**CONTINUA FOR IMPROVEMENT CYCLE (version 1)**

This continuum is designed to help schools to assess and develop the effectiveness of their improvement efforts. It works best when schools select one or two specific issues to focus on. Teachers and leaders need regular time over an extended period to work together to develop a deep understanding of the issue, to try out interventions, and to evaluate their impact on students’ learning and development.

**Evaluate and diagnose**

| **1. Emerging** | **2. Evolving** | **3. Embedding** | **4. Excelling** |
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| Teachers sometimes scan for factors impacting learning, engagement and wellbeing in their classes. Teachers measure what students currently know and can do in their classes. | Teachers deliberately identify factors that affect the learning, engagement and wellbeing of students in their classes. Teachers measure the range of student learning in their classes, and consider assessment information alongside broader impact factors. | School staff work together to identify factors that affect students' learning, engagement and wellbeing. Staff groups use a range of assessment approaches to understand and diagnose students' progress. | The whole-school community is involved in identifying factors impacting students' cognitive, social and emotional progress. Staff teams synthesise multiple evidence sources to get an in-depth understanding of students' progress, including where progress is below expectations - for specific students and cohorts, and in particular aspects of learning. |

**Prioritise and set goals**

| **1. Emerging** | **2. Evolving** | **3. Embedding** | **4. Excelling** |
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| Teachers identify gaps in their students' learning and development, using evidence gatheredSchool leaders prioritise the greatest area of focus | Teachers diagnose strengths and weaknesses in students' learning, and consider factors that may lead to current learning outcomesTeachers propose priority areas of focus and potential learning goals for discussion with colleagues and leaders | School staff work together to identify the key issues for students' learning and development, and to prioritise shared areas of focusClear goals are determined that reflect expected progress in a defined area, and that align with school-wide improvement priorities | School leaders encourage a growth mindset and open, collaborative thinking about improving practice, engaging staff in networks and learning communitiesIssues analysis is collaborative and evidence-driven. Specific improvement priorities and clear goals are shared with the whole school community |

**Develop and plan**

| **1. Emerging** | **2. Evolving** | **3. Embedding** | **4. Excelling** |
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| Teachers use the evidence gathered to plan their own approaches, and are willing to listen to ideas from colleaguesTeachers consider how they will assess the impact of  selected strategies and approaches | Staff within the school share ideas and strategies related to the area of focusTeachers document the approach they will take to assess the impact of selected strategies and approaches | Staff teams use the evidence base domains to identify high impact strategies that are best suited to the defined learning and improvement goals Staff design how to directly observe, measure and record students' progress, to assess the impact of  selected strategies and approachesTeachers invite colleagues to observe and provide feedback on their lessons | Staff teams define what student progress in the area of focus looks like, including worked examples and a description of different degrees of progress along a continuumTeams use external expertise to guide selection of high-impact strategies, and to design a systematic method of collecting evidence about student's learning during the teaching cycleStaff groups plan intensive classroom observations and feedback, including recording and deconstructing lessons |

**Implement and monitor**

| **1. Emerging** | **2. Evolving** | **3. Embedding** | **4. Excelling** |
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| Schools encourage teachers to monitor the impact they have on student progress Teachers review and determine whether new initiatives are positively impacting on student progressTeachers share what they have learned with other teachers in their department or grade level | Teachers regularly check in systematic and planned ways to see how new practices are developing, and how they are impacting student learningSchools allow time for teachers to discuss their findings and how they could be usedStaff determine what they will do differently, how they will implement changes, for future teaching and learning cycles | Schools help teachers develop skills in collecting, and interpreting assessment evidence from multiple sources, and in making appropriate judgements based on the evidence Schools create space for teachers to collaborate, observe peers, and discuss findingsLeaders and staff discuss what practice changes are needed, and what professional development is required to improve individual and team effectivenessThe school plans a range of opportunities for staff to learn from each other, and to facilitate the transfer of new learning into practiceSchools start to share evidence-based successes with other schools in their networks | Teachers embed formative assessment as part of the learning program, and continually capture feedback from studentsTeams use moderation against continua and worked examples to assess and record the impact of different approaches on students' progressTeachers collectively document approaches taken, and evidence of their impact, to build an evidence base of effective, developmentally targeted teaching strategies.Teams have honest and robust conversations about the impact of their interventions and decisions, using student dataSchools use external input to ensure that the evidence generated, and the conclusions drawn, are validEvidence-based learnings are shared within and between schools, to foster effective practiceSchool leaders, staff, students and community partners regularly review the changes in practice and their impact on students |