

# The PLC Guide: Implementing FISO with precision, collaboration and inquiry







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# The PLC Approach to Implementing FISO

## What is the Framework for Improving Student Outcomes (FISO)?

- FISO is the foundation for strategic and annual planning in all Victorian government schools
- FISO establishes four state wide priorities and provides a common language for school improvement
- FISO incorporates a four-phase improvement cycle of evaluation, goal-setting, planning and implementation
- Schools use the FISO Improvement Cycle to develop and evaluate their School Strategic Plans (SSPs) and Annual Implementation Plans (AIPs)
- For more information on the FISO Essential elements visit: [www.education.vic.gov.au/FISO](http://www.education.vic.gov.au/FISO)

## What are Professional Learning Communities?

- PLCs bring together teams of teachers and leaders with a singular focus on success for every student.
- PLCs are characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice.
- The work of PLCs is undertaken through regular cycles of disciplined, collaborative inquiry.
- PLCs ensure student learning drives teacher learning through targeted professional learning, classroom observation and the support of school leadership.





## Four Reasons to use PLCs to implement FISO

### PLCs have an unrelenting focus on student learning growth

PLCs are a proven way for schools to increase student learning by creating a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to evidenced based decision making and professionalism
- driven by collaborative expertise.

### PLCs embed strategic approaches

PLCs bring the FISO-aligned improvement priorities in the school's AIP and SSP to classroom practice through whole PLC and teacher Performance and Development Plans (PDP) goals that are aligned to these documents.

### PLCs embed improvement priorities

PLCs provide the architecture where links between school-level priorities and Departmental initiatives can be made to improve classroom-level teacher practice.

### PLCs embed excellence in teaching and learning

PLCs use the curriculum, assessment and standards to determine 'what is enough learning progress?'. The Victorian Teaching and Learning Model builds teacher knowledge in assessment and deep pedagogical expertise to drive high impact improvement initiatives through evidence-based decisions about their teaching and its impact on student learning.

## Seven Features of an Effective PLC

### Collective teacher efficacy

Collective approaches to the learning and development of all teachers to reduce the variation in quality teacher practice across classrooms is most effective in improving student outcomes.

### Collective responsibility

A shared ownership for student learning outcomes. Teachers hold themselves responsible and accountable for the outcomes of all students.

### Collaborative practice

A culture of trust that empowers teachers to learn and plan together and challenge each other's mindsets, knowledge and practices.

### Inquiry-based approach

Use of a data-driven inquiry approach like the FISO Improvement Cycle to effectively link professional learning and instructional planning to the learning needs of students. Effective PLCs engage in regular cycles of inquiry for continuous improvement.

### Use of evidence

Decisions are evidence-informed and focused on student learning growth and teacher development. Effective PLCs use evidence at every stage of the inquiry cycle to diagnose and address student learning needs and monitor the impact of interventions.

### Alignment with school priorities

PLC goals and strategies are directly linked to improvement aims in a school's AIP and SSP and ensure these are reflected in teachers' PDPs.

### Regular monitoring

Regularly monitor the impact of teaching practices against student learning growth using student data, peer feedback and the feedback and guidance of a knowledgeable other.

## Who is this guide for?

This guide provides teachers, PLC instructional leaders (middle leaders who will run PLCs) and school leaders with the knowledge and strategies to:

- **prepare** their setting and establish the conditions necessary to create and sustain a PLC
- **participate** in cycles of collaborative inquiry focusing on professional practice to improve student outcomes

- **progress** PLCs beyond the individual school setting to further their improvement, by creating PLC Communities of Practice.

This guide opens discussions, invites reflection and self-assessment and encourages teachers and school leaders to focus their attention on building collective efficacy and highly impactful PLCs focused on improving learning for all students.

Phase	High Impact Question	Teachers
1. Evaluate & Diagnose	1.1 What do students know?	Evaluate the efficacy of unit plans and lessons and share these findings at PLC meetings.
	1.2 What do we want students to learn?	
	1.3 What do teachers know and what do teachers need to learn?	Gather individual student data and class data to be shared in PLC meetings.
	1.4 What aspect of student learning will be the focus for our inquiry?	
2. Prioritise & Set Goals	2.1 What does the evidence suggest students are ready to learn?	Articulate and set learning goals with students, including the possible steps to be taken to achieve them.
	2.2 What are possible evidence-based teaching practices and how will we prioritise them?	
	2.3 What learning goals will we establish with students?	Contribute to the development of team learning goals.
	2.4 What learning goals will we set for ourselves?	
3. Develop & Plan	3.1 What curriculum content, learning experiences and teaching approaches will allow students to achieve their learning goals?	Design learning programs based on evidence-based frameworks like the Victorian Teaching and Learning Model.
	3.2 How will we provide targeted support or extension for individual students?	
	3.3 How will we assess learning?	Identify areas for further professional development and participate in peer observation, planning and gathering student feedback.
	3.4 What professional learning do we need?	
4. Implement & Monitor	4.1 What is the expected impact on learning and how will this be monitored?	Gather evidence of student learning and consult with other PLC members and instructional leaders about alternative approaches if the teaching is not having its expected impact.
	4.2 How will we respond if our teaching is not achieving its expected impact?	
	4.3 What have we learnt and how will this inform our instruction in the future?	Review the range of approaches used and embed successful practices into curriculum in the long term.
	4.4 How will we continue to support each other?	



### Instructional Leaders

### School Leaders

	Instructional Leaders	School Leaders
1. Evaluate & Diagnose	Evaluate curriculum alignment with Victorian Curriculum standards and priorities, identifying areas for amendment and review.	Establish a curriculum review process and subsequently evaluate findings made by PLC teams to ensure consistency of all areas.
	Lead the PLC discussion of student data from a range of sources to understand what the students know.	Analyse whole-school data sets to determine common problems of practice.
2. Prioritise & Set Goals	Articulate clear focus for the inquiry cycle using student data analysis and school AIP goals.	Align PLC goals with the AIP goals and the SSP.
	Use co-constructed student success criteria and learning goals to identify priority areas for professional learning and set challenging professional learning goals.	Ensure that staff learning goals through both PLCs and PDPs are articulated clearly and are guided by student learning goals.
3. Develop & Plan	Contribute to and communicate the aims and features of evidence-based frameworks like the Victorian Teaching and Learning Model to teachers and make links between this and the PLCs' specific focus for inquiry.	Develop a whole-school pedagogical approach, based on evidence-based frameworks like the Victorian Teaching and Learning Model, which reflects the vision and values of the school.
	Research ways to build teaching repertoire through evidence-based practices, communicate these to the PLC team and share these with other instructional leaders.	Identify common areas for staff professional development and create and support professional learning opportunities for specific PLCs and for all staff.
4. Implement & Monitor	Identify students that require targeted assistance and use the collective knowledge of the PLC to respond to and address their needs.	Monitor the progress of PLC work against the set goals, celebrating wins and supporting necessary changes to practice if outcomes are not improving.
	Use data gathered at the end of the inquiry cycle to inform the focus for the next cycle.	Work with instructional leaders, learning specialists and literacy leaders to identify school-wide patterns emerging from the work of PLCs and incorporate these into strategic planning.

# Preparing for PLCs

Most Victorian schools already have in place many features of the PLC approach to implementing FISO. Teams working together might be the norm, ongoing professional learning an expectation, and reviewing student data standard practice.

Embracing these processes more purposefully, systematically and deeply will have the greatest impact on student learning. Attending to specific enabling factors will lay the foundations for creating and sustaining effective PLCs.

 Challenge the status quo	 Communicate a vision	 Structure for change
<p><b>Key Questions</b></p> <p>What does student outcome data tell us about learning growth in our school?</p> <p>How effective are our current practices?</p>	<p><b>Key Questions</b></p> <p>What is the purpose of our PLC?</p> <p>What values, practices and behaviours should we have as a school?</p>	<p><b>Key Questions</b></p> <p>How will we structure our PLCs to optimise staff and student learning?</p> <p>How will we privilege time for teachers to meet?</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> the PLC Maturity Matrix to self-assess against key PLC elements and involve staff in this process.</li> <li>• <b>Collect</b> evidence to identify current gaps or areas for further development in student achievement.</li> <li>• <b>Develop</b> a preliminary plan for the work of the PLC.</li> <li>• <b>Identify</b> how school teams will operate differently as a PLC.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborate</b> to develop a statement of purpose to guide the cultural shift to the PLC model.</li> <li>• <b>Ask</b> individual PLCs to develop a statement of purpose for their work.</li> <li>• <b>Ensure</b> all visions are aligned.</li> <li>• <b>Create</b> a plan with clear steps to ensure that the vision is met.</li> <li>• <b>Communicate</b> the vision to the whole-school community.</li> <li>• <b>Involve</b> PLC instructional leaders in creating a vision for the PLC.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> various PLC structures with SEILs.</li> <li>• Where appropriate, <b>consider</b> pre-existing structures at the school and whether some may be retained alongside the PLCs .</li> <li>• <b>Review</b> the current school meeting schedule to create privileged, sequestered time for PLCs to meet and work.</li> <li>• <b>Consider</b> sample timetables from PLC schools that include privileged time during the school day and after school.</li> <li>• <b>Publish</b> a PLC meeting schedule.</li> </ul>
<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PLC Maturity Matrix</a></li> <li>• <a href="#">The Futility of PLC Lite</a> (Dufour and Reeves, 2016)</li> <li>• <a href="#">Professional Learning Communities</a></li> <li>• <a href="#">Victorian University Secondary College video case study</a></li> </ul>	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Simon Sinek's Golden Circle</a></li> <li>• <a href="#">Leading Communities</a> course (Bastow Institute of Educational Leadership)</li> <li>• <a href="#">Shifting the focus of teacher teams to student learning</a></li> <li>• <a href="#">Leading Teacher Learning</a></li> </ul>	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SPOT</a></li> </ul>



 Build trust	 Empower instructional leaders	 Monitor impact	 Celebrate success
<p><b>Key Questions</b></p> <p>How will we build trust in a PLC?</p> <p>How can we build a commitment to the processes and systems?</p>	<p><b>Key Questions</b></p> <p>What is the work of a PLC instructional leader and who will best fill these roles?</p> <p>How can PLC instructional leaders be empowered to lead the work?</p>	<p><b>Key Questions</b></p> <p>How will we monitor the impact of PLC work on student learning progress?</p> <p>How will we support teachers if PLC work is not achieving its expected impact?</p>	<p><b>Key Questions</b></p> <p>What does success look like in our context?</p> <p>How will we document and embed successful practices?</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> staff survey data or conduct a staff opinion survey on their perceptions of trust in professional relationships and systems.</li> <li>• <b>Openly</b> share failures and challenges as well as successes.</li> <li>• <b>Select</b> trusted leaders to be PLC instructional leaders.</li> <li>• <b>Illustrate</b> the value of the PLC model to teachers by discussing Victorian and international case studies.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Invite</b> reflection on different models of leadership and identify those most consistent with a PLC.</li> <li>• <b>Define</b> and assign PLC roles and responsibilities.</li> <li>• <b>Map out</b> and draw on the expertise within the team to create a whole-school approach to the Victorian Teaching and Learning Model.</li> <li>• <b>Organise</b> professional learning for PLC instructional leaders.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Conduct</b> regular update meetings with other school leaders and instructional leaders on PLC progress, using data.</li> <li>• <b>Establish</b> shorter inquiry cycles so that the efficacy of PLC intervention can be monitored more closely.</li> <li>• <b>Consult</b> teachers, students and parents to gauge the impact of PLCs.</li> <li>• <b>Use</b> the goals of the PLC to maintain accountability.</li> <li>• <b>Prompt</b> and support PLC decisions to adopt or change evidence-based approaches if current interventions are not achieving their intended impact.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Consult</b> all staff to determine what success looks like in your context.</li> <li>• <b>Consult</b> all staff to determine the ways that success should be celebrated.</li> <li>• <b>Instigate</b> short inquiry cycles (approximately eight weeks) so that success is more frequently rewarded.</li> <li>• <b>Use</b> the Maturity Matrix to reassess.</li> <li>• <b>Gather</b> student outcome and student feedback data to determine success.</li> </ul>
<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Literature Review: A culture of trust enhances performance</a>, (AITSL)</li> <li>• <a href="#">Building trusting relationships for school improvement</a></li> <li>• <a href="#">Open-to-Learning Leadership</a> (Bastow Institute of Educational Leadership)</li> </ul>	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Maximising Leadership Expertise for PLCs</a> (Fullan, 2017)</li> <li>• <a href="#">Leadership Scenarios and Supporting Practical Guides</a> (AITSL)</li> <li>• <a href="#">Growing Potential Leaders</a> (Bastow Institute of Educational Leadership)</li> <li>• <a href="#">Create: Middle Leaders</a> (Bastow Institute of Educational Leadership)</li> </ul>	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evaluating Impact on Learning</a> (FISO Excellence in Teaching and Learning)</li> <li>• <a href="#">Measuring Impact</a> (Education Endowment Foundation)</li> </ul>	<p><b>Supporting resources</b></p> <ul style="list-style-type: none"> <li>• Eight Conditions for Effective Professional Learning Communities</li> </ul>

# Participating in PLCs: Evaluate and Diagnose

## Impact questions and indicators

### 1.1 What do students know?

PLCs are enabled when we:

- use rigorous processes of evaluation
- collect a range of student formative and summative assessment data at a school, cohort and individual level
- equip teachers to analyse and interpret assessment data using agreed criteria of success
- enable the voices of students in assessing their own learning.

### 1.3 What do we know and what do we want to learn?

PLCs are enabled when we:

- reflect deeply on our own practice and learning
- challenge and stretch each other in our knowledge and understanding of curriculum, pedagogy and assessment.
- share and discuss emerging research and evidence
- test the depth of our knowledge about our students.

### 1.2 What do we want students to learn?

PLCs are enabled when we:

- surface assumptions and build a shared understanding about what and how students learn
- evaluate using the Victorian Curriculum to determine learning outcomes
- use student self-assessment and student feedback
- identify areas for improvement in student learning.

### 1.4 What aspect of student learning will be the focus of our inquiry?

PLCs are enabled when we:

- invest time to specify the focus of inquiry
- analyse the contributing factors to the focus of inquiry and consider the next best learning moves to address them
- seek alternative perspectives about the contributing factors
- identify what is within our control, such as teacher practice and school organisation.

## Moving to PLCs




### From

- individual teacher responsibility for student learning
- relying on limited forms of evidence
- individual teachers grappling with problems
- quickly framed ad hoc solutions.

### To

- shared responsibility for student learning
- multiple forms of evidence
- collective identification of problems of practice
- experimenting and testing possible solutions.

## Key actions

 Teachers	 PLC instructional leaders	 School Leaders
<p>Evaluate the efficacy of unit plans and lessons and share these findings at PLC meetings.</p> <p>Gather individual student data and class data and share this in PLC meetings.</p>	<p>Evaluate curriculum alignment with Victorian Curriculum standards and priorities, identifying areas for amendment and review.</p> <p>Lead the PLC discussion of student data from a range of sources to understand what the students know.</p>	<p>Establish a curriculum review process and subsequently review findings made by PLC teams to ensure consistency of all areas.</p> <p>Analyse whole-school data sets to determine common problems of practice.</p>

## Supporting resources and tools

Read	View	Use
<ul style="list-style-type: none"> <li>• <a href="#">What works best in education: The Politics of Collaborative Expertise</a> (Hattie, 2015)</li> <li>• <a href="#">Examples of evidence types</a></li> <li>• CLARITY: What matters MOST in Learning, Teaching and Leading (Sharratt, 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Using student data to support instructional decisions: Grey Street Primary School</a></li> <li>• <a href="#">Analyse student data to improve student learning</a> (AITSL)</li> <li>• <a href="#">Brandon Park Primary School PLC video case study</a></li> <li>• <a href="#">How do PLCs use data in the inquiry cycle?</a> (Victoria University Secondary College)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">AITSL Self-Assessment tool</a></li> <li>• <a href="#">Critically Examining Student Work Protocol</a></li> </ul>

### Links to Practice Principles

Action 6.2: Teachers use assessment data to diagnose student learning needs and plan for learning.

Action 6.4: Teachers analyse student achievement data to improve their practice.

Action 7.1: Teachers evaluate the impact of their teaching on learning by analysing multiple sources of data.

Action 7.3: Teachers draw on current research and use an inquiry improvement cycle .

For more information, see: [Practice Principles Diagnostic Tool](#)



# Participating in PLCs: Prioritise and Set Goals

## Impact questions and indicators

### 2.1 What does the evidence suggest that students are ready to learn?

PLCs are enabled when we:

- identify the individual learning needs of every student
- map student needs to the curriculum through personalised approaches
- ensure student voice is heard when planning the curriculum
- understand factors of psychological and social readiness, such as self-confidence and self-efficacy.

### 2.3 What learning goals will we establish with students?

PLCs are enabled when we:

- co-construct learning goals with students in all classrooms
- guide students to make the goals achievable, challenging and learning-focused in all classrooms
- co-construct success criteria for successful achievement of the goals with students
- support all teachers to co-construct goals and success criteria with students by providing the necessary professional development and resources.

### 2.2 What are possible evidence-based teaching practices and how will we prioritise them?

PLCs are enabled when we:

- research different pedagogical approaches from a variety of credible sources
- identify practices using the resources of the Victorian Teaching and Learning Model
- draw on professional judgement, pooling the knowledge and expertise of the team
- prioritise practices based on individual student needs and on the anticipated effect of the intervention.

### 2.4 What learning goals will we set for ourselves?

PLCs are enabled when we:

- work together to devise team learning goals aligned with co-constructed student learning goals and success criteria
- provide support for each other in the development of professional learning plans
- set goals that are challenging and ambitious
- establish processes where feedback can be provided by peers and students on performance to support ongoing learning and development.

## Moving to PLCs




### From

- a disconnect between teacher and PDP goals and AIP
- lack of clarity about key drivers of improvement
- teacher-focused goals
- narrow, standardised measures.

### To

- shared aspirations for improvement
- deep understandings of what drives improvement
- agreed student learning-focused goals
- co-constructed success criteria.

## Key actions

 Teachers	 PLC instructional leaders	 School Leaders
<p>Articulate and set learning goals with students, including the possible steps to be taken to achieve them.</p> <p>Contribute to the development of team learning goals and align personal PDP goals to these.</p>	<p>Articulate a clear focus for the inquiry cycle using student data analysis and school AIP goals.</p> <p>Use co-constructed student success criteria and learning goals to identify priority areas for professional learning and set challenging professional learning goals.</p>	<p>Align PLC goals with the AIP goals and the SSP.</p> <p>Ensure that staff learning goals through both PLC and PDP are articulated clearly and are guided by student learning goals.</p>

## Supporting resources and tools

Read	View	Use
<ul style="list-style-type: none"> <li>• <a href="#">Evidence for Learning</a> (Australasian research summaries, 2017)</li> <li>• <a href="#">Examples of evidence</a> (AITSL)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Grey St Primary School PLC meeting- setting goals</a></li> <li>• <a href="#">Setting challenging and achievable learning goals</a> (AITSL)</li> <li>• <a href="#">Brandon Park Primary School PLC video case study</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Victorian Teaching and Learning Model</a></li> <li>• <a href="#">Curriculum Planning Resource</a> (Victorian Curriculum and Assessment Authority)</li> <li>• <a href="#">Practice Principles 3 and 4</a> tools and resources</li> <li>• <a href="#">Performance and Development Plan</a></li> <li>• <a href="#">Amplify</a></li> </ul>

### Links to Practice Principles

Action 1.2: Teachers co-design aspirational goals with students.

Action 2.2: Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program.

Action 7.2: Teachers identify and target areas of professional learning.

For more information, see: [Practice Principles Diagnostic Tool](#)

# Participating in PLCs: Develop and Plan

## Impact questions and indicators

### 3.1 What curriculum content, learning experiences and teaching approaches will allow students to achieve their learning goals?

PLCs are enabled when we:

- have in-depth knowledge of the learning progressions in literacy and numeracy and are familiar with the requirements relevant to our respective areas of specialisation and curriculum
- ensure student input into curriculum planning, teaching strategies and assessment
- design student-driven authentic learning experiences that empower students to take control of and responsibility for their learning
- collaboratively experiment and trial teaching innovations through a process of disciplined professional inquiry.

### 3.2 How will we provide targeted support or extension for individual students?

PLCs are enabled when we:

- demonstrate inclusion and celebrate diversity, ensuring that every student has access to meaningful learning experiences accessible through multiple entry points and differentiation
- use detailed analyses of student outcomes data to design programs of challenge and support tailored to each student
- build in processes for the early identification of learning needs and for timely intervention at point of need
- ensure student voice is integral to determining appropriate levels of challenge and support.

### 3.3. How will we assess learning?

PLCs are enabled when we:

- assess students' prior knowledge and engage them in understanding their dispositions towards learning
- incorporate ongoing formative assessment processes that enable students to self-assess and collect evidence of progress
- have processes that enable students to negotiate assessment methods and success criteria relevant to their learning goals
- plan for evidence of outcomes to be derived from multiple sources including student perception, student learning data and summative data.

### 3.4 What professional learning do we need?

PLCs are enabled when we:

- customise professional learning, differentiated to teacher needs and linked to student outcomes data
- plan professional learning that incorporates different approaches and multiple sources of feedback (e.g. classroom observation, feedback from students, coaching and action research)
- continuously focus on aspects of learning, diagnosis, interventions, pedagogy and curriculum
- differentiate resources based on need
- accommodate adult learning preferences e.g. job-related, directly applicable and known to have impact.

## Moving to PLCs

### From




- teachers working in isolation
- prescriptive curriculum approaches
- stand-alone professional learning
- lesson plans and activities.

### To

- teachers sharing expertise and support
- fit-for-purpose approaches and interventions
- professional learning linked to student learning
- purposeful learning design.



## Key actions

 Teachers	 PLC instructional leaders	 School Leaders
<p>Design learning programs based on evidence-based frameworks like the Victorian Teaching and Learning Model.</p> <p>Identify areas for further professional development and participate in peer observation, planning and gathering student feedback.</p>	<p>Contribute to and communicate the aims and features of evidence-based frameworks like the Victorian Teaching and Learning Model to teachers and make links between this and the PLCs specific focus for inquiry.</p> <p>Research ways to build teaching repertoire through evidence-based practices and communicate these to PLC team and share these with other PLC instructional leaders in the school.</p>	<p>Develop a whole-school pedagogical approach, based on evidence-based frameworks like the Victorian Teaching and Learning Model, which reflects the vision and values for the school.</p> <p>Identify common areas for staff professional development and create and support professional learning opportunities for specific PLCs and for all staff.</p>

## Supporting resources and tools

Read	View	Use
<ul style="list-style-type: none"> <li>• <a href="#">Targeted teaching: how better use of data can improve student learning</a>, (Goss, Hunter, Romanes &amp; Parsonage, 2015)</li> <li>• <a href="#">Using student assessment for professional learning: focussing on students' outcomes to identify teachers' needs</a> (Timperley, 2011)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Brandon Park Primary School PLC video case study</a></li> <li>• <a href="#">How can PLCs improve teacher collaboration?</a> (Victoria University Secondary College)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Victorian Teaching and Learning Model</a></li> <li>• <a href="#">VCAA Literacy Learning Progressions</a></li> <li>• <a href="#">VCAA Numeracy Learning Progressions</a></li> <li>• <a href="#">Victorian Curriculum F-10</a> to determine 'what' students need to learn</li> <li>• <a href="#">Student Voice Practice Guide (Amplify)</a></li> <li>• <a href="#">Excellence in Teaching and Learning: A School Leaders' Guide to Improving Literacy and Numeracy Outcomes</a></li> <li>• <a href="#">Evidence for Learning Teaching and Learning Toolkit</a> (2017)</li> <li>• <a href="#">Thinking routines developed by Project Zero to support teachers and students to make thinking visible</a></li> <li>• <a href="#">Professional Practice Note: Peer Observation, Feedback and Reflection</a></li> </ul>

### Links to Practice Principles

Action 4.1: Teachers place student needs at the centre of program planning and delivery.

Action 4.2: Teachers collaboratively design and implement a scope and sequence of learning.

Action 5.1: Teachers design learning programs to explicitly build deep levels of thinking and application.

For more information, see: [Practice Principles Diagnostic Tool](#)

# Participating in PLCs: Implement and Monitor

## Impact questions and indicators

### 4.1 What is the expected impact on learning and how will this be monitored?

PLCs are enabled when we:

- design pre and post assessment for each inquiry cycle
- clearly define the anticipated impact and allow for the emergence of unplanned outcomes
- validate effectiveness of implementation through processes of feedback and data analysis
- have in place the school systems, team processes and relevant tools for formative and summative measurement of progress
- ensure students regularly and carefully self-monitor their learning and stretch their aspirations.

### 4.2 How will we respond if our teaching is not achieving its expected impact?

PLCs are enabled when we:

- accept that collective responsibility means that every teacher is accountable for the outcomes of every student, including those not in their own classes
- use multiple forms of professional feedback; for example, peer observation, lesson study, co-teaching, the use of learning analytics and coaching
- share knowledge and learning by actively contributing to a planned program of professional learning
- demonstrate levels of professional trust, such that mistakes and uncertainties are openly admitted and focused support provided.

### 4.3 What have we learnt and how will this inform our instruction in the future?

PLCs are enabled when we:

- build in student and teacher reflection on the co-constructed Success Criteria at the end of every lesson
- model how to use Success Criteria to measure the work and monitor where we are in the PLC work
- build in student and teacher reflection on the co-constructed success criteria at the end of every lesson
- model how to use success criteria to measure the work and monitor where we are in the PLC work
- use student outcome data and student feedback to identify gaps and emerging needs and to signal next steps
- formally report to stakeholders on progress against goals.

### 4.4 How will we continue to support each other?

PLCs are enabled when we:

- demonstrate a culture of flexibility and adaptability where we are open to challenge and honest appraisal of impact
- invite student evaluation of our practice and seek their regular feedback on how it may more positively impact on their learning
- acknowledge evidence of failure and are prepared to reset goals and redesign the learning experience
- research alternative approaches, strategies and interventions to trial their application and assess their impact.

## Moving to PLCs




### From

- relying on individual capacity
- teaching as 'one size fits all'
- focusing on the end result
- focusing on standardised results.

### To

- collective responsibility and accountability for quality of practice
- flexibility and responsiveness to emergent needs
- focusing on progress for each student
- measurement for evidence of impact.

## Key actions

 Teachers	 PLC instructional leaders	 School Leaders
<p>Gather evidence of student learning and consult with other PLC members and instructional leaders about alternative approaches if the teaching is not having its expected impact.</p> <p>Review the range of approaches used and embed successful practices into the planning of programs in the long term.</p>	<p>Identify students that require targeted assistance and use the collective knowledge of the PLC to respond to and address their needs.</p> <p>Use data gathered at the end of the inquiry cycle to inform the focus for the next cycle.</p>	<p>Monitor the progress of PLC work against the set goals, celebrating wins and supporting necessary changes to practice if student learning is not improving.</p> <p>Work with PLC instructional leaders, learning specialists and literacy leaders to identify school-wide patterns emerging from the work of PLCs and incorporate these into strategic planning.</p>

## Supporting resources and tools

Read	View	Use
<ul style="list-style-type: none"> <li>• <a href="#">Evidence of impact of teacher education programs: a focus on classroom observations</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Brandon Park Primary School PLC video case study</a></li> <li>• <a href="#">Learning Walks and Talks by Dr Lyn Sharratt</a> (Sharratt, 2008-2018)</li> <li>• <a href="#">How can PLCs lead to improved teacher practice?</a> (Victoria University Secondary College)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Evidence of Impact</a> resource</li> <li>• <a href="#">Evidence for Learning Teaching and Learning Toolkit</a> (2017)</li> <li>• <a href="#">Peer Observations</a></li> <li>• <a href="#">Classroom Observation strategies</a></li> </ul>

### Links to Practice Principles

Action 1.4: Teachers build student capacity to monitor and evaluate their own progress and achievement

Action 4.3: Teachers regularly review and update learning programs in line with school curriculum plans

Action 5.3: Teachers support students to be reflective, questioning and self-monitoring learners

Action 7.4: Teachers challenge and support each other to improve practice

For more information, see: [Practice Principles Diagnostic Tool](#)



# Progressing PLCs

**Creating a culture of collaboration to continuously improve teaching and learning is at the heart of FISO.**

In order to build an effective PLC, schools need to:

- prepare their setting and establish the conditions necessary to create and sustain a PLC
- participate in cycles of collaborative inquiry focusing on professional practice to improve student outcomes
- progress PLCs beyond the individual school setting to further their improvement by creating PLC Communities of Practice.



## **Why progress PLCs?**

The benefits of progressing PLCs include:

- knowledge construction: collective efficacy is strengthened through knowledge sharing and co-construction
- sustainability: PLCs will be isolated to individual schools unless the concept is shared
- scalability: more teachers will be involved resulting in greater potential to share and influence outcomes
- efficiency: teachers will share resources and expertise
- accountability: teachers will focus on outcomes and sharing responsibility.

## **Where will the PLC team connect?**

- in a school space
- informal setting e.g. café
- virtual space
- regional setting
- tertiary setting.

## **What will be the focus of the work?**

Progress networks to include PLCs that focus on:

- developmental stages e.g. early years, senior secondary
- special interest
- sharing of resources, ideas and strategies
- problem solving
- knowledge building
- providing and receiving feedback.

## **How will teams connect?**

- networking through geographical proximity
- virtual networks around a common focus
- through reshaping established networks.

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