

Teachers, schools, networks, regions and professional learning communities requesting support from a Teacher Development School (TDS) are responsible for expenses incurred by the TDS including teacher relief, travel, accommodation and material costs. TDSs align professional learning to the Australian Professional Standards for Teachers.

## CONTACT DETAILS OF REQUESTOR

Name:  Email:   
Phone:  School/Organisation:

## PARTICIPANTS' DETAILS

School(s) and/or network(s) requesting support:   
Education region:  Phase:  K-2  3-6  7-10  11-12  School leaders  
Estimated number of participants:

## SUPPORT REQUIRED

Preferred day(s) and date(s) for support:

### Focus

<input type="checkbox"/> The Arts: <input type="text"/>	<input type="checkbox"/> Technologies: <input type="text"/>
<input type="checkbox"/> English: <input type="text"/>	<input type="checkbox"/> Early Years: <input type="text"/>
<input type="checkbox"/> English as an Additional Language/Dialect	<input type="checkbox"/> National Quality Standard: <input type="text"/>
<input type="checkbox"/> HPE: <input type="text"/>	<input type="checkbox"/> Year 7: <input type="text"/>
<input type="checkbox"/> HaSS: <input type="text"/>	<input type="checkbox"/> STEM education: <input type="text"/>
<input type="checkbox"/> Languages: <input type="text"/>	<input type="checkbox"/> Senior Secondary Pathways: <input type="text"/>
<input type="checkbox"/> Mathematics: <input type="text"/>	<input type="checkbox"/> School leadership: <input type="text"/>
<input type="checkbox"/> Science: <input type="text"/>	<input type="checkbox"/> AITSL Classroom Observation strategies
<input type="checkbox"/> Special Educational Needs: <input type="text"/>	

### Content

<input type="checkbox"/> Curriculum content	<input type="checkbox"/> Teaching and learning strategies	<input type="checkbox"/> Planning and programing
<input type="checkbox"/> Cross curriculum priorities	<input type="checkbox"/> Analytical and evaluative teaching practices	<input type="checkbox"/> Teaching and learning resources
<input type="checkbox"/> General capabilities	<input type="checkbox"/> Pedagogy	<input type="checkbox"/> Assessment principles and practice

### Links to priorities

<input type="checkbox"/> Aboriginal Cultural Standards Framework	<input type="checkbox"/> Explicit instruction of literacy	<input type="checkbox"/> National Quality Standard
<input type="checkbox"/> Age-appropriate instruction in writing	<input type="checkbox"/> Explicit instruction of numeracy	<input type="checkbox"/> STEM education
<input type="checkbox"/> Analytical and evaluative teaching practices	<input type="checkbox"/> Health and wellbeing	<input type="checkbox"/> Students with disability
<input type="checkbox"/> Information technology across the curriculum	<input type="checkbox"/> EAL/D Progress Map	<input type="checkbox"/> Synthetic phonics

### Aims

As a result of this professional learning and support, what changes do you wish to see in:  
- student outcomes  
- teacher and/or school leader skills, knowledge and practice?

### Format

Collaborative workshop  Online Saba presentation  Telephone conference  Classroom Observation  
Other:   
Time and length of session:

### Location

Proposed venue: