

# Non-Negotiables of a *Catholic Professional Learning Community*

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The CSO and schools should have implemented and be regularly evaluating the impact of:

- Catholic Principles & Values in all classroom programs
- Professional learning focused on the 'Non-negotiables' and the 14 Parameters
- Learning Walks & Talks using the '5 Questions' and based on agreed protocols
- Learning Intentions and Success Criteria
- The Gradual Release of Responsibility model of pedagogy
- Uninterrupted literacy blocks based on agreed protocols occurring in all primary schools
- An effective approach to teaching writing using the Big Write and VCOP resources
- Deep knowledge of curriculum through development of programs for new syllabuses
- Learning frameworks that support teachers in achieving the 'Worthwhile Lesson'
- High-quality differentiation reflected in planning and practice
- The '5 High Impact' strategies
- Collaborative Professional Learning Teams (PLTs)
- The Instructional Leadership Team (ILT)
- Case management with intervention teams
- Data analysis reflected in physical data walls
- Personalised Learning Planning for Aboriginal and Torres Strait Islander and SWD students
- Effective use of the Google suite and Compass

The CSO and schools should be implementing:

- Faith formation opportunities for staff and students
- Living Well, Learning Well: A Student Support Framework
- Aboriginal and Torres Strait Islander Implementation Plan 2021-2025.
- Strong Instructional Leaders Framework
- Numeracy and mathematics plans
- Effective assessment for, as, and of learning with common grade scales.
- Uninterrupted numeracy blocks
- The CSO Armidale Middle Leaders Framework
- Secondary Literacy Coaches building curriculum-specific literacy capabilities of teachers
- Secondary LoPs working in high impact cycles of precise pedagogy in 1-2 KLAs
- Primary LoPs embedding highly-accurate processes for PM Benchmarking to inform Guided Reading
- Effective use of student performance data
- CSO Armidale Professional Learning Model to build teacher capacity based on:
  - Use of action research / spiral of inquiry to explore new pedagogies
  - High-impact coaching