

Professional development for schools

Supporting teaching professionals to become
'great teachers delivering effective instruction to every child'



Train with us



**GOOD TO
GREAT
SCHOOLS**
AUSTRALIA

Great teachers. Effective teaching. Every child.

About Good to Great Schools Australia

We support schools to transition from Poor to Fair, Fair to Good, Good to Great and Great to Excellent.

We also deliver effective teaching professional development around Australia to school leaders and teachers.

About our effective teaching model

Our effective teaching model uses explicit instruction pedagogy, programs and practices, which we have customised to support the Australian English and Maths curriculum areas.

We have supported many schools to deliver our effective teaching model in a range of school contexts. We have learned what works best for schools and teachers to get the greatest student gains.

Our effective teaching model caters to primary and secondary, urban, regional and remote schools wanting to improve their literacy and numeracy outcomes.

About our training packages

Our training responds to the leadership and teaching needs of school teams, from principals and curriculum leaders wanting to become strong instructional leaders, to teachers and teaching assistants wanting to deliver effective teaching to mastery.

Our training aligns to the Australian Institute for Teaching and School Leadership (AITSL) professional standards for teachers and leaders.

Our training programs work on a continuum of expertise that ranges from introductory for those new to effective teaching, to core for those wanting to build their teaching repertoire, to advanced and expert for those wanting to extend their practice to deliver to mastery.

Benefits of our training

For students

- Big impact on student achievement by teachers who receive professional development.¹
- Techniques and practices can be immediately applied in the classroom.²
- Immediate improvement in student engagement, confidence and results when techniques are adopted effectively.

For professionals

- Enhanced career opportunities by keeping knowledge and skills up to date.
- Become a subject matter expert in effective teaching practices.
- Receive a copy of our *Effective Teaching Guide* (valued at \$65), the 'go to guide' for practitioners and schools implementing effective teaching, which guides school leaders and teachers on how to embed effective teaching in classrooms and schools.

¹ Stephen Fletcher, Michael Strong and Anthony Villar, *An Investigation of the Effects of Variations in Mentor-Based Induction on the Performance of Students in California* (2004); Zewelanjji Serpell and Leslie Bozeman, *Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention*, (1999).

² John Hattie, *Teachers Make a Difference, What is the research evidence?* (2003). This identified that teachers account for 30 per cent of the variance of student achievement, having influence over the Direct Instruction, instructional quality and feedback that help to increase student performance.

Our expert team

Our training is delivered by leading national and international education experts with decades of experience in leading and supporting schools to deliver effective teaching. Trainers have all taught the programs they train in for between two and five years, and have led Tailored School Implementations.



Lyn McKenzie
Director of School Implementations

Lyn McKenzie is a former Deputy Director-General and Assistant Director-General of the Queensland Department of Education. Lyn has been leading the implementation of effective teaching in remote schools across northern Australia, and specialises in mentoring and leading school principals.



Dr Vicky Vachon
Director of Implementation Improvement

Vicky Vachon, PhD has a doctorate in Effective Teaching, and decades of experience supporting schools to implement effective teaching programs in a wide variety of schools across the United States, Canada and Australia. Vicky specialises in improving overall academic achievement, with a focus on literacy.



Linda Youngmayr
Leading Expert of Direct Instruction

Linda Youngmayr has four decades of experience developing, teaching and training in all Direct Instruction programs. She studied with Direct Instruction architect Siegfried Engelmann, and worked on the early development of the Direct Instruction Reading, Language, Math and Corrective series. Linda is in the Hall of Fame at the Association of Direct Instruction.



Dawn Hughes
Senior Teaching Coach (Explicit Direct Instruction)

Dawn Hughes has decades of experience as a mainstream and special education teacher, school leader and instruction coach. A specialist in explicit pedagogies and positive behaviour management, Dawn creates and develops pedagogical frameworks, reviews school data to inform practice, and coaches and mentors graduate and experienced teachers.



Julie Grantham
Manager of Government and Stakeholder Relations

Julie Grantham is a former Director-General of the Queensland Department of Education, as well as a former school principal. Julie supports school principals in determining their pedagogical approaches in schools, as well as their professional learning needs.



Dr Sheri Wilkins
Director of Professional Development

Sheri Wilkins, PhD has over 30 years of experience serving students with disabilities and building the capacity of educators to better serve this population. Sheri's PhD in Education focused on special education, particularly students with mild and moderate disabilities.



Dr Lyn Lysko
Professional Development Trainer

Lyn Lysko, PhD has over 30 years of experience in all levels of schooling in the United States and Canada. Lyn is a leader in the field of quality implementations of effective teaching in schools, with her doctorate focusing on administrative leadership for teaching and learning, and specialising in supporting language acquisition.



May-Brit Mackenzie
Teaching Coach (Direct Instruction)

May-Brit Mackenzie has eight years' experience supporting students to improve literacy and numeracy skills and coaching teaching staff. May-Brit regularly travels within remote and regional Australia supporting teaching teams in their schools. She has facilitated effective teaching training to small and large groups in a number of forums around Australia.

Our most popular programs

Our training is designed using an effective teaching format that reinforces the model as teachers are learning. This includes sharing the learning objective, delivering information in small increments, practice or role-play activities, and assessment through demonstration or testing.

Introduction to Effective Teaching and Implementing Effective Teaching in Your School

Introduction to Effective Teaching and Implementing Effective Teaching in Your School expose education professionals to a range of effective teaching programs, techniques and practices to meet their school's needs, and demonstrate how to apply this model in their school or classroom.

Participants learn:

- what effective teaching is and how it is applied in a school and classroom setting
- to review school datasets to inform what the school's needs are, and what interventions might work best in what situations
- how to apply effective teaching in their classroom and school.

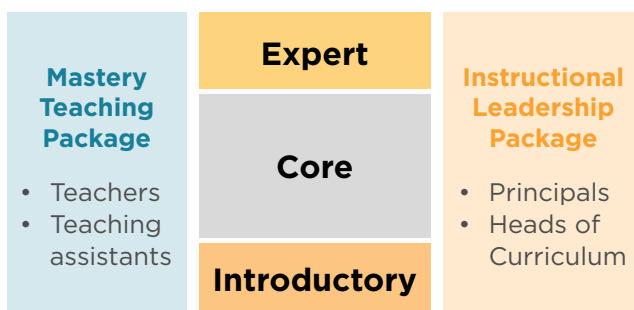
Delivering Effective Teaching Programs

Delivering Effective Teaching Programs exposes teaching professionals to how to teach the range of effective teaching programs, techniques and practices that will help them improve their teaching.

Participants learn:

- to understand the theory, practices and techniques associated with effective teaching
- how to deliver effective teaching lessons to maximise student engagement and student learning
- how to set up a quality implementation in the classroom and school, and ensure fidelity of delivery to maximise results.

Training for school teams



Our suite of training

Introductory

Package	Roles	Programs and modules	Level	TSI ³ delivery
Both packages	All delivered	Introduction to Effective Teaching Implementing Effective Teaching in Your School	Introductory Introductory	On-boarding

Instructional Leadership

Package	Roles	Programs and modules	Level	TSI ³ delivery	
Instructional Leadership	Principal	Introduction to School Cycles of Practice	Introductory	On-boarding	
		Student Placement Testing	Core	On-boarding	
		Leading Effective Teaching Programs	Core	Stage 1	
	Head of Curriculum	Leading Instructional Improvement A, B, C	Leading Instructional Improvement A, B, C	Core to Expert	Stages 1-3
			Student Placement Testing	Core	On-boarding
		Embedding Effective Teaching Programs	Embedding Effective Teaching Programs	Core	Stage 1
			Embedding School Cycles of Practice	Core	
			Embedding Routines and Expectations	Core	
			Embedding Tier 2 and 3 Behaviour Management	Core	
			Being an Effective Instruction Coach A, B	Core to Expert	Stages 1-2
	Becoming a Teaching Coach	Becoming a Teaching Coach	Expert	Stage 3	
		Train the Trainer	Expert		

Mastery Teaching

Package	Roles	Programs and modules	Level	TSI ³ delivery
Mastery Teaching	Teacher	Delivering Effective Teaching Programs	Core	Stage 1
		Routines and Expectations	Core	
		Effective Teaching Techniques	Core	
		Becoming a Peer Coach A, B, C, D	Core to Expert	Stages 1-2
		Becoming a Teaching Coach	Expert	Stage 3
		Train the Trainer	Expert	
	Teaching assistant	Delivering Effective Teaching Programs (Language)	Core	Stage 1
		Routines and Expectations	Core	
		Effective Teaching Techniques	Core	

³ Tailored School Implementation (TSI) – TSI is one of Good to Great Schools Australia's key school improvement packages, which includes training, coaching and data-driven support tailored to a school's specific needs.

Train with us

Training is delivered in discrete modules depending on need, so participants can choose to attend half-day, full-day or two-day training. They can then complete modules through a staged approach over time.

To ensure cost effectiveness and convenience for schools, GGSA tailors the calendar to accommodate participant demand. Training is:

- offered in various metropolitan, regional and remote locations at a range of dates and times
- offered on school days or weekends to ensure greater flexibility for schools.

Class sizes average between 20 and 30 participants.

Not in your area?

Get in touch with our school engagement team about bringing our training to you.



Register your interest in training

Organising professional development training with GGSA is quick and easy.

Simply visit goodtogreatschools.org.au/development to view our training calendar and reserve your place on any of our training or professional development days.

Costs

Professional Development (1 day)

\$350 + GST

Includes : *Effective Teaching Guide*, lunch, refreshments

Professional Development (2 day)

\$700 + GST

Includes : *Effective Teaching Guide*, lunch, refreshments

Training modules and programs

From \$350⁴

Group

Book for five or more people and receive a 25 per cent discount.

Schools doing a Tailored School Implementation can participate in all training as per the terms set out in their service agreement. Contact us for more information.

⁴ See website for more information.

Certification



Certificates

- Participants receive a certificate of participation, certificate of completion or certificate of attainment.
- Certificates can be used as evidence of training hours which can go towards teacher re-registration and meetings AITSL standards.
- Participants can add certificates to their teaching portfolio.



Accreditation

- Good to Great Schools Australia's custom-designed professional development framework *Mastery Teaching Pathway* tracks participation and assessment of participants.
- Document professional development activities and a record how they meet Australian Institute for Teaching and School Leadership (AITSL) teaching standards.
- Accreditation offers greater flexibility in career choices and evidence to support experience.

The four pathways

There are four separate pathways that participants can be on that are linked to their role:



Principal:

Principals becoming instructional leaders, who can lead instructional improvement in their schools and can go on to support other school leaders to do the same.



Head of Curriculum:

Instruction coaches managing the instructional improvement in their school, who can go on to support a network of schools to deliver instructional improvement.



Teacher:

Teachers learning to master effective teaching by achieving improved student outcomes, who can go on to coach other teachers or to manage school-wide improvement.



Teaching assistant:

Teaching assistants acquiring teaching assistant qualifications and becoming community teachers, who can go on to support the delivery of effective teaching.



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