PROFESSIONAL LEARNING COMMUNITIES MATURITY MATRIX

The PLC Maturity Matrix is designed to help schools track their own progress toward becoming an effective PLC. For each key element of an effective PLC, the Maturity Matrix provides indicative statements so that a school can self-assess its level of progress and set developmental goals.

OVERALL

Emerging

Whilst PLCs are not formally established, staff meet regularly to discuss student progress and are beginning to use structured meetings (e.g. faculty and staff meetings) to reflect on student progress and achievement.

Evolving

PLCs formally meet and use a range of data to jointly diagnose strengths and weaknesses in teaching and students' learning. They agree priority areas of focus for investigation; however, there is variation between classrooms and this impacts on students' progress and achievement.

Embedding

PLCs are at the heart of improvement across all levels; vertical, horizontal, leadership. There is a commitment to, and trust in, the value of a wide range of collaborative activities. Resources and time are allocated for continual 'deep' learning for improvement.

Excelling

PLCs are highly effective. They are disciplined, mature and agile and have an unremitting focus on collaboration to secure outstanding teaching and learning within and beyond their school. Students are at the heart of all decisions.

VISION, VALUES AND CULTURE

Emerging

Leaders communicate a vision of high expectations and take responsibility for most decisions. Most staff share in the vision of high aspirations for students but there may be in-school variation, which is reflected in varying commitment to collaborating to secure universally outstanding teaching and learning across the school.

Evolving

Leaders set targets and have initiated discussions and considered structural and cultural changes to support collaboration for improvement. Instructional leaders communicate high expectations and lead teams in a range of reflective activities focused on securing continual improvements.

Embedding

Leaders and staff have a shared vision and are unified and committed to achieving the learning goals. There is mutual trust between leaders and staff who are all equally committed and trusted to achieve ambitious targets for every student. Instructional leaders lead with autonomy, authority and accountability and are trusted and valued by all staff.

Excelling

Leaders are highly respected and admired by their own staff and colleagues in other schools because of their vision, values, trust and professional generosity. Distributed leadership is evident at all levels and leaders proactively lead and support collaboration for continuous improvement in order to achieve ambitious targets in their own and other schools. Students are at the heart of every decision they make, with a belief that all students can progress and achieve.

BUILDING PLCS THROUGH A CULTURE OF COLLABORATION FOR IMPROVEMENT

Emerging

Teachers operate independently in their own classrooms. Teachers cooperate at faculty/team meetings planning together and sharing resources. Students' progress and achievement and quality teaching are discussed as a whole staff.

Evolving

Teachers engage in regular conversations about student learning and teaching practice. They are beginning to open up to feedback about their teaching. PLCs' meeting time includes an evaluation of the impact of their teaching on student outcomes.

Embedding

PLCs are embedded into the culture of the school. All teachers pro-actively participate in a range of collaborative activities, which are regularly evaluated in terms of impact on teaching. There is a strong sense of collective responsibility in order to achieve agreed targets.

Excelling

PLCs consistently focus on teacher learning to ensure all students make measurable and ambitious gains, for which all staff share accountability. They engage in giving and receiving feedback to ensure continuous improvement in teaching and learning within and beyond their school.

DATA USED TO FOCUS AND DRIVE COLLABORATIVE IMPROVEMENT AND EVALUATE IMPACT ON LEARNING

Emerging

Teams meet but use limited formative and summative student data to evaluate the impact on student learning in their meetings. Data dialogues in relation to the impact of instruction on students' progress and achievement are not the focus of the work of teams.

Evolving

The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.

Embedding

PLCs track and monitor individual students, subgroups and whole school progress. PLCs are agile and effective at using a wide range of data for improvement. PLCs use a range of evidence to provide feedback on teaching practice and student learning.

Excelling

Data and evidence informs and drives all the work of PLCs. Teachers and leaders are fully data literate. They routinely analyse data at individual student, sub-group, class, and year group. Multiple sources of evidence are used to drive and inform the PL needs of the team.

STRUCTURES AND SYSTEMS TO SUPPORT COLLABORATION FOR IMPROVEMENT – FOCUS ON STRATEGIC RESOURCE MANAGEMENT

Emerging

There is limited timetabled time for teachers to meet to collaborate on planning, curriculum, assessment and students' progress and achievement. PLC processes and protocols vary across the school. There is considerable variation in the way in which teams meet and no agreed expectations and outcomes for teams.

Evolving

Teachers have weekly scheduled time to meet and work together as PLCs to improve teaching and learning. Over the year, additional resources are allocated for observation and feedback, collaborative reviews of student work, planning and moderation of common assessment tasks. PD is provided to build the capacity of PLC leaders.

Embedding

PLC processes are consistent across the school with agreed norms and protocols. A structured and disciplined cycle of improvement is adhered to. PLCs have levels of trust that enable teachers support and challenge each other to continually improve. Resource decisions are directly related to building teacher capacity. New staff are inducted thoroughly.

Excelling

The timetable and meeting schedules prioritise collaboration for improvement across all teams. PLCs have clearly identified goals that are directly linked to the school's AIP and priorities. The impact of PLCs is regularly evaluated in relation to improving student learning and the quality of teaching. Key school processes (eg. PL and strategic plans) are aligned.

BUILDING PRACTICE EXCELLENCE

Emerging

Teachers work in isolation and define their practice individually. There is variation in the quality of teaching across the school, with few opportunities to discuss and agree what constitutes excellence in teaching and learning. Collaborative strategies such shared analysis of students' work samples, student feedback, peer observation are beginning to be established.

Evolving

Teachers have high expectations for all students. Individually, teachers are inclusive and responsive to the individual needs of their students. However, the quality of teaching and learning is variable because there are no formal, agreed protocols of what constitutes excellent teaching.

Embedding

The school has a clear instructional model that is based on research related to high-impact teaching strategies. All teachers follow the model which drives and informs the work of PLCs. Teachers are committed

to improving their practice and actively seek feedback and support from each other. Curriculum and pedagogical expertise is celebrated and shared across the school.

Excelling

Teachers are skilled in classroom observation, validating judgments using a range of evidence, and giving and receiving feedback in order to secure outstanding teaching and learning across their own and other schools, including the use of high-leverage approaches to address important curriculum issues. PLCs support and challenge each other to continuously review the impact of their practices and approaches.

CURRICULUM PLANNING AND ASSESSMENT

Emerging

Teachers plan and assess independently based on the Victorian Curriculum. There is differential student progress and attainment within and across classes. Assessment is primarily evaluative rather than informing teachers' instruction.

Evolving

Teachers consider student data, context, engagement and prior learning and deliver the Victoria Curriculum. Curriculum plans and common assessment tasks are in place and teachers are supported and expected to follows these. Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.

Embedding

PLCs support teachers to use a range of evaluative strategies to assess student understanding and progress. They incorporate focused and differentiated feedback to support the progress and achievement of every child. The school recruits staff with excellent subject knowledge and support those who are less confident in aspects of the curriculum.

Excelling

Curriculum planning, assessment and feedback are driven by a deep knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through use of high-quality Common Assessment Tasks and rigorous moderation processes. Feedback to students is purposeful and highly effective in supporting progress and achievement towards ambitious targets for all.

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

Emerging

The school collects standard DET data including student attitudes to school. The school provides opportunities for student input (SRC, leadership and peer programs).

Evolving

The school collects student engagement data at all year levels. Teachers use student feedback to reflect on lesson content, structure and student engagement. Teachers support students through purposeful feedback and learning conversations which build their self-efficacy and support their learning.

Embedding

Students have input into shaping the curriculum and learning activities. Teachers use a range of strategies and approaches including problem solving, group work and innovative student-led learning activities to promote student engagement. Student perception surveys are used to evaluate teacher effectiveness.

Excelling

Students are skilled at providing feedback to teachers and peers. Student perception data and engagement is an essential part of planning at every level. Views of every student are respected and valued in their drive to secure and sustain outstanding teaching and learning. Student perception data is a key element of evaluating the impact of teaching.