

Explanation of 3D strategic model

Individual students

Individual student's decision making should be underpinned by data about themselves and the school. They know their own **demographic data**: age, ethnicity, gender, socio-economic status, they may be aware of their attendance and pastoral care data (detentions). Students need information about their **achievement**. They need to know what their literacy and numeracy scores are and what they mean and what the next steps are for learning. They should have enough information to be able to explain why they achieved their results and what they can do to improve. Students are their own **perception data**, but sometimes the perception data of their teachers, parents and peers can inform their decisions. Students need to know the **school systems**-how to plot a learning path through the options, what opportunities there are, what the school policies and procedures are, how the options and timetables work. **Research and best practice** can inform students about how to learn, what opportunities there are outside school, how to learn from your successful peers.

This data helps a student construct their **individual strategic and achievement plan**. This can be over 2-3 years-junior or senior school. It may be firmly focussed on a career direction and could include personal goals. This strategic plan will inform the student's **annual goals and programme** and ensure they take the most appropriate learning pathway and gain the best results. To do this the student will set a succession of **short term goals**-weekly, monthly, term by term to enable them to reach their goals. This process can be undertaken with their mentor or form/whanau teacher.

Supporting this strategic plan will be the **learning programme** hopefully co-constructed and the **feedback and feed-forward** students are given about their learning. They will **reflect** on their progress, **evaluate** what they have achieved and their progress will be **reported** to their parents.

Individual teachers

Individual teacher's decision making should be underpinned by data about their classes and the school. They know the **demographic data** of their classes: numbers in the class, age, ethnicity, gender. They will have records of attendance and may be aware of pastoral care data (detentions). Teachers have and use information about students' **achievement**. They need to know what their literacy/numeracy ability is and what that means for their teaching and what the next steps are for student learning. They have enough information to be able to explain why students achieved their results and what they could do to improve. Teachers are their own **perception data**, but sometimes the perception data of their students, parents and colleagues can inform their decisions. Teachers need to know the **school systems**-how to help a student plot a learning path through the options, what opportunities there are, what the school policies and procedures are, how the options and timetables work. **Research and best practice** can inform teachers about effective pedagogy and research findings

related to their curriculum and student interests. They can also learn from their colleagues.

This data helps a teacher construct their **individual strategic and achievement plan**. This can be over 3-5 years. It may be firmly focussed on a career direction, class achievement goals and could include personal goals. This strategic plan will inform the teacher's **annual goals and programme** and ensure they take the most appropriate development pathway and gain a variety of experiences. To do this the teacher will set a succession of **short term goals** to enable them to reach their goals. This process can be undertaken with their mentor or appraiser who will help them identify their professional development plan.

Supporting this strategic plan will be the teacher's **individual professional development plan** and the appraisal **feedback and feed-forward** teachers are given about their performance. Teachers will set individual development goals for their appraisal. They will **reflect** on their progress, **evaluate** what they have achieved and their progress will be recorded in their appraisal **report**.

Individual departments

Individual department's decision making should be underpinned by data about their department and the school. They know their own department **demographic data**: age, classes offered, numbers in classes, ethnicity, gender, budget, resources. The department has and uses information about students' **achievement in their subject**. They need to know what students' literacy/numeracy ability is and what that means for their department planning and what the steps are for student learning in their curriculum area. They have enough information to be able to explain why students achieved their results in their curriculum area and what they could do to improve. Departments are their own **perception data**, but sometimes the perception data of their students, parents and colleagues can inform their decisions. Departments need to know the **school systems**-how their curriculum area fits into students' learning paths, what opportunities there are related to their curriculum area, what the school policies and procedures are, how the options and timetables work. **Research and best practice** can inform a department about effective pedagogy in their curriculum area and research findings related to their curriculum and student interests. They can also learn from their colleagues and other departments.

This data helps a department construct their **department strategic and achievement plan**. This can be over 3-5 years. It may be firmly focussed on achievement goals and could include resource/development goals. This strategic plan will inform the **department's annual goals and programme** and ensure they take the most appropriate development pathway. To do this the department will set a succession of **short term goals** to enable them to reach their goals. This process can be undertaken with their principal or senior manager responsible for curriculum who will help the department design their professional development plan.

Supporting this strategic plan will be the **department's professional development plan** for members of the department and for the department leader and the appraisal **feedback and feed-forward** teachers are given about their performance with in the department. Department leaders are usually appraised by a senior manager and they in turn appraise members of their department. Teachers will set development goals related to their department goals for their appraisal. They will **reflect** on their progress, **evaluate** what they have achieved and **report** their progress through their annual report and through the **self review** process

Individual schools

Individual school's decision making should be underpinned by data about their school. They know their school's **demographic data**: ages, decile roll numbers, ethnicity, gender, attendance, student destination, staff profile, budget, resources, catchment area and parent involvement.

The school has and uses information about students' **achievement**. They need to know what students' literacy/numeracy ability is and what that means for their school wide planning They have enough information to be able to explain why students achieved their results and what they could do to improve. Schools can access a range of **perception data** from their students, staff, parents and community which can inform their decisions.

School systems give information about how students' learning paths are constructed and the school policies and procedures among other things. **Research and best practice** can inform a school about effective pedagogy and systems and research findings related to teaching and learning, school leadership, management of change etc. They can also learn from their colleagues and other schools.

This data helps a school construct their charter including their **strategic plan**. This can be implemented over 3-5 years. It will be firmly focussed on student achievement goals and could include resource/development goals. This strategic plan will inform the school's **annual goals** and programme and ensure they take the most appropriate development pathway. To do this the school will set a succession of **short term goals** to enable them to reach their goals. This process will be undertaken in partnership with the Board and the whole school community

Supporting this strategic plan will be the school's **professional development plan** for whole school development. Alongside this will be the professional development of the school leadership and the appraisal of principal's performance. The **appraisal** system with its **feedback and feed-forward** will ensure that quality teaching and learning is being delivered and that the focus of the school is in line with the strategic vision. All staff will include a goal related to the school's strategic goal in their appraisal The school will **reflect** on its progress towards its strategic goal , **evaluate** what they have achieved through the self review process. The school's progress will be recorded in their annual report including the analysis of variance of the target goals.