Better Teaching.

Better Outcomes.

Better Territory.

System wide deployment of effective pedagogy to ensure improved student learning outcomes

Radiators Project Team

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Executive Summary

Historically there have been many attempts to improve educational outcomes for students through the restructuring of education systems by imposing a top down approach. There is increasing evidence according to Lingard (LDP 2003) to show that any of these structural reforms have had minimal impact where it counts, in the classroom. Lingard et al (2000), state that if we hold student backgrounds constant, individual teacher pedagogy makes the greatest contribution to variations in student performance. If we as a system are to have better outcomes for all students we need to have better teaching, for better outcomes for a better Territory.

The research undertaken by the project team shows that attempts to improve student outcomes solely through structural reform is not confined to the Northern Territory, Australia or the western world. Elmore (1996) writing about schooling in the United States, observed 'the relationship between changes in the formal structure and changes in teaching practice is necessarily weak, problematic and indirect.' Most teachers have long realised that systemic restructuring alone does not lead to improved student outcomes and this recognition has formed the basis of teacher cynicism towards educational bureaucracy.

Lingard (2003), Fullan (2000) and Hill (2003) believe that there is a need to backward map from good pedagogical practices to complementary school and system structures. This project will argue that by developing a sustained, systemic approach to improving the pedagogical practice of Northern Territory teachers then and only then will we see a system wide improvement in student outcomes.

The project Blueprint details a system wide approach to improving pedagogy based upon the findings from worldwide research and utilises the EsseNTial Pedagogies (see Appendix) as a tool for teacher development. The EsseNTial Pedagogies is a developmental continuum
that is currently under construction by Curriculum Services Branch. It will aid the identification of 'quality teaching' for Northern Territory classrooms.
Recommendations

The Radiators request the DEET Executive action the following recommendations to implement the *Better Teaching, Better Outcomes, Better Territory Blueprint*:

1. Pedagogy be the constant and embedded focus for DEET's Plan on a Page, ensuring that the guiding principle be a focus on teaching teachers.

2. The General Managers Schools and Principal Capability Development Unit lead the systemic development of pedagogical leaders through supporting and resourcing:
   - cluster based monthly Principal conferences
   - school leader intervisitations
   - principal study groups
   - individualised coaching
   - mentoring/buddying of Principals
   - supervisory walk throughs
   - cross cultural pedagogical development

3. All school leaders create and lead the development of Professional Learning Communities through:
   - shared values and vision
   - supportive and shared learning (collaboration)
   - collective learning and application of learning (focus on student learning)
   - supportive conditions
   - shared personal practice (reflective dialogue, deprivatising practice)
4 Executive Board lead the creation and development of external relationships and alignments with universities and other jurisdictions which produce evidence-based research with a focus on improving teacher pedagogy.

5 DEET establish a Centre for Pedagogical Excellence through the restructuring and refocusing of the work of some current DEET Branches, e.g. Strategic Leadership Development, Curriculum Services, Student Services, Human Resource Services and Indigenous Education Division.

6 General Manager Schools and/or Principal Capability Development Unit review all School Strategic Plans to ensure the focus is on improving pedagogy.

7 All school Annual Reports record the school’s achievements in improving pedagogy.

8 Schools with significant demonstrated improvement are recognised through the DEET Annual Report for their progress in the development of pedagogical improvement and their work towards developing a community of learners.

9 School learning communities are focused on pedagogy and pedagogy is included as a core criteria in the School Accountability Framework.

10 That the EsseNTial Pedagogies be implemented in all NT schools and be the core focus of teacher performance management.

**GOAL**

System wide deployment of effective pedagogy to ensure improved student learning outcomes

**PREPARE THE BUILDING OF LEARNING COMMUNITIES IN SCHOOLS**
- Educators/Teachers
  - Introducing/institutionalizing the deinstitutionalization of classroom practices
  - Create place, space, vocabulary for talking about teaching
  - Peer coaches, observations, video taping, job embedded
  - Leaders with quality knowledge of curriculum, assessment and pedagogy
  - Build intellectual and social capital/relationships
  - Sharing
  - Individual learning plans for individual staff
  - Identify, make explicit and communicate school's purpose
- Annual Report

**COMMUNITY**
- Communications
- Engage parents as partners in academic support
- Connect parents and students with community mentors to teach students
- Conduct skills workshops for parents
- Parent workshops designed to help increase children's skills
- Trains school to community

**CREATE EXTERNAL RELATIONSHIP (LINKS) WITH UNIVERSITY, OTHER INSTITUTIONS**
- Obtain funding for research focusing on pedagogy
- Fostering opportunities for reciprocal research arrangements
- Action research
- Facilitate the 'opening up' of NT schools

**FACILITATE THE CRITICAL IMPORTANCE OF PEDAGOGICAL LEADERSHIP IN SCHOOLS**
- Principal peer coaching
- Monthly principal support groups
- Interventions
- Supervisory walkthroughs
- Principal study groups
- Professional coaching
- High quality pedagogical leaders are recruited at all levels of the system
- Selection of Leaders
- Annual Report - school/DEET

**STAYING LONG-TERM ON PEDAGOGY**
- Performance management of school leaders
- Plan on a Page - 5 years
- Personal learning plans
- Implementation of assessment and monitoring systems
- Public reporting
- Evaluation of performance
- Identify students, groups at risk
- Leadership development
- Developing pedagogical Prerice
- Excellence/School leadership
  ✓ vision
  ✓ tools for change
  ✓ values defining the public good in public education
  ✓ Dimensions of leadership
  ✓ Domains of Practice

**ESTABLISH A CENTER FOR PEDAGOGICAL EXCELLENCE**
- Interconnected network working with universities and other jurisdictions
- Establish research/aligning with other institutions
- Facilitating/disseminating pedagogies
- Researcher
- Predetermined strategies for operation that are transparent
- Evaluation would be needs based
- Turnaround of support (3 yr placement)
- Monitoring
- 360 degree
- Cluster based institutional explicit professional development
- Creating 'strange attractors' for systemic pedagogical change

Introduction

This report provides a clear direction for DEET to ensure that we have better teachers for better outcomes for a better Territory.

Pedagogy, as defined by Lingard (2000), refers to the 'interrelationships between teacher practice and student outcomes' and seeks to 'address the process of production and exchange between teacher, learner, and the knowledge jointly produced' (McWilliam, 1994).

It should be noted the term 'pedagogy' is often seen as clumsy and not widely understood outside the education setting (and sometimes within the education setting). In the United States often the term 'instruction' is used instead of pedagogy. The Beyond the Middle conference (2003) differentiated these two terms by saying that pedagogy is what happens only in schools and is what separates teaching from other professions while instruction is something that can be done by educators / trainers / mentors in many contexts. Pedagogy is the intersection of teaching and learning therefore influenced by teachers' content pedagogical knowledge, knowledge of students, students stage of development and key influences on students.

Our project group, after considerable discussion, decided to use the term pedagogy, because we believe it accurately describes the professional practice involved in teaching and learning.

The background section will provide an overview of the team's research into what is occurring nationally and internationally in terms of improving educational outcomes. Through this extensive research and consultation we have identified the essential themes and processes required for effective implementation in the diverse context that is the Northern Territory. The synthesis of this research has informed and driven the development of the key components of this paper: the Blueprint, Terms of Reference and implementation model of Better Teaching, Better Outcomes, Better Territory.

This report utilises Kotter's (2002) revised model for change. The project team
has identified what needs to occur at the system, cluster and school level if there is to be quality teaching and learning in every classroom.

The Terms of Reference will provide DEET with a possible framework for guiding the implementation of this project system wide.

The conclusion is derived from a SWOT analysis and provides strong arguments for the strategic intent of this project, which are improved educational outcomes for Territory learners and thus a better future for the Territory.
Research Summary

One of the key aspects of this project was to undertake research of what is occurring locally, nationally and internationally in the area of pedagogy. Below is an outline of the research findings from the leading exponents and practitioners in the field of educational pedagogy as well as what is already occurring in the NT context. Following an analysis of the summaries the common trends emerging from the research will be presented. It is from these that the project team has developed the Blueprint and a possible model for implementing system wide deployment of effective pedagogy to ensure improved student learning.

Building High Capacity, Aligned Education Systems

Peter Hill

Peter Hill (2003) summarizes ten of the most critical lessons for systems wishing to improve student learning and staff capacity in schools. He states that 'the current mission of education at the beginning of the 21st century is not about access. It is to ensure that all students achieve increasingly higher standards of an education that equips them to be life long learners.' Hill's comment reinforces the need for improving pedagogy in all classrooms if all students are to achieve better outcomes.

Lessons Learned about Improvement by Hill

What it means

1 Improvement is more likely when there is consensus about the important outcomes of schooling (both cognitive and moral) where there are high expectations of student achievement and behaviour, targets to be met as schools make progress towards meeting those standards, and incentives for meeting targets.

2 Ongoing school improvement is more likely when a comprehensive, systems approach to improvement is adopted.

> Designing and aligning all elements that contribute to student...
performance

- Attend to the culture or ethos of the school
- Focus on high leverage strategies that have a large impact on outcomes, but require relatively low levels of teacher effort in the sense of requiring to work smarter rather than harder (Hargreaves, 2001)

3 Leadership is crucial

- Strong instructional leadership focusing on academic goals of the school.
- Instructional leadership is a shared responsibility that needs to be a distributed function within the school.

4 Improvement requires being research-minded and evidence based.

- Seek out proven practices and programs that align with what already works within the school.
- Collect and analyse data to find out what is working and not working
- Seek out high leverage solutions in situations where there is little external evidence of the effectiveness of different courses of action

5 Improvement is about building the capacity for continuing change and improvement, rather than short term results.

- Ongoing and substantial investment in building staff capacity and in creating a learning culture that is focused on outcomes, continuous improvement and working collaboratively to reach common goals.
- Effective professional development needs to address both pedagogy and content, and both competence and beliefs and understandings.
- Time for both individual and team learning and reflection
Balance between on-site and off-site professional learning.

6 School improvement is about improving the quality of classroom teaching

This point is fundamental to the project

- Penetrate classroom doors to focus on the quality of teaching and learning.
- Establishing students' starting points and identifying what they currently do and do not know and can and cannot do.
- Setting instructional goals to move students forward.
- Scaffold learning to move students to a higher level of knowing and ability.
- Recognise that students have different starting points and do not learn the same things at the same time or pace.
- Time and support for individual students must be allowed to vary.
- Careful analysis of the actual learning needs of students need to be done.

7 Sustained and large scale reform takes time, ongoing commitment to the same change agenda and maintenance of the resources needed to implement the agenda.

- Policies, resources and processes are aligned to support the improvement agenda, are constant over time, and where serious attention is given to protecting schools from distractions and competing agendas.
- Sustained investment in building up the knowledge base and trust of all participants engaged in the change process.

8 Rates of improvement vary according to the capacity of schools to engage in improvement processes.
Low performing schools with low capacity for change are most successful when they focus initially on limited and short term successes and when they provide a high degree of structure and direction.

Low capacity schools need more time and more external support

Support needs to be balanced with internal development of capacity

Intervention is more successful the sooner one intervenes.

Structures in primary schools allow for improvement in learning much more than secondary schools

Improvement is more likely to occur in schools that implement reforms as designed.

The tendency of schools to want to make local decisions about what to implement and how is not problematic in high capacity high performing schools that are already experienced and successful at improving student performance.

The same tendency in a low-capacity, low performing schools is likely to mean that the changes that are most critical to improvement never happen.

The process takes time, involves many uncertainties and will be harder for some schools than others. It is very hard, if not almost impossible, for schools to bring about sustained change and improvement without strong system pressure and support.

**Crevola and Hill (1998)**

Crevola and Hill, in conjunction with The Catholic Education Office in Melbourne, and the Centre for Applied Educational Research of the Faculty of Education of the University of Melbourne, developed a strategy for improving literacy, called Children’s Literacy Success Strategy (ClaSS). There are nine design elements that form the focus of attention for ClaSS schools as they
review their early literacy provision, participate in ongoing professional learning opportunities and seek to improve literacy outcomes for their students. These are:

- Beliefs and understandings about pedagogy
- Home, school and community partnerships
- Intervention and special assistance
- Leadership and co-ordination
- Standards and targets
- Monitoring and assessment
- Classroom teaching programs
- Professional Learning teams
- School and Class organisation


Whilst this was specifically designed for improving literacy, the model could be used to develop a professional learning community dedicated to improving teaching and therefore outcomes for students.

**Newmann and Wehlage (1995)**

Newmann and Wehlage conceptualised successful school innovation in terms of four 'Circles of Support' with student learning at the centre.

- Student learning that has as its goal high quality intellectual work.
- Authentic pedagogy in which teachers teach according to a collaborative
vision of quality learning.

- School organisational capacity that is developed and enhanced through collaborative professional community
- External support in the form of critical financial, technical and political support that enhances organisational capacity by strategically setting standards for high quality learning and providing sustained, school-wide staff development and increased school autonomy through deregulation.

Building on this research, King and Newmann (1999, 2000) argued that in order to enhance teaching and learning, professional development should contribute to the following three aspects of school capacity:

- Improving the knowledge, skills and dispositions of individual staff members.
- Organised, collective enterprise arising from a strong, school-wide professional community; and
- Focused, coherent and sustained staff and student learning.

A Research-Based Framework for Enhancing School Outcomes (Leadership Research Institute, 1999) developed at the University of Southern Queensland, also takes an holistic approach to school reform. The five contributory elements of this framework are:

- **Strategic foundations**: comprised of (a) vision that focuses on students' well-being, and (b) strategic capability to transpose the vision into school-wide conceptualisations of pedagogy.
- **Cohesive professional community**: the development of pedagogical practices appropriate to the school vision through processes of collegial learning and distributed leadership.
- **Design of school infrastructures**: the structuring of curricula, time, spaces and technologies to support the school vision and agreed conceptualisation of pedagogy.
> **School-wide pedagogy:** an agreed approach to teaching and learning, which is based in authoritative theory, recognises community values and emphasises teachers' successful practices.

> **Professional supports:** the availability of authoritative internal and external advice and support.

School leadership development should be approached as multi dimensional, encompassing the processes of school wide learning, culture-building and creation of school-wide pedagogy, and focusing on the mutualistic relationships of principal-leaders and teacher-leaders in these processes.

**SAN DIEGO CITY SCHOOLS BLUEPRINT FOR STUDENT SUCCESS (2000)**

The San Diego City Schools Blueprint for student success (2000) focuses on raising the standards of achievement for all students. The Blueprint for Student Success in a Standards-Based System is based on a proactive approach to the problem of student achievement by focusing the district financial and human resources on instruction through a carefully articulated series of prevention, intervention, and retention strategies. It is a comprehensive plan to change the organisational structure of district schools and the entire system to support the teaching and learning for all students. The three types of strategies are:
> **Prevention:** Through broad commitments to well-defined curriculum, content standards, and extensive professional development, the district aims to improve its capacity to raise achievement for all children, not just low-performing students. Teachers will deepen their knowledge and expertise in conveying the curriculum, and all students in their classrooms would benefit from improved instruction.

> **Intervention:** As soon as students are identified as struggling academically, they will receive the support they need. This will be done through a set of comprehensive strategies within and beyond the instructional day and year.

> **Retention:** Students who are significantly below grade level will have the opportunity to catch up through an accelerated program. An expected result of these interventions is that in subsequent years classroom teachers will have better-prepared students in their classrooms, so the overall level of instruction can be higher.

All these strategies are directed toward providing for all students the best pedagogy, the richest learning environment, and sufficient time to reach high standards.

The key long-term payoff of the Blueprint is that as the base of instruction across the whole system rises, so will the academic achievements of all students.

The implementation plan for the Blueprint is over a period of at least two years. The cost would be 5% of the total education budget for the district. The overall mission of the Blueprint is to improve student achievement by supporting teaching and learning in the classroom.

The key points of the strategies outlined in the Blueprint are as follows:

**Strategies**

> Designated assessments/performance criteria for identifying students for intervention and promotion/retention
- Enhanced Transition and Year 1 classes, including instructional materials, professional development and classroom implementation

- Full time and part time peer coach/staff developer services at most schools

- Literacy/mathematics core program, including reduced class sizes and professional development

- Enhanced parent training and involvement program, including a Parent Activity liaison and Early Link/pre-school

- Additional support for some schools

- Summer and ongoing teacher institutes focussing on literacy and mathematics

- Annual evaluation

- Performance incentive program for schools that have significant growth in student academic performance.

- Extended literacy (genre) and numeracy (algebra) blocks for Year 9 students who are not progressing at an acceptable rate. These classes would operate with reduced class sizes. Genre studies would be taught in a workshop format with students reading and discussing different reading materials in groups and then writing and editing critical pieces about the readings.

- Literacy and mathematics would make up the core part of the program for these at risk students

- English learners who have sufficient proficiency in English also will participate in literacy/mathematics core program. They would be grouped according to language proficiency and place in mainstream literacy/mathematics core classrooms with teachers who are qualified to meet their linguistic and academic needs.
9th grade teachers would have an additional allocation of high quality, instructional materials. They would participate in professional development and job embedded coaching.

**Professional Development Blueprint**

- Most effective tool the school district has for improving teaching.
- It is the most direct way to improve student learning and achievement.
- The most effective implementation is intensive, high quality and focussed assistance directly to classroom teachers in all schools to help them successfully teach all students in integrated classrooms.
- The focus – it will be job-embedded, focussing on what concepts/skills need to be taught, understanding of how the skills and concepts are to be taught.
- There will be continuous development of school leadership, which is at the core of instructional improvement and increased student achievement.
- Professional development for site leaders will engender stronger leadership that supports better teaching and leads to increased learning.
- Peer coaches/staff developers will be involved in co-teaching, demonstrations, observations, videotaping, and discussion of student work.
- One of their most important roles is to provide support for beginning teachers.
- Coaches meet weekly with colleagues to discuss work and learn new strategies.
- Lower performing schools will have two peer coaches.
- Training area for Institute of Learning is proposed in order to further the goals of improved teaching and learning in the classroom.
A demonstration classroom will be available with an attached observation area.

Summer Institute for teachers

Professional development as part of Summer/Intercession

Structure of teaching will take place in the morning with reviewing of what was done in the afternoons. Practices will be examined and refined.

Educational Leadership Development Academy

This will be a collaborative project that is built on a continuum of support and development for aspiring site leaders, new and experienced site leaders and instructional leaders.

The program addresses the essential need to recognise and build capacity in teachers with demonstrated leadership potential and to create a more diverse pool of candidates for site leadership vacancies.

Mentor Principal Program

This will identify principals who have demonstrated high level of instructional leadership to serve as either full-time mentor principals or ‘sitting’ coaching principals.

Program fosters continuous improvement of leadership efforts through engaging in reflective activities, problem-solving and strategising, and receiving non-evaluative feedback about leadership performance.

Parents

Guiding principles

- The involvement of parents at home and at school raises student achievement.
- School programs designed with strong parent involvement produce students who perform better than otherwise identical programs.
The level of parental involvement at school is not determined by parent interest or apathy. The level of parent involvement is determined by whether or not appropriate strategies and structures are in place to facilitate the participation of parents.

- Parents, students, and school staff should work as partners to motivate and help students learn.

- Communication with parents is crucial.

- Teachers/counsellors will provide parents with complete and accurate information early in the school year.

- Commitment is sought from the parents. They are asked to sign and support Learning Contracts for their students who are performing below the grade level in which they are enrolled.

- Specific programs will be provided.

- After school sessions will be conducted.

- Longer classes will be held for the students who are behind.

- Parents of at-risk students will be given opportunities to attend education programs and receive material designed to help them increase their children’s literacy/maths skills and organisational/study skills

**Focus Schools**

- Will receive additional support and assistance

- Schools will have a full time Parent Activity Liaison (PAL) to co-ordinate a comprehensive parent involvement program at the school. The PAL will participate in an intensive district training/coaching/mentoring program developed and delivered by the Parent Involvement Office.

- PAL will meet with school staff and parents to establish a work plan for systematic, ongoing parent involvement to engage large numbers of parents in activities to increase student achievement.
Focus is on establishing communication links with parents

The school will anchor parent involvement and provide increased information about community resources. For example, Mobile Parent Resource Centre

EDUCATION QUEENSLAND

Education Queensland undertook a longitudinal research project (Queensland Schools Longitudinal Research) based on a similar project in Wisconsin, USA, to identify the most critical aspects of classroom practice that impact most effectively on student outcomes. From this research the Productive Pedagogies were developed as well as the New Basics. EQ is currently trialling the Productive Pedagogies in a number of schools across the state.

The most important question facing state education systems nationally and internationally is ‘How can we ensure that all kids, particularly those from groups that historically and currently are the most at risk in new economies and cultures, can achieve social and intellectual outcomes that will enable them to lead meaningful and productive lives?’.

All policy efforts, structuring and restructuring, what we do as bureaucrats, administrators, support and clerical staff, need to focus on setting enabling conditions for this to happen

Three message systems – curriculum, pedagogy, assessment - need to be brought into proper alignment to get desired educational outcomes and results.

Curriculum is reshaped, reborn, remade, recoded in what we do with kids in the classroom.

Pedagogy re-mediates, frames and rearticulates what will count as knowledge in the classroom.

If assessment and reporting pull in a different direction to curriculum and pedagogy then we have a mess.

Pedagogy: productive pedagogies – creating place, space and vocabulary for us to get talking about instruction again. Framework and vocabulary for staffroom, inservice, pre-service training, and how we can adjust, play with to get different outcomes. NOT a one approach fits all.

Possibility of providing common grounds and dialogue between teachers, school administrators, teacher educators, student teachers and others about repertoires, which aspects of our repertoires work best for improved intellectual and social outcomes for distinctive groups of kids.

Assessment and Reporting – rich tasks alternative to large scale census, high stakes testing as key way of reporting outcomes, dealing with accountability to communities and parents, and of administratively steering the system.

An approach to assessment that combines what teachers have world class expertise in (teacher judgment) and to develop first Australian alternative to a test driven accountability system.

Theodore Sizer (1984) – we need to move towards educationally productive approaches to pedagogy and make sure we provide resources, guidance where needed and requested, and ‘get out of the road’ of school-based reform.

Work on pedagogy and change in cultures in education has to occur at grassroots level, in the classrooms and led by principals.

It is schools that change move and shift – and it’s the schools, in staffrooms and classrooms that the results are made.

We need to move towards productive leadership – principal and school have to set key enabling conditions in place for the development of ‘professional learning communities’.

Professional Learning Communities include – a clear school ethos and philosophy, a focus on pedagogy, curriculum discussion in staffroom, positive ‘emotional economies’ within schools.
Productive leadership knows what effective pedagogy looks like, backs and provides incentives for innovation.

Classrooms that are socially supportive – teachers providing positive reinforcement, getting kids to take responsibility for their actions, dealing with behaviour management constructively, providing positive environments – these have been successful and are necessary but are not sufficient.

Early intervention, basic skills will only achieve short term gains with the most at risk students if the curriculum and pedagogy is shallow, if it doesn’t give motivating access to powerful discourses and knowledges.

Direct instruction in basic skills environments may be necessary but not in and of itself able to bootstrap up the achievement of the most at risk students. Necessary but not sufficient.

Classrooms are coded for: higher order thinking; sustained conversations, critique, depth of knowledge and depth of understanding where there is social support and help with skills, intellectual engagement may be necessary and sufficient to ‘bootstrap’ up the achievement of our most at risk students.

It’s about having curriculum conversations, authentic assessment, expanding and sharing our professional pedagogical repertoires for improved student outcomes.

Schools bringing out the best in all students, but with a strong and renewed responsibility for both those who have remained at risk and those kids whose lives are being effected by the new poverty, changing demographics and economics.

Part of the problem- our pedagogy, our teaching has become too private a matter, only rarely inviting or allowing our colleagues and peers in to have a look.

Pedagogy needs to become more open- public and shared.
Need to swap and exchange pedagogical strategies for getting different outcomes.

Resources and talents for reform in schools do not lie in universities, experts, or central offices. It lies in classrooms where skilled teachers engage in productive pedagogies.

Need talk in staff meetings, how they adjust pedagogies to get better results, showing and mentoring the rest of us about how it can be done.

Productive pedagogies, authentic pedagogies, focused instruction, swap strategies, having curriculum conversations about what is done differently.

Michael Fullan - Leading in a Culture of Change

Fullan believes that in a Knowledge Society schools must become learning organisations or they will fail to survive.

Fullan gives examples of District 2 in New York City and San Diego, which have undertaken large-scale reform focused on Instructional (Pedagogical) Leadership. The reform is based on improving teacher instruction in the classroom. The Principal is responsible for developing a culture of learning in the school and therefore the Principal is the focus of learning and thus leading the change.

The principals learn in context through:

- Intervisitations
- Monthly Principal Support Groups
- Principal Peer Coaching
- Supervisory Walk Throughs
- District Institutes
- Principals’ Study Groups

Individualised Coaching

The enemy of instructional improvement according to Fullan is isolation. Thus Principals meet regularly in each other's schools and observe practice in those schools. Teaching and learning are what is talked about and there is a culture of learning and mutual dependency amongst staff at all levels.

The district has seen a marked increase in test scores over an 11-year period. However, the focus on results is balanced by the ongoing attention on the quality of instructional practice. There is a district commitment to learning at every level of the organisation.

AUSTRALIAN NATIONAL SCHOOLS NETWORK AND THE COALITION OF ESSENTIAL SCHOOLS

The Beyond The Middle report which recommends the alignment of curriculum, pedagogy and assessment for best educational outcomes for students has been assessed and is being customized for the NT contexts by the Middle Years Team, Curriculum Services Branch.

The protocols contained within the heart of teaching enable teachers to talk about their teaching and student work in a productive, constructive and supportive manner. They provide a formal structure for looking at students' work that allows participating teachers to focus on pedagogy and classroom practice. The protocols are primarily intended for giving insight into teaching practice rather than being used for assessment.

The heart of teaching is a licensed training program and a 'living resource' which means it can be customised for local conditions and needs. The 'protocols kit' was developed by Australian National Schools Network (ANSN) and teachers from the Australian National Territory from original materials developed by the Coalition of Essential Schools in the USA. An agreed set of principles, ideals of social justice and recognition of teachers' professional knowledge guide the program. The intention of the materials is compatible with the notion of building professional learning communities that is part of current conversations within various sections of DEET.
There is a research component to the program consisting of Research Circles and this research is intended to lead to school and classroom-based reform. The kit documents two Research Circles - one in Victoria and one in the ACT. Ten Australian Universities are members of ANSN and University Faculties of Education were key authors of the “protocols kit” with teachers in ACT high schools.

Territory teachers and educational leaders are increasing their awareness of pedagogy as a critical aspect of the success of students in learning. The heart of teaching program provides teachers with protocols for discussing student work to improve practice and the potential for reform through research. Consideration must be given to existing trends within the Territory, which reflect the outcomes of national reports such as Beyond the Middle and their recommendations.

**NATIONAL TEACHER STANDARDS**

A National Framework for Professional Standards for Teaching under the auspices of MCEETYA is being discussed around Australia. The development of a framework at national level and the standards themselves at state and territory level will further the work of teachers and their professional organisations to develop and implement the standards against which their performance will be reviewed.

The underlying purpose of the national framework should be to ensure that professional standards remain high (particularly when teacher supply is low) and to clarify the professional work of teachers. A successful outcome from the establishment of the framework should be that all schools are staffed with high quality, appropriately qualified professionals who are well rewarded and well supported.

The potential uses and benefits of a national standards framework were canvassed in the Ministerial Council of Employment, Education and Training and Youth Affairs discussion paper.
Significant among these are:

- improved understanding of the practice of teaching which will assist in promoting teaching as a profession; and

- improved comparability between states and territories and across sectors which will make teaching qualifications/skills and experience more portable.

It is hoped that the introduction of a National Framework for Standards for Teaching will:

- enhance the recognition of teaching as an intellectual, highly-skilled and specialised profession rather than as a simply technical process.

- Increase understanding of learning and pedagogy. Understanding that there are different teaching and learning styles. Responding to the learning needs, abilities and styles of a range of learners.

- Improve relationships with students - recognising and honouring the value of what students bring to the classroom. This includes partnerships with parents and the wider community.

- Improve curriculum and course development and its relationship with teaching, learning, assessment and reporting.

- Enable assessment for learning. Assessment for learning is formative, ongoing, assessment, where a teacher understands "where the child is at" in relation to learning, is able to enter into a dialogue with the learner, and then is able to adjust their own thinking and approach to achieve the learning goal. Teachers and students are learners together, with the teacher continually modifying and adjusting their own techniques in response to student feedback. It is an approach that is aligned with some of the new curriculum directions occurring in some states. It is the very essence of creating a learning community within schools.
NATIONAL QUALITY SCHOOLS FRAMEWORK

The National Quality Schooling Framework (NQSF) is an interactive, accessible web-based tool to support pre-primary, primary and secondary Australian school leaders and teachers implement innovative and evidence-based projects to improve student learning outcomes.

The Framework draws on recent development in the fields of school and teacher effectiveness, and school improvement and innovation.

The Framework present ten key dimensions of school improvement, and the web site provides information and the evidence base for each of these:

- Beliefs and Understandings
- Curriculum, Standards and Targets
- Monitoring, Assessment and Reporting
- Learning
- Teaching
- Professional learning
- School and Class Organisation
- Intervention and Special Assistance
- Home, School and Community partnerships
- Leadership and Management

Support for school improvement is an ongoing commitment of Australia’s Education Ministers and an integral component of school-based management practices. The NQSF seeks to add value to the range of school improvement initiatives.
Northern Territory Position

Capability Development Unit

This unit was initiated at the end of 2002 and began in 2003. Schools at risk are identified through evaluation of data collected by DEET and the need for intervention is then ratified by the General Manager Schools. The audit criteria includes:

- Student management
- Community relations
- Staff management
- Teaching and assessment (core business)
- Property management
- Financial management
- Management tools.

The guiding principle stated in the CDU project plan is that a school will be evaluated in terms of the factors that impact upon its capacity to provide quality educational programs leading to improved student outcomes.

The work of the Radiators project team would link directly to what is stated as the core business of this project, that is, the teaching and assessment pillar.

Potential for Increased Focus

There is potential for an increased focus on pedagogical improvement in the following existing areas:

- DEET
- Learning Lessons Implementation
- Literacy/Numeracy Strategy
Professional Development through Curriculum Services Branch, Student Services, Strategic Leadership Development, IT Services.

- Lighthouse Schools
- Teacher Registration Board
- Review of Performance Management of Principals
- LDP
- EDP
- Leader's Forum

Nationally

- National Quality Schools Framework
- Boys Lighthouse Schools
- Quality Teacher Programs
- Dare to Lead

- APADAC – Leader’s Lead
Dimensions of a Professional Learning Community

The research of pedagogical improvement in schools refers to the importance of developing a professional learning community. The common elements from various models include:

1 **Supportive and shared leadership**: School administrators participate democratically with teachers by sharing power, authority, and decision making, and promoting and nurturing leadership among staff.

2 **Shared Values and Vision**: Staff's shares visions for school improvement that have an undeviating focus on student learning. Shared values support norms of behaviour that guide decisions about teaching and learning.

3 **Collective learning and application of learning**: Staff at all levels of the school share information and work collaboratively to plan, solve problems and improve learning opportunities. Together they seek knowledge, skills and strategies and apply this new learning to their work.

4 **Supportive conditions**: Collegial relationships include respect, trust, norms of critical inquiry and improvement, and positive, caring relationships among students, teachers and administrators. Structures include a variety of conditions such as size of school, proximity of staff to one another, communication systems, and time and space for staff to meet and examine current practices.

5 **Shared personal practice**: Peers visit with and observe one another to offer encouragement and to provide feedback on instructional practices to assist in student achievement and increase individual and organisational capacity.

[Source: Hipp, K.A and Huffman, J.B (2003)]

Common Elements on Improving Student Outcomes through Improving Pedagogy

Common elements and repeated messages from the research on pedagogy include:

- Instructional (Pedagogical) Leadership is crucial in school and the Principal must be supportive and lead and model the vision in their schools.

- There is a need to build staff capacity and create a learning culture focused on continuous improvement (Professional Learning Community).

- Professional development needs to be intensive, high quality and focussed directly to classroom teachers in all schools.

- Sustained and large-scale reform takes time and improvement rates will vary according to the capacity of schools to engage in the improvement processes.

- System pressure and support is needed to bring about sustained pedagogical change and improvement.

- Pedagogy creates the place, space and vocabulary for teachers to talk about how teachers teach and how learners learn. Pedagogy needs to be open, public and shared.

- Strong links between parent, school and community is critical to improving student outcomes.

- Intervention at different points in the education process is a critical component of any change that is going to improve student outcomes.
Financial Implications

This report has not attempted to definitively cost the implementation of the systemic deployment of effective pedagogy throughout NT schools. The attached Terms of Reference includes as one of its parameters, the identification, costing and securing of the necessary resources to implement the preferred elements of this project. The actual costs are dependent on how the various elements of this project proposal are implemented, if at all.

An element of this project was to identify and consider existing expenditure that could be redirected to improving pedagogical practice. DEET’s provision of a TEP allowance is a system wide strategy that seeks to reward excellence in teaching. The amount paid to Teachers of Exemplary Practice is approximately $1.9m pa and could form part of a refocused effort on resourcing the development pedagogical excellence. Branches that may be considered in order to determine whether they may provide an off-set source of funds include Curriculum Services, Strategic and Leadership Development and Information Technology Services. The possibility of Commonwealth sourced funding could also be explored, particularly with a view towards the impact of improved pedagogical practice on educational outcomes of indigenous students.

Below is set out an overview of both the nature and scale of funding resources that may be required.

Learning Communities

There would be a need for facilitators in schools to coordinate these initiatives, relief teachers to allow time and space for classroom teachers to develop and share their pedagogy, a community consultant/liaison officer and an allowance for materials.

Pedagogical Leadership

This is primarily about establishing structures to facilitate principals and/or other educational leaders in schools to meet, discuss and develop pedagogical practices between schools. DEET may need to establish a pool of principals to
allow sufficient flexibility and capacity for this to occur across the dispersed communities in the Territory. A model of the coaching and support elements of this initiative has been created with establishment of the position of Principal Support Officer, which could be expanded.

**External Relationships/Alignments**

This is aligned with obtaining grant funding with which to undertake pedagogical research and/or collaborate with external entities with similar or related research projects.

**Sustained, Long-Term Pedagogy Focus**

Costs in relation to this centre around funds to develop and implement Individual Learning Plans in schools, including personnel learning plans, reporting, evaluation and planning needs. Also included is the increased investment in Leadership capacity through such programs as the Leadership Development Program, Public Sector Management Program and other school/cluster based initiatives.

**Centre for Pedagogical Excellence**

The development of pedagogical excellence is at the heart of our project. The establishment of a Centre for Pedagogical Excellence is aimed at installing the Territory at the forefront of pedagogical practice in school classrooms. Costs would be incurred in attracting an appropriate expert pedagogical leader, appropriate executive educational development leaders, a pool of rotating relief staff to facilitate and disseminate pedagogical practices to classroom teachers. This could be commenced on a trial basis and expanded as results prove the worth of the concept.

Offsetting of costs could be achieved through strong alliances with higher education institutions including Charles Darwin University.
Terms of Reference for Project Implementation

Northern Territory Government
Department of Employment, Education and Training

TERMS OF REFERENCE


OVERALL OBJECTIVE

Implement a sustainable approach to systemic, embedded pedagogical practice of teachers and pedagogical leadership in Northern Territory schools.

BACKGROUND

Historically there have been many attempts to improve educational outcomes for students through the restructuring of systems by utilising a top down approach. There is little evidence according to Lingard (LDP 2003) to show that any of these structural reforms have had impact where it counts, in the classroom. Lingard et al., state that if we hold student backgrounds constant, individual teachers pedagogy makes a greater contribution to variations in student performance than whole school or system wide change. If we as a system are to have better outcomes for all students we need to have better teaching, for better outcomes for a better Territory.

Research show that this trend is not unique to the Northern Territory, Australia or the rest of the world. Elmore (1996) writing about US schooling, observed 'the relationship between changes in the formal structure and changes in teaching practice is necessarily weak, problematic and indirect.' Most teachers have long realised that systemic restructuring alone does not lead to improved student outcomes and this recognition has formed the basis of teacher cynicism towards educational bureaucracy.
Lingard (2003), Fullan (2000) and Hill (2003) state that there is a need to backward map from good classroom practices to complementary school and system structures. This project will argue that by developing a sustained, systemic approach to improving the pedagogical practice of Northern Territory teachers then and only then will we see a system wide improvement in student outcomes.

**SPECIFIC OBJECTIVES**

This review specifically concerns the proposal to improve pedagogical practise of teachers and pedagogical leadership in Northern Territory schools. The review task group will undertake full consultation with all stakeholder groups and incorporate into the review, findings from both national and international research in relation to pedagogical practice. Areas to be addressed include but are not restricted to:

- The Minister establishes a task group to undertake a review in accordance with these terms of reference.

- Undertake an audit of current pedagogical practices by teachers and pedagogical leadership in NT schools.

- Prepare a developmental continuum for teaching in schools from which teachers can identify excellent pedagogical practices.

- With reference to the Better Teaching. Better Outcomes. Better Territory. Blueprint, prepare an Implementation Plan which includes details of resources, funding, timelines and milestones, by individual or class of schools (as defined in the Implementation Plan).

- The Implementation Plan should fully identify the source of funding, including additional Territory and Commonwealth funding required and any offset amounts arising from any internal reallocations within DEET.

- Prepare and publish a report on the findings, recommendations and outcomes of this review.

- Make additional recommendations on matters relating to improved
pedagogical practices within the NT school system.

➢ Comment on any other matters related to this proposal.

SCOPE
This review addresses the research of current pedagogical practices in Northern Territory schools and a plan for implementing sustainable, embedded pedagogical reform throughout all NT schools and teaching staff.

SCOPE RESTRICTIONS
There are no scope restrictions.

LOCATION
It is expected that this consultancy will be based in Darwin, with consultation undertaken throughout the Northern Territory. The principal DEET Contact Officer is the Chief Executive.

TIMING
To be completed as soon as possible, but no later than 31 December 2003.

REVIEW OUTPUTS
A detailed written report, in both electronic and paper format, addressing the overall and specific objectives.

RELATIONSHIP WITH DEET'S PLAN ON A PAGE
Eight Steps to Transforming DEET - A Model for Implementing Pedagogical Improvement

Kotter (2001) outlines eight essential and sequential steps to implementing sustainable change. Our project team has applied the model and identified at a system, cluster and school level what needs to occur if we are to improve pedagogy in all Northern Territory schools.

The change process goes through a series of phases that, in total, usually require a considerable length of time. Skipping steps creates only the illusion of speed and never produces a satisfying result. Critical mistakes in any of the phases can have a devastating impact, slowing momentum and negating hard-won gains.

Kotter’s more recent research links with the work of Goleman on emotional intelligence. Kotter and Cohen argue that ‘People change what they do less because they are given analysis that shifts their thinking than because they are shown a truth that influences their feeling.’

‘The central challenge in all eight stages is changing people’s behaviour.’

They argue that the best way to change behaviour is to influence people’s feelings.
SENSE OF URGENCY

SYSTEM
- NTG Economic and Social Strategy
  Need for Improved Lit/Num Outcomes – commitment by current
  Minister of Education to improve Literacy and Numeracy outcomes
  in his term in office.
- Social Imperatives as outlined by Peter Plummer in his
  presentation to LDP3, 2002
- Learning Lessons Report
- Increasing demand from stakeholders for improvement. (Parents,
  NTG, Business and Industry

SCHOOL
- Schools undertake a breakpoint analysis – future impacting
- Research on pedagogy presented to teachers, parents
- Outcomes- Literacy/Numeracy results/MAP results
- Purpose/importance of pedagogy
- Undertaking analysis of pedagogy in every classroom using
  developmental map linked to NTCF
- Investigate/table/share data on key issues: behaviour management,
  abscond from school, non-attenders
- School baseline data

CLUSTER
- Localising the social/economic issues for each cluster
- Addressing regional issues driven through consultation with local
  community
- Political links – evidence from outside the organisation that
  demonstrates that change is required

Beware of...
Ignoring lack of urgency &
jumping immediately to
creating a vision & strategy
Believing that without a crisis
or burning platform you can go
nowhere
Ignoring all the feelings that
are blocking the change
**Build the Guiding Teams**

**SYSTEM**
- Executive Board Endorsed Task Force including representatives from:
  - Various branches
  - Strategic Leadership Division
  - Principals/teachers
  - Business representatives
  - Professional associations
  - NTU/Bachelor Institute and other Tertiary providers.
  - Students
- Forming a group that has the capacity in membership and method of operation to guide the implementation.
- Establishing a Centre for Pedagogical Excellence

**SCHOOL**
- Professional Learning Communities are established in all schools, inclusive of principals and teacher leaders and supported by the system and cluster.
- Team – strong operation and inspire – lead by example
- Revisit/Vision and journey that has gone before
- Personal Learning Journeys

**CLUSTER**
- Pedagogy – standing agenda item
- Ensure a 'sense of urgency' is happening
- Showing enthusiasm and commitment to pedagogical improvement.

**Beware of...**
Guiding change with weak forces, single individuals, complex structures or complex teams
Creating a Vision

**SYSTEM**
- Exemplary Teaching for Quality Learning Outcomes
- DEET Plan on a Page has a strong focus on pedagogy
- Chief Executive and Executive Group target resources to ensure system wide priority on improving pedagogy
- Leaders/Teachers Forums need a strong focus on pedagogy

**SCHOOL**
- All stakeholders meet – what we all bring to the vision
- Strategies for achieving the vision
- Consider uniqueness of each school / build on good things that are already happening
- Vision needs to be led by the Principal/pedagogical leaders within the school
- Schools create a vision for improving pedagogy which is bold, clearly articulated and able to become the reality in every classroom in every school

**CLUSTER**
- Alignment between DEET/Cluster / school strategic plans with a focus on pedagogy.

Beware of...

Overly analytical, financially based vision
Communicating the Vision

SYSTEM
- Communication Strategy e.g.
  ✓ Forums
  ✓ Video
  ✓ Leader's & Teacher's Forum
- Keep communication clear, heartfelt and focused on pedagogy
- Walking the talk
- Utilising a range of electronic means e.g. Janison's Tool Box

SCHOOL
- Schools identify uniqueness
- Modelling the vision
- Not condoning and accepting poor teaching
- If it doesn't fit with the vision then we won't do it
- Everyone 'walking the talk'
- Creating place, space and vocabulary for talking about teaching
- Taking control of meeting agendas to ensure focus of discussion is on teaching/learning

CLUSTER
- Ridding communication channels of junk so that important message can go through.
- Utilising current and newly developed networks to spread the message on pedagogy e.g. TEP's, ESL, professional associations

Beware of...
Assuming the vision is shared.
**Empower Action**

**SYSTEM**
- Capacity building to engage school and leaders to develop professional learning communities.
- Provide flexible use of resources to ensure they are channelled in the direction of pedagogy.
- Ensure policies support school innovation in pedagogy.
- Recognise and reward systems that inspire, promote optimism and build self-confidence.
- Providing resources and capacity to allow teachers in small remote schools to connect with recognised quality teachers in other settings.

**SCHOOL**
- Identify and utilise teachers with the knowledge and skills needed – use these as teacher leaders.
- Focus on professional development with pedagogy as the base.
- Professional development needs to be site-based, flexible with needs of all stakeholders taken into consideration.
- Teachers need feedback that helps them make better vision-related decisions.
- Classroom and student learning is at the heart of the project.
- Outside consultants will be used as critical friends/resource people, not as experts.
- Deprivatise practice – that is open up our classrooms to all stakeholders.
- Good teachers will model good teaching.
- Effective and efficient use of resources.
- Processes for on-going reflection will be built in - an action learning model will be used.
- Professional dialogue between teachers and all stakeholders, starting with products of teaching and student work.
- Peer analysis and self – reflection.

**CLUSTER**
- “Retooling” leaders to be pedagogical leaders.
- Principal peer coaching.
- ‘Tripods’ model of performance management.
- Removing barriers to modelling and deprivitising practice.
- Principal peer coaching.
- Monthly principal support groups.
- Intervisitations.
- Supervisory walk throughs.
- Facilitates and provides opportunities for teacher intervisitations.

**Beware of...**
Removing all barriers at once
Giving in to pessimism and fear
Create Short Term Wins

SYSTEM

- DEET Media and Marketing Unit use all possible mechanisms, e.g. Inform, to celebrate, publicise and promote pedagogical excellence.
- DEET establish protocols to publicly rewarding exemplary practice.
- Schools recognised and rewarded for outstanding initiatives to improve pedagogy and improve student outcomes.
- Early wins that speak to powerful players whose support is needed e.g. DEST, NTG, NTU, AEU, COGSO

SCHOOL

- Planning for visible performance improvements: attendance, better Literacy/Numeracy results/behaviour
- Recognising and rewarding those involved in improvements in professional sharing of practice.
- Letting everyone know they have done well and what strategy/project improvement linked to success
- Showcase and celebrate the successes that are occurring in our schools, in our classrooms on a daily basis.
- Setting achievable targets.

CLUSTER

- Recognition, celebration and rewarding exemplary practice e.g. allocation grants

Beware of...

Launching too many 'projects'
Providing the first win too slowly
Stretching the truth
Consolidating Improvements & Producing still more Change

SYSTEM
- Constant Redefining of what is best practice linked to up to date research.
- Encouraging and supporting the accessing of up to date, relevant information on pedagogical excellence.
- Continual monitoring of student outcomes, social and academic, not just literacy and numeracy.
- Monitoring the conditions necessary to sustain further improvement.

SCHOOL
- Changing systems, structures & policies to align with vision.
- Developing and encouraging teachers who can and are implementing the vision.
- Taking on new projects and challenges that fit the vision.
- Developing a culture of risk taking and continuous improvement.
- Annual reports – report on school progress in improving pedagogy and are reviewed as a whole school community.
- Continue to identify students at risk and provide appropriate pedagogical support.
- Ongoing focus on professional development.

CLUSTER
- High quality pedagogical leaders are recruited at all levels of the system.
- Ongoing pedagogical professional development.

Beware of...
- Rigid plans
- Convincing self that you can get the job done without confronting some of the more embedded bureaucratic & political behaviours
- Overworking/exhaustion
Institutionalising New Approaches

**SYSTEM**
- Encultured in the NT-NTU
- Teacher Registration Board/Teacher Standards based on a level of pedagogical excellence
- TEP Focus
- Orientation program focused on pedagogy
- Use the promotions process to place people who act according to the new norms into influential and visible positions
- Chief Executive and Executive Group focusing on and continuing to resource pedagogy
- Resourcing/supporting the organisation as a Professional Learning Community

**SCHOOL**
- Open discussions connecting new behaviours and successes
- Identify problems and jointly provide solutions
- Developing and nurturing leadership in others
- Ensuring all schools are professional learning communities
- School orientation focused on pedagogy
- Pedagogy main focus of Individual learning Plans
- Unit/staff meetings talking about 'what works'

**CLUSTER**
- Cluster based model of Professional Learning Communities.
- Telling stories/sharing stories and recording stories of what works.

**Beware of...**
Relying on an individual rather than culture to sustain change
Conclusion

The Northern Territory is at a critical point in its development. There is significant potential for economic and social expansion with the completion of the railway and the availability of cheap power provided by the Gas Project. Simultaneously the gap between the haves and the have-nots of the Northern Territory population and the gulf between literate and non-literate people is growing.

The challenge for the NT Government and DEET has been clearly stated: The long term economic growth and prosperity of the Northern Territory is dependent on the development of a vibrant, flexible, and skilled workforce with the capacity to meet current and emerging needs. This can only be achieved by providing young people with access to high quality learning.' (NTG 2003)

DEET's role is to take up the challenge of providing a first class education system for its students. We have the tools with the implementation of the NT Curriculum Framework - we now need to develop the craftsman's skills - to improve pedagogical practice.
SWOT Analysis

Transforming Educational Practice  
SWOT ANALYSIS

An analysis using a SWOT tool identifies the critical strengths, weaknesses, opportunities and threats of this project. Ultimately the outcomes of this project will be critical to the social and economical development of the Northern Territory

**Strengths**

*Why is this project worth doing?*

*What strengths does this team bring to addressing the issue?*

- Timing - a renewed focus (global/national) on the critical role of teacher to make a difference in achieving student outcomes

- The requirement for teachers to be able to access a range of effective pedagogy has been identified as central to their effectiveness

- Urgency - increased accountability to government and community, demands a systemic approach to deploying effective pedagogies, as opposed to pockets of excellence

- Within the organisation there have been recent attempts to shift this focus, at a leadership level (Principal’s Forum, 2001 and 2002)

- The implementation of the Northern Territory Curriculum Framework is still very much in the early stages, and teachers and schools are already focussing very clearly on curriculum, assessment and pedagogy.

- Implementation of this project will reap long term benefits to the Territory’s social and economic development.
Weaknesses

What will happen if we do nothing?

✓ To do nothing would risk the credibility of the organisation – that is, to be recognised as providing an excellent education for children and families throughout the Territory.

✓ In doing nothing we risk being seen as irrelevant or inferior to other providers of education within the NT and nationally.

✓ Potential lowering of outcomes for students, which in turn will negatively impact on both the social and economic development of the NT.

✓ The outcomes for Indigenous students, a significant cohort of the student population across the Territory will remain low. This too, will impact in a critical way on the economic and social development of the NT.

✓ The problems of recruiting and maintaining excellent teachers to the NT, within the context of a global shortage of teachers, will be exacerbated because we are not able to develop and deploy effective pedagogies in a systemic way.
Opportunities

What positive outcomes will potentially come of doing this project?

✓ Improved learning outcomes for all students.

✓ Improved social and economic development across the NT.

✓ Teachers will be aware of what constitutes effective pedagogy.

✓ Schools and communities will be more aware of what constitutes effective pedagogies and will be better placed to provide pedagogical leadership.

✓ Teachers from across Australia will seek to teach in a Territory education system that is recognised for its excellent pedagogical practice.

✓ By retaining effective teachers DEET will be able to make more effective use of financial resources.
Threats

What factors or issues have the potential to limit or constrain this project?

✓ A lack of common understanding about the central role of effective pedagogies in education at all levels within the organisation.

✓ A lack of ownership of the implementation of the project outcomes by Principals, teachers and school communities.

✓ The inability of the branches, divisions, clusters and schools to work collectively achieve the project’s goal.

✓ A lack of resource support to see the project through development to implementation, consolidation, expansion and evaluation.

✓ A lack of commitment on behalf of DEET to the project.

✓ Structural and personnel changes will potentially affect the implementation of the project.
Singer Loomis

Strengths: Extroverted Feeling (EF) Introverted Thinking (IT)
Stretch: working within a team as opposed to leading the team.

Sabina Smith

May 2002- Assistant to General Manager Schools, Central Australia
July 2002- Associate Director, Secondary, Centralian College, Alice Springs

Singer Loomis

Strengths: Introverted Intuition (IN) Introverted Feeling (IF)
Stretch: working in diversity and meeting the challenges this presented by doing things differently, to achieve outcomes.
Lessons from Our Challenge Project

In what ways and to what degree did our project provide us with an opportunity to....

➢ Further enhance knowledge, skills, attitudes and personal effectiveness in: working constructively with others, coping with difference, exercising leadership and achieving greater momentum for change and improvement.

We found the team project to be an ideal vehicle for this type of learning in so far as we were required to turn ourselves (some of us strangers!) into a team, to achieve the outcomes of the project. For each of us the challenges were different, given personality types and preferences for working and yet we were able to constantly relate to each other's challenges, frustrations, experiences, and for the most part support each other constructively.

Exercising leadership was an exercise of examining our own practice within the group continually and ask the question "is it time to step forward or not?"

Perhaps we could have focused more on working strategically with others beyond the group to achieve momentum in the first half of the project year.

Our Singer-Loomis TDI shows a considerably balanced wheel for our group which enabled the group to work together successfully

➢ learn in a shared and open setting which is participative and interactive and therefore sustained.

We worked consciously to ensure full participation from all members within the group, while trying to respect difference and specific commitments each of us were trying to balance. We did this mostly
through shared reflection, both within our formal meetings and beyond them. We made the most of time and opportunity provided during each module to progress our project. This was particularly important because one of the group lived in Alice Springs. We also utilised technology to support our communication with many teleconferences and emails, which for the most part were reasonably effective. Our team environment was open in that a high level of trust developed within the group that has allowed us to communicate in a relatively forthright and critical manner, balanced with humour and warmth. Part of the process for developing this level of trust and openness was allowing time in each meeting for sharing personal stories. One enjoyable aspect of working in this team has been the use of humour. This has sustained us through sometimes difficult personal times.

- reflect upon and analyse the complexities of managing change and performance improvement in an environment which requires sharing of thoughts and ideas;

In planning and developing our project, we gained a strong awareness of the fact that our project is largely about how system, schools and individual teachers, change is managed. It is about how transformation is required to achieve the ultimate outcomes of a better educated populace for a more socially and economically sound Territory.

The core of our project is change management. Our team iteratively developed our ideas into a consensus that formed our vision. One of the mechanisms for inststitutionalising change we identified is a professional learning community. We believe that our team is ‘walking the talk.’ We are a strong learning community, based on the five elements identified in our project:

1 Supportive and shared leadership

2 Shared values and vision

3 Collective learning and application of learning.
Supportive conditions

Shared personal practice

- identify, design and implement a project with a major change management and performance improvement component which is of major significance to DEET, and deals with issues that spread beyond the boundaries of DEET to other agencies and bodies.

Built into our project is an acknowledgement of the need for DEET to work more effectively within the broad community to achieve outcomes. Schools need to have much stronger partnerships with other community-based organisations. The keystone of our project is Better teaching.

The project is of major significance to DEET—indeed it is our core business, but it seeks to conduct that business in a fundamentally different way to how DEET has operated historically, that is, characteristically isolated from other Government agencies and the community at large. The challenges that we confront in such major change are not unique to DEET...much of our learning has come from analyzing how organisations have confronted similar issues.

- participate in Action Learning Groups (ALGs) which will provide the basis for continuous learning, analysis, and reflection on all aspects of the project and your personal effectiveness in a team.

We remained acutely aware throughout our project that it had a dual purpose. One, that we carry out a project that would be of real benefit to DEET and two, that the project was a vehicle for learning, about ourselves as leaders, each other as colleagues engaging in a learning journey together and for DEET as a developing learning organisation. It was not always easy to maintain a balance in addressing these two purposes. However as a team we worked well to continually reflect on our experience of learning together as a team as well as ensuring the progress of our project. A key idea that has struck a chord with each of us has been that of dispersed leadership within an organisation. Working in a team we have shared the leadership.
One of the strengths of our team has been having a member who does not have a degree in education. He has a financial background. This has added depth to our team and an alternative perspective. A further strength has been the 100% commitment to project work. One of the taboos in our TTRI is 'not actively participating in the project' which has worked well for this group.

- exposure to the identification, application and evaluation of established models and theories including but not limited to leadership, managing change, action learning, action research, and educational organisational structure models through literature research.

In our initial presentation we utilized Kotter's model for transformational change.

Over our journey we have considered alternative models for change. However, after one of our group members returned from Sydney with Kotters latest book 'The Heart of Change'. It became apparent that Kotter's revised model provided the tool needed to implement our project's change initiative. We returned to our original presentation and linked our current work back to some of our original planning. One of the group members has also used the model to develop a process for change at school level.

- continuing development as Educational Leaders;

The first assignment required each of us to develop our personal framework of leadership, which we continued to reflect on within the context of our project team. Over the course of the project we had many opportunities to reflect on aspects of our framework and relate it directly to our experiences of leadership. In the last 16 months, all of us have experienced a job change and/or role changes, providing us with ample opportunity to look back, look forward, compare and contrast and evaluate our effectiveness in various leadership roles and within different work contexts.

The group has shared many examples of their application of the newly learnt skills through the participation in the various modules of LDP. This
has included: utilisation of Perceptual Position, micro-skills and meta
awareness of individual personality types and learning styles

- **exposure to writing substantial reports;**

Producing the report has possibly been more of a learning curve for some
of us than others, to do so as a team certainly is something we have had
limited experience in and presented therefore presented challenges for us.

As a team we have been able to utilize the strengths of members to
conceive, produce and complete our project report.

- **exposure to making effective oral presentations.**

The task to prepare and present a report on our project to both our LDP
colleagues and to a range of senior DEET and Government personnel
provided a much needed catalyst to really clearly define and attempt to
scope our project and then communicate our project as a work in progress
to a critical audience. It galvanised us into action and on reflection was
an amazingly productive period. The pressure to deliver something that
we could feel proud of; that we felt had substance when we knew that we
had barely touched the surface; that was sufficiently polished despite the
project being a work in progress; and to do so with very limited time
together to prepare for, required us to work efficiently as a team; to trust
each other to deliver particular aspects; to utilize technology some of us
hadn’t really had much experience of; and ultimately have enough
confidence to take the plunge in presenting in an oral presentation was
major, and both nerve wracking and exhilarating. To a degree it also
forced us to commit to a particular project direction, which really until
then, as individuals within the team we possibly had not really done yet

- **exposure to some personal stretch within a safe working environment.**

Each of us experienced stretch as individuals throughout the course. The
project provided us an environment that allowed us to share the
anxieties, doubts, and occasionally, the thrills of those experiences, in an
atmosphere of trust. We readily acknowledged areas where we felt least
skilled or knowledgeable, and at times consciously created opportunities for ourselves and each other to test ourselves, explore ideas, etc.

Each team member will identify stretch for themselves through their own personal learning presentations.
References


Department Education, Science & Training (2003) The Beyond the Middle: A report on the literacy and numeracy of target groups in the middle years of schooling


Finke, Dean, 200, Good Schools Real School: Why School Reform Doesn’t Last, Teachers College Press


School Press, Boston.


Senge, Peter, 2000. 'Schools that Learn' Neld Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton


Appendix

NT Curriculum Framework

EsseNTial Pedagogies
Work In Progress

EsseNTial Pedagogies

Using SOLO Taxonomy as a basis

1. What do we want the students to learn and why?
2. How can we best help them learn?
3. How will we know when they have learned?
4. Who will we tell about the learning and how?
5. OVERALL INVOLVEMENT WITH THE NT CF
   Based on CBAM Stages of Concern
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<tr>
<th>Thread</th>
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<tr>
<td>5. High level thinking</td>
<td>Not yet in the DFL Game</td>
<td>Emerging</td>
<td>Solid</td>
<td>Comprehensive</td>
<td>“Beyond the Game”</td>
</tr>
<tr>
<td>High Exp. Design Down</td>
<td>✓ Learners recite or participate in routine practice. No student involvement above recall or reproduction of facts</td>
<td>Learners mostly engaged in recall and routine activity but at some point are engaged in high level thinking (such as application, synthesis, analysis or evaluation)</td>
<td>At least one significant activity in which students apply, analyse, synthesise, evaluate within a lesson or on a number of occasions within a program sequence</td>
<td>Activity/ies involving high level thinking occupy/ies a substantial portion of the lesson/program and many students are engaged in this portion of the lesson/program</td>
<td>Almost all students, almost all of the time are engaged in high level thinking and often initiate application, analysis, synthesis or evaluation of key ideas.</td>
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<tr>
<td>[In 1] High Exp. Design Down</td>
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<tr>
<td>6. Deep Knowledge Inner, [Con 1 &amp; 2] High Exp. Design Down</td>
<td>Lesson’s content is related to procedural or algorithmic thinking – it does not deal with significant topics or ideas</td>
<td>Key complex concepts and ideas are mentioned or ‘covered’ by teachers and/or students at a superficial level OR A key complex idea is explored as a special feature on occasion</td>
<td>Knowledge is treated unevenly during instruction, ie deep knowledge of some aspects and superficial (procedural) understanding of other aspects. At least one significant idea may be presented in depth but in general the focus is brief.</td>
<td>Most of the information provided by the teacher or students is deep because it includes arguments or reasoning that demonstrates the complexity of an important idea.</td>
<td>Knowledge is very deep because almost all knowledge presented in the lesson/program sustains focus on a topic and does so through a complex structure or demonstrating the problematic nature of information and ideas.</td>
</tr>
<tr>
<td>7. Deep Understanding Inner</td>
<td>Students recall the simple information from the lesson/program</td>
<td>Learners demonstrate a superficial understanding of the complex ideas referred to in the lesson/program</td>
<td>Students’ show deep understanding of some concepts and some superficial understanding in other areas</td>
<td>Most students provide information, arguments or reasoning that demonstrates a deep understanding of a complex idea.</td>
<td>Almost all students demonstrate deep understanding of complex ideas through their full explanations, justifiable arguments and reasoning.</td>
</tr>
<tr>
<td>[Con 1 &amp; 2] High Exp. Design Down</td>
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<td>8. Substantial Interaction Collaborative High Exp. Expand. Opp.</td>
<td>Lessons consist of either sustained teacher monologue/lecture and/or a repeated (initiate/response/evaluate) sequence with little variation OR conversation which is trivial in nature</td>
<td>Individual instances of extended exchange between either teacher/student or student/students. OR Some dialogue that is not totally scripted/controlled by one party OR Some conversation that extends a point, synthesises what has been said or refers to previous points</td>
<td>Multiple exchanges within a substantive conversation within a given lesson OR Extended exchanges at many points within lessons OR Fairly consistent evidence of extended exchanges between teacher/student and student/student</td>
<td>Consistent evidence of extended teacher/student and student/student exchanges on a range of topics and in a range of contexts. More than half of the exchanges within the classroom are of this nature</td>
<td>Sustained exchanges throughout all lessons within and beyond the classroom including meaningful dialogue, intellectual substance, logical extension, synthesis.</td>
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### How best can we help them to learn? – Spotlight on Pedagogy – Intellectual Quality

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<tr>
<td><em>Not yet in the OFL Game</em></td>
<td></td>
<td><strong>Emerging</strong></td>
<td><strong>Solid</strong></td>
<td><strong>Comprehensive</strong></td>
<td><strong>&quot;Beyond the Game&quot;</strong></td>
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#### 3. Knowledge as Problematic

- **Constructive High Exp/Expand.**
  - Knowledge is presented as a series of facts
  - Some knowledge presented as problems but interpretations are linked to or reducible to a given body of facts
  - Multiple interpretations of an idea are recognised as variations on a theme – while different interpretations are presented, they are all in some way connected/related to one another
  - Explicit valuing of multiple interpretations of information – all presented as having equal status and being equally accommodated and accepted by others

#### 20. Use of Metalanguage

- **[In 1] High Exp Design Down Expand. Opp.**
  - No reference by teacher to own or student use of language
  - Teacher stops at some stages during lessons to make a comment on the language being used but no technical terms are used and no clarification is given.
  - Some use of key meta-language at certain times within lessons such as the beginning or conclusion. Explanations use technical terms & focus on an aspect of language such as genre punctuation/vocab./grammar
  - Technical terms are used on a needs basis. The teacher focuses on particular students and provides assistance in areas such as grammar, genre, vocabulary and discourses as required.
  - Consistent use of technical terms in an ongoing manner, including informally and in a humorous manner, illustrating how language can be used in difference and powerful ways.

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*Radhakrishna - Better Teaching, Better Outcomes: Better Territory.*
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<tbody>
<tr>
<td>1. Student Direction</td>
<td>Not yet in the OFL Game</td>
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<td>Comprehensive</td>
<td>&quot;Beyond the Game&quot;</td>
</tr>
<tr>
<td>Inner, Constructive, Collaborative Expand. Opp.</td>
<td>All activities and timings are specified by the teacher for the students</td>
<td>Teacher initiates some activity but students have some control, through a choice of procedure or way task is completed</td>
<td>Teacher makes initial activity selection but students choose alternate activities in addition to this task</td>
<td>Explicit student/teacher negotiation about the activity, the time period and the range of options that might be explored or included</td>
<td>Students determine their activity, timing and context. This may be independent or inclusive of teacher regulation</td>
</tr>
<tr>
<td>9. Social Support</td>
<td>Emerging</td>
<td>Social support is neutral or mildly positive and mainly in the form of positive verbal teacher praise for student work - it tends to be focused on students already achieving</td>
<td>Social support is a mixture of positive and negative</td>
<td>Social support from teacher is clearly positive and some evidence of positive social support from students for each other. Positive expressions directed at all and encourage risk taking and high expectations.</td>
<td>Social support is strong and the class is characterised by high expectations, challenging work, strong effort, mutual respect, participation and encouragement by all.</td>
</tr>
<tr>
<td>Inner, Constructive, Collaborative High Expect. Expand. Opp.</td>
<td>Classroom atmosphere is negative, social support is negative and 'put downs' by teacher and students are evident</td>
<td>Social support is a mixture of positive and negative</td>
<td>Social support is neutral or mildly positive and mainly in the form of positive verbal teacher praise for student work - it tends to be focused on students already achieving</td>
<td>Social support from teacher is clearly positive and some evidence of positive social support from students for each other. Positive expressions directed at all and encourage risk taking and high expectations.</td>
<td>Social support is strong and the class is characterised by high expectations, challenging work, strong effort, mutual respect, participation and encouragement by all.</td>
</tr>
<tr>
<td>10. Academic Engagement</td>
<td>Emerging</td>
<td>Passive engagement by most students most of the time – some students are occasionally active while others are disruptive.</td>
<td>Periodic active engagement. Most students are active at some stage. Very few students off task</td>
<td>Widespread engagement of most students - taking the learning seriously and trying hard.</td>
<td>Serious engagement is widespread but not complete. Almost all students deeply involved in the learning almost all of the time.</td>
</tr>
<tr>
<td>Inner, Constructive High Expect. Expand. Opp.</td>
<td>Students frequently off task, inattentive and causing disruptions</td>
<td>Passive engagement by most students most of the time – some students are occasionally active while others are disruptive.</td>
<td>Periodic active engagement. Most students are active at some stage. Very few students off task</td>
<td>Widespread engagement of most students - taking the learning seriously and trying hard.</td>
<td>Serious engagement is widespread but not complete. Almost all students deeply involved in the learning almost all of the time.</td>
</tr>
<tr>
<td>14. Clarity of Focus</td>
<td>Emerging</td>
<td>Some advanced organisers as aspects of the lesson/ program have been specified with some minor link to relevant learning outcomes</td>
<td>Outcomes and criteria for the quality of student performance has been specified for some lessons or tasks within a unit of work or course</td>
<td>Outcomes for all tasks/ the full program are made clear through rubrics shared with learners, teachers, parents</td>
<td>Outcomes are negotiated with and made clear to learners, teachers, parents and carers and form the basis of rubrics for short, medium and long term outcomes</td>
</tr>
<tr>
<td>Inner, Constructive</td>
<td>No explicit statement by the teacher of the learning outcomes or quality of performance expected by the students</td>
<td>Some advanced organisers as aspects of the lesson/ program have been specified with some minor link to relevant learning outcomes</td>
<td>Outcomes and criteria for the quality of student performance has been specified for some lessons or tasks within a unit of work or course</td>
<td>Outcomes for all tasks/ the full program are made clear through rubrics shared with learners, teachers, parents</td>
<td>Outcomes are negotiated with and made clear to learners, teachers, parents and carers and form the basis of rubrics for short, medium and long term outcomes</td>
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<tr>
<td>15. Self-Regulation</td>
<td>Emerging</td>
<td>Behaviour management is highly noticeable within the classroom, particularly when students are disrupting others</td>
<td>Behaviour management is less noticeable, and does not interrupt the flow of the learning experiences</td>
<td>Only isolated instances of teacher correcting student behaviour and the learning proceeds without any interruption to other learners</td>
<td>No visible teacher talk relating to student behaviour and no behaviour-related interruptions to learning</td>
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<tr>
<td>A substantial amount of class time is spent managing student behaviour, including issuing orders and regulating student movements etc.</td>
<td>Behaviour management is highly noticeable within the classroom, particularly when students are disrupting others</td>
<td>Behaviour management is less noticeable, and does not interrupt the flow of the learning experiences</td>
<td>Only isolated instances of teacher correcting student behaviour and the learning proceeds without any interruption to other learners</td>
<td>No visible teacher talk relating to student behaviour and no behaviour-related interruptions to learning</td>
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### How best can we help them to learn? – Spotlight on Pedagogy – Recognition of Difference

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<tr>
<td>4. Cultural Knowledge</td>
<td>Not yet in the OFL Game</td>
<td>Emerging</td>
<td>Acknowledgement and recognition of multiple cultural claims to knowledge and perhaps some activity based on this but the core of learning is still within the frame of the dominant culture</td>
<td>Others’ cultures explicitly valued in the content through equal inclusion and use of this perspective alongside the dominant culture.</td>
<td>Different cultures equally valued in curriculum content such that the concept of dominant culture is not visible in either form.</td>
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<tr>
<td>Inner, Creative, Constructive Expand. Opp.</td>
<td>Only dominant culture in curriculum is transmitted to students</td>
<td>Some inclusion of other cultures through simple reference to particular aspects or features</td>
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<td>11. Inclusivity</td>
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<td>Collaborative Narrative</td>
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<tr>
<td>Collaborative Constructive Expand. Opp.</td>
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<td>17. Narrative</td>
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<td>Collaborative Constructive Expand. Opp.</td>
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<td>18. Group Identity</td>
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<td>Collaborative Constructive Expand. Opp.</td>
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<td>19. Active Citizenship</td>
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<td>Collaborative Constructive High Expect. Design Down</td>
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#### Prestructural

- Not yet in the OFL Game

#### Unstructural

- Emerging

#### Multistructural

- Solid

#### Relational

- Comprehensive

#### PostStructural

- "Beyond the Game"
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<tr>
<td>2. Knowledge Integration</td>
<td>Not yet in the OFL Game</td>
<td>Emerging</td>
<td>Solid</td>
<td>Comprehensive</td>
<td>“Beyond the Game”</td>
</tr>
<tr>
<td>Constructive Design Down Clarity of Focus</td>
<td>Content in each lesson is restricted to a single school subject area</td>
<td>Content mostly taught within separate subject areas with minor reference to another (separate) discipline</td>
<td>Content from multiple subject areas within lesson/program but still treated as distinct subjects</td>
<td>Near complete integration of multiple subject areas with some minor aspects of content treated as a separate subject area</td>
<td>Complete integration of subject area content such that subject area boundaries are not recognisable.</td>
</tr>
<tr>
<td>12. Background Knowledge</td>
<td>No reference made to background knowledge including other subjects or lessons</td>
<td>Students’ background knowledge is mentioned or solicited as a motivational technique only loosely linked to the lesson/program focus</td>
<td>Initial reference is made by teacher to background knowledge or experience – some connection to out-of-school background is made.</td>
<td>Consistent reference or request for background knowledge by teacher – solid connection made to out-of-school background knowledge.</td>
<td>Students’ background knowledge and experiences are naturally incorporated into the lesson with the learning experiences moving between known and new material. Substantial connection to out-of-school learning or experience.</td>
</tr>
<tr>
<td>Inner Constructive Expand. Opp.</td>
<td>Lesson/program focus and activities have no clear connection to anything beyond itself. Emphasis by teacher is performing well in class</td>
<td>Teacher makes program focus connection to a topic, problem or issue to students' experiences of a contemporary issue. Teacher makes link relevance to value of learning beyond the classroom</td>
<td>Teacher makes a solid connection to a topic, problem or issue to student’s actual experience or a contemporary issue. Students recognise the connection between the classroom knowledge and activity beyond school</td>
<td>Focus of study is a problem or issue seen by students as connected to their personal experience or actual contemporary social situations. The connection between classroom and outside knowledge is personally meaningful to students but knowledge is not applied beyond the classroom</td>
<td>Focus of study is a problem or issue seen by students as connected to their personal experience or actual contemporary social situations. The connection is personally meaningful to students and involves students in working with or influencing an audience beyond the classroom.</td>
</tr>
<tr>
<td>16. Problem-Based Curriculum Creative Constructive Design Down High Expect. Expand. Opp.</td>
<td>All tasks have a correct answer (ie not problems)</td>
<td>Some minor problem-based learning posed to students but mostly based on recall of knowledge</td>
<td>Small/Minor problems posed to students which require investigation and knowledge creation by students</td>
<td>Substantial problems, requiring active engagement by students are posed as basis of most learning experiences</td>
<td>A substantial problem, negotiated with or instigated by students, forms the focus of the entire learning program.</td>
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