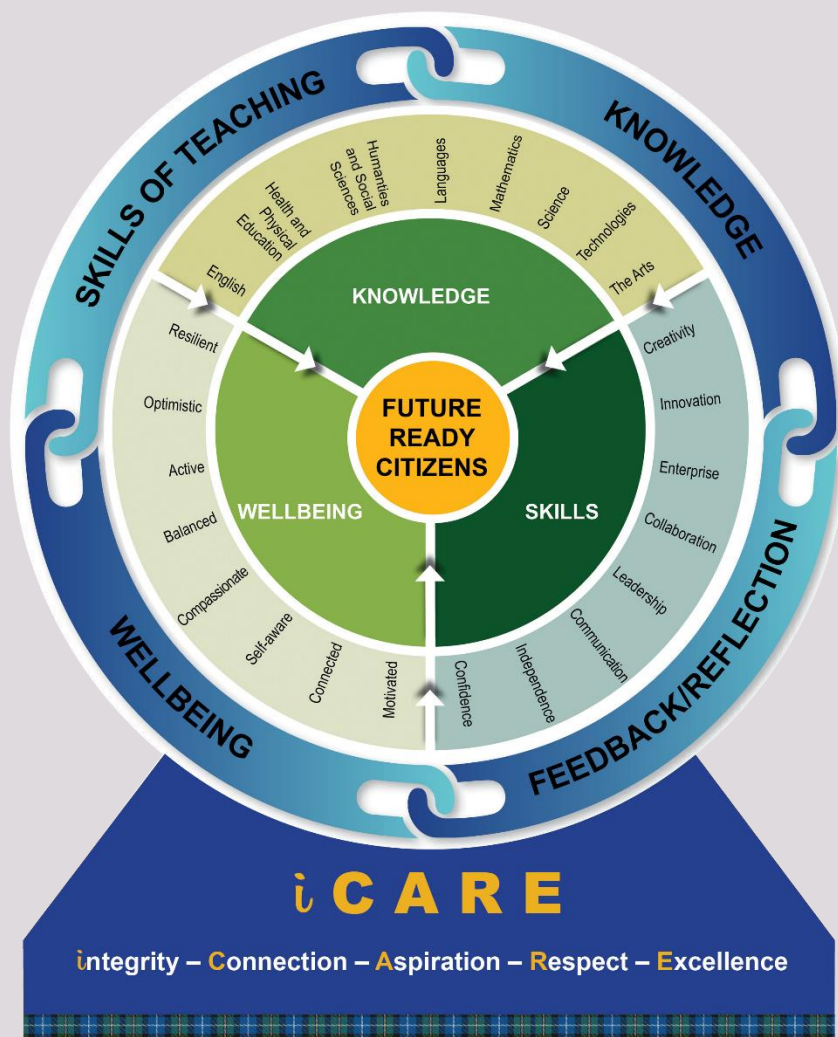


The “FUTURE READINESS” FRAMEWORK



Area	Description
Knowledge	Knowing your <i>curriculum</i> and your students, having continued focus on your own professional learning to support future readiness.
Skills of teaching	Having a variety of organised teaching strategies (Effective lesson design), that cater to individual needs and allow for differentiation. Establishing relevance, connection, engagement, motivation and collaboration.
Wellbeing	Within the Rossmoyne context, wellbeing is developed through positive relationships, effective communication, collegiality, classroom management and cultural awareness.
Feedback / Reflection	Reflect on your professional practice. Provide support for colleagues. Inform students and parents of progress.

Area AITSL Standards	Description	Focus	Philosophy	Strategies
Knowledge <ul style="list-style-type: none"> Know students & how they learn (1). Know the content & how to teach it (2). Engage in Professional Learning (6) Engages professionally with colleagues, parents & the community (7) 	Knowing your <i>curriculum</i> and your students, having continued focus on your own professional learning to support future readiness.	Whole School	<ul style="list-style-type: none"> Establish a culture of high expectations and commitment to excellence and success for everyone. 	<ul style="list-style-type: none"> School Development Days Accessibility of Professional Learning Induction Engagement in cross-curricular programming / COMPASS
		Learning Area	<ul style="list-style-type: none"> Provide the learning experiences and enrichment of curriculum and relationships. 	<ul style="list-style-type: none"> Collegial conversations / Coaching and Mentoring Assessment / Program development Pastoral Care Collaboration and sharing of knowledge
		Individual	<ul style="list-style-type: none"> Making learning the focus. Your learning creates great learning. How are my students learning? 	<ul style="list-style-type: none"> Professional Learning / Professional Associations Curriculum and content knowledge Further study / professional reading / Action Research Case Conferencing. IEPs, Talking to parents
Skills of teaching <ul style="list-style-type: none"> Plan for & implement effective teaching & learning (3). Create & maintain supportive & safe learning environments (4). Assess, provide feedback and report on student learning (5) Engage in Professional Learning (6). Engage professionally with colleagues, parents & the community (7). 	Having a variety of organised teaching strategies (Effective lesson design), that cater to individual needs and allow for differentiation. Establishing relevance, connection, engagement, motivation and collaboration.	Whole School	<ul style="list-style-type: none"> Embed a comprehensive, common effective lesson design with a shared understanding and terminology of effective teaching practice. 	<ul style="list-style-type: none"> Effective Lesson Design Use of data to inform future education decisions Future Readiness Committee CMS – Conference Accredited Trainers Include Literacy and Numeracy into lessons across all Learning Areas
		Learning Area	<ul style="list-style-type: none"> A shared understanding of how to build safe, supportive and accountable learning environments. Progress every student to the best of their ability. 	<ul style="list-style-type: none"> Professional Learning Communities /Collegiate conversations Moderation Writing and delivering assessment Providing effective feedback Differentiate
		Individual	<ul style="list-style-type: none"> Build your personal pedagogy, expanding on your repertoire of strategies to promote learning. Contextualise learning experiences and sharing good practice with colleagues. 	<ul style="list-style-type: none"> Classroom Management Strategies(CMS)– Foundation Program Instructional Strategies for engagement (ISE) Mentoring pre-service and new teachers to the school Peer and self-reflection Data interpretation Assessment SAER
Wellbeing <ul style="list-style-type: none"> Create & maintain supportive & safe learning environments (4). Engage in Professional Learning (6) Engage professionally with colleagues, parents & the community (7). 	Within the Rossmoyne context, wellbeing is developed through positive relationships, effective communication, collegiality, classroom management and cultural awareness.	Whole School	<ul style="list-style-type: none"> Provide high quality and responsive pastoral care through creating a safe, supportive and caring school culture that considers the wellbeing of staff and students. No invisible staff. No invisible students. 	<ul style="list-style-type: none"> House System Mentoring and Coaching Survey data – WHITS & SOCS Staff Association Cultural Awareness
		Learning Area	<ul style="list-style-type: none"> Create a strong sense of school connectedness through Home Room and within your Learning Area. 	<ul style="list-style-type: none"> Positive Schools Program Homeroom activities that build House pride Collegial conversations and support Use SEQTA for Pastoral Care information
		Individual	<ul style="list-style-type: none"> Maintain a safe learning environment for every student. Uphold the school values and maintain a healthy work/life balance. Promote a sense of peer connectedness among students and colleagues. 	<ul style="list-style-type: none"> Making strong connections with every student you teach Classroom Management Strategies – Foundation Program Instructional Strategies for Engagement Stress & Time Management
Feedback / Reflection <ul style="list-style-type: none"> Create & maintain supportive & safe learning environments (4). Assess, provide feedback and report on student learning (5) Engage in Professional Learning (6). Engage professionally with colleagues, parents & the community (7). 	Reflect on your professional practice.	Whole School	<ul style="list-style-type: none"> Undertake reflection activities using performance data to inform future planning. 	<ul style="list-style-type: none"> Whole School Data Analysis – NAPLAN, OLN, ATAR, WACE Survey Data – WHITS, NSOS Annual Report Parent Reports
	Provide support for colleagues.	Learning Area	<ul style="list-style-type: none"> Build upon our understanding of effective practice and support our colleagues to improve. 	<ul style="list-style-type: none"> Classroom Observation Triads in LAs Course report Assessment & Moderation
	Inform students and parents of progress.	Individual	<ul style="list-style-type: none"> Use feedback from colleagues, students and parents to address the question: What do I need to do to become a better teacher? 	<ul style="list-style-type: none"> Assessment CCQ – QTI Performance Management Classroom Observation Triads across LAs Classroom performance data WACE Marking Parent communication



As a teacher at Rossmoyne SHS you are focussed on your own learning to improve student learning. You understand the importance of connection and creating a safe learning environment that encourages students to think critically.

Expectations include:

- Use the Future Readiness Framework to build your understanding of good practice and guide your development.
- Participate in activities to develop your expertise including;
 - Classroom Observations
 - Classroom Climate Questionnaire
 - Classroom Management Skills (CMS)
 - Performance Management
 - Professional Learning
- Build connections and relationships with students to support their learning.
- Build your skill and understanding of the SEQTA software enabling you to:
 - Complete attendance
 - Enter Pastoral Care notes
 - Upload Course outline
 - Create a marks book and enter results
 - Create lessons
 - Upload resources