

# Locating critical decision points across the Improvement Cycle

FISO IMPROVEMENT CYCLE	Workforce planning	Strategic resource management	Professional Learning	Monitoring using the Improvement Cycle
<b>Evaluate and diagnose</b>	Evaluate and diagnose the state of your school's distributed and shared leadership. Reflect on how a learning specialist could support instructional leadership and building practice excellence in your school. <b>p.10</b>	Self-evaluate against the FISO Continua of Practice and use the results to help determine the allocation of resources to key improvement strategies.	Work with your instructional leaders to diagnose teacher professional learning needs informed by students' learning needs. Encourage reflection on teaching practice and evaluate the efficacy of your school's PLCs/PLTs.	Evaluate the effectiveness and efficacy of current leadership structures, routines and procedures to monitor the school's progress against goals and targets. In particular, look at the role of the school improvement team.
<b>Prioritise and set goals</b>	Prioritise changes in workforce planning and set goals for leadership teams. Determine what you are planning to achieve, for example, by appointing a learning specialist, and how changes in workforce planning will impact on students' learning growth.	In making critical decisions with resources, prioritise improvement strategies, identify precise areas of focus and set appropriate goals. <b>p.12</b>	Prioritise student and teacher learning within planning and decision-making. Record this through the development of a whole-school professional learning plan. Ensure prioritised professional learning needs are appropriately resourced and expectations are communicated clearly.	Prioritise what leadership structures, routines and procedures need to be changed or refined to support effective monitoring activities.
<b>Develop and plan</b>	Develop your school's plan for implementing changes in workforce planning, considering what changes in daily routines, structures and resourcing will be required.	Develop a theory of change for the implementation of key improvement strategies within resource constraints and communicate to teachers, students and community members the vision for improvement.	Plan professional learning that incorporates different approaches and multiple sources of feedback (e.g. classroom observation, feedback from students, coaching and action research). <b>p.14</b>	Develop appropriate and suitable leadership structures, routines and procedures to enable effective monitoring. Create a professional learning plan to support the building of school leaders' knowledge of the Improvement Cycle.
<b>Implement and monitor</b>	Implement the new or revised leadership structures, distributing and allocating actions and activities to appropriate leaders. Monitor regularly against key indicators and through open communication with staff.	Monitor expenditure and resource management in your AIP, adjusting allocation based on emerging needs, outcomes and results.	Engage actively as an instructional leader by focusing on students outcomes and be knowledgeable about, and directly involved in the work of teachers. Accommodate adult learning preferences and continuously focus on aspects of learning, pedagogy and curriculum.	Ensure quality data and good evidence are used in the monitoring of implementation plans and strategies. School improvement teams use the Improvement Cycle across different timeframes to monitor progress against the school's goals and targets. <b>p.16</b>