

# Teach Well – Quarter Turn – Charter and Agreement for School Leaders

## Purpose

The purpose of this document is to outline the terms and conditions for school leaders to agree to when booking a Quarter Turn workshop with Teach Well. The following conditions are outlined to support schools to derive maximum impact and accountability for participants so that they get the most out of Teach Well’s workshops.

<b>Name</b>	<b>School</b>
<b>Role</b>	<b>Learning Area / year level (if applicable)</b>

## Terms

In booking this workshop, I agree to the following terms:

- To include a set of pre-workshop readings for participants and send them out to participants with ample time to complete the readings.
- To have at least one member of the school’s senior leadership attend the workshop to launch the day with a few words that explain to staff how the day aligns to the school’s strategic directions / annual planning.
- To include Teach Well alumni (if the school has alumni) in the session and to task them with an active role in sharing their experiences and practices to support their colleagues who have not seen the workshop before.
- To set post-workshop activities for participants to implement in the weeks following the workshop, centred around Teach Well’s following 5-point charter.
- To schedule a follow-up leader’s call with Teach Well 6 weeks after the workshop to discuss key findings and outcomes from the post-workshop activities and next steps.

## Quarter Turn – 5-Point Charter

- Selecting low-stakes commitment:** At the end of the workshop, teachers select one strategy/tactic from the workshop to try with their students.
- Implementing low-stakes commitment:** In the first two weeks post-workshop, teachers try out the strategy/tactic with their class. Teachers take notes of what they have tried and how it went (NB: notes are for self-reflection purposes only and should not form part of performance management).

When do these two weeks fall in the term? \_\_\_\_\_

- Teaching team reflection:** After four weeks post-workshop, teachers to come together as a department/learning area/year level to reflect on what they have tried, what worked well, and what did not work well. This can take place as part of regular team meetings, planned DOTT time, etc.

When will this meeting take place (date/time): \_\_\_\_\_

- School leader/coach lesson drop-in: After five weeks post-workshop, a school leader (senior leader or Head of Department/Learning Area or coach) conducts a lesson observation with the sole focus on the area the department/learning area/year level team is working on. These observations aim to further build examples of the strategy in action. The school leader then shares these examples (or a selection thereof) to the broader staff in a departmental or staff meeting.

Planned date/week and forum/meeting: -----

- Plan to scale up: After six weeks, the department/teaching team plans to roll out the strategy to more classes or other subjects at this stage, with staff time allocated for the implementation of this strategy to more classes and among other team members (e.g. collaborative time to share resources, peer demonstrations on strategies, etc.). The school leader has a scheduled call with Teach Well to discuss key findings and next steps.

Planned date/week of Teach Well call: -----

## Teach Well's Commitment

In providing the Quarter Turn workshop, Teach Well is committed to:

- Working with school leadership to share our experiences of what works well, be a thought partner, and help school leaders get the most from the workshop.
- Providing your staff with practical examples, modelling, and rehearsal time on the day.
- Following up with school leaders after the workshop to discuss the school's progress and strategies for embedding high-impact instruction.

## Reflection questions

Please reflect on the following questions to help your school get the most out of the workshop.

1. What are your intended objectives for the Quarter Turn workshop?
2. What are some key outcomes that you would like participants to act upon following the workshop?
3. What support structures will the school put into place to support staff to follow through on instructional strategies post-workshop (e.g. collaborative planning time aligned to the workshop, staff meetings etc.)?