TEACHING AND LEARNING—Annual plan

Initiatives	Term 1	Term 2	Term 3	Term 4

Targeted professional development for staff
- Reading PD with staff | Visual Art Workshops | Targeted PD for Inquiry Teams– needs based
- Glenavon staff undergo professional development to become proficient in using the resource

Collaborative Inquiry approach
- Developing a hunch | Conducting inquiries in inquiry teams across the school | Presentations
- Students are involved in the development of unit plans for the following terms-project based
- Learn, share create is used for the inquiry cycle school wide

Glenavon online
- Staff meetings designated to uploading resources and website use
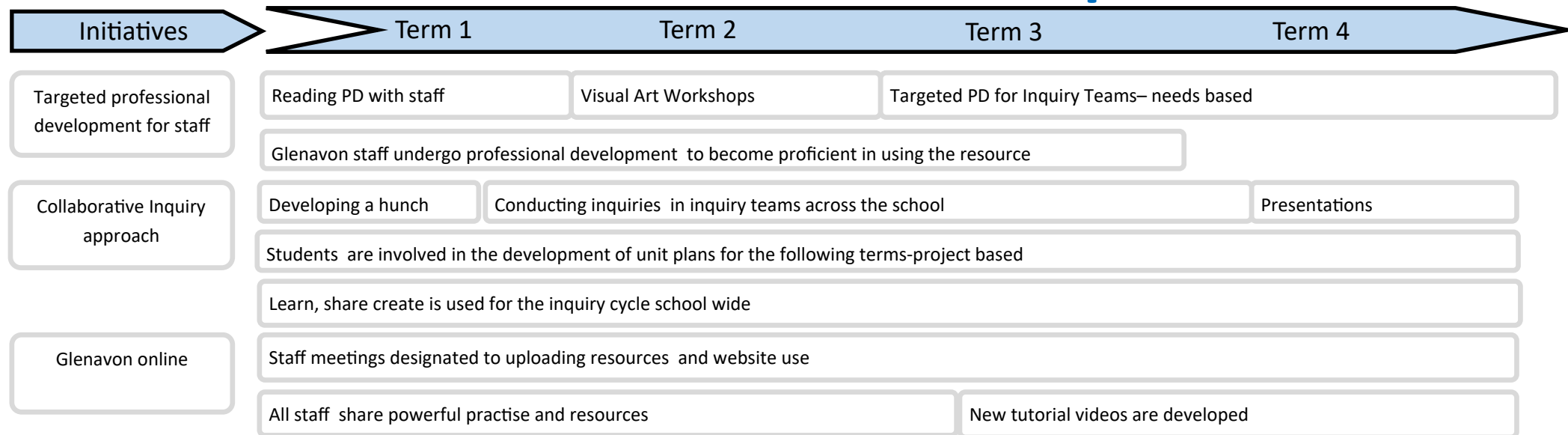- All staff share powerful practise and resources | New tutorial videos are developed

Output / Activity	Who	Resources	Indicators / metrics of success	Review / Analysis of Variance
Reading PD with staff	Teaching staff	CIA meetings	All staff have attended PD sessions. Staff survey results show resource is increasingly valued over time	
Visual Art workshops	Teaching staff	10K PD budget	All staff have attended PD sessions. Staff survey results show resource is increasingly valued over time	
Targeted professional development for inquiry teams that relates to the needs of students	Teaching staff	Within class time	Inquiries show that teacher's pedagogy has improved with professional development. 80% of target students make accelerated progress	
Learn, share create is used for the inquiry cycle school wide	Teachers	Planning template	All long term planning will show the learn, create, share process and teachers will show evidence during CDA .	
All staff share powerful practice and resources	Teaching staff	Preparation time	All staff are using resource on the online curriculum .	
Staff meetings designated to uploading resources and website use	Staff and SL	Staff meeting time	15 minute sessions at every team meeting updating resources	
Tutorial video library continues to grow	Staff and SL	Filming and editing time	All teachers are using videos on the Glenavon site	