  - b. Legal guardians and custodians
  - c. Relatives with temporary responsibility of care
  - d. Adult friends designated by the family as temporary caregivers
  - e. Parents who no longer reside with the children of the family.
- The term faculty/staff member applies to any adult under the employ of the school, including casual, temporary, part time and ongoing employees. It also applies to adults working at the school voluntarily. It does not apply to delivery people, contractors or occasional tradespeople repairing or maintaining the school's facilities.

### Standards

- At the school, parents, faculty/staff members, students, and other users of school facilities will be treated with respect and courtesy at all times, with care taken to preserve dignity and personal integrity.
- For students, this expectation and the guidelines will be articulated in terms that are appropriate to their developmental ability level.
- Parents, faculty/staff members and students will actively promote and support the school in the community, highlighting the school's positive attributes and reserving issues of concern for resolution through proper process.
- Parents, faculty/staff members, students, and other users of school facilities will respect and comply with the policies of the school, as determined by the school Board, the administration body of the school, and the law of the land.
- Parents, faculty/staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.
- All interactions shall have the goal of achieving outcomes mutually acceptable to the parties concerned.
- All interactions shall be conducted in a calm and reasonable manner.
- All interactions shall be issue-based, avoiding personal conflicts.
- All interactions shall give due consideration to the points of view of all parties concerned.
- An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, confidential, or in need of prolonged consideration.

- In the event of a parent, faculty/staff member or student being dissatisfied with the way an interaction is conducted, an appointment will be made with the school Director for further discussion.
- The school Director shall resolve conflict objectively, using an issue-based approach to broker reconciliation, taking into due consideration all points of view.
- In the advent of unsatisfactory behaviour on the part of a student, the involved adult shall follow due process. If the involved adult is not a faculty/staff member, then they will refer the issue to the school Director.
- In the advent of unsatisfactory performance or behaviour on the part of a faculty/staff member, the school Director shall follow due process.

**Guidelines**

- The school leadership team will establish and enforce clear procedures based on best practices and [insert country] law to protect employees from all forms of harassment.
- It can be expected that substantiated complaints against a faculty/staff member may negatively influence the consideration of contract renewal.
- It can be expected that serious breaches of this code of conduct may result in contract termination and dismissal.
- It can be expected that, in the advent of irresolvable, inappropriate and unreasonable behaviour by a parent, the school Director may confer with the school Board to consider offering to assist the family with relocation to an alternative school.

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## Appendix 66: Newsletter articles for community code of conduct

### Article 1

#### Unpacking Our New Code of Conduct

“Parents, staff members and students will actively promote and support the school in the community, highlighting the school’s positive attributes and reserving issues of concern for resolution through proper process.”

The main push of this aspect is to give the constant message to our community that you care for our school. Educational research indicates that one of the most powerful influences on your child’s educational success is your attitude to education. If you show your children that you highly value education and support the school that they attend, then they will adopt the same attitude and maintain a desire to succeed in order to please you.

This is why it is good practice for schools to develop partnerships with their families and offer opportunities for parents to be engaged in the education of their children. It is why we need supportive and mutually beneficial relationships with each other.

Of course, schools will always have problems associated with the range of social interactions that go hand in hand with an institution that is solely about people. Because of this, it is important that we have processes for dealing with problems in a systematic and easily accessible way.

Our Code of Conduct asks everyone to deal with any issues of concern by using our processes rather than eroding the children’s perceptions of school by airing the issues publicly or resolving them through conflict. To maximise their success at school, it is imperative that we keep the children’s perceptions about school as positive as possible.

### Article 2

#### Unpacking Our New Code of Conduct

“Parents, staff members and students will respect and comply with the policies of the school, as determined by our school Board, the administration body of the school, and the law of the land.”

This one is fairly straightforward and self-explanatory. However, it is surprising how many folks challenge and refuse to comply with policies. Policies are extremely useful in a large institution, such as ours, because they provide clear guidance and consistency about how we do things.

When families and staff members sign up for our school, they tacitly agree to comply with the expectations of our school Board and it is our school Board that sets policies, other than those laid down by the law of the land. If a policy ceases to be relevant or is flawed in some way, then the appropriate response is to alert the school Board. The policy will then be examined, and relevant changes made if our school Board agrees that there is an issue.

It is important for you to be aware of our school Board policies, as this helps you to determine whether your values and the values of our school are a good match, and whether or not our school is the right school for your children.

### **Article 3**

#### **Unpacking Our New Code of Conduct**

“Parents, staff members and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.”

We are all each other’s customers and, together, need to focus on the needs of our prime customer, the individual child. All our school-based relationships need to support our ability to provide a high-quality education to our prime customer and we need to take great care with each other so that everything we do contributes to that provision. By engaging in appropriate interactions with the relevant people to resolve issues of concern, we allow the optimum conditions for avoiding conflict and reaching amicable agreement.

I keep on stating that the two most powerful influences on a student’s successful education are the family’s attitude towards and involvement in education and the quality of the individual relationship between a student and her or his teacher. These are the two things that we must support as much as possible. If we can clear away anything that prevents these influences from thriving, then it is imperative that we do so.

At the school level, for a teacher to develop a positive and caring relationship with each student, a high level of trust needs to be established. This requires support from the family for, without such support, a teacher will be reluctant to take the risk of investing warmth and working camaraderie in the child and the child will likewise be wary of the teacher.

Our teachers need your authority and implicit permission to develop a relationship with your child that instils trust and faith so that they can take risks without fear of destructive criticism. By feeling supported, our teachers are far more likely to relax into individual relationships that encourage and reward the risk takers and share a laugh about the mistakes along the way. Working with a family in a climate of anxiety and conflict obviously strongly prevents the student/teacher relationship from thriving and the student from blossoming.

### **Article 4**

#### **Unpacking Our New Code of Conduct**

“All interactions shall have the goal of achieving outcomes mutually acceptable to the parties concerned.”

We do not want interactions with our families to be based on struggles for power and control. We want the best outcomes for your children, based on sound educational and psychological theory and practice. We need your trust in us as professionals and you need our trust in you as parents who know their

children's needs and preferences. Pooling those two areas of expertise to arrive at decisions together will help to ensure that the most effective decisions are reached.

We really appreciate parents who make a time to sit down and talk about their child's needs with the classroom teacher. The more information a teacher has about each student, the better they can tailor the educational programs to suit the student's needs. Our teachers particularly need to know when a child is going through a rough time or feeling unwell so that they can adjust and keep a closer watch on their welfare.

Relationships between parents and teachers usually break down when communication is poor or when time cannot be adequately devoted to exploring the issues. Often, this happens when resolving a conflict between students.

When there is conflict between students, the situation is usually complex and often has a history that is not readily available to adults. Because teachers are very busy people and have huge demands on their time, the resolution of conflict between students can take several days to address adequately and sometimes we can never really be sure that we have got it absolutely right.

Teachers always work towards fair and consistent outcomes. They gather witness reports and accounts by the children involved. They discuss the children's actions and the consequences of them and make the best decisions they can in the light of the information at hand. At times, teachers can be dealing with more than one case of conflict at the same time. As you can appreciate, this can be quite demanding, given that the regular educational programs also need to be planned and delivered.

Often, when the children go home, they understandably relate what has happened from their point of view and are usually defensive about their actions. They do not necessarily bend the truth but simply forget important aspects because of their child-like perspective of the events and the emotions arising from them. It is at these times that we really appreciate your support and trust that we have done our best to resolve the situation.

If you feel that we made a wrong decision, please alert us without your child feeling that you are coming to their rescue. If they feel that you are coming to their rescue, then the line is drawn in the sand and discussions begin adversarially.

Rather, explain to your child that you are happy to check what happened with the school and that the adults will talk it over and arrive at adult decisions. This leaves the option open that the school may have been right without making any promises to the child that you may not be able to keep. It is under these neutral and open-minded conditions that we are most likely to arrive at mutually acceptable outcomes that serve the best interests of the children.

## **Article 5**

### **Unpacking Our Code of Conduct**

"All interactions shall be conducted in a calm and reasonable manner."

If you are angry with an issue, then the trick to meeting this guideline is to allow time to cool down before talking it over with someone. It is pretty certain that the best solution to a problem will not be found from angry debate. Reason does not prevail during heated discussion, and it is difficult to consider someone's point of view if you are being verbally abused.

This is another reason why we often take time to resolve conflict between children. The cooling off period is most important if we are to successfully identify what happened and achieve a rational outcome. By maintaining a school culture that is driven by the global expectation of our Code of Conduct, *"At the school, parents, faculty/staff members, students, and other users of school facilities will be treated with respect and courtesy at all times, with care taken to preserve dignity and personal integrity"*, we will increase self-esteem, positive attitudes and a corresponding increase in the effectiveness of our programs.

## **Article 6**

### **Unpacking Our Code of Conduct**

*"All interactions shall be issue-based, avoiding personal conflicts."*

Apparently, two of the most useless emotions we experience are blame and guilt. If we become stuck in these emotions, then neither is constructive. They do not help us to move on and solve problems. It is understandable to feel them for a little while, but we need to get over them quickly and agree on what needs to happen next. If a person feels that they are under personal attack, then the barriers go up, resistance sets in, and the best solutions are rarely reached.

One of the most successful ways to arrive at solutions that everyone is prepared to accept, is to focus on the real issues rather than the personalities of the people involved. Everyone makes mistakes and we are not obliged to like everyone we interact with but, we can rise above our mistakes and dislikes to reach agreement by calmly describing a problem and discussing what needs to change. If this is done with a "no put-downs" approach, then the chances of success are considerably high.

As well as being the expectation at an adult level, this has huge implications for the review of our student discipline program next year. I feel that we need to have less of a "crime & punishment" approach and more of a "mediation & conciliation" approach. When taking care to separate a child's behaviour from the essence of who the child is and, as custodians of self-esteem and forgers of resilience, we need to step away from power struggles, preserve dignity and allow a degree of personal control by our students as we address anti-social behaviour.

Of course, it is important to take great care of the baby when examining the bath water and we need to preserve the positive features of our current approach. I would expect that there would still be a graded series of consequences for unacceptable behaviour but less of a lock step, impersonal approach.

Personally, I think that, at the lower level of the 'crime' scale, it is OK to negotiate consequences between the affected parties. Often, an acknowledgment of what happened, a sincere apology, a handshake and an agreement to let bygones be bygones is the ideal outcome and can go a long way towards preventing further conflict.



**Article 7****Unpacking Our Code of Conduct**

*“All interactions shall give due consideration to the points of view of all parties concerned.”*

It’s amazing how often I think that I have covered all options before making a decision, only to find that someone else has another really good idea. It pays to be receptive to the opinions and ideas of others.

Listening carefully to why a person is feeling the way they do allows a deeper understanding of what the issues really are and what the best response is. It allows people to move towards the ideal solution together.

The golden rule when using this strategy is, “Seek to understand, then be understood”. The idea is to clarify and explore the perspective of others to identify and simplify the issues and arrive at a plan of action.

A technique for doing this is to restate what you think a person is trying to communicate to you by using the words, “Do you mean . . . . .?” This is a really good technique to use with children as they often do not have the language to express their needs and it helps them build language structures to use in the future.

**Article 8****Unpacking Our Code of Conduct**

*“An appropriate time and place shall be mutually arranged for discussing issues that are sensitive, contentious, and confidential or in need of prolonged consideration.”*

Issues that are private or could adversely affect someone’s self-esteem should never be discussed in the corridors or other semi-public areas of school.

It is far better to make a mutually agreed time to talk, grab a cup of coffee, avoid disruptions and dedicate time to focus, clarify, explore and resolve such issues calmly and purposefully. The investment of this dedicated time pays off enormously by ensuring that we have got it right, that we have minimised the chances of any unacceptable events happening again and that we have a satisfied customer who has been treated with courtesy and respect.

**Article 9****Unpacking Our Code of Conduct**

The rest of our Code of Conduct is dedicated to dealing with unsatisfactory behaviour and how we relate to our larger community. The first step in resolving unsatisfactory behaviour is at the personal level through assertive, calm language that describes the behaviour and suggests change. If that fails, then the next step is to appeal to authority. In the case of students and staff members, that authority is the principal. In the case of the principal, the authority is the school Board.

The community section is about having a meaningful intersection of our school with the community that it serves. Schools that have a working relationship with their community allow students to gain an understanding of personal fit and a sense of engagement with society. Schools that operate in isolation from their social context run the risk of alienating students and educating them to be successful at dealing only with the past and not keeping pace with the present and future needs of their community.

The ability of young adults to contribute positively to our society is greatly supported by an understanding of how society works and what its expectations and tolerance levels are. Developing and practising the high-level skill of establishing and nurturing networks of mutual benefit, within the community context, further strengthens this ability.

It strongly supports our aim to develop interdependent citizens, those who rely on each other to thrive. This relationship of mutual benefit is difficult to define and teach in isolation and is probably best realised through the revelation of personal experience.

For this reason, we rely on the goodwill of community members to reach out and mentor our youth, providing opportunities for them to experience the adventures, risks, joys and anxieties of the world of business and service. We also ask for practical support and involvement at the school level as a demonstration to our students that our community values education. This investment should reap the harvest of providing our future with people who are resilient and positive and who care for our society.

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## Appendix 67: Class code of conduct

### Elementary class

As students of this class, we have agreed to

**Work hard**

**Be safe**

**Have fun,** and

**Care for each other**

Our understanding of these behaviours is

<b>Work hard</b>	<b>Be safe</b>	<b>Have fun</b>	<b>Care For each other</b>
Stay on task and don't give up	Work safely	Have a balance between work and play	Be inclusive
Do your best	Play safely	Have a positive attitude	Be courteous
Try to finish your work on time	Do not be led by unsafe people	Enjoy being a student	Help each other and encourage each other
Check your work	Be sensitive to the feelings of others	Exercise & play sport	Care for someone when they are hurting
Keep appropriate noise levels	Use things that you know are safe to use	Celebrate Birthdays Welcomes Farewells Theme Parties Graduation	Show respect for our differences
	Do not use words & objects to hurt people		Show respect for our belongings
			Laugh with someone, not at them

It is understood and agreed that, in our class

A good student will

- Show respect to all others in the classroom
- Care for other students
- Care for the school and the people in it
- Work hard and study hard
- Not give up on anything to do with their work
- Follow the right rules.

A good teacher will

- Help students learn
- Be a good listener and communicator
- Be well organised
- Be fair to the students
- Keep themselves and the class under control.

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## Appendix 68: Student behaviour management policy

### Beliefs

- The core business of a school is the assurance of optimal student learning.
- For optimal learning to occur, students need to feel safe, engaged, supported and valued.
- Behaviours that disrupt learning should be addressed quickly, systematically and consistently.
- Behavioural standards and guidelines should encourage personal responsibility for behaviour and a resolve to comply or improve.
- Behavioural standards for students should be developmentally appropriate, achievable and understood.
- Behavioural standards should be obvious, reasonable and articulated through signage, publications and corrective transactions.
- Students should actively participate in the explicit determination of how behavioural standards apply to each class or academic program.
- Expected social graces and skills should be explicitly taught.
- Consequences for unacceptable behaviour should be learning focused and addressed through a combination of positive discipline and restorative justice approaches.
- Consequences for unacceptable behaviour should avoid eroding a student's sense of self-worth.
- Safeguards need to be in place to protect the dignity of all individuals, including victims and perpetrators of unacceptable behaviour.

### Standards

- All students will be safe and respectful to themselves and others in their demeanour and behaviour.
- All students will diligently apply themselves to learning tasks without uninvited interference in the work of others.
- All students will care for the need of others to work, be included, supported and valued.
- All students will comply with school acceptable-use agreements.
- All students will respect and honor the propriety of personal and school property.
- All students will take good care of personal and school property.
- All students will explicitly avoid using the following behaviours.
  - a. Offering unwelcome sexual advances or other offensive conduct of a sexual nature
  - b. Taking photographs of others without the express permission of the other and, in the case of a fellow student, the supervising adult
  - c. The unauthorised possession and/or use of weapons, alcohol or tobacco
  - d. The possession or use of illegal substances.
- The Positive Discipline approach will be the predominant approach to managing unacceptable student behaviours, with the inclusion of a Restorative Justice approach to the extent appropriate.
- Consequences for unacceptable behaviour will be applied promptly, fairly and consistently with a focus on learning, reparation and improvement.
- Teachers will explicitly teach and model the social graces and skills expected of students in their classes.

### Guidelines

- The school Director or Principal is ultimately responsible for the management of student behaviour.

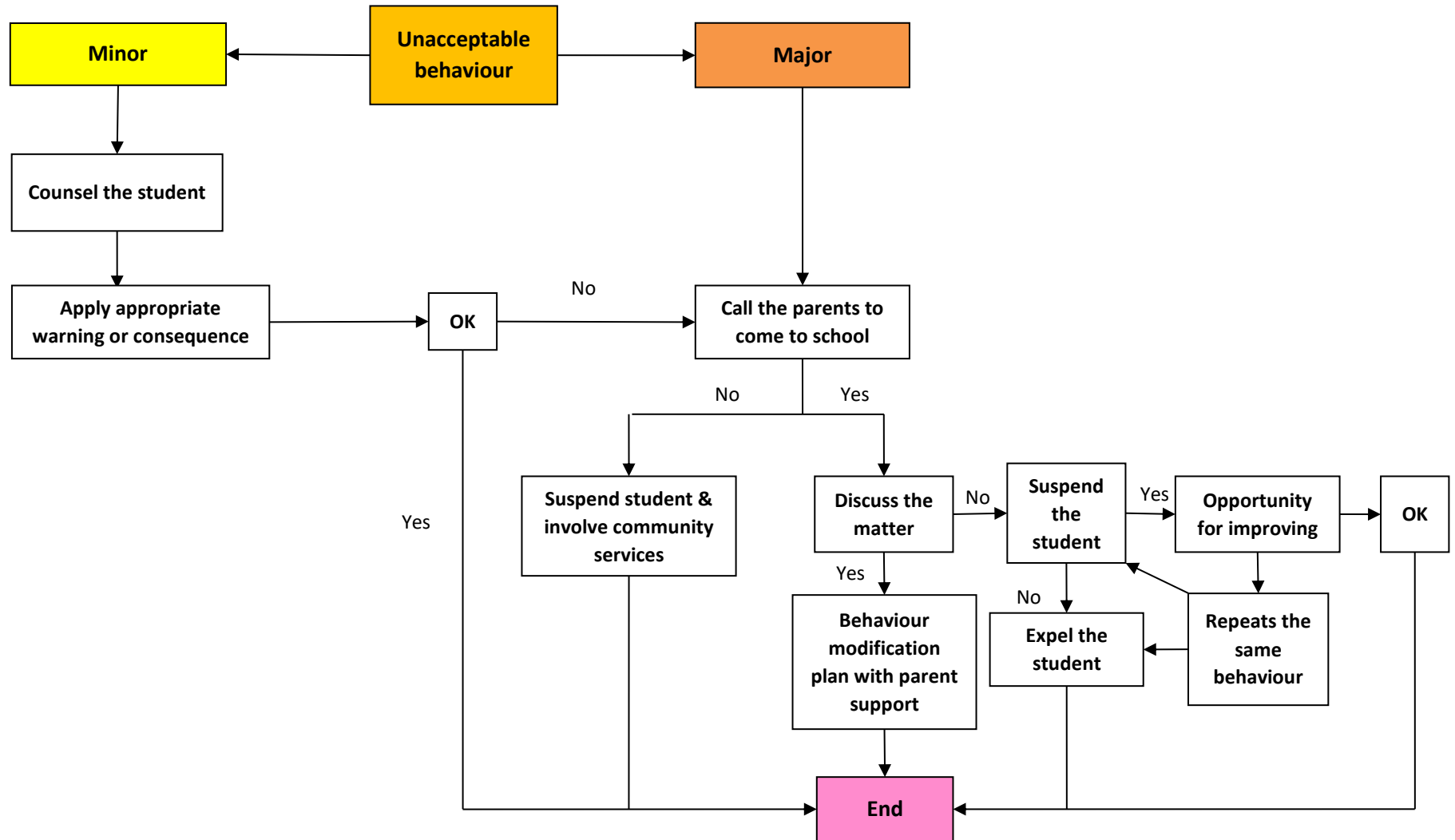
- Through the school Director or Principal's delegation, the supervising adult is initially responsible for monitoring and managing the behaviour of students in her or his immediate care.
- Any breach of the school's behavioural standards and guidelines will invoke the application of the Behaviour Management Procedure.
- Designated teachers will communicate behavioural standards to students at the beginning of each academic year and use them as a basis for collaboratively developing class-based rules and expectations.
- All faculty and staff members will consistently model behavioural standards to students.
- Throughout the academic year, teachers will explicitly state, model, coach, monitor and correct the social graces and skills expected of students, such as greeting conventions, taking turns and fair play.
- Opportunities for students to reflect upon and improve their behaviour should be provided as part of any consequences applied.
- This policy applies to all school facilities, either owned or rented, and to any school-sponsored activity or event.
- Parent advocacy for students is welcomed and valued.

**Bases of discretion**

In the event of extraordinary circumstances, the school Director or Principal may, at her or his discretion, modify any aspect of this policy. Upon doing so, the Director or Principal shall record and communicate the nature and rationale of the modified response to the affected stakeholders.

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## Appendix 69: Managing unacceptable student behaviour procedure



## Unacceptable behaviour examples

Minor	Major
<ul style="list-style-type: none"> <li>• Occasional non-compliance with acceptable use agreements</li> <li>• Occasional non-compliance with classroom protocols and social etiquette</li> <li>• Occasional disruptive behaviour</li> <li>• Occasional outbursts of anger or frustration</li> <li>• Forgetting materials or work assignments</li> <li>• Forgetting PE uniform</li> <li>• Unauthorised use of a mobile phone at school</li> </ul>	<ul style="list-style-type: none"> <li>• Assaulting, coercing, bullying or harassing another student</li> <li>• Defacing or destroying school facilities</li> <li>• Theft</li> <li>• Bringing forbidden items to school</li> <li>• Abusing or insulting a teacher</li> <li>• Leaving the classroom or school</li> <li>• Consistent disruptive behaviour</li> <li>• Consistent unwillingness to work or learn</li> </ul>

### Prevention of Misbehaviours

Fun, Catching good behavior – creating a positive learning environment using positive language, Positive rewards systems, classroom goal setting, active lessons, differentiation, mutual respect, setting expectations – classroom rules, modelling expected behaviour, classroom rules, fairness and consistency and follow up,

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## Appendix 70: Class meeting structure and protocols

### Structure

- Use a meeting circle arrangement of chairs or cushions
- In turn, offer the opportunity to give and receive thanks and compliments
- Reflect on the suggestions of the previous meeting
- Work through an open, written agenda, which has been accessed and added to by students during the week
- Go around the circle to share ideas and feelings in turn.

### Notes:

It can be useful to use a small object which, if held by a student, indicates that that student has the sole right to speak without interruption. Limit each speaking time to one minute.

Because the agenda is formed over time, many issues will have resolved by the time the meeting begins, simply because they have been listed as a concern.

If there is enough time, it is good to finish a class meeting with a short, co-operative and fun activity that leaves the students feeling cohesive and happy with each other.

### Meeting agreements/protocols

- An agreement to use a solutions-based approach to issues
- An agreement that, when a person speaks, they do so without interruption, interjection or uninvited responses from others (discourse)
- An agreement that all statements will have the purpose of maintaining the agreed standards in positive ways
- An agreement that all statements will be listened to without derision, mockery or anger.

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## Appendix 71: Student morale policy

### Beliefs

- Optimal student learning is significantly supported by institutionalising programs and approaches that promote the three main impacts on high morale: a sense of influence, a sense of achievement, and a sense of affiliation.
- The senses of influence, achievement and affiliation are optimised by empowering students to have increasing control over their learning.
- The senses of influence, achievement and affiliation are optimised by equipping students with social competency skills, including collaboration and interdependence.
- The senses of influence, achievement and affiliation are optimised by providing a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.
- The senses of influence, achievement and affiliation are optimised by high and achievable expectations of performance in all aspects of school life.

### Standards

- The school shall introduce and maintain formal non-academic programs that specifically focus on supporting high morale.
- The school shall implement approaches to organisation and learning that optimise the three aspects of high morale.
- The school shall embed opportunities for collaboration and interdependence into its approaches to learning and explicitly teach the necessary skills for students to succeed as team leaders and members.
- The school will provide a safe, secure and supportive learning environment marked by genuine relationships based on mutual respect.

### Guidelines

- Formal non-academic programs may include the creation of positions of responsibility and leadership for students, student association and student council forums, community development programs and entrepreneurial enterprises.
- Students should be encouraged to actively contribute to the school ethos through student-initiated activities, compatible with school values.
- Celebration and acknowledgment of effort and success should permeate the school's culture.
- This policy should be read in conjunction with the codes of conduct, behaviour management policy and dress code.

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## Appendix 72: The changing role of schools in the local community

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### Introduction

Particularly since the mid 1960's, education systems have increasingly reflected on their relevance to the education needs of society. As their responses to these needs are becoming more effective, so schools are maturing from being simple providers of knowledge to being sophisticated human development centres. Rather than just crafting knowledgeable citizens, they are aspiring to craft learning citizens, empowered to contribute positively to and lead the betterment of society.

The emerging role from being a significant thread in the fabric of society to being a weaver of the fabric itself seems to be defined by three concepts: the school as a community hub, the school as a comprehensive service provider and the school as a precinct or village. Each of these concepts is explored as follows.

### The school as a community hub

Traditional indicators of local communities include the social hierarchies, beliefs, systems of etiquette and taboos, centres of family and notary power, sentimental and sanguinal kinship structures, and recreational as well as formal rituals. These create, sustain and perpetuate local alliance and have been traditionally expressed through such constructs as governance, hubs, services and close extended families. Generational friendship alliances and long-standing relationships with neighbours also play significant roles, and a person's workplace being within or close to their local community helps to create a strong sense of attachment to that community.

With the advent of increased mobility, transience and ever-improving communication technologies, communities are becoming less defined by location and more defined by ties of interest, profession and common experience. The extended family is increasingly becoming physically decentralised, although its bonds often remain strong, existing in the cyber-matrix created by satellites and fibre-optics. The set of traditional indicators now applies as much to disperse communities as it does to local communities, with the possible exception of the hubs which, in the past, consisted mainly of places of worship, clubs and social venues.

Clubs, such as sporting, theatre and service clubs, do not necessarily draw on members of a local community for membership anymore and this is also true of social venues, such as live music venues, night clubs, cinemas and restaurants. Instead, they attract attendance through their diversity of offering and even to the extent of ethereal networks. Being able to draw on a wide, highly mobile and large group of people allows them to specialise without losing viability.

Throughout more recent times, places of worship have increased in variety, especially in the industrialised world. This is so within a given religion as well as in the variety of religions. With access to variety, people exercise their ability to choose, and their chosen place of worship can often be outside their local community. Sectarianism has also continued to increase in the industrialised world while, in particular, Pentecostal churches are on the rise. Combined with the increase in variety, these factors have probably negatively affected the proportionate number of people attending a local place of worship regularly.

Places of worship have a distinctively social role. They monitor and regulate social behaviour, influence political opinion, provide pastoral care and welfare support, engage the disaffected and provide social cohesion. The decreasing use of the local place of worship as a predominant community institution, particularly in communities of Western culture, is leaving an ever-widening gap in these aspects that help define communities. It is therefore both a contributor to and victim of the dissipation of local communities.

An exception to this is the group of minority churches, mosques and temples nested in a wider Western community. These are strongly associated with immigrant monocultural communities, such as the Russian Orthodox Church, synagogues and Sikh temples, and often continue to play a strong social role within that community.

### **Family engagement, filling the gap**

There seems to be a growing sense that families are becoming more aware of the widening gap left by dispersed local places of worship, clubs and social venues; a sense that they are developing a corresponding desire to fill that gap to regain their sense of belonging to a local community. One indicator of this is that they still tend to classify other people in terms of community and do this by identifying their centres of alliance. For example, in Melbourne, people who have just met often ask, 'Where do your children attend school?'

The answer to that question provides a set of associations that help mark their location, alliances, social class, degree of influence and the norms of their sub-cultural tribe. It provides a classification of identity and a context from which to move forward with a relationship. This may indicate that schools are increasingly providing the common identity and context that define and bind local communities.

An increasing engagement of families by schools also deepens the emerging perception of a school as a community hub. Respected research shows that significant adults in a student's life, who are engaged in education, have a positive effect on the academic success of that student. The realisation of the importance of a school-family partnership in education, along with the service provision aspect of student-centred learning, has increased the interest of parents in many schools and focused their attention on the importance of being involved in school functions.

Many schools encourage and reward family engagement by organising social occasions that were traditionally the domain of places of worship, clubs and social venues. Bingo and trivial pursuit nights, sausage sizzles, fancy dress parties, formal and informal dances, graduation and other ceremonies are all designed to help blur the distinction between school and home and project the school as being accessible and supportive. Parent associations provide families with a sense of influence over decisions that affect the quality of service provision and, increasingly, parents are encouraged to be members of important subcommittees of the school governance bodies.

Schools with students from diverse backgrounds have great difficulty establishing family involvement in the education of their students, especially those whose adults do not feel empowered to contribute to or be engaged with schools. Negative perceptions of schools as a legacy of their own schooling, insufficient competency in the language of the host country, work demands and feelings of inadequacy are all contributors to disengagement. Nevertheless, such adults commonly see the school as their key link to community services and, although they may rarely visit the school, they still consider it as a community hub.

## **The school as a comprehensive service provider**

### **Student-centred learning**

In the past model of local community, schools were a single service provider rather than a service hub. They had the well-defined role of providing students with competency in literacy and numeracy, along with collections of knowledge and skills that were arbitrarily categorised into subject areas. Now, they at least profess to be student-centred, which moves their emphasis from the subjects they are teaching to the learning needs of the students being taught. The advent of student-centred learning marks the shift from the nineteenth century paradigm of education provision to the modern paradigm. It has proven to be a gradual, painful and incomplete shift but is nevertheless an enduring one.

The advent of student-centred learning broadens the context within which schools work. The needs of the student being taught are more than academic and their readiness to optimally learn is now recognised as being directly related to their developmental, social, physical and mental health. Consequently, schools now intersect more closely than ever with other providers of family support. The difference between those providers and schools is that schools have a central, overarching focus lacking in other providers, and that is optimising the readiness of students to learn.

### **A focus on learning readiness**

Without such a global common focus, the other providers find it difficult to collaborate and coordinate a total service provision. They are more focused on particular aspects of family need, such as welfare or health. Because families invest heavily in the education of their children, both emotionally and financially, they focus their hopes and dreams on schools and are likely to support any attempts that increase chances of academic success. This pressure of expectation and the willingness to engage other service providers in maximising success tends to make the school the unifying centre of service provision and therefore a new hub for families in a local community.

The implications of this for schools are many. It is no longer as simple as educators saying that they are teachers. They are now more than teachers; they are optimisers of student learning; facilitators

who empower learners with the strategies they need to visualise a preferred future, identify indicators of achievement, strategically plan for achievement, persist, reflect, adapt, modify and reach realisation. It is therefore in everyone's best interests if the student arrives at school in an optimum state of learning readiness.

Schools can no longer be seen as just providers of education; they now also have a responsibility to be co-providers of learning readiness. If the school is perceived as a new community hub and the expectation of families and teachers alike is that students should be considered in terms of their developmental, social and health needs, then systems and services need to be available to address those needs. For this reason, it is desirable that at least one key person on the staff acts as a coordinator of student services. Their job is to work as a case manager; accepting referrals, substantiating the extent of need and accessing services from a range of providers to ensure that the needs are effectively and efficiently met.

### **The school as a precinct or village, the importance of citizenship**

If students are to be life-long learners, then their needs are similar to those of every other person in the community. They need to know how to independently learn as adults in the context of the everyday real world, whatever that may be in their geographic location. The limitations to this include their inability to be financially independent and their continuing need for parenting throughout their adolescent years. However, if students are to become ever-developing citizens, it is desirable that they learn in the context of citizenship. The more a school intersects with its wider community and feels like the real world, the smoother the transition to adulthood will likely be.

This challenge particularly applies to high schools because their student body consists of emerging adults. High schools of over 2,000 students have a unique opportunity to support their mission of empowering students to be highly functioning citizens by either accessing or emulating as practicably as possible the facilities and services of a real community. Because of their size, they can be a precinct or simulate an actual village, albeit an adolescent village with predominantly adult governance.

Schools already emulate important aspects of society and often do it better. They have a rule of law, cultural mores and expectations. They are industrious, self-improving communities with traditions, rituals and taboos. The members are largely inclusive and supportive of each other and united in a common mission. What they usually don't have are the choices, symbols and systems that encourage behaviours evident in self-regulated, autonomous adults. A significant step towards establishing a supported transition to adulthood could be to make available some of those choices, symbols and systems.

According to town planner and director of GeoLINK, Rob van Iersal, (<http://www.geolink.net.au/>), villages are marked as much by their social feel as their physical containment. Aspects such as community spirit, defined community groups, community participation and dynamic interaction, along with feelings of being safe, people knowing you and being friendly, define a village.

Core village principles include the ability to access goods and services by walking, self-reliance, active democracy and having a distinctive image. From this, it can be seen how choices, symbols and

systems that support appropriate adult-like behaviours can be established around the principles and definition of a precinct or village.

Although it is not a focus of this article, an interesting consideration for high schools is the core village principle of having access to goods and services by walking. This suggests that, especially for 'super' schools of more than 2,000 students, the goods and services typically available in university campuses may be appropriate.

### **Taking systemic control**

If an emerging role of a school is to be a community hub, provide comprehensive service to students and emulate a precinct or village, then recognition of the relevance and importance of this expanded role needs to be articulated. Control over its intent and design needs to be deliberately assumed. This places responsibility on governments and other providers of major education systems moving towards a 'super' school model, to consider this wider definition of schools and respond with appropriate design solutions. Otherwise, they risk creating unwieldy leviathans of dysfunction and mediocrity.

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## Appendix 73: Place-based education article

### A Small, Bhutanese Village School Leading the Way in Place-Based Education



*Join us for part three of our special summer blog series by TSS-Bhutan Graduate Fellow, Emma Griffin, featuring the place-based education work that is happening with our partners in Bhutan.*

In 2017, alongside the launch of the Teton Science Schools (TSS) and Bhutan Fellowship, TSS established another Bhutanese partnership with the Youth Development Fund (YDF). YDF is a local non-profit organization focusing on curbing the rapid rural-to-urban migration currently facing Bhutanese culture. Its mission is to empower, support and inspire the youth of Bhutan. The organization achieves this through multiple programs and projects ranging from entrepreneurial opportunities to educational scholarships. The organization is led by the President, Her Majesty the Queen Mother, Ashi Tseyring Pem Wangchuck, who has a strong vision for quality education, leadership and the ability of the youth of Bhutan to address the needs and concerns of their communities and Nation. It is these beliefs that led to the partnership with TSS and the launch of a model place-based Village School.

The agreement between TSS and YDF addresses some of these common education goals through the support of a TSS-YDF Fellow, whose main focus is implementing a PBE curriculum into the village school. The hope is to transform a small village school on the verge of closure into a thriving Place-Based Education school that could serve as a model for the Nation. As the current Fellow, I have been working closely with YDF, the curriculum and the lead teacher at the school since the beginning of 2018 to achieve these goals. To highlight the work that is being implemented at the Model PBE school, Madam Kinley Zam, the lead teacher at Gyalum Tseyring Pem Wangchuck's School in Talhogang Punakha, will share her thoughts about PBE and the impact it has had in the school.

**TSS Fellow: Tell us a little about your teaching history, how long you have taught here in Talhogang and when and how you first started learning about place-based education.**

**Madam:** My name is Kinley Zam and I work as a teacher here in Talhogang Extended Classroom which is a model place-based School. I have completed nine years of service in teaching, and this is my fourth year here in Talhogang. It was in the year 2017 that I got a week-long training on PBE. That's where I got some ideas about PBE and its strategies. Moreover, with our school being a model school I have been vigorously working with PBE for 2 years now.

**TSS Fellow: What makes Gyalyum's School different from the other primary schools in Bhutan?**

**Madam:** Since the school has been adapted by YDF it was named as Gyalyum's School (which translates to Queen Mother's School). I think it is different from the other primary schools in Bhutan because here in the school, the educational approach we follow all the time is a place based one. The curriculum we practice is arranged in such a way that it takes care of the PBE principles which none of the other schools in Bhutan follow as strictly. The other primary schools use the National Curriculum created by the Royal Education Council (REC) which has only few PBE ideas included.



Bhutanese students enjoying their outdoor classroom and garden design.

**TSS Fellow: What does PBE mean to you?**

**Madam:** To me, PBE is all about connecting text to the real-life situation whereby children get to explore their own places and get well equip with the values, the lifestyles and the resources available, all within the teaching and learning process.

**TSS Fellow: What curriculum do you use at the school?**

**Madam:** We use the curriculum that is provided by the Royal Education Council, but we have rearranged the curriculum to be a place-based one. The curriculum is designed with each of the six principles of PBE as a main theme for each of the units. The curriculum also has Gross National Happiness (GNH) Values imbedded into the framework, along with STEAM (Science, Technology, Engineering, Arts, and Math) recently being used in the Inquiry and Design Thinking units.



**TSS Fellow: What are some examples of the curriculum coming to life in the classroom?**

**Madam:** The curriculum comes to life through the 6 principles which act as our unit themes. For example, most of the time we use the principle local to global where we use the resources in the community to teach the topics in the classroom. We also frequently use observations skills (Inquiry process) to observe the environment around. We also do a few design thinking projects each school year.



The students using their observational skills during the first step of the design thinking garden project in 2018.

**TSS Fellow: What Place-based Projects are you and your students currently working on? What has been the place-based project that has been most successful?**

**Madam:** We are currently working on a video project that highlights the lifestyles of the students' locality. The students get to go to different places on field trips and then they learn about each place by interviewing people, observing the work of the local people and visiting the important places in the community. By the end of the year, we will be able to create a beautiful video on the community.

One of the most successful projects was our garden design project from last year. We made a short video clip where we show the steps of the design thinking process. The garden is currently being used as an outdoor classroom for the children to learn in. We also made a place-based ABC book that highlighted different local objects and experiences for each of the English Alphabet letters.



The students engaging with the local community during rice planting as part of the PBE community video project.

**TSS Fellow:** How has your ability to implement PBE changed over the past couple of years?



Madam Kinley and Emma during a school event

**Madam:** In the beginning, when I first got trained in PBE, I was a little nervous about implementing the PBE strategies. I wasn't really sure about the in-depth content, the strategies and the processes. Now that I've had the chance to work with you [Emma, the TSS Fellow] for around 2 years, I feel much more confident about implementing those strategies into my day-to-day teaching. I was also able to observe your [Emma's] PBE lessons and whenever I had some trouble, I was able to ask the questions I had which helped me improve. Now I feel very confident in teaching PBE.

**TSS Fellow: How do you think PBE is relevant in Bhutan? How do you see it being implemented in Bhutan long term?**

**Madam:** I think PBE is very relevant in a country like Bhutan from both the geographical viewpoint as well as the philosophy of Gross National Happiness (GNH). GNH has [four main pillars](#) which is being taken care of by the principles of PBE. It beautifully embeds all the pillars into the principles. If we can teach our children in a place-based way, it will definitely help to keep our GNH values moving forward in our future. Everything that PBE demands is all related to teaching values, the concepts of locality, ownership and taking care of the environment, and knowing themselves. All are important for Bhutanese Education.

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*Emma Griffin is a TSS Graduate Program Alum (class of 15'-16') and the first TSS-Bhutan Fellow. She travelled to Bhutan in August 2017 for an 11-month Fellowship and fell in love with the place and culture, extending her Fellowship for another year plus. She is currently working in Thimphu under the Bhutan Youth Development Fund implementing PBE in a small rural community school, Gyalyum's Village School, which is a model PBE Primary School under Bhutan's Ministry of Education. August 15, 2019*

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## Appendix 74: Digital citizenship policy

### Beliefs

- The internet and digital technologies are valuable teaching and learning media.
- A safe, respectful and caring environment includes the appropriate and responsible use of technologies for learning and communicating.
- Digital citizenship is being able to think critically and make ethical choices about the content and impact on oneself, others, and one's community about what one sees, says, and produces with media, devices, and technologies in online environments.
- Digital citizenship should be explicitly taught and reinforced across the curriculum.

### Standards

#### Members of the school community

- will use ICT equipment, such as netbooks, mobile phones, tablets or other mobile devices in the school for educational purposes only
- will display courtesy, consideration and respect for others whenever using a mobile phone or mobile device
- will use technology responsibly and ethically and not use any device in a manner which may be deemed harmful, objectionable or inappropriate
- will comply with laws of copyright, licensing agreements, moral rights or intellectual property, including copying of software, music, videos and images
- will not interfere with network security, the data of another user or attempt to log into the network with a username or password of another user
- will keep usernames and passwords confidential and not share them with anyone else
- will deny another person access to any device logged in under their own user account
- will avoid using an ICT device to gain advantage in any form of academic assessment unless so authorised
- will not identify, discuss, photograph or otherwise publish personal information or personal opinions about school employees, students or the school
- will seek permission from affected individuals before taking photos, recording sound or videoing for educational purposes
- will gain written permission from affected individuals before publishing or transmitting photos, recorded sound or video for educational purposes
- will not encourage, participate or otherwise knowingly support others or share in a prohibited use of school or privately owned communication technologies on the school site or at any school related activity.

### Guidelines

- This policy will be communicated to all school community members and the intent and inclusions explicitly taught or revised with students at the beginning of each academic year.
- This policy applies to students during all school-related activities, including off campus studies, school excursions, field trips, camps and extra-curricular activities.
- Any student in contravention of this policy will be subject to appropriate disciplinary procedures, including being denied access to the ICT system.
- Mobile phones or devices being used by students in contravention of school policy may be confiscated and returned to a parent or guardian at a mutually agreed appointment time.

- The school has the right to check work or data on the school's computer network, email, internet, computers and other school ICT equipment or devices, without obtaining prior consent from a user.
- The school monitors traffic and content sent and received using the school's ICT infrastructures and, from time to time, this will be analysed and monitored to help maintain an optimal learning environment.
- Mobile phones or devices are brought to school at their owner's risk. The school does not hold insurance for personal property brought to school and will not pay for any loss or damage to such property.

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