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| **Targeting Teaching and Learning Tool for Teams**  **Teachers: Term: Team:** |

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| Teacher/s | Practices that positively impacted student achievement | Implications for Syndicate | | Review |
| *Teacher A Example* | *One thing I did really well that I want to try with other kids is talking to Student X about his attendance to get him to buy-in. I used the Hattie graph. It was really effective.* | *Talk to students about being a target student and their responsibility (use Hattie graph)*   * *Ange is going to try this with student Y.* | |  |
| Teacher B |  |  | |  |
| Teacher C |  |  | |  |
| Teacher D |  |  | |  |
| Teacher/s | Barriers to learning | Action for Teachers | Action for Leaders | Review |
| *Example*  *Lisa* | *Same student not turning up with hearing aides. Lisa has sent home notes, talked to Mum, etc – he’ll come with them for the next couple of days and then stop again.* | * *Teacher A to put in referral to SENCO* | * *Leader A follow re: Deaf Advisor referrals* |  |
| *Example*  *All 3 teachers* | *A lot of students struggling with hearing and recording sounds* | * *Syndicate to trial program X for one term and then review* | * *Leader B to follow-up with X programme* | *Re-assessed letter ID with sounds analysis but no shifts. Also programme is too time-consuming.* |
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