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# Teacher Development Schools

2014–15

The Teacher Development Schools (TDSs) initiative was established as a component of the Department's model of teaching and learning support for classroom teachers for 2012 and beyond. The initiative promotes the sharing of high level curriculum expertise and innovation across schools, networks and professional learning communities.

TDSs share the good practice and expertise that exists in schools to support the development of improved classroom instruction where and when it is needed.

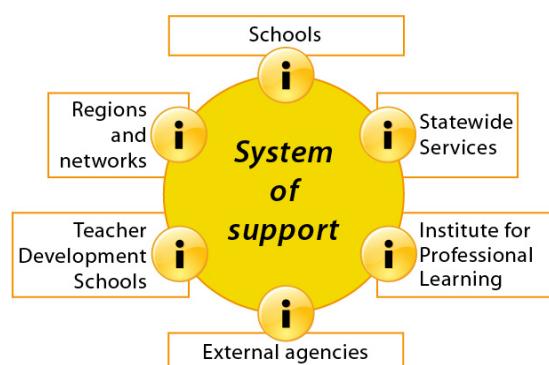


Figure 1: Support system

The TDS 2014–15 initiative builds on the support provided by TDSs in 2012–13.

TDSs will continue to build a culture of high expectations and high performance, facilitating a more skilled and informed workforce.

## Why have TDSs?

To improve student achievement the focus must be on improving classroom instruction. The best way to build teacher effectiveness is for teachers to learn directly from the successful practice of other teachers. This is the fundamental thinking underpinning the TDS model.

## Areas of expertise

To meet state-wide priorities, TDS positions have been established within eight areas (Figure 2).

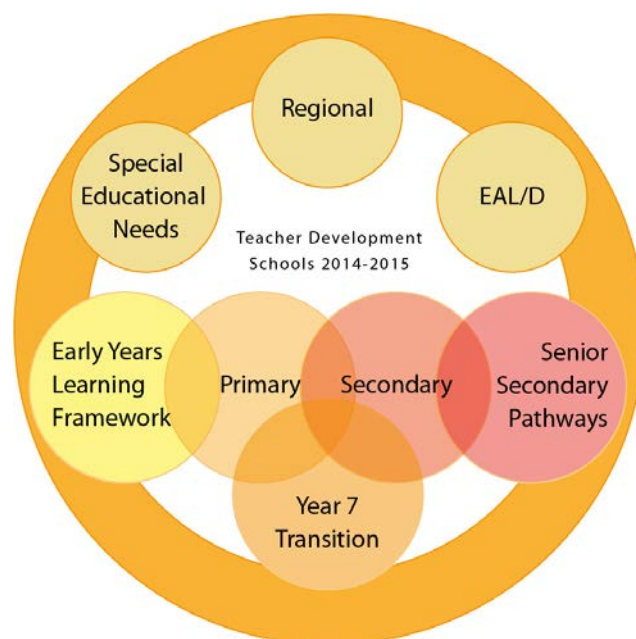


Figure 2: TDS areas of expertise for 2014–15

Sixty TDS positions have been established for 2014–2015 (Table 1). The [List of Teacher Development Schools for 2014–15](#) is available online.

Area of expertise	Number of TDSs
Early Years Learning Framework	3
Primary	25
Year 7 Transition	4
Special Educational Needs	3
English as an Additional Language or Dialect	3
Regional	6
Secondary	15
Senior Secondary Pathways	2
<b>TOTAL</b>	<b>61</b>

Table 1: TDS roles for 2014–15

## Areas of support

TDSs provide state-wide support to:

- implement the Western Australian Curriculum and Assessment Outline;

- collaborate to improve teaching and learning practices in Kindergarten, Pre-primary and Year 1–12 classrooms;
- prepare for the smooth transition of Year 7 students to secondary settings;
- maximise the number of students who leave school eligible for university or having completed vocational qualifications; and
- meet the requirements of WACE 2016.

## Other areas of support

TDSs have expertise in programs, initiatives and practices that they are willing to share to support schools. These include:

- whole-school approaches to literacy and numeracy;
- raising standards of achievement for Aboriginal students;
- multi-age classrooms;
- Australian Curriculum General Capabilities and Cross Curriculum Priorities; and
- academic extension.

## How is support provided by TDSs?

TDSs provide tailored professional learning to best meet the needs of schools and teachers. TDSs use the expertise of the teachers in the school to:

- develop, deliver and coordinate a range of professional learning opportunities that meet the specific needs of schools and teachers;
- share curriculum expertise and exemplary teaching and learning practice across schools, networks and professional learning communities; and
- identify and share strategies and resources through professional learning and online communities.

Professional support opportunities provided by TDSs include workshops, school walk-throughs, work shadowing, mentoring, peer coaching, establishing and maintaining professional learning communities and online discussion groups. The following are examples of TDS professional learning events:

- Australian Curriculum: Science Years 7–10 Centra workshop;
- Australian Curriculum: History Years 5–8 workshop;
- Visual Arts open classroom Years 7–12;
- Supporting Students for whom English is an Additional Language or Dialect K–2 workshop; and
- Creating a whole-school Australian Curriculum literacy plan workshops.

For further examples, go to the [TDS webpage](#).

The support provided by a TDS depends on the school, network and regional context.

TDSs use technology to network, share resources, engage in professional discussions and promote state-wide events. These technologies include:

- Connect Communities;
- Centra; and
- TDS smart phone App (free to download from the iTunes Store or Android Market).

## How do I access a TDS?

Teachers can access professional learning events offered by TDSs through the [Institute for Professional Learning Online Calendar and Enrolment System](#). Further information on the support offered by TDSs can be found through the [Curriculum Support website](#) and the [TDS webpage](#).

Teachers, schools, networks, regions and professional learning communities may request TDS support through Statewide Services using the online [Request for Support Form](#).

Coordinators of Regional Services and Regional TDSs may also be contacted to broker support.

## Is there TDS support available for rural and remote schools?

The TDS model for 2014–15 incorporates six regional TDS positions located in each non-metropolitan region. Regional TDSs assist in the planning of professional learning opportunities and coordinate the sharing of expertise to support schools, teachers and networks within the region.

## What costs are involved?

In providing professional learning, the TDSs operate a user-pays service to recover costs. Costs for professional learning support are negotiated with the TDS.

## What are teachers telling us about the TDS initiative?

- “Thanks for opening your classrooms to us and sharing the wonderful work you do with your Year 12s.”
- “This was one of the best professional learning network meetings I have been to. You provided a lot of relevant resources, with samples of activities already used with students – gave me confidence.”
- “I valued the collaboration and your sharing of resources. I learned some useful strategies for students experiencing difficulty”.

## Further information

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