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)
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### Area | Description
--- | ---
Knowledge | Knowing your curriculum 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.
<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Focus</th>
<th>Philosophy</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Knowing your curriculum and your students, having continued focus on your own professional learning to support future readiness.</td>
<td>Whole School</td>
<td>Establish a culture of high expectations and commitment to excellence and success for everyone.</td>
<td>School Development Days; Accessibility of Professional Learning; Induction; Engagement in cross-curricular programming / COMPASS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Area</td>
<td>Provide the learning experiences and enrichment of curriculum and relationships.</td>
<td>Collegial conversations / Coaching and Mentoring; Assessment / Program development; Pastoral Care; Collaboration and sharing of knowledge</td>
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<tr>
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<td></td>
<td>Individual</td>
<td>Making learning the focus. Your learning creates great learning. How are my students learning?</td>
<td>Professional Learning / Professional Associations; Curriculum and content knowledge; Further study / professional reading / Action Research; Case Conferencing, IEPs, Talking to parents</td>
</tr>
<tr>
<td>Skills of teaching</td>
<td>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.</td>
<td>Whole School</td>
<td>Embed a comprehensive, common effective lesson design with a shared understanding and terminology of effective teaching practice.</td>
<td>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</td>
</tr>
<tr>
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<td></td>
<td>Learning Area</td>
<td>A shared understanding of how to build safe, supportive and accountable learning environments. Progress every student to the best of their ability.</td>
<td>Professional Learning Communities /Collegiate conversations; Moderation; Writing and delivering assessment; Providing effective feedback; Differentiate</td>
</tr>
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<td>Individual</td>
<td>Build your personal pedagogy, expanding on your repertoire of strategies to promote learning. Contextualise learning experiences and sharing good practice with colleagues.</td>
<td>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</td>
</tr>
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<td>Wellbeing</td>
<td>Within the Rossmoyne context, wellbeing is developed through positive relationships, effective communication, collegiality, classroom management and cultural awareness.</td>
<td>Whole School</td>
<td>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.</td>
<td>House System; Mentoring and Coaching; Survey data – WHITS &amp; SOCS; Staff Association; Cultural Awareness</td>
</tr>
<tr>
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<td>Learning Area</td>
<td>Create a strong sense of school connectedness through Home Room and within your Learning Area.</td>
<td>Positive Schools Program; Homeroom activities that build House pride; Collegial conversations and support; Use SEQTA for Pastoral Care information</td>
</tr>
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<td>Individual</td>
<td>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.</td>
<td>Making strong connections with every student you teach; Classroom Management Strategies – Foundation Program; Instructional Strategies for Engagement; Stress &amp; Time Management</td>
</tr>
<tr>
<td>Feedback / Reflection</td>
<td>Reflect on your professional practice. Provide support for colleagues. Inform students and parents of progress.</td>
<td>Whole School</td>
<td>Undertake reflection activities using performance data to inform future planning.</td>
<td>Whole School Data Analysis – NAPLAN, OLNA, ATAR, WACE; Survey Data – WHITS, NSOS; Annual Report; Parent Reports</td>
</tr>
<tr>
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<td>Learning Area</td>
<td>Build upon our understanding of effective practice and support our colleagues to improve.</td>
<td>Classroom Observation Triads in LAs; Course report; Assessment &amp; Moderation</td>
</tr>
<tr>
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<td>Individual</td>
<td>Use feedback from colleagues, students and parents to address the question: What do I need to do to become a better teacher?</td>
<td>Assessment; CCQ – QTI; Performance Management; Classroom Observation Triads across LAs; Classroom performance data; WACE Marking; Parent communication</td>
</tr>
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</table>
The "FUTURE READINESS" FRAMEWORK

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