

## Lakemba Public School

Referred to in the case study and video example of effective existing practice

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### School context

#### Lakemba Primary School

Lakemba, NSW

**School type:** Government

**Stage of schooling:** Primary

**School location:** Metropolitan

### About Lakemba Primary School

Over the last six years Lakemba Primary School has worked assiduously to build on their performance and development processes, to build the professional capacity of the teachers and to improve student outcomes. In addition to utilising the services of a principal mentor the school has restructured the roles of the executive group taking them off class so that they can support the professional development of teachers, established stage related teams, scheduled fortnightly professional development sessions for all teachers, and introduced a lesson study focus.

### Questions for discussion

1. What issues do school leaders and teachers need to discuss in the lead up to introducing a lesson study approach?
2. Stage related teams at Lakemba meet for a half day every fortnight. If involved in such a team, what would you like to focus on in that regular meeting time?
3. How might the resources, funding and/or timetable in your school be creatively restructured or redeployed to be able to introduce measures such as the lesson study approach or extended team meetings or to enhance performance and development opportunities in other ways for teachers?

### Note

The attached documentation refers to the teaching standards in New South Wales which, in 2013, are being replaced by the *National Professional Standards for Teachers* that Education Ministers have endorsed.

Details of Element 6 from the NSW standards have been removed from page 6 of the attached document as copyright clearance is being sought.

**AITSL gratefully acknowledge the assistance of the principal and staff at Lakemba Public School in producing the case study and video example of practice and in providing permission to share these resources.**



## **Sample Action Research Guidelines**

### **Action Research Lakemba PS TARS (Teacher Assessment and Review Schedule), 2011**

This year the Institute of Teachers – Teaching Standards Framework will be used in this process. I will be seeing all staff twice this year, but in different forms. To support all staff there will be a number of staff meetings and a time allocation at T3's Staff Development. I am very excited about this process of seeing and talking about our craft. The standards give a consistent framework where all staff can be assessed fairly and professionally. The process is listed below.

#### **Term 2 – Team Approach**

The process for this term will take place in weeks 8 & 9 in your team's professional learning time and will be a team conversation. I have identified Element 2 — 'Teachers know their students and how they learn' — as the focus for this conversation. The conversation will be based on your team's data on reading for all teams and the following:

- ES1 — Best Start and L3 results and teaching practices.
- S1 — Best Start, NAPLAN and teaching practices.
- S2-S3 — TORCH test results, NAPLAN, persuasive writing and teaching practices.

At the end of this conversation, the team will look at the above element and plot where the team would fall in relation to the Aspects and the Key Stages. You will also be asked to think about your personal development in relation to this standard. Professional learning for T3 will be identified. It is an expectation that all staff will actively contribute to the professional conversation and be prepared with the necessary data needed to engage in a professional dialogue.

#### **Term 3 & 4 – Individual**

The process over T3 & 4 will be an individual conversation around Element 6 — 'Teachers continually improve their professional knowledge and practice'. (This element must be addressed each year). The questions your TARS will be based on are:

- Where are you in relation to Element 6? (Two aspects to be chosen).
- What key stage do you feel you have attained?
- What evidence have you collected to support your assessment?

You will need to bring evidence to support the two aspects chosen for this element. The evidence will need to be annotated so a professional conversation can take place around your evidence. At the end of the conversation, you will be asked to identify what key stage you believe demonstrates your attainment.

I'm very excited about this process and I'm looking forward to your participation in the TARS assessment in 2011.



**Personal Reflection**

**What have you learnt about the NSW Professional Teaching Standards as a result of the TARS process?**

**What other professional learning do you need to enhance or extend your knowledge of the NSW Professional Teaching Standards?**

**Thank you for participating in this process.**