Effective Practice Project

Capturing lessons from our schools to support the implementation of FISO

THE EDUCATION STATE

VICTORIA
State Government
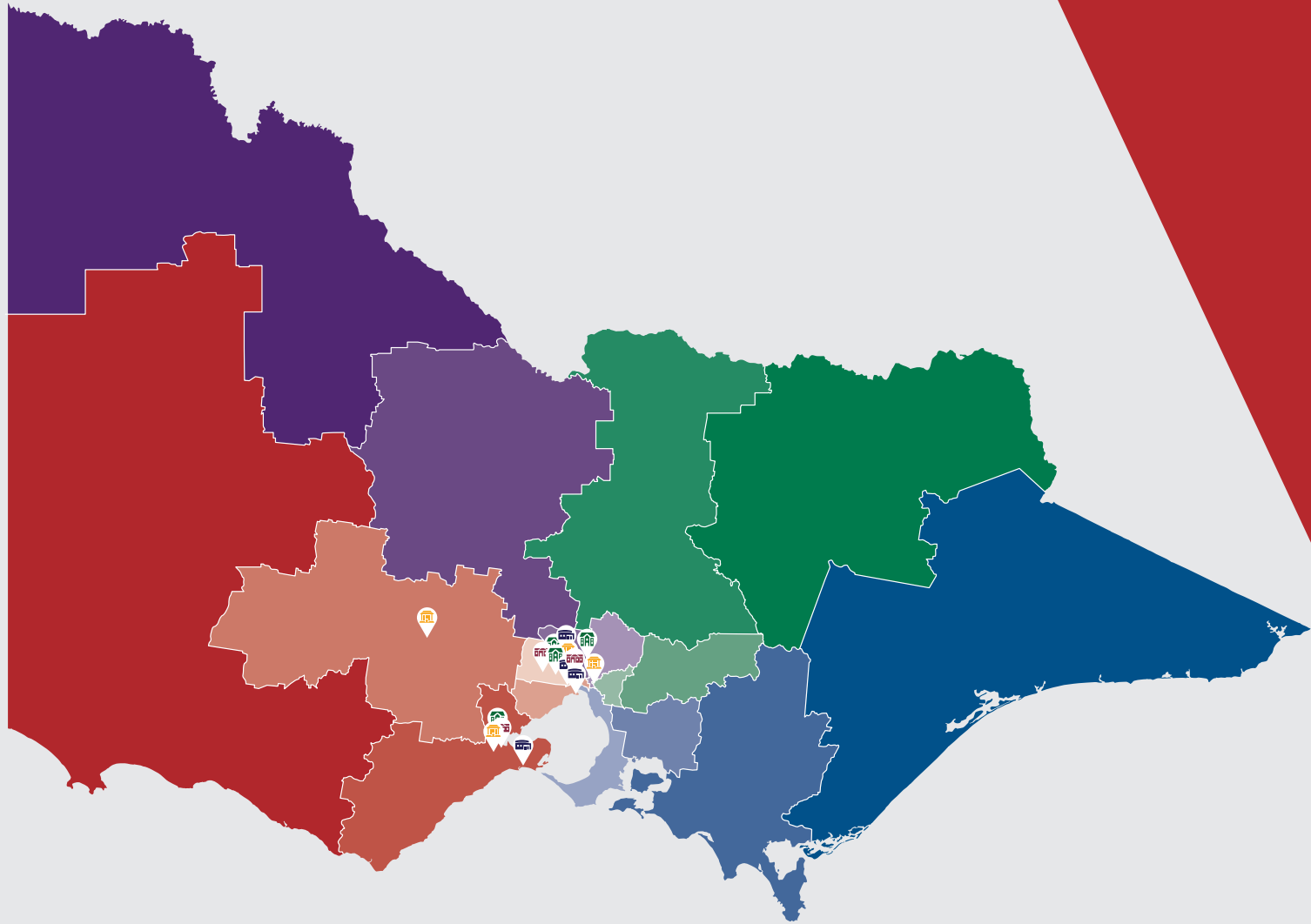
About this document

What is the Effective Practice Project?

The Effective Practice Project identified and captured effective implementation of FISO within 15 schools in the South Western Victoria Region. The 15 schools include:

Ashby Primary School
Ballarat Primary School
Belmont Primary School
Cairnlea Park Primary School
Carlton Gardens Primary School

Chilwell Primary School
Footscray North Primary School
Footscray West Primary School
Keilor Views Primary School
Kings Park Primary School

Kororoit Creek Primary School
Ocean Grove Primary School
St Albans Secondary School
Strathmore Secondary College
Williamstown Primary School

What is its purpose?

This resource presents video case studies from four of the schools. The videos document the processes school leadership teams, teachers and students led and participated in to achieve improvement. The videos are supported with engagement activities and resources to complement professional learning and viewing.

Who is it for?

This document is written for regional and school staff, who are leading school improvement initiatives and implementation. It is intended to be used by regional leaders and school improvement teams to facilitate improvement conversations that are open to learning.
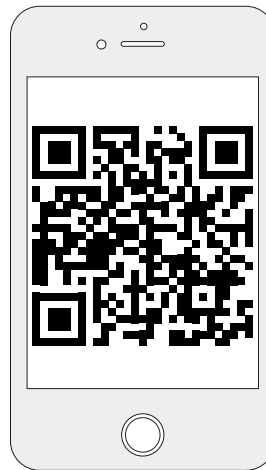
Video 1: Introduction to the Effective Practice Project by Dr Mary Jean Gallagher

How to use a QR code

To access the videos using the QR codes provided, just follow these steps:

1. Install a QR code reader on your phone
2. Open the QR code reader on your phone
3. Hold you phone over the QR code so that its visible on your screen
4. Your phone should read the code and take you to the intended video.

Vision for learning

'All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.' - Victoria's vision for learning

School profiles

Ashby Primary School

- 250 students
- Barwon Area
- SFOE: 0.3345

Carlton Gardens Primary School

- 394 students
- Western Melbourne Area
- SFOE: 0.1945

St Albans Secondary College

- 1454 students
- Brimbank Melton Area
- SFOE: 0.6025

Keilor Views Primary School

- 449 students
- Brimbank Melton Area
- SFOE: 0.5436

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1. Driving improvement through distributed and shared leadership

Video case studies

Engagement activities
Team based

For schools that are looking to:

- facilitate whole school strategic planning to drive school improvement
- distribute school leadership through school improvement teams.

School leaders build an improvement culture by developing the capabilities of their leadership team. In an effective model of distributed leadership, leaders have roughly equal numbers of direct reports, which is essential for the effective performance and development of teachers. Evidence suggests that school leaders should reduce the number of staff they supervise and reorganise leadership structures. Leadership is highly contextualised, and school leaders should adapt their strategies to suite changing conditions at different stages of the Improvement Cycle.

Video 2: Whole-school approaches to strategic planning
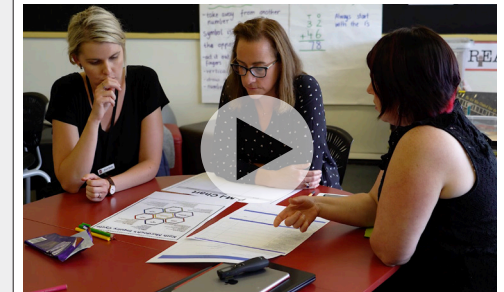
Video 3: Distributing leadership through school improvement teams

In your school improvement team meeting, watch one or both of the above videos:

1. After watching the video, refer to pages 22-24 of the FISO Continua of Practice. Identify where the practices would be located on the *instructional and shared leadership* continua and take notes of the practices.

2. Reflect on how this case study relates to your context. For example:
   ◦ Where did you self-evaluate your school against the Continua of Practice? Why?
   ◦ How can you further include staff in your school's planning processes? What might be some of the barriers and challenges that you will need to overcome?
   ◦ What changes in your school's structure would you need to enact to further improve shared and distributed leadership?
   ◦ To what extent are your staff's PDP goals aligned to the school's AIP goals to build their instructional and pedagogical expertise?

3. From your reflection and discussion, identify ways you can further develop shared and distributed leadership practices in your schools.

Framework for Improving Student Outcomes

Ashby Primary School

| FISO priority	FISO dimension	FISO continua component
Professional Leadership	Building leadership teams	The leadership team leads school improvement
		School leadership is shared
	Instructional and shared leadership	The school has a culture of strategic thinking, planning and resource management
		School leaders lead whole school improvement

Evidence of improvement at Ashby Primary School

Increased the percentage of students in **top two bands for Year 5 Reading** by 7.5% over the last three years.

Reduced the percentage of students with **low relative growth** from 40% in 2015 to 16.7% in 2018.

40%	16.7%
2015	2018
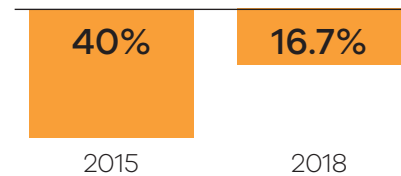
Additional Department of Education and Training resources

- FISO – distributed and shared leadership: www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension2instructional.aspx
- Strategic Planning Online Tool: https://apps.edustar.vic.edu.au/spot/
- Professional Learning Communities: www.education.vic.gov.au/plcs
- Practice Principles Diagnostic Tools: www.education.vic.gov.au/Documents/school/teachers/support/practiceprinreflection.pdf

2. Leveraging teacher collaboration and student voice in a secondary school

Video case studies

Engagement activities
Team based

**St Albans Secondary College**

For schools that are looking to:

- use PLCs to facilitate effective teacher collaboration in secondary schools
- embed student voice, agency and leadership in secondary schools.

Building a Professional Learning Community (PLC) is a proven way for schools to build professional capital and increase student learning by creating a culture that is focused on continuous improvement, committed to professionalism and fuelled by collaborative expertise. In addition, there are compelling reasons to amplify student voice, agency and leadership. Evidence indicates that student voice, agency and leadership can have positive impacts on perceptions of self-worth, engagement, purpose and academic motivation which are shown to contribute to improved learning outcomes.
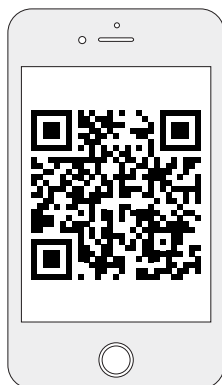
Video 4: Effective teacher collaboration in a secondary school
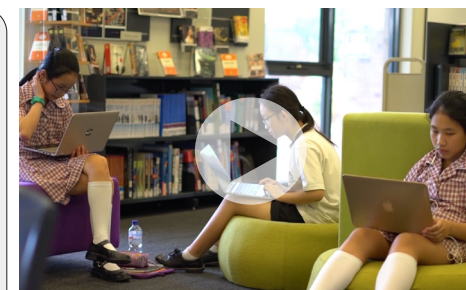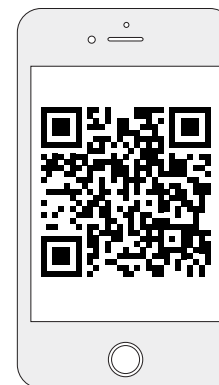
Video 5: Student voice, agency and leadership in a secondary school

In your school improvement team or PLC meeting:

1. Discuss what teacher collaboration and/or student voice, agency and leadership mean for your school. Then, watch the above videos.
   - For the first video, refer to the PLC Maturity Matrix and identify where the practices would be located and take notes of the practices.
   - For the second video, refer to pages 30-31 of the Continua of Practice. Identify where the practices would be located on the *empowering students and building school pride* and take notes of the practices.

2. After watching the videos, reflect on the following questions with your colleagues:
   - What are potential barriers and challenges to building a school environment that fosters teacher collaboration and student voice, agency and leadership? How might these be overcome? For example, are there daily routines or timetable structures you would need to change to facilitate PLCs?
   - What strategies could you implement to further improve teacher collaboration? What strategies could you implement to foster student voice, agency and leadership? For example, does your school currently have Student Voice/Action Teams?

3. Establish a set of draft goals for developing either teacher collaboration or student voice in your school and a process for including teachers and/or students in co-designing and ratifying.

Framework for Improving Student Outcomes

FISO priority	FISO dimension	FISO continua component
Positive climate for learning	Empowering students and building school pride	The school activates student voice, agency and leadership
Professional leadership	Instructional and shared leadership	School leaders lead teaching and learning
		The school monitors and evaluates its practice
Excellence in teaching and learning	Evidence-based high impact teaching strategies	Teachers evaluate and modify their teaching practice

Evidence of improvement at St Albans Secondary College

Increased the percentage of students in **top two bands for Year 9 Reading** by 3.7% over the last three years.

Increased percentage of students with **high relative growth in NAPLAN Reading** between years 7-9 from 19.3% in 2016 to 27.8% in 2018.
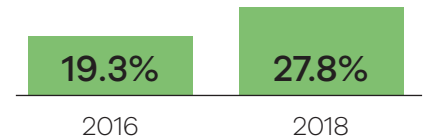
19.3%	27.8%
2016	2018

Additional Department of Education and Training resources

- Amplify, empowering students through voice, agency and leadership: www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx
- Professional Learning Communities: www.education.vic.gov.au/plcs
- Professional Learning Communities Maturity Matrix.
- Victorian Student Representative Council (VicSRC) – Developing student participation, engagement and leadership, A guide for principals: http://www.vicsrc.org.au/resources
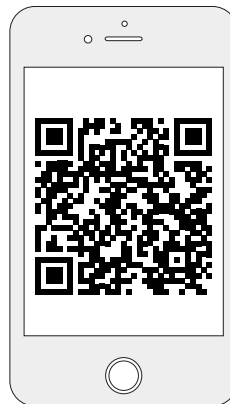
3. Using assessment to improve student learning

For schools that are looking to:

- create data walls to build collaboration and monitor student learning
- use assessment to inform differentiated and targeted teaching and learning.

If assessment is understood as the process of establishing where students are at in their learning, then all assessment is formative. Formative assessment is continuous feedback that allows teachers to evaluate impact and students to move forward in their learning. Formative assessment provides qualitative and quantitative data to inform both teachers and students about learning progress, and should be linked to the Victorian Curriculum F–10 achievement standards.

Video case studies

Video 6: Creating data walls
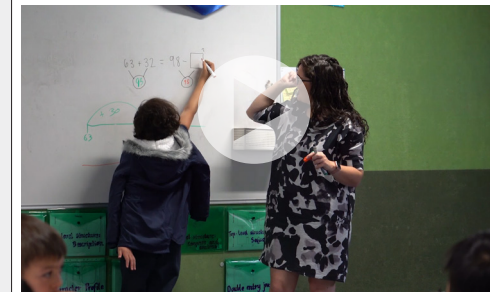
Video 7: Using assessment to differentiate teaching and learning
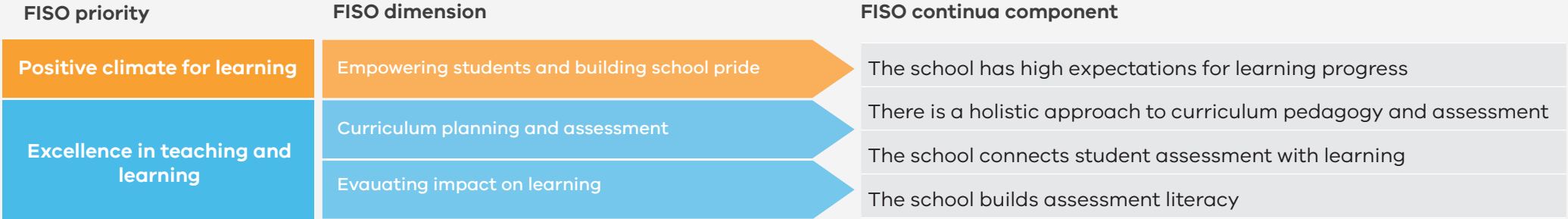
Engagement activities
Team based

In your school improvement team or PLC meeting, watch the videos:

1. After watching the videos, reflect on to what extent your school has the structures and spaces to enable discussions based on observation of what students do, say, make or write.

2. Reflect on the following questions with your colleagues:
   ◦ To what extent does your school actively encourage teachers to talk about what they can do to improve their teaching?
   ◦ To what extent does your school ensure that teachers understand the purpose of formative assessment?
   ◦ How can you demonstrate the role formative assessment plays in evaluation of learning gain, establishing high expectations and developing clear understandings of what is expected of each student?

3. Use the Practice Principles Diagnostic Tools to facilitate individual and/or whole-school reflection on Practice Principle 6, rigorous assessment practices and feedback to inform teaching and learning.

Framework for Improving Student Outcomes

FISO priority	FISO dimension	FISO continua component
Positive climate for learning	Empowering students and building school pride	The school has high expectations for learning progress
Excellence in teaching and learning	Curriculum planning and assessment	There is a holistic approach to curriculum pedagogy and assessment
		The school connects student assessment with learning
	Evauating impact on learning	The school builds assessment literacy

Evidence of improvement at Carlton Gardens Primary School

INFLUENCE
↑
RENEW

Improved its performance to move from **Renew into Influence** in 2018.

Increased the percentage of students with **high or medium relative learning gain in NAPLAN Reading** by 6.4% over last three years.

Increased the percentage of students in with **high or medium relative learning gain in NAPLAN Numeracy** by 4.2% over last three years.

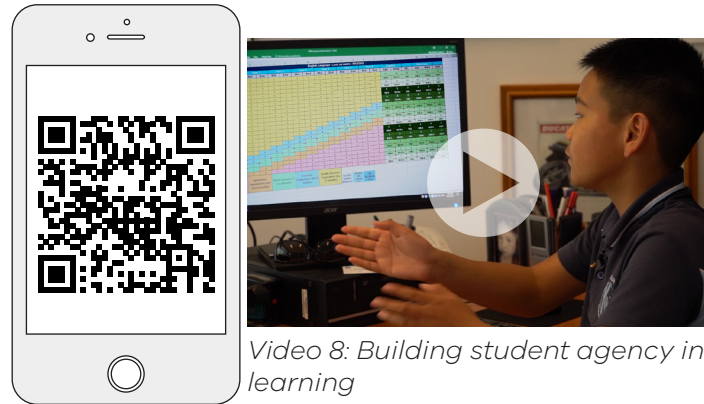# Additional Department of Education and Training resources

- Professional Practice Note 5 – using data walls to turn data into instruction: www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx?Redirect=1#link34
- Professional Practice Note 6 – formative assessment: www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx?Redirect=1#link34
- Practice Principles: www.education.vic.gov.au/practiceprinciples
- Pedagogical Model: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx
- Insight Assessment Platform: www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx

4. Embedding student voice, agency and leadership

Video case studies

Engagement activities
Team based

For schools that are looking to:

- build student agency in learning and assessment
- co-create effective learner qualities with students.

Student voice, agency and leadership are essential elements of FISO. The Victorian Teaching and Learning Model, which brings FISO into the classroom, also recognises the impact of a student-centred approach to teaching and learning. Students gain a better understanding of what good learning is and the purpose behind it if they are further invested in their learning through student-centred approaches. This can foster purposeful discussions with teachers about their progress and achievement, which has a significant effect size on achievement.

Video 8: Building student agency in learning
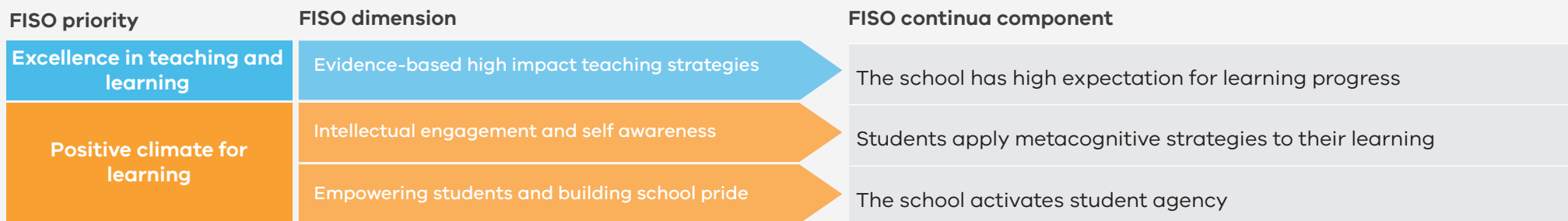

Video 9: Co-creating effective learner qualities

In your school improvement team or PLC meeting, watch the videos. Invite student representatives (for example, from the SRC or a Student Voice/Action Team) to view the videos with your teams:

1. After watching the videos, discuss the following questions with your colleagues and students:
   - What do we understand by the terms student voice, student agency and student leadership?
   - To what extent are student voice, agency and leadership embedded in whole school practices?
   - What does student voice, agency and leadership look like in the classroom?

2. Use the Practice Principles Diagnostic Tools to facilitate reflection on Practice Principle 3, student voice, agency and leadership empower students and build school pride.

3. Discuss with the student representatives a draft plan for setting up new structures for broader student participation in decision making and/or to broaden existing resources and programs to empower students (for example, Teach the Teacher Ignite Program).

Keilor Views Primary School

Framework for Improving Student Outcomes

FISO priority	FISO dimension	FISO continua component
Excellence in teaching and learning	Evidence-based high impact teaching strategies	The school has high expectation for learning progress
Positive climate for learning	Intellectual engagement and self awareness	Students apply metacognitive strategies to their learning
	Empowering students and building school pride	The school activates student agency

Evidence of improvement at Keilor Views Primary School

Keilor Views is an **INFLUENCE** school in the domain of **student attitudes**, with high and very high levels across:

92%   **stimulated learning**

88.5%   **sense of confidence**

89.7%   **managing bullying**

Increased the percentage of students in **top two bands for Year 5 Reading** by 4.5% over the last three years.

Additional Department of Education and Training resources

- Amplify, empowering students through voice, agency and leadership: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx
- Victorian Student Representative Council (VicSRC) – Developing student participation, engagement and leadership, A guide for principals: http://www.vicsrc.org.au/resources
- Practice Principle 3: Student voice, agency and leadership empower students and build school pride