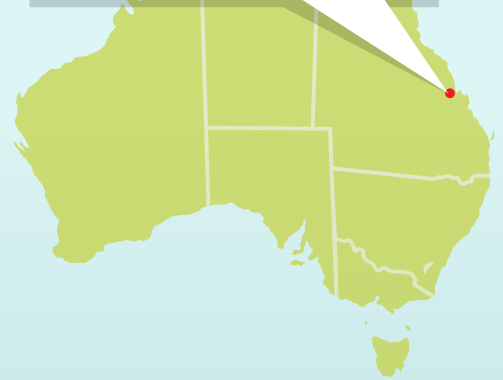


Consistency of practice

Rockhampton Girls Grammar School

Rockhampton Girls Grammar School is an independent non-denominational school from Foundation to Year 12, with boarding available from Year 6. The school has a student population of approximately 320 students.

Rockhampton Girls Grammar School provides academic and vocational pathways to further study and career paths. It is a relatively small school with a strong emphasis on pastoral care, wellbeing and community, in addition to academic achievement. The Boarding House is considered central to the life of the school.



School sector Non-government
Location Provincial
School type Combined



It's very much about getting the expertise and experience in the room and getting it in front of the young teachers.



Induction approach

Rockhampton Girls Grammar School takes a collaborative approach to induction, which begins with three days of introductory professional development. All teachers are encouraged to engage with and welcome beginning teachers, including initiating professional conversations at lunchtime to provide opportunities for beginning teachers to ask questions and broaden their understanding.

Early career teachers all meet together once every two weeks. The meetings provide an opportunity to follow up with the early career teachers, reflect on how their lessons have been received by students or discuss any issues or questions they may have. The meeting is also an opportunity for the early career teachers to be more informed about teaching topics that will assist them further. Some of these topics include: dealing with difficult conversations, conducting parent/teacher interviews, and writing student reports. Beginning teachers are also invited to engage with and present at professional learning opportunities held at the school.

School leaders, including the principal, the Director of Student Wellbeing and the Director of Primary Learning, ensure that new staff are aware of expectations, and exhibit consistency of practice. The Director of Primary Learning plays a very active role in the development of beginning teachers through instructional leadership. She has a strong presence in classrooms, contributing to observation as a key induction strategy.



Classroom observation

Observations at Rockhampton Girls Grammar include incumbent teachers observing inductees, and vice versa. Inductees are able to pick up teaching skills and pedagogical approaches to apply in their own classrooms, while more experienced teachers can identify areas for inductees' development. Key focus areas for observations are agreed prior to the class and these are often drawn from the Australian Professional Standards for Teachers. The observation focus areas are also designed as part of the staff's SMART goals. These goals are prepared by the individual staff member, and after consultation with the principal, are implemented for that year. The classroom observations are accompanied by pre- and post- observation conversations, as well as the use of a formalised feedback form.

The Director of Primary Learning models teaching practices once or twice a week for early career teachers to observe and then provides feedback on the other teachers' implementation of those practices. The principal also demonstrates teaching strategies weekly, and supports teachers to replicate them.

Mentoring

Formal one-on-one mentoring relationships are established based on subject areas or particular skills for development. Staff who volunteer to become mentors are supported to develop leadership, communications and partnership skills in order to provide the most value to mentees. Once accepted, the mentor will go through a training program to ensure that they have the most up to date information on being a positive mentor. Independent Schools Queensland have provided online courses for staff to use.

Mentors support beginning teachers to undertake moving from provisional to full registration by setting goals, reflecting and providing feedback on practice, and documenting evidence of practice. Mentors and mentees meet formally once per week.

Questions for reflection

1. What role in the induction of beginning teachers can all teachers and staff in your context play?
2. How could you use instructional leadership in your setting to support staff development?
3. What would you consider to be important elements of pre- and post-observation conversations?
4. How can you provide more opportunities in your context for beginning teachers to share their knowledge?

School documents

Peer partnership report

Rockhampton Girls Grammar School has developed a reporting template for giving feedback following peer observations.

PEER PARTNERSHIP REPORT

Peer Partnership Team
Teacher:
Teacher:
Report by:

**PART 1
SEMESTER 1 LESSON OBSERVATION**

Date of Pre Observation Meeting:	
Date of Lesson Observation:	Lesson/Period:
Class/Subject:	Year Level:
Date of Post Observation Meeting:	

INTENTION OR FOCUS OF THE LESSON

Identify any aspects of your colleague's professional practice which you feel you may explore in your own teaching.

SEMESTER 1 LESSON PRESENTATION

Date of Pre Observation Meeting:	
Date of Lesson:	Lesson/Period:
Class/Subject:	Year Level:
Was a Student Survey administered?	
Date of Post Observation Meeting:	

INTENTION OR FOCUS OF THE LESSON

Comment on the success of the lesson intention and the learning outcomes for students.

Related resources

Enablers for professional conversations

Explore the enablers for effective professional conversations. Use this guide as a reference next time you are talking about practice with your colleagues.

