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Objective Support the vision and business priorities	Strategy Engagement workshops, events and surveys. Rationale Listen to staff to identify challenges and preferences and facilitate a greater buy in.
Objective Shift communication from informal to formal channels	Strategy Create focused, timely, relevant and consistent internal communications. Rationale Facilitate formal communications to encourage confident, clear and succinct communication of company news to avoid gossip being circulated.
Objective Lift the General Manager's internal profile	Strategy General Manager and Executive Team roadshow. Rationale Giving employees access to senior management demonstrates their views and questions are welcome and encouraged.
Objective Promote a sense of community and company pride	Strategy Celebrate ongoing company successes. Rationale Formally recognising staff at an individual, team and project level in front of colleagues ensures they feel valued.
Objective Align staff information needs with matching delivery	Strategy Tailored communications for different demographics. Rationale Material is stratified to meet different audiences in tone, content, format to deliver the message effectively.

Performance Improvement Plan (PIP)

Staff Member Details

Staff Name: _____ Manager's Name: _____

Staff Position Title: _____ Manager's Position Title: _____

Actions to Improve Performance

Following discussion at the formal Managing for Performance Improvement meeting, the following is a summary of the performance area(s) that continue to be below the expected levels and provide details of what the expected performance standards are, and how these standards will be achieved within the allocated timeframe

Performance area(s) that are below expectations (eg Administration (including Professional and Community Engagement); OHSW&IM)	Expected standards of performance What will it look like when done really well?	Action How will you do it?	Support What support is required to lift your performance?	Timeframe When is it going to be done by?

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Teaching Strategy	Description	Effect on Student Learning and Achievement
Modeled instruction Teacher doing the work	Teacher explains and models the strategy and content indicating how it relates to current learning needs and prior knowledge. Students are in whole groups or small groups. Teacher provides a demonstration of a strategy or new content with examples such as: • think aloud • sample problems • Cornell notes	<ul style="list-style-type: none"> When the teacher uses modeled instruction, it makes learning visible, gives student a concrete model of expected learning, and fosters metacognition.
Shared instruction Teacher and students doing the work together	Teacher encourages student participation by asking questions to check for understanding. Students in whole group, small group or pairs (below partners). Teacher checks for understanding and re-teaches as needed. Teacher uses examples such as: • extensive questioning • anticipation guide • prewriting • skimming and scanning • peer and/or collaborative partners • quick writes • response cards • whiteboards • thumbs up • All partners • computer/online/mobile • higher level questions	<ul style="list-style-type: none"> Because shared instruction allows teachers to check for understanding, teachers can re-teach immediately based on student understanding. Nothing increases achievement more than descriptive feedback during shared and guided practice.
Guided practice Students doing the work with teacher support	Teacher provides small group instruction at students' instructional level, so that students practice using the strategies with the content. Teacher offers support by prompting, questioning and guiding with extensive descriptive feedback and re-teaching individually and in small groups. Examples: • stations • cooperative learning • SIs • conferencing • differentiated activities • reciprocal teaching • higher level questions • games • word study activities • writing and discussion as appropriate	<ul style="list-style-type: none"> Student learning increases when the teacher provides prompt or descriptive feedback to the small groups of students or as she or he moves about the classroom. For example, students may be divided into these small groups as they can rotate through various independent or shared learning stations, technology or silent reading/writing station, and teacher led "coaching". It is ongoing, unobtrusive, formative assessment that provides descriptive feedback to the students in small groups or individually.
Independent practice Students doing the work	Students work independently applying what they have learned across a variety of situations. Students work with the content using the strategies to make meaning and complete tasks without support or prompting. Teacher has the students involved in literacy strategies such as: • writing activities • independent reading • lab project summaries • summative assessments • oral presentations • homework • research • exit slips	<ul style="list-style-type: none"> Successful/independent application of modeled instruction is the goal. When students are able to select from and appropriately use varied strategies independently, they are exhibiting meta-cognitive behavior.

This is a flexible delivery model to be used for classroom instruction in all subjects PreK-12. The six four stages are often repeated throughout the lesson (especially the modeled and shared stages) may have several cycles during the lesson). Formative and summative assessments are embedded throughout the gradual release of instruction with re-teaching as needed.

Reference:
Kane, D. F., & K. (2016). *Advancing Rigorous Instruction: A Manual for the 21st Century*. Prosperity Assets, VA: AED.

Good for all students. Optimal for culturally responsive teaching Optimal for students with learning needs



It is simple to use and ensures managers are fully engaged in the process through the use of worksheets to gather information and facilitate good project management. Workforce planning is the process of balancing labour supply (skills) against the demand (numbers needed), which might impact on workforce requirements. Effective Workforce Planning requires a sound framework to ensure it is properly incorporated into the business and robustly project managed. To constantly monitor business plans and ensure the linked workforce plans are continually reviewed and updated. It can uncover obstacles or unrealistic targets that could hinder strategic change, and provide solutions to mitigate risks to strategic objectives. Workforce planning processes can: Reduce labour costs in favour of workforce deployment and flexibility. Identify and respond to changing customer needs. Identify relevant strategies for focused people development. Target inefficiencies. Improve employee retention. Improve productivity and quality outputs. Improve employees' work-life balance. Make recommendations to deliver strategic value through talent. In turn, this will inform HR practices such as: Organisational design and development. Succession planning. Work-life balance initiatives such as flexible working and well-being. Recruitment and selection. Retention planning. Talent management. Job design. Career planning. Learning and development focus. Reward and recognition. For more information on some of these topics, view our other factsheets on talent management, succession planning, recruitment, flexible working, job design and identifying learning and development needs. Workforce planning will vary in timeframe, scale and the roles covered. It can be seen in fairly basic operational terms, ensuring the right number of people with the right skills are allocated to projects or work areas to meet day-to-day needs. This has now been made available for free. 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