**General thoughts on the survey and discussions with fellow teachers of the school.**

* Teachers are not familiar with Hattie’s work
* A great number of teachers don’t have opportunities for formal training regarding their professional development. Programs are scarce, costly and are held mainly outside Chios.
* Teacher collaboration in joint lesson planning could be enhanced
* A school development plan would possible benefit student learning
* Teachers have adopted the view of their teaching as “student learning”
* Teachers understand the value of feedback
* Teachers value their work highly and believe they are agents of change

**Points requiring consideration and possible actions**

**Teacher’s Professional development**

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| **Point requiring consideration** | **Possible actions to take** |
| Professional development opportunities are scarce and heavily oriented towards Information Technology.  Schools in Greece don’t have their own professional development programs.  Various seminars are organized by the ministry of education or local educational authorities.    3a 46% partly or generally disagrees that the school has a professional development program that enhances teachers’ deeper understandings of their subject(s)  4e 57% partly or generally disagrees that the school’s professional development also aims to help teachers to seek pathways towards: 4e) testing hypotheses | Organize in-school seminar with experts from outside school  Organize shadow teaching sessions with expert teachers |

**Planning and Teacher Collaboration**

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| --- | --- |
| **Point requiring consideration** | **Possible actions to take** |
| 5.  43% partly or generally disagrees that professionalism is this school is achieved by teachers and school leaders working collaboratively to achieve ‘visible learning inside’ | Raise awareness about Hatti’es Work  Enhance teacher interaction and collaboration in a more formal and targeted level. Organize regular planning and assessment staff meetings in order to realign goals.  Visit each other’s classes  Organize presentations about the curriculum |
| 8. Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications. |
| 9C - 10.   57% strongly, generally or partly disagrees that all teachers are thoroughly familiar with the curriculum - in terms of content, levels of difficulty, expected progressions and share common interpretations about these with each other. |

**Starting the lesson**

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| **Point requiring consideration** | **Possible actions to take** |
| 15. A lot of our students have difficulty to communicate and take initiative | Devise individual strategies to enhance student participation according to communication abilities of each student |