# Using evidence for impact: Locating critical decision points across the Improvement Cycle

## Workforce planning

### Evaluate and diagnose

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.

### Prioritise and set goals

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.

### Develop and plan

Develop your school’s plan for implementing changes in workforce planning, considering changes in daily routines, structures and resourcing will be required.

### Implement and monitor

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.

## Strategic resource management

### Evaluate and diagnose

Self-evaluate against the FISO Continua of Practice and use the results to help determine the allocation of resources to key improvement strategies.

### Prioritise and set goals

In making critical decisions with limited resources, prioritise improvement strategies, identify precise areas of focus and set appropriate goals.

### Develop and plan

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.

### Implement and monitor

Monitor expenditure and resource management in your annual implementation plan, adjusting allocation based on emerging needs, outcomes and results.

## Professional learning

### Evaluate and diagnose

Work with your instructional leaders to diagnose teacher professional learning needs informed by identified students learning needs. Encourage reflection on teaching practice and evaluate the efficacy of your school PLC/PLTs.

### Prioritise and set goals

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.

### Develop and plan

Plan professional learning that incorporates different approaches and multiple sources of feedback (e.g. classroom observation, feedback from students, coaching and action research)

### Implement and monitor

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.

## Monitoring using the Improvement cycle

### Evaluate and diagnose

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.

### Prioritise and set goals

Prioritise what leadership structures, routines and procedures need to be changed or refined to support effective monitoring activities.

### Develop and plan

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.

### Implement and monitor

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.