# Theory of change worked example

## IMPLEMENTATION STRATEGIES

### Key Improvement Strategy

Implementing a language and literacy for learning strategy in a secondary school context

### Actions

* build common language rubrics for English (and other nominated subject)
* develop shared assessment schedule
* facilitate assessment moderation sessions
* build teachers' knowledge of language pedagogy through disciplined based, literacy focused PLCs

## ASSUMPTIONS

When teachers understand how language works within their specific disciplines, they will see the purpose of teaching it, and seeing this purpose will lead to a change in practice.

## OUTCOMES

### Outputs

* rubrics for assessing specific language use in student work
* annotated student work samples
* model units with detailed planning for explicit language instruction
* collection and sharing of student feedback
* video models of classroom practice

## OUTPUT INDICATORS

Number of teachers:

* Using rubrics
* Collecting student feedback
* Using practice videos

## ASSUMPTIONS

Access to shared resources will be used in teaching practice consistently, and teachers will use student feedback to reflect on their practices.

## OUTCOMES

### Short and medium outcomes

* whole-school assessment and moderation routine
* improved use of metalanguage by students
* improved student capability to write with choice and control

## Outcome indicators

Percentage of teachers reporting positively against “collective responsibility” and “collective focus on student learning” survey items in School Staff Survey

## ASSUMPTIONS

Teachers regularly reflect on their practices, incorporating feedback from peers and students to develop new practices that support students to improve their learning

## IMPACT

* Improved student outcomes in language and literacy components of English and other subject areas
* Improved student efficacy and meta-linguistic awareness

## Impact indicators

* Percentage of Year 7 and Year 9 students in top two bands of NAPLAN
* Percentage of Year 7 and Year 9 students in bottom two bands of NAPLAN

## Problems

At a large secondary school in north western Melbourne, the literacy outcomes for Year 7 to 9 students have been static. Through the analysis of student assessment data, staff identified common language and literacy challenges for students across curriculum subject areas. In their PLCs, staff identified the need for professional learning on the language and literacy requirements of their subject areas. In addition, staff identified that they collectively needed professional learning in the explicit teaching of language and literacy.