### Fact Sheets cover sheet picture**Education State – Fact Sheets**

The Education State is a broad-based reform agenda that sets ambitious targets for the Victorian education system over ten years - through the Department of Education and Training (DET) - in the target areas of: learning for life; happy, healthy and resilient kids; breaking the link; and building pride and confidence in our schools. These targets will only be achieved through tangible practice change at every level of the education system - by every teacher in every classroom, in every school.

The Education State initiatives include three key pieces of implementation architecture that will support this practice change across the education system. This key architecture is aligned to the three significant groups of change-agents that exist within our system – our teachers, our school leaders and our regional teams – and the critical role they have to play in realising the Education State vision:

* Professional Learning Communities (PLCs) provide the culture and structure our teachers need to effectively collaborate and improve professional practice.
* The Communities of Practice (CoP) approach within networks creates a compelling space for school leaders to learn and share best practice together to drive improved learning outcomes for students.
* Learning Places aligns our regional staff to deliver a stronger, more place-based system of support to meet the needs of all children and their families.

The Education State initiatives collectively build the capacity of Victorian schools to deliver teaching that is more effective, improved learning and improved student outcomes. The initiatives are based on robust evidence about what works to develop excellence in schools and reduce the impact of disadvantage across the state. Together, they make a contribution towards our achievement of the Education State targets.

For more information see: [The Education State](https://www.education.vic.gov.au/about/educationstate/Pages/default.aspx).

These Fact Sheets have been developed to provide an overview of the Education State initiatives, their purpose and progress. The Fact Sheets are updated quarterly, providing a clear and current picture of our progress in implementing the Education State reform agenda.

The Education State reforms are in their fourth year.

As the Education State reform agenda continues to evolve, so too do the initiatives outlined in the Education State Fact Sheets. 2019 has been identified as a year of intensive focus on delivery, performance and engagement for improved outcomes across all sectors and for all Victorians. For 2019, two initiatives have been added to the Fact Sheets:

* Excellence in Teaching and Learning – Victorian Teaching and Learning Model Implementation: To support schools in the development and consistent use of evidence-based practice, the Department has developed a new Victorian Teaching and Learning Model (VTLM) that is embedded in the Framework for Improving Student Outcomes (FISO). The model provides a consistent, improvement-focused approach to teaching and learning across the system.
* Amplify (Student Voice Agency and Leadership) Implementation: Amplify is a student voice, agency and leadership practice guide. The guide gives an opportunity for school professionals and students to have conversations, collaborate and take actions to empower students, whatever their current starting points.

Information on the Tech Schools initiative is available and regularly updated online via the program’s website [Tech Schools](http://www.education.vic.gov.au/about/programs/learningdev/techschools/Pages/default.aspx).

Contents

[Framework for Improving Student Outcomes (FISO) 4](#_Toc13490349)

[Literacy and Numeracy Strategy Implementation 10](#_Toc13490350)

[Data Literacy for Learning Strategy – School Leader Capability Building 13](#_Toc13490351)

[Communities of Practice (CoP) Approach 15](#_Toc13490352)

[Inspire: Building Local Leadership 18](#_Toc13490353)

[Unlocking Potential: Principal Preparation 20](#_Toc13490354)

[WISE: System Leaders 23](#_Toc13490355)

[Professional Learning Communities 26](#_Toc13490356)

[LOOKOUT Education Support Centres 29](#_Toc13490357)

[Navigator 31](#_Toc13490358)

[The Professional Practice Elements of the Victorian Government Schools Agreement 2017 33](#_Toc13490359)

[New Review and Improvement Approach for Victorian Government Schools 35](#_Toc13490360)

[Impact: Emerging Leaders 37](#_Toc13490361)

[Excellence in Teaching and Learning – Victorian Teaching and Learning Model Implementation 39](#_Toc13490362)

[Excellence in Teacher Education reforms 42](#_Toc13490363)

[Literacy Leadership 45](#_Toc13490364)

[Differentiated support for school improvement 47](#_Toc13490365)

[Place-Based Education Plans 49](#_Toc13490366)

[Amplify (Student Voice Agency and Leadership) Implementation 51](#_Toc13490367)

# FISO Improvement InitiativesFramework for Improving Student Outcomes (FISO)

## Overview

The Framework for Improving Student Outcomes (FISO) is the unifying framework for improvement in Victorian schools.

The FISO uses contemporary school improvement and school effectiveness research to help schools focus their efforts on key areas that are known to have the greatest impact on improved student outcomes.

The FISO is made up of three elements. Together, these complement and reinforce the capacity of schools to deliver the Education State reforms and improve outcomes for all students:

* the Improvement Cycle
* the Improvement Model, including six high-impact Improvement Initiatives, and
* the Improvement Measures.

## FISO Improvement Cycle

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Schools use the Improvement Cycle to: self-evaluate, review and diagnose areas that require attention, plan for improvement and report to their communities on their activities, outcomes and plan for improvement.

**Theory of change – Curriculum, Planning and Assessment**

**If** we establish and embed continuous curriculum and assessment planning, research and documentation,

**then** we will ensure that what students learn is relevant, contemporary and targeted to their needs,

**so that** we maximise student engagement and help students to evaluate, understand and take increasing responsibility for their progress.

## FISO Improvement initiatives

Each of the six Improvement Initiatives, including their respective theories of change, are outlined in detail in the following pages. The six Improvement Initiatives are:

* Building practice excellence
* Curriculum planning and assessment
* Building leadership teams
* Empowering students and building school pride
* Setting expectations and promoting inclusion
* Building communities.

## Building Practice Excellence

Under this initiative, teachers, principals and education support staff work together across schools to build knowledge and expertise; develop, test and strengthen teaching and assessment approaches; master the use of learning interventions; and enhance feedback to students and staff.

**Theory of change – Building Leadership Teams**

**If** we strengthen the capabilities of school leadership teams to create a performance and development culture,

**then** we will enhance the capacity of Victoria’s schools to continually challenge, support and improve practice,

**so that** we make a greater positive difference to student outcomes and ensure Victoria’s schools are challenging, empowering and professionally rewarding places to work, develop and lead.

**Theory of change – Building Practice Excellence**

**If** weprivilege extended opportunities for collaborative learning with a focus on developing new pedagogical strategies and evaluative skills,

**then** we willsupport the development and uptake of high-impact pedagogical strategies, encourage a culture of ongoing professional learning, and incorporate targeted feedback and continuous improvement in everyday teaching practice,

**so that** we improve the precision of teaching practice and our collective capacity to meet every student’s learning needs.

## Curriculum planning and assessment

Under this initiative, schools embed a culture of curriculum planning and assessment of the impact of learning programs, adjusting task, content and practice to suit individual student needs to accelerate student progress and ensure all students can reach their potential.

## Building leadership teams

Under this initiative, schools will: develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improved performance, strengthen their succession planning and strengthen the induction of new teachers into the professional learning culture of their school.

## Empowering students and building school pride

Under this initiative, the whole school community engages with students so they have a voice in the learning process, fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.

**Theory of change – Empowering Students and Building School Pride**

**If** we develop a culture where teachers and students work together, and where student voices are heard, respected and acted on,

**then** we will build students’ confidence and a sense of self-worth, mastery and self-efficacy,

**so that** students feel proud of and connected to their school, and develop responsibility for their learning and development.

## Setting expectations and promoting inclusion

Under this initiative, schools work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students. This includes building teachers’ understandings of positive behaviour support and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.

**Theory of change – Setting Expectations and Promoting Inclusion**

**If** we embed students’ individual and collective wellbeing in curriculum design and in the daily activities and experiences of each school,

**then** we will create a positive and inclusive learning environment that enables a stronger focus on learning,

**so that** all students are supported to reach their full potential regardless of background or individual need.

## Building communities

Research shows that parent and community involvement in school life and operations is one of the factors most closely associated with improved student learning outcomes.

Under this initiative, schools build relationships within their broader communities by partnering with organisations in the community sector. Such partnerships enable fuller use of existing community resources and capabilities, and increase the efficacy of services delivered ‘inside the school gate’.

**Theory of change – Building Communities**

**If** we strengthen and focus collaborative partnerships between schools, families and the broader community,

**then** we will create a more comprehensive network of support for students and promote proven ‘protective’ factors,

**so that** we harness the full capacity of the community to support student learning and enhance student outcomes in all facets of their lives.

## the Essential elements

**Strengthened alignment of school planning**

**Theory of change – Improvement cycle**

**If** we use data to accurately diagnose the areas of our practice requiring the greatest improvement,

**then** we can prioritise and set goals in a few key areas to focus our attention, efforts and resources intensively.

**If** we develop strategies and staged actions to implement our priorities and goals, and identify measures of success for these actions,

we can **then** intentionally and rigorously monitor our progress towards improving student outcomes.

**If** we make routine the way we monitor and evaluate the impact of our actions,

**then** we understand what has contributed to our successes, and diagnose issues and where further effort is required.

* School Strategic Plan – developed by the principal and school council. Endorsed by the Regional Director on behalf of the Secretary and refreshed annually (if required).
* Annual Implementation Plan: for improving student outcomes – how the school will implement improvement strategies and monitor actions to understand progress towards annual targets. The plan is endorsed by school council and region.
* Performance and Development Plan – Aligned with School Strategic Plan and Annual Implementation Plan: For Improving Student Outcomes. Principal Performance and Development Plan endorsed by Senior Education Improvement Leader. Teacher Performance and Development Plan endorsed by principal.

**School-level structures and practices**

* Documented curriculum plan, assessment and shared pedagogical approaches.
* School-based professional learning program developed and implemented that supports the school’s identified improvement strategies.
* School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan.
* Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement.
* Whole school approach to health, wellbeing, inclusion and engagement.
* Moderation of common student assessment tasks.
* Data collection, analysis and evaluation of student learning growth over time.
* Explicit use of evidence based school improvement strategies and teacher professional practice activities.

**How is FISO implementation progressing?**

The evaluation of FISO has concluded with some very pleasing findings about the uptake and implementation of FISO by Victorian schools.

Overall, the evaluation found that FISO is an effective continuous improvement framework and its implementation is on track and comparable to that of other leading jurisdictions at this point in time in their reform journeys. It also finds:

* the FISO Model is well-established, as evidenced by the alignment of schools’ key improvement strategies against FISO priority areas and initiatives
* schools are increasingly aware of and comfortable with the FISO Improvement Cycle, however further targeted efforts are required to help schools use it with greater sophistication
* FISO should remain a mechanism for driving continuous improvement in schools
* the FISO Model and Improvement Cycle should remain relatively stable for the life of the Education State agenda.

**Key links**

Watch a video about FISO see:

[Frameworks for improving student outcomes](https://vimeo.com/221359042).

## Frequently Asked Questions

### **What’s the big idea behind FISO?**

The big idea behind FISO is that our system is more likely to deliver success for students if we approach our work using a common language, a common cycle of improvement and a common set of success criteria to define our improvement, all based on the best available evidence. From the classroom, to networks, to the system as a whole, the FISO supports us to improve **as a system**.

### **How does FISO interact with the other Education State priority projects?**

FISO provides the evidence base, advice, guidelines, tools and resources to support schools as they implement the Education State initiatives to improve outcomes for all children and young people.

* Leadership projects support school leaders to drive improvement through the *Professional leadership* priority of the Improvement Model.
* Professional Learning Communities provide a way of working that uses inquiry for schools to focus on the *Excellence in teaching and learning* priority of the Improvement Model, as they also implement the Victorian Curriculum.
* In order to build system capability, networks apply a Communities of Practice approach to problem-solve, share best practice and work collaboratively on implementing the high-impact Improvement Initiatives of the Improvement Model.
* The *Positive climate for learning* and *Community engagement in learning* priorities of the Improvement Model support schools, Navigatorservices and LOOKOUT Education Support Centres to work closely together to meet the needs of disengaged learners and the children and young people in out-of-home care.

### **Does equity funding play a role in implementing FISO?**

A key Education State objective is to reduce the disparities in student achievement – or close the gaps that are evident between regions, between schools and between classes within schools. The successful use of equity funds is seen in the leverage they provide for better use of core funds and in their direct application to the school’s Improvement Initiatives.

Equity funding should be used by schools to improve the learning outcomes of all students. This funding should be used to support:

* A whole-school approach to supporting students from low socio-economic backgrounds and/or requiring individual targeted assistance, characterised by:
* high-quality leadership
* a clear vision
* agreed goals and targets
* high expectations of students, teachers and parents in relation to each student’s outcomes, and
* strategic and coordinated use of these additional resources.
* A prime focus on individual students – to ensure that teachers know where each student is up to in their learning and can regularly monitor each student’s progress as a basis for planning the next learning steps for this student.
* Ongoing evaluation and monitoring of student progress through systematic use of:
* data (e.g. literacy and numeracy outcomes data; student satisfaction and attendance data) to identify students at risk, and
* diagnostic and developmental assessment tools to identify student learning needs and to ensure that the programs being implemented are resulting in improved outcomes for individual students.
* Professional learning to strengthen teacher capacity to develop individual learning plans for students requiring the most intensive assistance; supporting teachers to monitor student progress and adjust learning plans and teaching strategies accordingly.
* Development of programs that create and maintain positive and productive partnerships with families and community organisations.

## Activities completed TO DATE

|  |  |
| --- | --- |
| Professional learning for regions and schools | Feb – Dec 2016 |
| Evaluation of the implementation of FISO commenced | Aug 2016 |
| Peer and Priority reviews underway | Sep 2016 |
| End-year AIP review with SEIL and planning to develop 2017 AIP | Nov 2016 |
| Draft continua of practice published and 2017 AIP resources released | Nov 2016 |
| Materials released for the 2017 AIP process | Nov 2016 |
| Teaching and Learning toolkit aligned with the FISO dimensions | Dec 2016 |
| Principal Practice Survey undertaken | Jan – Mar 2017 |
| Training delivered for Priority and Peer Review schools | Jan – Mar 2017 |
| Continua of Practice (incorporating the Essential Elements) published | Jan – Mar 2017 |
| Evaluation interim report delivered | Jan – Mar 2017 |
| Equity funding online form released | Feb 2017 |
| FISO public website updated | Mar 2017 |
| Schools completed and submitted their Annual Report to the school community | Apr 2017 |
| School Review training delivered across the state | Apr 2017 |
| 30 new FISO case studies published | Jun 2017 |
| Launch of Strategic Planning Online Tool (SPOT) | Oct 2017 |
| FISO – Teacher Survey | Oct 2017 |
| End of year self-assessment of 2017 Annual Implementation Plans | Term 4, 2017 |
| School Annual Reporting templates developed | Dec 2017 |
| New School Review process commences | Term 2, 2018 |
| 2017 Annual Report to the School Community due | Apr 2018 |

|  |  |
| --- | --- |
| School Strategic Plan launched in Strategic Online Planning Tool (SPOT) | Term 3, 2018 |
| FISO Evaluation Final Report | End of Term 3, 2018 |
| Schools complete end of year self-evaluation | Start Term 4, 2018 |
| Schools commence development of 2019 AIP | Mid Term 4, 2018 |
| 2019 Annual Implementation Plans due | Dec 2018 |
| 2019 Annual Implementation Plan signed endorsed by School Council | Feb 2019 |
| Annual Report to the school community due | Apr 2019 |
| 2019 Annual Implementation Plan mid-year monitoring | Jun – Jul 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| 2019 Annual Implementation Plan end of year assessment | Oct – Nov 2019 |
| 2020 Annual Implementation Plan development | Oct – Dec 2019 |
| 2020 Annual Implementation Plan submitted | Dec 2019 |

# Literacy and Numeracy Strategy Implementation

**Overview**

The goal of the Literacy and Numeracy Strategy (the Strategy) is to improve literacy and numeracy outcomes for all students, as the foundation for engagement in education and lifelong achievement.

The Strategy supports schools and teachers to assess what every student knows, what they need to learn next, and to match this with high quality, tailored instruction in literacy and numeracy based on the Victorian Curriculum.

The Strategy contains actions for every level of our system, and builds on the Framework for Improving Student Outcomes (FISO) and the broader Education State agenda. Its design is based on local and international evidence of what works to lift educational outcomes, and also incorporates the Victorian school context.

The implementation of the Strategy includes the release of a suite of resources and professional learning for school leaders and teachers, with the aim to support evidence informed teaching practice and to increase the quality and consistency of teaching and learning in schools. These resources and professional learning are of the highest quality and are aligned to the Victorian Curriculum.

**Theory of change – Shared Responsibility for Improving Student Outcomes**

**W**e have a shared focus that aligns each layer of the system to support the work that teachers do with their students. This includes Central office leaders working with regional staff, who are, in turn, working with school leaders supporting teachers in their daily practice and engaging parents and carers in their child’s learning.

**We are** improving teachers’ professional practice in the classroom, while fostering collaboration within and across schools to support excellence in teaching and learning **so that** we can improve literacy and numeracy outcomes across Victoria, for every student, in every classroom, in every government school.

In the same way that teaching is differentiated to ensure all students learn and make progress, the support to schools is also differentiated. Comprehensive resources are available to all schools and additional targeted supports are provided for selected schools, based on circumstances and need.

**Phase 2 of the strategy**

*The Literacy and Numeracy Strategy Phase 2*, released in June 2018, deepens the focus on both teacher practice and the priority of primary literacy. *Phase 2* extends the reach of the Strategy in response to demand from the sector by designing and developing resources and professional learning for numeracy and secondary schooling. It includes a new section on the important role of parents and carers as partners in learning.

*Phase 2* identifies ‘Key Actions’ that school leaders and central and regional leaders should take to improve student outcomes and contains information about the new resources and professional learning available to teachers, schools and families.

In 2019, all schools will have identified a Literacy and a Numeracy Leader with specific responsibility for leadership of literacy and numeracy whole-school approaches. Schools will have also identified a Key Improvement Strategy in literacy and/or numeracy as part of their annual planning.

In addition, the Middle Years Literacy and Numeracy Support initiative was announced in October 2018 as part of the Strategy. This initiative provides intensive literacy and numeracy teaching support to government secondary students in Years 8 to 10 who are at risk of finishing school without the literacy and numeracy skills they need for future work, education or training. In 2019, all Year 10 students identified in NAPLAN testing to be below National Minimum Standards in Reading or Numeracy will receive direct, targeted support.

**Key links**

For further information on the Strategy and the Middle Years Literacy and Numeracy Support initiative see:

* [Literacy and Numeracy Strategy](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/litnumstrategy.aspx)
* [Victorian Literacy Portal](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx)
* [Victorian Numeracy Portal](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/numeracyportal.aspx)
* [Bastow’s Literacy Leader Learning Suite](https://www.bastow.vic.edu.au/leadership-initiatives/literacy-leader-learning-suite)
* [Middle Years Literacy and Numeracy Support initiative](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/litnumstrategy.aspx" \l "link98)

**Frequently Asked Questions**

**How does the Strategy support secondary schools?**

A range of resources and supports are being developed for secondary schools. These include the *Mathematics Teaching Toolkit: Birth–Level 10* and the *Literacy Teaching Toolkit: Levels 7–10.* Workshops for secondary school Literacy Leaders and Numeracy Leaders will also be available from Term 3, 2019 to provide guidance and advice for the integrated use of these new resources. The Middle Years Literacy and Numeracy Support initiative will provide additional teaching support to secondary school students who are at risk of finishing school without the literacy and numeracy skills they need for future work, education and training.

**How does the Strategy support numeracy and mathematics?**

A suite of resources and supports will be provided to support primary and secondary schools in numeracy. The roll out of the *Mathematics Teaching Toolkit* has commenced and the full Toolkit will be available in Term 2, 2019. The Bastow Institute will also provide professional learning through workshops for primary and secondary school Numeracy Leaders to engage with the new resources.

**What support is available to school leaders to help them implement the Strategy?**

An updated [*School Leaders’ Guide*](https://www.education.vic.gov.au/Documents/school/teachers/support/schleadguide.pdf) was released at the Term 3 Area Principal Forums in 2018. To support schools in their implementation of the Strategy*,* the updated Guide presents a series of suggested approaches that focus on how school leaders can provide instructional leadership and implement a whole-school approach to curriculum planning, teaching and learning, and monitoring and evaluation. The Guide also identifies resources that provide more specific guidance to support these approaches.

**There are so many resources coming out at once – how are schools supposed to use everything at the same time?**

A suite of practical, evidence-based resources are being made available to support teachers and to minimise the need for individual schools to find their own resources – giving teachers more time to focus on teaching and learning. There is no expectation that schools will use all resources at once, and schools will be able to choose which resources will best address their needs.

**What professional development is available to support schools?**

In 2019, The Bastow Institute will continue to deliver the Leading Literacy for Networks Course. Recently trained Master Trainers will support primary school Literacy Leaders in their networks to deliver quality literacy instruction and whole-school literacy approaches. In addition, The Bastow Institute will provide professional learning from Term 3, 2019 for primary and secondary school Numeracy Leaders and secondary school Literacy Leaders to meet the demand for professional development for numeracy and secondary school literacy.

**What teaching support do schools receive under the Middle Years Literacy and Numeracy Support initiative?**

Schools will have access to two new workforces:

* Literacy Improvement Teachers and Numeracy Improvement Teachers are existing teachers in schools who will be provided time-release to support eligible students in their school, and work with other teachers to improve the literacy and numeracy of all students within their school.
* In some schools, Network Literacy Teachers and Network Numeracy Teachers are a new workforce who will work across a maximum of four schools to provide direct, targeted support to eligible students in collaboration with their regular classroom teachers.

Both of these workforces will receive tailored professional learning in 2019 and beyond to support their work with students.

**resources and supports available now**

|  |
| --- |
| Resources |
| High Impact Teaching Strategies |
| Pedagogical Model |
| Practice Principles for Excellence in Teaching and Learning |
| Insight Assessment Platform |
| Reading and Vocabulary Assessment for English as an Additional Language (RVEAL) Years 3 to 10 |
| Annotated student work samples in writing, reading and viewing |
| Literacy Teaching Toolkit: Birth*–*Level 6 |
| ‘Prep Bag’ books and literacy and numeracy guidance for parents and carers |
| At a Glance: Literacy and Numeracy Teaching Resources |
| Amplify: Empowering students through voice, agency and leadership |
| Literacy and Numeracy Tips to Help Your Child Every Day: A guide for parents of children aged 0-12 |
| Updated School Leaders’ Guide to Improving Literacy and Numeracy Outcomes |
| Academic vocabulary resource for secondary school teachers |
| ‘LD Bites’: Learning Difficulties webinars to support literacy learning for students with learning difficulties  (including dyslexia) |
| Mathematics Curriculum Companion (part of the Mathematics Teaching Toolkit) |
| Guide to Formative Assessment Rubrics |
| Enhanced English Online Interview & supporting materials for teachers |
| Koorie English online teaching resources |
| Catalogue of school support programs |
| Professional Learning |
| Literacy Data, Assessment and Practice course (online) |
| Bastow Leading Literacy for Networks program |

**UPCOMING RESOURCES AND SUPPORTS**

|  |  |
| --- | --- |
| Mathematics Teaching Toolkit: Birth-Level 10 (full toolkit) | Term 3, 2019 |
| Literacy Teaching Toolkit: Levels 7–10 | From Term 3, 2019 |
| Resource for secondary schools to lift literacy and numeracy outcomes | Term 3, 2019 |
| Workshops for primary and secondary Numeracy Leaders, and secondary Literacy Leaders | From Term 3, 2019 |
| Digital Assessment Library | From Term 3, 2019 |
| Numeracy teaching resources for teaching students with learning difficulties (including dyscalculia) | From Term 3, 2019 |

# Data Literacy for Learning Strategy – School Leader Capability Building

## Overview

## The range of initiatives that form the Data Literacy for Learning Strategy seek to strengthen the capacity of school leaders to deepen understanding of student and school data. The strategy makes tools available to them that can provide greater insight into current and possible future trends of student performance to help focus improvement efforts. A strong focus on data literacy and enquiry through collaboration over the next three years will accelerate the skills and confidence of educational leaders to relentlessly inquire and focus on improvement and performance. The strategy includes:

* testing and validation of specific data tools to deepen understanding and application of data literacy
* an updated Data Literacy Module for School Leaders
* the Literacy Data, Assessment and Practice course delivered fully online and available for every literacy leader in primary schools
* building data literacy capabilities at a Network level.

## Evidence base

**Theory of Change – Data Literacy for Learning Strategy – School Leader Capability Building**

**If** wesupport teachers and school leaders to further develop their capability to analyse and evaluate student data

**then** we willbuild deep understanding and capability to target differentiated classroom and school improvement strategies that maximise student learning and engagement

**so that** weimprove the student learning and engagement outcomes for young people and are more enabled to identify students likely to become disengaged in their learning.

Goss, P., Hunter, J., Romanes, D., and Parsonage, H. (2015). *Targeted teaching: how better use of data can improve student learning*, Grattan Institute.

Genuine differentiated, student-centred instruction by teachers that are skilled and confident in using student assessment data and actively use regular student feedback have the greatest impact on student outcomes.

Goss, P., Sonnemann, J., and Griffiths, K. (2017). *Engaging students: creating classrooms that improve learning*, Grattan Institute.

Classroom instruction is enhanced with active student voice “when a student switches off, there is the risk of a downward spiral. If the teacher responds badly, more students can become distracted and the momentum of the class can be lost.”

Parker Boudett, K., City, E.A., and Murname, R.J. (2013). *Data Wise: A step by step guide to using assessment results to improve teaching and learning*, Cambridge, MA: Harvard Education Press.

Data driven enquiry provides the building blocks for a school’s theory of how to improve learning and teaching.

## Key links

For further information on data literacy professional learning, see:

[Bastow Institute of Educational Leadership](https://www.bastow.vic.edu.au/)

## Frequently Asked Questions

### **What is Data Literacy for Learning Strategy – School Leader Capability Building achieving?**

The different streams in this strategy are building the knowledge and skills of school leaders to more critically analyse various data to inform school improvement efforts. As school leaders deepen their understanding and apply this in their school, they will work with their teachers to determine how best to differentiate classroom practices based on student data that maximises learning and engagement for all students.

**How can School leaders participate in the professional learning?**

The updated Data Literacy module for School Leaders and the Literacy Data, Assessment and Practice online course intake dates, locations and applications are available via the Bastow website.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Pivot data tool for capturing student feedback implemented in 19 CoPs, with final survey cycles ending by June 2019. Analysis of efficacy for using student feedback on a CoP initiative will be delivered by August 2019. | May 2018 |
| Literature Review complete for the Insights for Early Action project, helping school leaders and teachers understand the indicators that signal a student’s risk of disengagement from learning. | Sep 2018 |
| Research undertaken and guiding materials developed for using predictive data analytics to target individual student needs. | Sep 2018 |
| Insights for Early Action case studies, insights paper and guidelines completed. | Mar 2019 |
| Ongoing delivery of the Literacy Data, Assessment and Practice course (online) to literacy leaders available for every primary school. Twelve intakes of approximately 40 (approx. 480 total) participants participated in 2018 with a further 480 anticipated to participate in 2019. | Ongoing |
| Data Literacy for Networks course (now called Using Data Wisely) designed and delivered to five networks in 2018. Nine networks enrolled for 2019 delivery. | Ongoing |
| Data Literacy for School Leaders module has been updated and is now available for participation. 15 workshops delivered in Term 1 and 2, 2019 with further workshops scheduled for future delivery in 2019 and 2020. | Ongoing |
| Literacy Data, Assessment and Practice course (online). | Ongoing |
| Publication of the Insights for Early Action literature review and Case Study summaries on the Bastow website. | May 2019 |
| Publication of the Insights for Early Action Insights Paper on the Bastow website. | Jun 2019 |

# Communities of Practice (CoP) Approach

## Overview

Schools participate in a geographic network, which adopts a CoP approach to focus on local improvement opportunities. Networks are expected to meet at least once a term to facilitate continuous learning and improvement.

By adopting the CoP approach, networks create a compelling space for principals to learn together, focus collectively on investing in evidence-based strategies to implement the Framework for Improving Student Outcomes (FISO), and share best practice to drive improved learning outcomes for students across their network and across the state.

**Theory of change – Communities of Practice**

**If** we work collaboratively with a common purpose across schools or other educational settings, learning with and from each other

**and** take collective responsibility for all learners using a continuous cycle of inquiry to implement evidence-based interventions

**then** we will be well-positioned to improve learner outcomes and reduce the variability of performance within and between schools and other educational settings.

## Evidence base

Farrar, M. (2015). *Learning together: The power of cluster-based school improvement*, Centre for Strategic Education Paper 246.

This article discusses the nature and relative merits of autonomous and accountable school-led systems; explores the benefits of cluster-based improvement; and uses examples from England and Australia to take a closer look at practice and to focus on peer review.

Hargreaves, A., Halasz, G., and Pont, B. (2007). *School leadership for systemic improvement in Finland*, OECD Study Report.

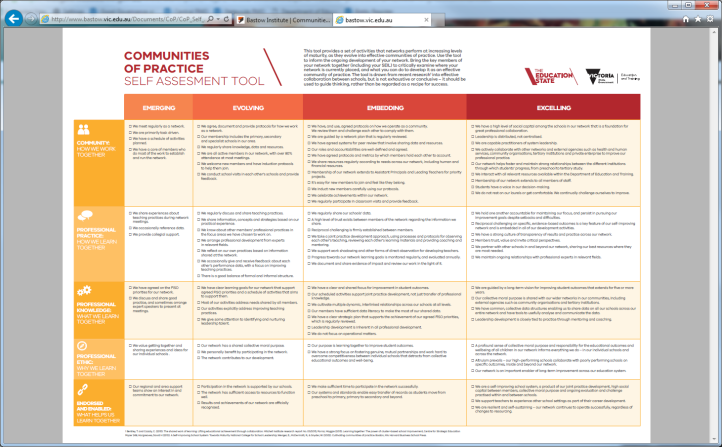
This report is part of a larger Organisation for Economic Co-operation and Development (OECD) study exploring school leadership policy issues. It aims to provide analysis on the particular Finnish approach to school leadership for systemic improvement that contributes to their educational success.

Fullan**,** M., and Quinn, J. (2016). *Coherence – The Right Drivers in Action for Schools, Districts and Systems*, Corwin.

This book focusses on schools, regions and systems using the right drivers for improvement using a Coherence Framework. The Coherence Framework has four components; focussing direction, cultivating collaborative cultures, deepening learning and securing accountability.

## Key links

For information and resources on the Communities of Practice approach, including the self-assessment tool, see: [Communities of Practice](http://www.bastow.vic.edu.au/communities-of-practice).

[](http://www.bastow.vic.edu.au/Documents/CoP/Networks-as-Communities-of-Practice.pdf)[](http://www.bastow.vic.edu.au/Documents/CoP/CoP_Self_Assessment_Tool_A3.pdf)

## Frequently Asked Questions

### **How will we know networks are operating as a CoP?**

Baseline data is collected on the CoP self-assessment tool by Senior Education Improvement Leaders (SEILs) and Network Chairs/Executive teams using a common dashboard at half-yearly intervals.

The diversity of practice across networks in Victoria means that they may have started from very different places. Network maturity depends largely on the extent of collaborative work over the past three years and the amount of change in the new geographic networks. The supporting resources provided facilitate discussions that enable networks to grow and develop their CoP approaches at their point of need.

The WISE program for Network Chairs emphasises the facilitation and development of CoP approaches towards growing network maturity.

The SEIL and area based teams provide ongoing support for CoP approaches to deepen and flourish.

### **How are Network Chairs chosen? Are they appointed or selected?**

The appointment of the Network Chair is managed through the network itself, supported by the network SEIL. The selection process is open and transparent, with expressions of interest sought, a panel convened if necessary and selection criteria used as appropriate.

Network Chair appointments are for a period of up to 12 months, after which the Network Chair steps down and nominations for the role are reopened. This enables willing and appropriately experienced principals to have the opportunity to perform the role. Succession planning strategies for the Network Chair role are supported by network SEILs. The current Network Chair may reapply for the role.

Network governance guidelines are available at:   
[Leading Communities of Practice: Roles and Responsibilities](https://www.bastow.vic.edu.au/sites/default/files/2019-03/Leading-Communities-of-Practice-Roles-and-Responsibilities.pdf).

### **What is the difference between a network and a FISO group?**

A geographic network is a group of approximately 25 schools that is organised to accommodate and benefit from the increased regional resources across the state. They are part of a broader group of geographic networks supported by an area based multi-disciplinary team.

FISO/Initiative groups are organised within and across geographic networks and focus on FISO initiatives.

### **Should CoPs have a consistent focus? Who determines this?**

CoP is the approach networks take towards deeper collaboration. Each network’s focus is determined by the network itself according to their common FISO priorities and selected initiatives. Networks are supported by the regional area-based teams throughout this process.

### **How do we encourage data sharing across networks through a CoP approach?**

The sharing of data is undertaken as professional trust is established. This is occurring in many networks and is emerging as a critical practice in others. SEILs act as challenge partners to shift network practices and embed collaboration and trust. This is a critical part of the SEIL role. Through the WISE program, Network Chairs are supported to take a lead role in facilitating this development.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Networks completed four CoP Maturity Assessments | Jul 2016 – May 2018 |
| Evaluation planning underway | Dec 2016 |
| Networks nominate two literacy leaders to be trained in the Leading Literacy Master Trainer F-6 course  Training  Network Chairs, SEILs and Network Executives to work with Dr Helen Timperley to further develop network-leading capabilities  Training course through Bastow  Training course | Nov 2017 |
| Network roles and responsibilities guidelines published | Feb 2018 |
| Analysis of qualitative CoP program evaluation reports commenced | Mar 2018 |
| Network Chairs, SEILs and Network Executives work with Dr Helen Timperley to further develop network-leading capabilities | Mar 2018 |
| Induction workshop for new Network Chairs, SEILs and Network Executives | Apr 2018 |
| Network Chairs, SEILs and Network Executives work with Steve Munby on collaborativesystem leadership | May 2018 |
| Leading Literacy for Networks workshops concluded | Dec 2018 |
| CoP induction for new Network Chairs | Feb 2019 |
| Practice guides for leading a network released | Mar 2019 |
| CoP workshop 1 for Executive Class Principals | Mar 2019 |
| CoP workshop 2 for Executive Class Principals | Apr 2019 |
| On-demand coaching to networks | Ongoing |
| CoP evaluation period commences | Jun 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
|  |  |
| CoP workshop 3 for Executive Class Principals | Jul 2019 |
| WISE workshop for Network Chairs, SEILs and Network Executives with Dr Simon Breakspear | Jul 2019 |
| CoP workshop 4 for Executive Principals | Oct 2019 |
| CoP self-assessment maturity data collected | Nov 2019 |

# Inspire: Building Local Leadership

## Overview

The Inspire Local Leaders Program is designed to support the development of school leaders across the state. It does this by empowering existing principals to identify and build the leadership capability of future school leaders. The program provides a locally delivered leadership development program through a ‘train the trainer’ approach. By 2020, 200 principals and assistant principals will be trained to develop the leadership skills of over 1,300 high-potential teachers.

**Theory of Change – Local Leadership**

**If** wetrain principals and assistant principals to build the leadership skills of high-potential leaders within their schools

**then** we willincrease the supply of future school leaders and their leadership capacity

**so that** schools build strong leadership teams and the system increases the pipeline of high-quality leaders across all career stages, including at the principal level.

## Evidence base

Robinson, V., Hohepa, M., and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration [BES].* Wellington, New Zealand: Ministry of Education.

Student outcomes are higher when teachers report that their school leaders are leading and participating in teacher learning and development. Effective leaders participate in teacher professional learning as a leader, a learner or both. They use their own knowledge of teaching and learning to help staff solve teaching problems.

## Key links

To watch educational leaders discussing professional leadership, see: [Professional Leadership](https://www.youtube.com/watch?v=0EfOziFrFOQ&f)

## Frequently Asked Questions

### **Who is the program for?**

High-potential leaders, with the support of their local principal, can apply to participate in Inspire. The program requires a sustained learning commitment over seven months.

Inspire participants can expect to develop an understanding of:

* a school leader’s role and sphere of influence in regards to lifting student outcomes
* the basic principles and theory of leadership
* emotional intelligence and how it impacts on performance, self and leading and working in teams
* developing relationships to build the capacity of others to improve curriculum, pedagogy and assessment, and work effectively with parents and the broader school community
* evidence and data, and how it can be used to drive change in teacher practice and student outcomes
* leading change including managing resistance to change.

Participants are supported by the facilitators using a blended learning model, learning triads and a focus on career planning.

### **Why are schools interested in this?**

Training principals and assistant principals to build the leadership skills of high-potential leaders within their schools increases the supply of future school leaders and their leadership capacity. The program enables networks and schools to build strong leadership teams while increasing the pipeline of high-quality leaders across all career stages, including principalship.

### **Who selects the participants – facilitators and local leaders?**

The Inspire program has two components – the facilitator training and the delivery to local leaders. Potential facilitators apply direct to Bastow, with support/endorsement from their region/area. Participants for the Inspire program apply/register with Bastow and support networks to review the applications. Selection criteria for both facilitators and local leader participants are provided by Bastow to inform each process.

### **How does the Inspire Local Leaders program align to FISO and Education State priorities?**

The program was developed in consultation with the School Improvement Division to ensure that it aligns strongly with FISO and builds emerging leaders’ knowledge, skills and capabilities to successfully support and lead the implementation of FISO in their school and network.

## PROGRESS TO DATE

|  |  |  |
| --- | --- | --- |
| First intake of local leaders selected (by networks with assistance from Bastow) | | May 2016 |
| First cohort of principal class completed the train the trainer program | | Jun 2016 |
| First cohort of local leaders commenced the program | | Jul 2016 |
| Second cohort of principal class commenced train the trainer program | | Oct 2016 |
| Inspire: Local Leaders Program 2016 pilot completed | | Dec 2016 |
| Intake 1 2017 program commenced in networks | | Mar 2017 |
| Intake 2 2017 program commenced in networks | | May 2017 |
| Inspire Local Leaders training completed | | Jun 2017 |
| 2017 program completed | | Nov 2017 |
| Facilitator training completed | | Apr 2018 |
| 2018 Intake One networks commence delivery of the program | | May 2018 |
| 2018 Intake Two networks commence delivery of the program | | Jul 2018 |
| 2018 intakes complete the program | Nov – Dec 2018 | | |
| Evaluation of 2018 program completed | Jan 2019 | | |
| New Inspire facilitators complete training | Mar 2019 | | |
| 2019 Intakes commenced | May 2019 | | |

## Upcoming Activities and Milestones

|  |  |
| --- | --- |
| 2019 Intakes conclude | Dec 2019 |

# Unlocking Potential: Principal Preparation

## Overview

The Unlocking Potential (UP): Principal Preparation program is designed to significantly increase the pool of high-quality aspirant principals. Preparing principals for their first role is a ‘strategic necessity’. [[1]](#footnote-2)[1] Despite the widespread belief that preparation and development makes a difference, there is significant evidence that many first time principals feel unprepared for the demands of the role. [[2]](#footnote-3)[2] The UPprogram is one of the key Education State School Leadership Initiative programs, and is being rolled out to a maximum of 160 aspiring principals each year from 2016-2020.

The Victorian Government has committed an investment of $7.4 million over four years (2016-2020) and $3.4 million ongoing into enhancing the UP program. This includes an extended internship of up to 60 days (an increase from 20 days) in another school, under the guidance of an experienced principal.

From 2017, the enhanced UP program included the new Graduate Certificate of Principal Preparation (Victoria) and individual coaching support for the duration of the program.

The design of the Graduate Certificate of Principal Preparation (Victoria) focuses on developing aspiring principals’ capacity to collaborate, analyse, develop and implement improvement strategies and changes needed within their school to lift student outcomes.

Through the qualification, aspiring principals will gain skills in developing school improvement strategies, setting high expectations, and providing effective feedback on the quality of teaching and learning to teachers and education professionals within their schools.

Funding has also been assigned to establishing an assessment process to help make reliable assessments of aspiring principals’ readiness for the principal role.

## Evidence base

Branch, G., Hanushek, E., and Rivkin, S. (2013). ‘School leaders matter’, *Education Next*, 13(2), 62–69.

Hattie, J. (2015). ‘High Impact Leadership’*, Educational Leadership*, (February 2015), 72(5), 36–40.

**Theory of Change – Unlocking Potential**

**If** we expand the number of UP participants, extend their practical experience and establish an assessment process to make robust assessments of aspiring principals’ readiness to move into principal roles

**then** we will increase the capacity and preparedness of future principals

**so that** we ensure that, a high-quality principal leads every school in the state.

## Key links

For information on the Bastow Institute of Educational Leadership’s Principal Preparation program, see:   
[Unlocking Potential – Principal Preparation](hhttps://www.bastow.vic.edu.au/professional-learning/unlocking-potential-principal-preparation)

**Frequently Asked Questions**

### **What is this initiative about?**

This initiative enhances the existing UP program by increasing the number of places for aspirant principals (from 80 to 160 participants per year), extending the internship experience (up to 60 days) and providing up to 78 hours of coaching.

Consistent with exemplary principal preparation programs, the UP program is designed to significantly increase the pool of high-quality aspirant principals. The program develops the leadership capabilities and preparedness of aspirant principals before their first permanent principal role. The UP program is a 12-month program that incorporates an internship experience working alongside expert principals in schools.

The distinct character of the UP program is that it:

* facilitates a school leader’s development of self, with and through others
* optimises a school leader's engagement with research and inquiry
* builds school leaders to lead learning through their engagement with community.

### **How are aspiring principals selected to participate in the program?**

Aspiring principals apply to participate in the program via the Bastow website.

When applications open, Senior Education Improvement Leaders (SEILs) are approached (via Area Executive Directors) to encourage suitable candidates to apply for the program.

The three-stage selection process is as follows:

1. written application (scored and moderated by a panel of past principals and SEILs)
2. phone interviews (scored and moderated by a panel of past principals and SEILS)
3. principal endorsement and commitment to support the aspirant in all elements of the program.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| 2016 Intakes 1 and 2 of aspiring principals completed program | Sep 2016 |
| 2016 Intake 3 of aspiring principals commenced program | May 2016 |
| 2016 Intake 4 of aspiring principals commenced program | Oct 2016 |
| Design and development of assessment process commenced | Nov 2016 |
| 2016 Intake 3 of aspiring principals completed program | Dec 2016 |
| 2016 Intake 3 mid-term evaluation report received; strong participant engagement and outcomes indicated | Apr 2017 |
| 2016 Intake 4 of aspiring principals completed program | Jun 2017 |
| 2017 Intakes 1 and 2 of aspiring principals commenced program (conferred with *Graduate Certificate of Principal Preparation, Victoria* by Monash University*)* | Sep 2017 |
| Aspirant principal assessment process pilot commenced | Dec 2017 |
| 2018 Intakes 1 of aspiring principals commence program | Mar 2018 |
| Aspirant principal assessment process pilot concludes | Apr 2018 |
| 2017 Intake 1 of aspiring principals complete program | Apr 2018 |
| 2017 Intake 2 of aspiring principals complete program | May 2018 |
| 2018 Intakes 2 and 3 of aspiring principals commence program | Jun 2018 |
| Aspirant principal assessment process trial commences | Jun 2018 |
| 2018 Intake 4 of aspiring principals commence program | Jul 2018 |
| 2018 Intake 1 of aspiring principals complete program | Sep 2018 |
| Applications open for Intake 1 2019 | Oct 2018 |
| Aspirant principal assessment process trial concludes | Dec 2018 |
| 2019 Intakes 1 and 2 of aspiring principals commence program | Mar 2019 |
| 2019 Intakes 3 and 4 applications open | Apr 2019 |
| 2018 Intake 4 of aspiring principals complete program | Apr 2019 |

## Upcoming Activities and Milestones

|  |  |
| --- | --- |
| 2019 Intake 3 of aspiring principals commence program | Aug 2019 |
| 2019 Intakes 1 and 2 conclude the program | Oct 2019 |

# WISE: System Leaders

## Overview

The WISE: System Leaders professional development program (formerly known as the Expert Leaders of Education program) provides professional training and support for 200 system leaders, including Network Chairs and SEILs. In 2018, the program was extended to include Network Executives, increasing school-to-school collaboration across the state. The function of system leaders depends on whether they are engaged at a central or network level:

* Network Chairs lead school networks to design and implement school improvement projects, for example: FISO initiatives.
* School Improvement Partners (SIPs) engaged by the Department work with other schools on specific improvement initiatives.

**Theory of Change – WISE: System Leaders**

**If** we identify, train and support 80 highly capable principals to facilitate networks and improve school performance

**then** we willcreate a consistent focus on collaborative effort for school improvement; and develop opportunities for schools to work together to improve their student learning outcomes

**so that** Education State targets are achieved in all network schools, including in schools who identify areas for improvement.

## Evidence base

Desimone., L. M. (2009). ‘Improving impact studies of teachers’ professional development: Toward better conceptualizations and measures’, *Educational Researcher*, 38(3), 181–199.

Collaboration can challenge existing and support new ideas, which can be a powerful form of teacher learning.

## Key links

****To watch John Hattie - Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne - discussing the importance of measuring and knowing the impact of teachers, see:   
[Impact on Learning – Teachers should measure and know their impact](https://www.youtube.com/watch?v=E1EaQNr3Vn8)

## Frequently Asked Questions

### **What is the biggest challenge in the WISE: System Leaders program?**

The success of this initiative is largely dependent upon the quality of the School Improvement Partners (SIPs). Careful selection of and quality professional learning for these system leaders is essential for success.

The creation of a network culture that accepts and supports system leadership is of great importance. The involvement of Network Chairs in the WISE program addresses this challenge.

### **What will achieve practice change – how will we get there?**

Research has shown that an effective system leadership program (National Leaders in Education in the UK) resulted in a 10 percent improvement in primary student results over two years.

We will get there by creating system leaders who ‘care about and work for the success of other schools as well as their own’, whose leadership is accepted by other school leaders and who are supported by a system that has been traditionally accustomed to more ‘top down’ approaches.

### **How do regions and schools participate in the co-construction of this initiative?**

Design summits for the WISE program involved extensive regional and school participation.

Network Chairs are chosen by Network principals and in some cases, in consultation with regions.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Design summit held to finalise program content | May 2016 |
| Network Chairs in place | Jul 2016 |
| Network Chairs participated in program training at Bastow | Jul – Oct 2016 |
| On the job training in networks | Oct 2016 – Apr 2017 |
| Global Perspectives webinars commenced | Nov 2016 |
| Element 2 (School Improvement Partners) scoped by Bastow | Dec 2016 |
| Intake One training completed | May 2017 |
| Design summit held to finalise School Improvement Partners and content of support workshops | Oct 2017 |
| Orientation Day held to support schools participating in SIPs | Nov 2017 |
| 80 system leaders completed the WISE program | Dec 2017 |
| Second Orientation Day for the School Improvement Partnerships completed | Feb 2018 |
| 145 system leaders, including Network Chairs and SEILs, attended the first WISE workshop of 2018 with Dr Helen Timperley | Mar 2018 |
| Induction Day for new Network Chairs completed | Apr 2018 |
| 140 system leaders attended the second WISE workshop with Steve Munby, focusing on collaborative leadership | May 2018 |
| Conclusion of a professional learning suite for School Improvement Partnerships | Oct 2018 |
| WISE online masterclass for Network Chairs, SEILs and Network Executives | Nov 2018 |
| SEIL collaborative problem-solving workshop 1 | Jan 2019 |
| WISE workshop with Steve Munby and Sonia Sharp | Apr 2019 |
| SEIL collaborative problem-solving workshop 2 | Apr 2019 |
| On-demand coaching to networks | Ongoing |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| 2-day Residential for SEILs, AEDs and EDSIs with Dr Simon Breakspear | Jul 2019 |
| WISE workshop for Network Chairs, SEILs and Network Executives with Dr Simon Breakspear | Jul 2019 |
| SEIL collaborative problem-solving workshop 3 | Aug/Sep 2019 |

Professional Learning Communities

## Overview

Professional Learning Communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.​

The quality of teaching is the most powerful lever schools have to increase student learning. Evidence from high-performing school systems around the world shows teaching quality improves when teachers work together.

PLCs provide the culture and structure that teachers need to work together effectively. They judge everything they do on one criteria: Will it increase student learning?

PLC schools realise this vision by creating a school culture characterised by ten principles grounded in a solid base of local and international research:

* School improvement starts with an unwavering focus on student learning.
* For every student to achieve, everyone must be responsible for his or her learning.
* Effective school leaders focus on instruction.
* Teachers make better instructional decisions together.
* Teachers learn best with others—on the job.

**Theory of change – Professional Learning Communities**

**If** teachers collaborate to develop practice, student learning will improve. Effective PLCs can lead to teachers acquiring new skills and mindsets, which includes the skills to conduct inquiry into teaching practices

**Then**, with these skills, teachers can examine the impact of their practices on student learning and the classroom environment

**So that** this continuous assessment will lead to improvements in teaching practice, which improves student learning.

* Effective schools provide time and forums for teacher conversations about student learning.
* Effective teams improve through cycles of diagnosing, planning, implementing and evaluating.
* Effective professional learning is driven by evidence and data.
* The most effective school leaders contribute to the success of other schools.
* Improving systems give place-based and joined-up support to schools.

In PLC schools, teachers work in teams to improve each other’s practice through recurring cycles of diagnosing student learning needs, and planning and implementing teaching responses to them. Teacher teams evaluate and reflect on these interventions with feedback from peers, expert practitioners and students.

Through the Victorian PLC initiative, the Victorian Government is investing $32.3 million to foster effective PLCs across the system.

By 2021, more than 800 government schools will have received intensive implementation support that includes a comprehensive program of professional learning and expert advice and guidance from regionally based teams. These teams, made up of experienced educators, including dedicated PLC Regional Managers, will advise, coach and train school and instructional leaders in all aspects of PLC implementation, including:

* budget and resource prioritisation
* meeting facilitation
* inquiry-based improvement
* curriculum and assessment
* data interpretation and analysis.

Victorian PLC schools will have access to a continuous stream of data about the impact of PLC implementation on teacher practice and student perception.

## Key links

More information is available via the Department’s website at: [Professional Learning Communities](https://www.education.vic.gov.au/about/programs/Pages/vicproflearningcommunities.aspx)

## Evidence base

Farrar., M. (2015). *Learning together: The power of cluster-based school improvement*, Centre for Strategic Education Paper 246.

Hattie., J. (2015). *What Works Best in Education: The Politics of Collaborative Expertise*, London: Pearson

Stoll, L., Bolam, R., McMahon, A., Wallace, M., and Thomas, S. (2006). ‘Professional learning communities: A Review of the Literature’, *Journal of Educational Change*, 7, 221-258.

Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2008). *Teacher Professional Learning and Development: A Best Evidence Iteration*.

## Frequently Asked Questions

### **What is a Professional Learning Community?**

### Professional Learning Community (PLC) schools start from a simple idea: students learn more when their teachers work together.

### Building a PLC is a proven way for schools to increase student learning by creating a culture that is:

### focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers

### committed to professionalism

### fuelled by collaborative expertise.

### **What do teachers working in a PLC do?**

Teams of teachers - the building blocks of PLCs - use data-driven cycles of inquiry to improve classroom practice and student learning outcomes. These teams, often referred to as professional learning teams (PLTs), also use student data to determine differentiated and targeted curriculum and assessment to address the learning needs of all students. They identify evidenced-based instructional practices to deliver curriculum content, observe each other in classes and provide feedback, and tailor the learning and interventions to ensure progress for every student.

### **What is the Victorian PLC initiative?**

### The Victorian Professional Learning Community (PLC) initiative supports Victorian government schools to build effective PLCs. Participating schools are at the forefront of working collaboratively to improve student learning outcomes.

### Following a successful pilot involving 65 schools the Victorian Government is making a significant investment to scale-up the PLC initiative to more than 800 government schools.

### **What support is provided to Victorian PLC schools?**

### Each annual intake of over 200 schools benefits from a comprehensive program of professional learning alongside expert advice and support from regionally based teams. They also receive frequent feedback about the impact of PLC implementation on teacher practice to track progress and identify areas for improvement.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Schools selected for PLC pilot | **Jun 2016** |
| Pilot schools completed professional learning | **Nov 2016** |
| Pilot schools commenced implementation | Jan 2017 |
| Regional PLC Managers appointed in all regions | Mar 2017 |
| Intake 1 schools commenced professional learning | Jul 2017 |
| Selection process for Intake 2 finalised and schools notified of outcome | Nov 2017 |
| Intake 1 schools completed professional learning | Nov 2017 |
| Intake 1 schools commenced implementation | Jan 2018 |
| Intake 2 schools commence core professional learning | Apr 2018 |
| Link schools established | Aug 2018 |
| Pilot and Intake 1 schools commence one-to-one PLC Coaching | Aug 2018 |
| Delivery of online PLC Practical Guide | Oct 2018 |
| Selection process for Intake 3 finalised and schools notified of outcome | Oct 2018 |
| Intake 2 schools completed core professional learning | Nov 2018 |
| Intake 1 and PLC Link schools complete Collaborative Inquiry professional learning with Prof. Helen Timperley | Nov 2018 |
| Intake 2 schools commence implementation | Jan 2019 |
| Pilot and Intake 1 schools complete one-to-one PLC Coaching | Feb 2019 |
| Intake 3 schools commence core professional learning | Mar 2019 |
| Delivery of online PLC Core Professional Learning Modules | Apr 2019 |
| PLC Link School networks established | Apr 2019 |
| Delivery of Data Dashboard webinar series | Jun 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Intake 3 Tranche 2 and 3 schools commence core professional learning | Jul 2019 |
| Delivery of Professional Learning Communities Secondary Schools webinar series | Jul 2019 |
| Link Schools commence one-to-one professional learning with Prof Helen Timperley | Aug 2019 |
| Professional Learning Communities Link schools 2020 model established | Sep 2019 |
| Intake 3 schools conclude core professional learning | Nov 2019 |

# LOOKOUT Education Support Centres

## Overview

The LOOKOUT Education Support Centres operate as a multidisciplinary team, working with schools, Early Childhood Education and Care (ECEC) services, Child Protection Practitioners, case workers and carers to lift educational outcomes for children and young people in care. LOOKOUT Centre staff build the capacity of schools and ECEC services to enable high expectations for all children and young people in out-of-home care and to monitor and evaluate their educational progress. Each DET region has a LOOKOUT Centre, providing state-wide support for students in statutory out-of-home care.

**Theory of Change – LOOKOUT**

**If** westrengthen collaboration between DET and DHHS to address the education and training needs of children and young people in out-of-home care and lift professional practice across care and education

**then** we willmore effectively target education and training to the learning needs of children and young people in out-of-home care and monitor their progress towards clearly identified targets

**so that** weimprove school attendance and educational outcomes for students in out-of-home care and more effectively support principals, teachers and care professionals to raise expectations of what our students can achieve.

## Evidence base

Ofsted. (2012). *The impact of virtual schools on the educational progress of looked after children.*

The virtual school approach in the UK, on which LOOKOUT is partly modelled, is to work with children and young people in care as if they were in a single school, liaising with the schools and ECEC services they attend, tracking the progress they make and supporting them to set high aspirations and achieve them.

## Key links

For further information on LOOKOUT on the Department of Education and Training’s website, see:   
[LOOKOUT Education Support Centres](https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx)

## Frequently Asked Questions

### **What is LOOKOUT achieving?**

LOOKOUT Centres operate in each region, covering the whole state. The focus of LOOKOUT Centres is training Designated Teachers, who act as advocates for students in out-of-home care in their schools, and increasing the capacity of all school staff to support the wellbeing and education of students in out-of-home care. Designated Teacher training is provided to Victorian government schools as well as Catholic and independent schools. Over 1,500 Designated Teachers have been trained to date. It is expected that all Victorian government schools and many independent and Catholic schools will have access to a Designated Teacher.

### **How will information be exchanged across government departments?**

The LOOKOUT Centre student roll brings together Department of Human Services (DHHS) data on out-of-home care status and Department enrolment data to provide greater visibility and ensure no student in out-of-home care is left behind. The student roll underpins and focuses the LOOKOUT Centre’s efforts and is in full compliance with relevant Victorian legislation (*Privacy and Data Protection Act 2014* and *Health Records Act 2001).*

### **Do the LOOKOUT Centres assume statutory obligations for children and young people in care?**

LOOKOUT Centres do not replace any existing function or responsibility of Child Protection Practitioners (CPP). Rather, LOOKOUT Centres offer an education response and are focused on monitoring the progress and transitions of students in out-of-home care, ensuring all agencies are working in the best interests of the student to improve educational outcomes.

Along with schools and partners, LOOKOUT Centres implement and monitor the *Out-of-Home-Care Education Commitment* (“the Partnering Agreement”) between the Department of Health and Human Services, Department of Education and Training, Catholic Education Commission of Victoria, Independent Schools Victoria, the Victorian Aboriginal Child Care Agency and the Centre for Excellence in Child and Family Welfare. A refreshed Partnering Agreement was launched in August 2018 to reflect changes to policy and legislation since 2011. As part of this monitoring, LOOKOUT Centres collect data from schools twice per year in line with school census dates (February and August).

As outlined in the Partnering Agreement, responsibility for children and young people in out-of-home care is shared across government departments, agencies and contracted providers. In the context of a whole of community approach, CPP have a specific statutory role in protecting children and young people from harm and promoting their rights and healthy development.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Launch LOOKOUT Centre in SWVR commenced operations | Apr 2016 |
| Principal and centre staff recruitment | Sep 2016 – Jan 2017 |
| Designated Teacher training in Victorian government schools in SWVR | Term 4, 2016 |
| LOOKOUT Centre Handbook finalised | Jan 2017 |
| Process evaluation of the implementation of the SWVR LOOKOUT Centre finalised | Feb 2017 |
| Designated Teacher training state-wide (Government schools, Catholic Schools and Independent Schools) | Apr – Dec 2017 |
| Early Childhood Learning Advisor pilot in SWVR commenced | May 2017 |
| LOOKOUT Governance meetings (Steering Committee and Expert Insights Group) | Nov 2017 |
| Designated Teacher training continues, including Catholic and independent schools | Jan – Dec 2018 |
| Partnering Agreement refresh and launch | Jan – Aug 2018 |
| Expansion and recruitment for Early Childhood pilot | Jun – Dec 2018 |
| LOOKOUT Conference | Aug 2018 |
| Roundtable on improving transitions into higher education and training for young people in out-of-home care | Sep 2018 |
| Early Childhood two year pilot commences | Dec 2018 – Jan 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Designated Teacher training for Catholic schools | Terms 1 and 3, 2019 |
| Designated Teacher training continues | Jan – Dec 2019 |
| LOOKOUT Conference | Sep 2019 |

# Navigator Program Area MapNavigator

## Overview

The Navigator program funds community service organisations to provide intensive case management and assertive outreach to young people aged 12-17 years who are significantly disengaged from school to support them to return to education. It is part of the Government’s commitment to increasing the numbers of young people connected to school and engaged in learning.

The program currently operates in eleven Areas across the state: Central Highlands, Western Melbourne, Mallee, Hume Moreland, Goulburn, Ovens Murray, Bayside Peninsula and Southern Melbourne, Brimbank Melton, Loddon Campaspe and Inner Gippsland.

The 2018-19 State Budget committed $43.8 million over four years (and $14.9 million ongoing) to expand the program state-wide over the next three years. From the start of Term 1 2019, schools in Brimbank Melton, Loddon Campaspe and Inner Gippsland and young people that live in these areas have been able to access the Navigator program.

The Navigator model is defined by its partnership approach between the community sector, Department of Education and Training, and education providers to enable a service that supports a place-based response to disengagement and supports a young person to re-engage in education.

**Theory of Change – Navigator**

**If** weidentify and support Victoria’s disengaged learners and connect them with individualised and targeted services

**then** we will provide better support to young people to address their barriers to effective learning

**so that** weincrease the numbers of young people connected to school and engaged in learning.

## Evidence base

Lamb, S., Jackson, J., Walstab, A., and Huo, S. (2015). *Educational opportunity in Australia 2015 Who succeeds and who misses out,* Mitchell Institute.

This study draws together information on the opportunities being provided to young Australians as they negotiate the various stages of education and training and attempt to establish themselves in the workforce during their transition to adulthood.

Dandolo Partners (2014). *Evaluation of the National Partnership on Youth Attainment and Transitions. A report for the Department of Education.*

Evaluation of the National Partnership, including the Youth Connections program, which informed the design of the Navigator service.

## Key links

For further information on Navigator on the Department of Education and Training’s website, see:   
[Navigator Program](https://www.education.vic.gov.au/about/programs/Pages/navigator.aspx)

## Frequently Asked Questions

### **What is Navigator achieving?**

In the eight Navigator pilot sites at the end of September 2018, 1,639 young people have received case management support through the initiative. The program has supported a total of 1,214 young to return to education, which is an increase of 208 since March 2018. 183 young people have exited Navigator successfully, which is defined as having re-engaged in education consistently for 26 weeks, with an average attendance of 70 percent or higher.

**Who is eligible and how will schools/Areas/young people connect with the Navigator service in the eleven Areas?**

Young people aged between 12 and 17 years of age who have attended school less than 30 percent of the time for 13 weeks or more and live or are enrolled in a school in one of the eleven Areas are eligible for Navigator. Anyone can refer a young person via the online referral form on the Department’s website.

DET has a dedicated Navigator Coordinator in each of the eleven Area Offices where the program operates. Their role includes managing referrals, working with the Navigator provider and their partner organisations and liaising with local schools. If a school has young people they wish to refer or are working to support Navigator clients to re-engage with their school, they may wish to contact their local Navigator Coordinator for further information and support.

**When is the Navigator program available state-wide?**

After a successful pilot in eight Areas, the program is planned to expand state-wide over the next three years.

The expansion is to be phased over 2019-2021, with the program to commence in up to three new Areas per year. In January 2019, Navigator commenced in Brimbank Melton, Loddon Campaspe and Inner Gippsland Areas.

**How can we support our principals and schools to work effectively with Navigator Providers and Coordinators, and to support the needs of students at risk of disengagement?**

Effective communication relating to the service and how it complements and supplements existing supports is critical. In 2018, DET issued clearer operational and funding guidelines for key engagement supports, including School Focused Youth Services, Local Learning and Employment Networks and Navigator. These guidelines equip Area teams to better support at-risk students and schools to identify and access appropriate support. Work is underway to strengthen local management and coordination across this suite of supports, and to identify opportunities to strengthen connections and communication between schools, programs and provider agencies.

Navigator Coordinators are continuing to work with schools to assist their understanding of the support that the Navigator program can provide, and to support schools to identify and engage with young people who are not attending school. An indirect outcome of Navigator is that schools are developing a stronger understanding of how to support and reconnect with young people who have disengaged from education.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Service delivery commenced | Jul 2016 |
| Impact Evaluation complete | Dec 2017 |
| Budget outcome confirming expansion | Apr 2018 |
| First tranche of new Areas announced | Aug 2018 |
| Service providers confirmed across all Areas | Nov 2018 |
| Service delivery commences in three new areas | Early 2019 |

# The Professional Practice Elements of the Victorian Government Schools Agreement 2017

## Overview

## The aspiration to lift student outcomes across Victoria is at the heart of the Education State reforms. Quality teaching and school leadership are our two most powerful levers for achieving this aspiration. Achieving excellence in student outcomes in the Education State is about recognising, supporting and sharing best practice within Victorian government schools.

The Victorian Government Schools Agreement 2017 supports teachers to achieve teaching and learning excellence. It includes the following elements:

1. Four days a year for *professional practice*

* Teachers have four days a year (one per term) released from scheduled duties to further focus on the improved delivery of high quality teaching and learning.
* These days are in addition to existing pupil-free days.

1. New classroom-based learning specialists to *support teachers to improve their practice*

* The learning specialist role is aimed at building excellence in teaching and learning within the teaching service. The new classification provides a career pathway for highly skilled teachers who want to stay in the classroom and work with other teachers to improve their practice.
* Learning specialists will be highly skilled classroom practitioners who continue to spend the majority of their time in the classroom.
* Learning specialists will have deep knowledge and expertise in high quality teaching and learning and have a range of responsibilities as per Schedule 2 of the VGSA 2017.

## Key links

For further information on the Victorian Government Schools Agreement 2017 on the Department of Education and Training’s website, see:   
[Victorian Government Schools Agreement 2017](http://www.education.vic.gov.au/hrweb/employcond/Pages/certagree.aspx).

## further information

For further information, see: [professional practice elements](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx?Redirect=1).

The Department is producing a series of professional practice notes to support the implementation of the professional practice elements. To access these resources, see: [practice notes](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/practicenotes.aspx).

## Frequently Asked Questions

### **How can the Victorian Government Schools Agreement 2017 make a difference?**

The professional practice elements outlined above must be implemented consistent with the relevant Victorian Government Schools Agreement 2017 clauses. Taken together, the professional practice elements create a ground-breaking opportunity to place quality teaching at the heart of our approach to making Victoria the Education State. They recognise that all teachers need to be provided with time and support to focus on delivering high quality teaching and learning for all students.

### **Schools and teachers can access further information on Frequently Asked Questions via the Department’s intranet at:**

[Professional Practice Frequently Asked Questions](https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2945/support_and_service_(schools)%252Flearning_and_teaching%252Fprofessional_practice%252Fprofessional_practice_frequently_asked_questions)

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Peer observation guides and materials available online and distributed to schools | Term 2, 2018 |
| Learning specialist PDP workshop available | Term 2, 2018 |
| Learning specialist targeted professional learning available (introductory 2-day workshop series) | Term 2, 2018 |
| Dedicated marketplace stalls at the Regional Leadership Conferences | Term 2, 2018 |
| Bastow Twilight event (spotlight on professional practice elements) | Term 2, 2018 |
| Learning specialist professional learning suite and resources available | Term 4, 2018 |
| Professional practice notes on pedagogical resources launched | Term 4, 2018 |
| Learning specialist professional learning course *Leading Excellence in Teaching and Learning* commences (second cohort) | Term 1, 2019 |
| *Coaching for Influence* for learning specialists launched | Term 1, 2019 |
| *‘Clarity: What matters most in learning, teaching and leading’* distributed to Learning Specialists and Principals | Term 1, 2019 |
| Dedicated marketplace stall at Education State Schools Leadership Conference | Term 2, 2019 |
| Clarity in the Classroom workshops delivered in metropolitan and rural areas | Term 1 & 2, 2019 |
| Quarterly communications to learning specialist with links to relevant resources and tools | Ongoing |
| Further video case studies launched online to share how the learning specialist role is being implemented in schools | Ongoing |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Small group coaching sessions for Learning Specialists | Term 3, 2019 |

# New Review and Improvement Approach for Victorian Government Schools

## Overview

In 2019, a new streamlined approach to school review is in its second year of implementation to support schools in their improvement journey.

The new review model reaches deeply into classrooms to consider evidence around what really matters in teaching and learning.

The review harnesses unique insights from an expanded School Review Panel and assists schools to develop long-term goals, targets and evidence-based strategies to drive improved performance outcomes. The review informs the development of the school’s School Strategic Plan.

With a shared moral purpose of *Better Learning*, *Planning Together*, *Cooperative Action, Relational Trust* and *Planning to Excel*, school review is grounded in a commitment to create and sustain learning environments where every student feels a sense of belonging and significance and their learning thrives and improves.

### WHAT IS NEW IN SCHOOL REVIEW?

The key changes to the school review model include:

* one review type for all schools, tailored to meet individual needs and context

**Theory of Change – New Review and Improvement Approach for Victorian Government Schools**

**If** the process of the school review, is rigorous, objective and includes an independent evaluation of school performance

**and** schools develop a deep, evidence-based understanding of their performance and practice,

**then** the resulting School Review Report will capture the school’s past achievements and challenges and provide guidance for the next improvement phase, through its recommended key directions of four year goals, targets and key improvement strategies.

* an increased focus on robust, school self-evaluations to inform and guide the review
* an emphasis on evidence of improved teaching practice
* an expanded School Review Panel including a core decision-making panel
* the objective lens of professional collaborators including challenge partners and independent reviewers
* designated touchpoints to capture student voice for throughout the review process
* a focus on evidence of areas known to make a difference to student outcomes
* stronger connection between review and differentiated support
* tools, resources and processes that reduce administrative burden in schools and support schools to actively participate in school review.

### FEEDBACK ON SCHOOL REVIEW

Early feedback from schools in the 2018 school review cycle is indicating strong acceptance of and a commitment to its implementation. SEILs and other key stakeholders are also very supportive of the new model.

The school and its community tell us…  
*‘Careful selection of challenge partners was key. This was not a decision made quickly or lightly as we wanted challenge partners that clearly understood their role, who had an in-depth understanding of data and who weren’t afraid to ask hard questions.’*

‘*Accessing our region’s Data Coach was one of the first things we did to ensure that our School Improvement Team had a clear understanding of what our data was telling us. This was an incredibly valuable exercise.’*

Challenge partners report…

‘*The role of the Challenge Partner was a fantastic opportunity to support and genuinely challenge a school’s improvement journey, through a robust and rigorous, but always respectful, review process.’*

Students say…

*‘A lot of people were listening to us and asked us lots of questions about goal-setting and learning intentions. They also asked us about what things we wanted to see improved in the school.’*

Reviewers tell us…

*‘Having one type of review type for all schools makes sense. It’s a more rigorous and consistent approach for every school and it’s being well received.’*

*'The Department has provided planned activities such as the agenda for Validation Day, suggested focus questions for student interviews and classroom visits. These tools and resources have supported a high quality and more consistent approach to the review.’*

*'The new school review model is providing reviewers, the Review Panel, the challenge partners and whole school communities with opportunities to undertake a more detailed, collaborative and thorough inquiry into the school's achievements and challenges which is resulting in the development of authentic recommendations to assist the school in preparing its next Strategic Plan'.*

## Key links

* [Education and Training Reform Act 2006](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt7.nsf/DDE300B846EED9C7CA257616000A3571/694D88207D8DB3B3CA257B5D0021790B/$FILE/06-24aa043%20authorised.pdf)
* [The Framework for Improving Student Outcomes (FISO)](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx)
* [The FISO Continua of Practice for School Improvement](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx)
* [School Performance Data](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performancedata.aspx)

## Frequently Asked Questions

**Who is involved in the School Review?**

The School Review Core Panel comprises the principal, Senior Education Improvement Leader, an independent reviewer, and the school council president. Two challenge partners value-add to the Panel but do not have final decision-making authority. Consultative partners - including the School Improvement Team, students, and members of the wider school community - provide context and evidence through participation in forums, interviews and other activities.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| 2019 review professional learning for all key stakeholders | Dec 2018 – Dec 2019 |
| School Review communications to 2019 schools in cycle | Jan 2019 |
| School review evaluation work underway | Mar 2019 |
| Professional learning delivered to schools, regions, reviewers and challenge partners | Ongoing |
| Ongoing quality assurance of school review reports | Ongoing |
| School review cycle 2019 commencing in Term 2 2019 | May 2019 |
| School review cycle 2018 completion | Jun 2019 |

# Impact: Emerging Leaders

## Overview

## Impact is designed for emerging leaders who have recently accepted school leadership responsibilities, or will do so in the near future. The program enables emerging school leaders to build capabilities in engaging and empowering others to collectively improve outcomes for all students.

## Impact enables emerging leaders to lead transformation in schools that best supports improved student outcomes, through focus on developing the following key competencies:

## emotionally intelligent decision making

## effective collegial and team engagement

## maintaining clear focus on effectiveness of student learning

* building collective efficacy for positive change.

Each emerging leader will develop and measure growth in competencies via an individual Leadership Development Plan.

## The revised Impact program strengthens leadership development of emerging leaders that have participated in the Inspire: Local leaders program.

**Theory of Change – Impact: Emerging Leaders**

**If** we support emerging leaders to develop their leadership capabilities**;**

**then** we support the distribution of leadership to motivate, engage and influence others in ensuring access to effective learning experiences for all students;

**so** we improve outcomes for all students.

The Impact program aims to “support emerging educational leaders to understand what it means to be an educational leader, what motivates them as a leader, and to build an awareness of the type of educational leaders that they aspire to be.”

## EVIDENCE BASE

*Professional Practice and Performance for Improved Learning: Professional Learning and Support for School Leaders and Teachers,* DET May 2014.

While systematic approaches to identifying and supporting potential leaders into leadership roles are common in other jurisdictions, and are considered “critical to the overall capacity of the system, current efforts are not intentional. An absence of clear pathways may lead to high potential candidates not stepping into senior leadership roles, or leaving the system.”

*Watt, W.M. (2009). ‘*Facilitative social change leadership theory: 10 recommendations toward effective leadership, *Journal of Leadership Education’,* 8 (2), 50- 71.

The program proposes that effective ‘emerging leadership’ requires collaboration nous and practical skills in addition to tools for creating the conditions that influence and compel people to act together to build collective efficacy and achieve transformational outcomes for all students, especially those from vulnerable and disadvantaged backgrounds. A focus on excellence and equity will empower emerging leaders to influence the learning experiences of students across multiple classrooms.

Senge et al. (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education (new edition 2012).*

The Impact program deliberately seeks to cultivate and role model a leadership mindset that values ‘stewardship’ (Senge, 2000) and individual, group and community empowerment (Senge, 2012).

## Key links

* [Bastow Institute of Educational Leadership](https://www.bastow.vic.edu.au/)

## Frequently Asked Questions

## What is the difference between Inspire and Impact?

Inspire provides early stage, emerging leaders with an introduction to the capabilities required to lead self, others and student learning. Impact provides the opportunity to explore, strengthen and apply those capabilities to each participant’s individual context. Participants continuously implement and reflect upon their skills and knowledge through leading a transformational change initiative in their school.

**Why is it important for emerging leaders to develop leadership capabilities early in their career?**

In order to ensure systematic improvement of student outcomes, the system must build its leadership capacity. Through intentional focus on developing leadership capabilities, the likelihood of distributed and focused leadership across schools is increased. Those moving into leadership positions will understand how to manage their own well-being and how to influence others with a focus on improvement.

**How are Impact participants selected?**

Following registrations via the Bastow website [Bastow Institute of Educational Leadership](https://www.bastow.vic.edu.au/), selection criteria are carefully reviewed and participants confirmed.

**What time commitment is expected from Impact participants?**

The revised Impact program consists of a number of components including regular interaction with the online space, seven face-to-face workshop days, five x 75 minute coaching cluster discussions and a priority improvement project.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Intake 1, 2018 completed | Sep 2018 |
| Intake 2, 2018 completed | Oct 2018 |
| Intake 3, 2018 commenced | Oct 2018 |
| Intakes 1 and 2 2018 evaluations completed | Dec 2018 |
| Intake 1, 2019 commenced | Feb 2019 |
| Intake 2, 2019 commenced | May 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Intake 3, 2019 commences | Sep 2019 |

# Excellence in Teaching and Learning – Victorian Teaching and Learning Model Implementation

**Theory of Change – Victorian Teaching and Learning Model**

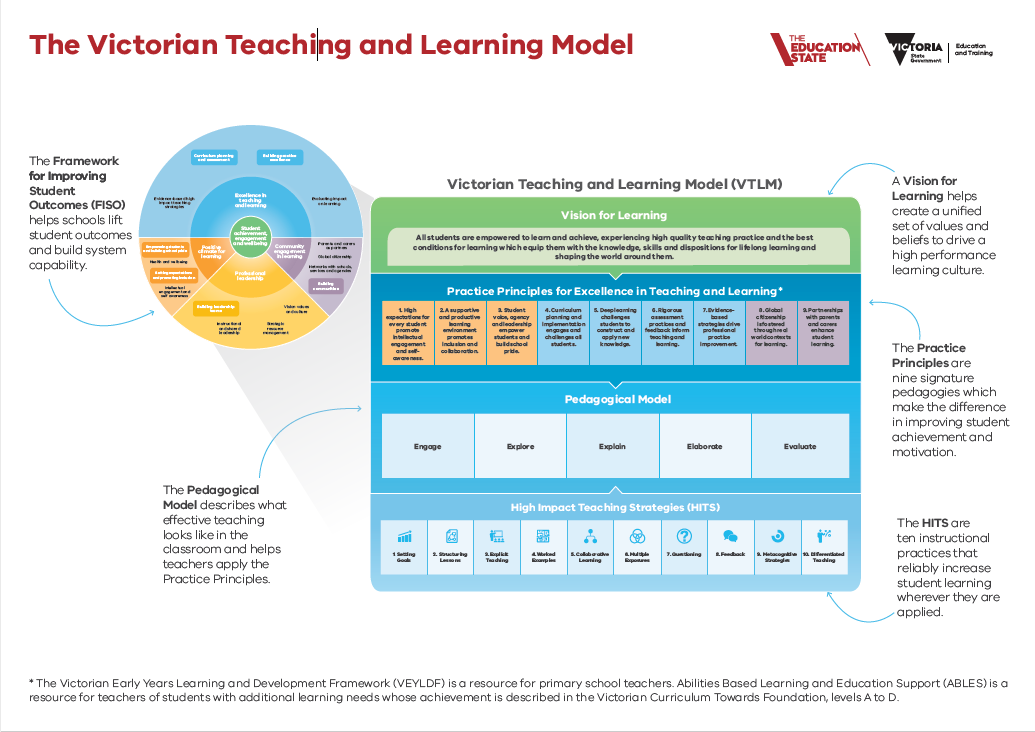
**If** schools implement the Victorian Teaching and Learning Model as a whole-school approach

**then** the precision, quality and consistency of teaching practices across the school will improve

**so that** students can achieve better learning outcomes.

## Overview

Victoria’s Education State agenda includes the delivery of a suite of system improvement initiatives supporting school-wide development. A key priority of the Department is building teacher capability and supporting schools and teachers with easily accessible guidance and resources to create lasting and impactful change at the classroom level.

To support schools in the development and consistent use of evidence-based practice, the Department has developed a new Victorian Teaching and Learning Model (VTLM) that is embedded in the Framework for Improving Student Outcomes (FISO). The model is the result of close collaboration between the Department and numerous teachers and school leaders across Victoria. The model provides a consistent, improvement-focused approach to teaching and learning across the system. It builds a shared language of practice, supports teachers to develop their professional practice and provides overarching guidance on all aspects of teaching and learning.

The VTLM will drive excellence and consistency in teaching and learning across the state while fostering differentiation in professional practice based on student need. The VTLM consists of:

* A Vision for Learning
* Practice Principles for Excellence in Teaching and Learning (Practice Principles) High Impact Teaching Strategies (HITS)
* Pedagogical Model

## Key links

The tools and resources that make up the VTLM can be accessed via the Department’s website at: [VTLM](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx)

## Frequently Asked Questions

**How does the VTLM align with FISO?**

The VTLM brings FISO into the classroom, creating a line of sight between the whole-school improvement approach and classroom practice. It assists principals, school leaders, teachers, students and parents/carers to work together in strong, effective learning communities that create and sustain better outcomes for students. The VTLM allows teachers and school leaders to focus on high impact improvement initiatives and to drive those initiatives through evidence-based decisions about their teaching and student learning.

**What are the components of the VTM?**

**A Vision for Learning** to create a strong moral purpose to drive a high performance learning culture, in which all students are empowered to learn and achieve.

**The Practice Principles** to describe all aspects of effective teaching, to deepen professional knowledge and skills, and to ensure teaching practice meets individual students’ needs.

**HITS** guide teachers to build skills across the ten strategies that have been shown to have the most impact on student learning outcomes. Teachers can make evidence-based decisions when selecting appropriate strategies and monitoring their impact.

**The Pedagogical Model** brings together Practice Principles and HITS in one coherent cycle across five domains. It guides teachers to co-create engaging and meaningful learning experiences with students, evaluate students’ learning progress and track their teaching proficiency against Continua of practice.

The Pedagogical Model is not a recipe for teacher practice but rather a framework to guide reflection and improvement of classroom practice. The fivedomains of the Pedagogical Model (Engage, Explore, Explain, Elaborate and Evaluate), can be used as a common lens for understanding and improving teaching and learning in different contexts. The Pedagogical Model gives teachers a shared language and framework to facilitate planned and purposeful collaboration.

**Who can use the VTLM?**

The VTLM is an endorsed model that schools may choose to implement, as a whole or in part, in line with their school improvement priorities.

Schools that have successfully implemented an alternative teaching and learning model may explore the VTLM to determine if their practices align with the current evidence base. The Practice Principles, the Pedagogical Model and the HITS can assist school leaders and teachers to reflect on teaching practice and plan differentiated learning programs to achieve better learning outcomes for students.

Schools not using an evidence-based teaching and learning model can implement the VTLM as a holistic approach to build teaching and learning excellence. The Department recommends that school leaders and teachers use the resources in line with their school’s Strategic Plans and Annual Implementation Plans and start from reflecting on their current practice using the Vision for Learning and Practice Principles.

**How is the VTLM implemented across Victoria?**

The VTLM promotes progressive teaching practice and enhances teachers’ pedagogical repertoire. It supports teachers to work in Professional Learning Communities (PLC) as they develop evidence-based learning programs tailored to individual student needs. International education experts such as John Hattie, Michael Fullan, Vivian Robinson and Lyn Sharratt have recognised the strong evidence-base for the VTLM and the high quality of the resources.

The VTLM has been embedded into key professional learning for teachers and school leaders (e.g. PLC training, Bastow leadership courses, Performance and Development approach workshops, Area Principal Forums).

A Term 4 2018 Area Principal Forum survey indicated that a majority of schools are systematically implementing the HITS since their release in June 2017, and have included VTLM implementation as an Annual Implementation Plan (AIP) priority for 2019.

Schools that embed the VTLM as a whole-school approach to teaching and learning will realise the consistent high quality pedagogical practice that will support the implementation of the Victorian Curriculum F-10 through differentiated instruction and will improve learning outcomes for every student.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| High Impact Teaching Strategies (HITS) published and released to schools | Jun 2017 |
| Practice Principles published and released to schools | Feb 2018 |
| Pedagogical Model published and released to schools | Jun 2018 |
| The VTLM implementation approach commenced | Jun 2018 |

# Excellence in Teacher Education reforms

## Overview

In late 2016, the Minister for Education announced a set of reforms to initial teacher education under the title of Excellence in Teacher Education.

A key reform announcement was the setting of a minimum ATAR score for admission on the basis of secondary education to an undergraduate teaching degree at Victorian universities and TAFE settings.

This was followed by the 2017 state budget announcement of funding over four years for a set of specific reform actions that span the life cycle of teacher education.

**Reform Area 1: Raising the quality of teaching and the status of the profession through a robust approach to selection into teacher education**

1. Introduce a minimum ATAR for Year 12 entry into undergraduate teacher education courses, starting at 65 in 2018 and progressing to 70 in 2019.
2. Develop a broad-based Victorian framework for selection into teacher education that takes into account academic capability and personal attributes to be introduced in 2018.

**Reform Area 2: Ensuring high-quality pathways into the teaching profession for capable and committed candidates from diverse backgrounds**

1. Work with providers to:

* develop new, high quality alternate pathways that lead into teacher education programs, to be available for delivery from 2018
* design and develop an equivalence framework for course entry into Initial Teacher Education from alternate pathways, to be implemented by the Victorian Institute of Teaching (VIT).

1. Identify and promote premium alternate pathways and support rural candidates and those from designated equity groups, including through scholarships.
2. Expand employment-based teacher education pathways into teaching to attract a more diverse range of high quality candidates.

**Reform Area 3: Improving course quality, including development of quality control mechanisms**

1. Strengthen partnerships between teacher education providers and educational settings with a focus on improving teaching practice, including through the establishment of a new rural Teaching Academy.
2. Embed an effective feedback mechanism to improve quality of programs, including survey tools, a consistent approach to assessing student teacher practicums and common capstone assessment (commenced in 2018).

**Reform Area 4: Developing early career teachers to become excellent teachers and school leaders**

1. Implement evidence-based strategies to improve induction into the profession, and mentoring, through the development of a more consistent, state-wide approach that establishes new teachers as lifelong learners.

## Key links

* [Initial Teacher Education](http://www.education.vic.gov.au/about/educationstate/Pages/intteached.aspx)

## Frequently Asked Questions

**What if a student’s ATAR score makes them ineligible to enter an undergraduate teaching qualification?**

Students who do not achieve the ATAR score required for entry to a teaching degree may go on to become excellent teachers. The Department is working with universities and TAFE settings to develop and support a range of alternate pathways to a teaching qualification including the Diploma of Teacher Education Preparation that has been available from the second semester in 2018.

**How will personal attributes be taken into consideration for entry into a teaching qualification?**

Universities may adopt different approaches to assessing personal attributes as a selection factor for teaching qualifications. The objective is to ensure that students who start out on a teaching qualification have the skills and attributes that will enable them to excel in the classroom; being a great teacher is about more than academic ability. Many universities have opted to use an online attributes test called CASPer. The CASPer test is administered through the VTAC website for school leavers or via university websites for those applying through Direct Entry.

**Do I have to pay for a personal attributes test?**

Like many university courses teaching qualifications may incur a cost for additional selection requirements. Universities decide what selection processes to use and how these should be paid for. It is worth following up with universities about available rebates or refunds, to offset application costs, once students accept a place.

**Can I work in a school while I study to become a teacher?**

The Department recognises the value of employment based pathways both to prospective students, and as an employer. The Teach for Australia program and the Melbourne Graduate School of Education Master of Teaching (Secondary) Internship offer an employment-based pathway to the teaching profession. A limited number of places in employment-based pathways may be available for suitable candidates each year.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Rural Teaching Academy established to operate alongside existing academies | Sep 2017 |
| Diploma of Teacher Education Preparation accredited | Nov 2017 |
| Rural scholarships scheme established to support rural students into teacher education | Nov 2017 |
| Minimum ATAR raised to 65 for entry to undergraduate teaching degrees | Jan 2018 |
| Mentoring Capability Framework and Effective Mentoring Program to support new teachers | Feb 2018 |
| Launch of Graduate Teacher Induction Program | Mar 2018 |
| Report published for ITE Feedback Survey of new teachers and principals | Jul 2018 |
| First cohort of students commence Diploma of Teacher Education Preparation at RMIT and Victoria University Polytechnic | Jul 2018 |
| Graduate Teacher Conferences held across the state | Aug 2018 |
| Teach for Australia Cohort 8 completes program | Dec 2018 |
| New teachers required to pass Literacy and Numeracy Test for Initial Teacher Education before teacher registration | Jan 2019 |
| New intake of ITE students will have minimum ATAR of 70 | Jan 2019 |
| 2019 cohort of Diploma of Teacher Education Preparation commences | Mar 2019 |
| Graduate Teacher Learning Series launched | Jan 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Graduate Teacher Conferences to be held across the state | Jul 2019 |
| 2019 ITE Feedback Survey available for completion by school leaders, mentors and provisionally-registered teachers | Aug 2019 |
|  |  |

# Literacy Leadership

## Overview

Lifting the literacy levels of Victorian students is a key Education State goal, as literacy outcomes are crucial determinants in the ability of children and young people to reach their potential.

Bastow is delivering a suite of professional learning focusing on leading and implementing literacy improvement in schools.

The suite of professional learning includes:

1. **Leading Literacy: SEILs and EILs**

Professional learning workshops designed specifically for Senior Education Improvement Leaders (SEILs) and Education Improvement Leaders (EILs) to support schools - providing participants with the tools, skills and knowledge to influence improvement in literacy across schools.

1. **Literacy Leader Induction Workshops**

Workshops for Principals and Literacy Leaders to enhance their knowledge, understanding and awareness of the Literacy and Numeracy Strategy. They will focus on the Framework for Improving Student Outcomes (FISO) Improvement Cycle to identify problems of practice and design for future learning investigations.

1. **Leading Literacy Master Trainer F-6 Course**

Literacy experts from within the system will undertake training to assist them to facilitate training within their network of schools.

1. **Leading Literacy in Networks F-6 Course**

Based on Bastow’s Leading Literacy Course, Literacy Leaders will be supported by Master Trainers to learn to lead the development of a shared understanding of quality literacy instruction, whole school literacy approaches, assessment procedures and models of effective literacy practice.

1. **Literacy Data and Assessment Practise Course**

This fully online course will develop deep conceptual content knowledge to improve classroom literacy practice.

1. **Leading Literacy**

Provides individuals of vertical school teams with the tools, skills and knowledge to embed high- quality literacy practice by equipping them with the skills to influence change across their school.

**Theory of Change – Literacy Leadership**

**If** we provide opportunities for school and system leaders to further develop their capability to analyse and evaluate critical aspects of literacy practice, leadership and developmental needs

**then** we will build deep understanding and capability to enable school improvement, encourage and facilitate performance and development cultures, and work effectively with leadership teams to embed practices within classrooms

**so that** schools across Victoria implement literacy improvement initiatives that directlyinfluence student learning outcomes.

## Key links

* [Bastow Institute of Educational Leadership](https://www.bastow.vic.edu.au/)
* [Bastow - Literacy Suite](https://www.bastow.vic.edu.au/leadership-initiatives/literacy-leader-learning-suite)

## Frequently Asked Questions

**How will the Literacy Leader in my school access training?**

Each network has selected participants to become Master Trainers who will undertake the Master Trainer learning at Bastow. All Literacy Leaders will have an opportunity to attend the Leading Literacy in Networks Course conducted by these Master Trainers.

**Which course is suitable for me?**

All details regarding the professional learning opportunities to support Literacy Leadership are available on the Bastow website. Specific details of each course can be found via the link above.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Leading Literacy F-6: SEIL and EIL professional learning workshops | Dec 2017 |
| Literacy Leader induction workshops | Dec 2017 – Feb 2018 |

|  |  |
| --- | --- |
| Literacy Data, Assessment and Practice course (2018 Intakes) commenced | Dec 2017 |
| Leading Literacy Master Trainer F-6 course commenced | Feb 2018 |

|  |  |
| --- | --- |
| Leading Literacy Master Trainer F-6 course concluded | Jun 2018 |
| Delivery of Leading Literacy for Networks F-6 course commenced | Jul 2018 |
| Delivery of Leading Literacy for Networks F-6 course concluded | Nov 2018 |
| Leading Literacy, 2018 | Feb – Nov 2018 |
| Literacy Masterclasses x 4 | Mar – Oct 2018 |
| Leading Literacy, 2019 intakes commenced | Feb 2019 |
| Literacy Data, Assessment and Practice course commenced | Mar 2019 |
| Leading Literacy for Networks, 2019 Intakes commence | Apr 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Literacy Leader Induction Workshops (secondary) commence | Term 3, 2019 |
| Literacy Webinar Series, 2019 commence | Term 3, 2019 |

# Differentiated support for school improvement

## Overview

Differentiated support for school improvement comprises four initiatives tailored to school need, recognising that schools at different stages of their improvement journey require different supports.

The four initiatives provide school-based support to build either teacher or leadership capability:

**Theory of Change – Differentiated support for school improvement**

**If** schools receive support that is differentiated to meet them at their point of learning need and uses a collaborative capability building approach

**then** school leaders and teachers are enabled todevelop and embed the mindsets, knowledge and skills relating to effective practice

**so that** all schools, regardless of their starting point, are given the best chance at improving student outcomes and are able to apply their increased capability to respond to new, different and emerging challenges to sustain their improvement.

* Teaching Partners – high performing Leading Teachers work in pairs across four schools to build teaching capability, with a focus on literacy in 2019. The initiative is of one-year duration with the possibility of extension for a limited amount of schools. 50 schools will receive this support annually.
* Leadership Partners – mobile leadership teams comprising an Executive Principal and two Leading Teachers work intensively with three school leadership teams over two years to build school improvement capability. Two cohorts of 24 schools will receive this support.
* School Improvement Partnerships – 25 partnerships pair leadership teams of schools with similar characteristics (primary/secondary, SFOE, size) but different performance outcomes to support the sharing of effective practice. Partnerships have a formal duration of one year with the possibility of extension for a limited amount of schools. Up to 160 partnerships will be supported over four years.
* Executive Principals – up to 20 new Executive Principals to raise the quality of leadership in schools facing complex challenges where a principal vacancy arises.

The initiatives respond to the specific improvement needs of schools as identified in the School Strategic Plan and Annual Implementation Plan and using school data.

The initiatives are matched to schools using the Differentiated School Performance Groups, which provide a rich characterisation of a school’s level of achievement and trajectory over time, along with regional contextual input.

**EVIDENCE BASE**

The initiatives have been designed based on the most impactful support strategies used in other jurisdictions, such as Ontario and London, where successful turnaround has been achieved.

## Frequently Asked Questions

**How do schools access this support?**

SEILs and other regional school improvement staff undertake the selection of schools using agreed criteria, including current school performance and contextual factors.

Schools receiving support in 2019 were selected in November 2018. New cohorts of schools will receive Teaching Partners and School Improvement Partnerships each year. The second cohort of Leadership Partners will commence in 2020. Executive Principals will be appointed as vacancies arise in eligible schools.

**How are the Differentiated support for school improvement initiatives different from other school improvement programs?**

The initiatives provide support to schools appropriate to their need and readiness for improvement. The initiatives are designed to deepen system capability, share knowledge of school improvement strategies and develop sustainability for ongoing improvement, with initiative staff responsible for building the skills, mindsets and practices of school-based staff. The initiatives leverage existing workforce capabilities and establish expectations that high performing schools and staff share skills and practice.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Confirmation of participant schools for 2019 | Nov 2018 |
| Confirmation of School Improvement Partnerships for 2019 | Nov 2018 |
| 2019 School Improvement Partnerships – Orientation Day | Nov 2018 |
| Commencement of initiatives in schools in 2019 | Feb 2019 |
| Delivery of draft Impact Report | Feb 2019 |
| Professional Learning: Regional Workshop 1 | Feb 2019 |
| Data dashboards open | Mar 2019 |
| Final 2018 Impact report delivered | Mar 2019 |
| Professional Learning: Regional Learning Circles | Mar 2019 |
| Recruitment of Executive Principals as vacancies arise | Ongoing |
| Professional Learning: Regional Workshops 1 – 3 | Feb – May 2019 |
| Evaluation: biannual survey release | Jun 2019 |

|  |  |
| --- | --- |
| Staff and schools access data dashboards for reporting | Mar – Dec 2019 |
| Professional Learning – Collective Impact Program: Executive Principals | Jul – Oct 2019 |
| Professional Learning: School Improvement Partnerships | Jul – Nov 2019 |
| Professional Learning: Regional Workshops 4 – 6 | Aug – Dec 2019 |
| Recruitment of 2020-2021 Teaching Partners and Leadership Partners | Oct 2019 |
| Improvement against change indicators identified in the End of Year Evaluation Report | Dec 2019 |
|  |  |

## UPCOMING ACTIVITIES AND MILESTONES

# Place-Based Education Plans

## Overview

The Education State reforms are driving improvements at all levels of the system to help education providers of early childhood services through to post-secondary services achieve equity and excellence for our children and young people. However, for some education providers, in communities where achievement, engagement and wellbeing outcomes for children and young people are well below expected levels, the challenges to achieving equity and excellence are particularly complex and multi-faceted. Often these challenges are beyond the reach of a single school or service, as they stem from geographic, social or demographic factors including entrenched disadvantage.

A Place-Based Education Plan is a tool to harness collective responsibility for transforming education in a community, with a focus on improving learner achievement, engagement and wellbeing outcomes. The key characteristic of a Place-Based Education Plan is that the needs and aspirations of the community guide its development. Local stakeholders collaborate to identify the challenges to improving these outcomes, and to find holistic, comprehensive solutions tailored to their local context.

Depending on the specific challenges for a given community, potential solutions can include changes to the curriculum and developing alternative learning pathways, co-location of services, increasing access to local support services for families, capacity and capability building opportunities for staff, communications campaigns to engage the community, industry engagement and investment in infrastructure.

**Theory of Change – Place-Based Education Plans**

**If** we support Victorian communities to identify tailored, locally driven solutions to improving learner achievement, engagement and wellbeing

**then** we will harness collective effort and responsibility to inspire confidence and engagement with local education

**so** that we improve learners’ outcomes, foster innovation and narrow gaps in achievement in communities with complex challenges or unrealised opportunities for excellence.

The process of developing a Place-Based Education Plan forges strong, ongoing connections between these local stakeholders – including education providers (early years, primary and secondary, post-secondary), families, community, industry, government and support services. It inspires engagement and commitment to the success of government education by repositioning learning and development at the heart of the community.

Placed-Based Education Plans are currently at varying stages of development and implementation in Footscray, Shepparton, Lilydale/Upper Yarra, Frankston North, Bendigo, Flemington and Oakleigh. For more information visit: [Place-Based Education Plans](https://www.education.vic.gov.au/about/programs/Pages/educationplans.aspx).

## EVIDENCE BASE

Under the right conditions, place-based approaches are an effective way to tackle complex community issues and to act upon opportunities for innovation.

Taking a ‘people and place’ approach to education, Place-Based Education Plans enable decisions about learners and local circumstances to be assessed and made in an integrated, holistic, collaborative way.

In March 2016, the Department introduced [Learning Places](http://www.education.vic.gov.au/about/department/Pages/regionalsupport.aspx), a place-based service delivery model that puts partnerships and community engagement at the heart of education system improvement. This included the establishment of 17 new areas within the Department’s four regions, which align to Local Government Areas and provide a strong basis to build meaningful partnerships.

Place-Based Education Plans consolidate and extend this approach by focusing more intensively on natural groupings of education providers within an area that has significant challenges to improvement, allowing a deeper exploration and response to community-specific needs.

A place-based approach is particularly important in communities where there is a need to build on and leverage prior and planned investment – such as where there are new or regenerated schools, early childhood services, TAFEs or Tech Schools, or where there is a need to coordinate school improvement initiatives across the local system.

## Frequently Asked Questions

**How are communities targeted for a Place-Based Education Plan?**

Communities are prioritised based on a range of evidence-informed criteria, relating to:

* achievement, engagement and wellbeing outcomes
* pathways and opportunities for lifelong learning
* demographic change or demand pressures
* opportunities for innovation and establishing hubs of excellence
* other complex community circumstances.

Another important factor is the community’s readiness for change, including the willingness of education providers like schools, early childhood services and training providers to work together to develop local, tailored solutions.

**What are some pre-conditions for a successful Place-Based Education Plan?**

Some critical success factors for Place-Based Education Plans to make an impact in a community include:

* Community acceptance of challenges or barriers and readiness for change
* Willingness and readiness of local education partners to establish a strong culture of collaboration
* Quality of governance structures in operation to support local decision-making and information-sharing
* Alignment with other community priorities, investments and initiatives.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Shepparton, Lilydale/Upper Yarra and Frankston North Education Plans released | May 2018 |
| New Bendigo Education Plan released | Jul 2018 |
| Implementation of actions and strategies identified in the Education Plans commenced | Jul 2018 |
| Consultation and scoping of new education plans for Flemington and Oakleigh commenced | Jul 2018 |
| Construction for the Footscray Learning Precinct commenced | Late 2018 |
| Oakleigh Education Plan community engagement completed | Apr 2019 |
| Flemington Education Plan community engagement completed | Jun 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Oakleigh Education Plan will be completed | Late 2019 |
| Flemington Education Plan will be completed | Late 2019 |
| Infrastructure development in Shepparton, Lilydale/Upper Yarra and Frankston North will commence | 2019 |
| Implementation of actions and strategies identified in the Flemington and Oakleigh Education Plans will commence | 2020 |

# Amplify (Student Voice Agency and Leadership) Implementation

## Overview

Amplify is a student voice, agency and leadership practice guide.

The guide gives school professionals and students an opportunity to have conversations, collaborate and take actions to empower students, whatever their current starting point.

Amplify complements the Framework for Improving Student Outcomes (FISO) and Victorian Teaching and Learning Model (VTLM) resources, establishing the central role student voice, agency and leadership have in improving student outcomes.

For teachers, Amplify represents an opportunity to reflect on the current status of student voice, agency and leadership in their classrooms. The definitions, strategies and practice examples included in Amplify will assist teachers to identify improvement opportunities and implementation ideas.

School leaders can assist teachers to establish a culture where all school community members value and contribute to the advancement of student voice, agency and leadership.

**Theory of Change – Amplify**

**If** schools use Amplify and thematching FISO and VTLM resources to review school-wide practices and strengthen student voice, agency and leadership

**Then** effective student‑teacher partnerships for learning will develop

**so that** students have a strong sense of agency in their learning, increased commitment and strengthened focus on their learning, and a positive cycle of learning and development.

## Evidence base

There is strong evidence that students become more engaged in learning when they have opportunities to:

* exercise agency in their own learning
* contribute to the communities in which they learn
* improve the learning program for themselves and their peers.

Research findings indicate that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation[[3]](#footnote-4), which contribute to improved student learning outcomes[[4]](#footnote-5).

## Key links

* [Amplify](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx)
* [VTLM](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx)
* [Professional Practice Note 12 and 14 on student voice, agency and leadership](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/practicenotes.aspx)

## Frequently Asked Questions

### **Why empower students?**

Students who have the opportunity to exercise voice, agency and leadership in designing, developing and assessing their own learning, have a greater chance of becoming resilient and independent learners, leading to improved academic outcomes, health and wellbeing.

### **What do teachers do to empower students?**

Effective teachers enable students to be active participants in their learning. They are responsive to student feedback and adapt their teaching practice to suit the needs of all students. Through a process of gradual release of responsibility, teachers equip students with the skills they need to become engaged and self-directed learners.

### **What do school leaders do to empower students?**

School leaders create and maintain a shared vision and a safe learning environment for all the members of the school community. A climate for learning that is respectful, trusting and collaborative recognises that student empowerment enhances the work of teachers. In this environment and through the establishment of the appropriate structures, processes and practices students, teachers and the wider school community can develop the skills and willingness to collaborate and contribute to creating genuine student empowerment opportunities.

## PROGRESS TO DATE

|  |  |
| --- | --- |
| Amplify (draft for consultation) released | Jun 2018 |
| Establish Learning Labs | Jul 2018 |
| Professional learning for school leaders (Area Principal Forums) | Aug 2018 |
| Release of Professional Practice Note 12: Amplify literacy learning with student voice | Feb 2019 |
| Release of Professional Practice Note 14: Using metacognitive strategies to support student self-regulation and empowerment | Mar 2019 |

## UPCOMING ACTIVITIES AND MILESTONES

|  |  |
| --- | --- |
| Learning Labs evaluation report | Oct 2019 |
| Release of Amplify tools and resources | Nov 2019 |

1. [1] Bush 2009. ‘Leadership development and school improvement: contemporary issues in leadership development’, Educational Review, 61(4), pp. 375-389. [↑](#footnote-ref-2)
2. [2]McKenzie, Rowley, Weldon & Murphy 2011; Productivity Commission 2012. [↑](#footnote-ref-3)
3. Quaglia Institute for School Voice and Aspirations. (2016). *School Voice Report*. Corwin Press, Thousand Oaks, CA. http://quagliainstitute.org/dmsView/School\_Voice\_Report\_2016 [↑](#footnote-ref-4)
4. Hattie, J. (2009). *Visible learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge, Milton Park, UK. [↑](#footnote-ref-5)