

Driving Improvements in Teaching and Learning: Leading School Wide Strategy, Collaboration and Data Driven Directions from the Middle

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Community

A school community with a strong identity in the community

1. Our identity is well known and respected in the community
2. Quality programs and services are provided to the community

Academic

A school with a strong academic reputation

1. A social and physical environment that supports learning
2. Students are engaged in learning
3. Students achieve well in learning
4. Respectful relationships are maintained
5. A supportive, safe and healthy environment is provided
6. Partnerships are built with the community

Education

Equity, excellence and innovation in education

1. Innovative, inclusive, quality programs of learning using evidence-based teaching practices are delivered consistently throughout the school
2. Students are engaged in rich learning experiences that provide the skills, attributes and academic foundation to enable them to transition successfully to life after school
3. A culture of high expectations, continuous improvement and maximising opportunities for growth exist for all
4. Partnerships with tertiary institutions, community organisations and industry enhance student opportunities

Capacity

Business capacity to advance the achievement of our vision and mission

1. High performing, agile and flexible staff with the skills and values to improve student outcomes are attracted, developed and retained

Education

using evidence-based teaching practices are delivered consistently throughout the school that provide the skills, attributes and academic foundation to enable them to transition successfully to life after school

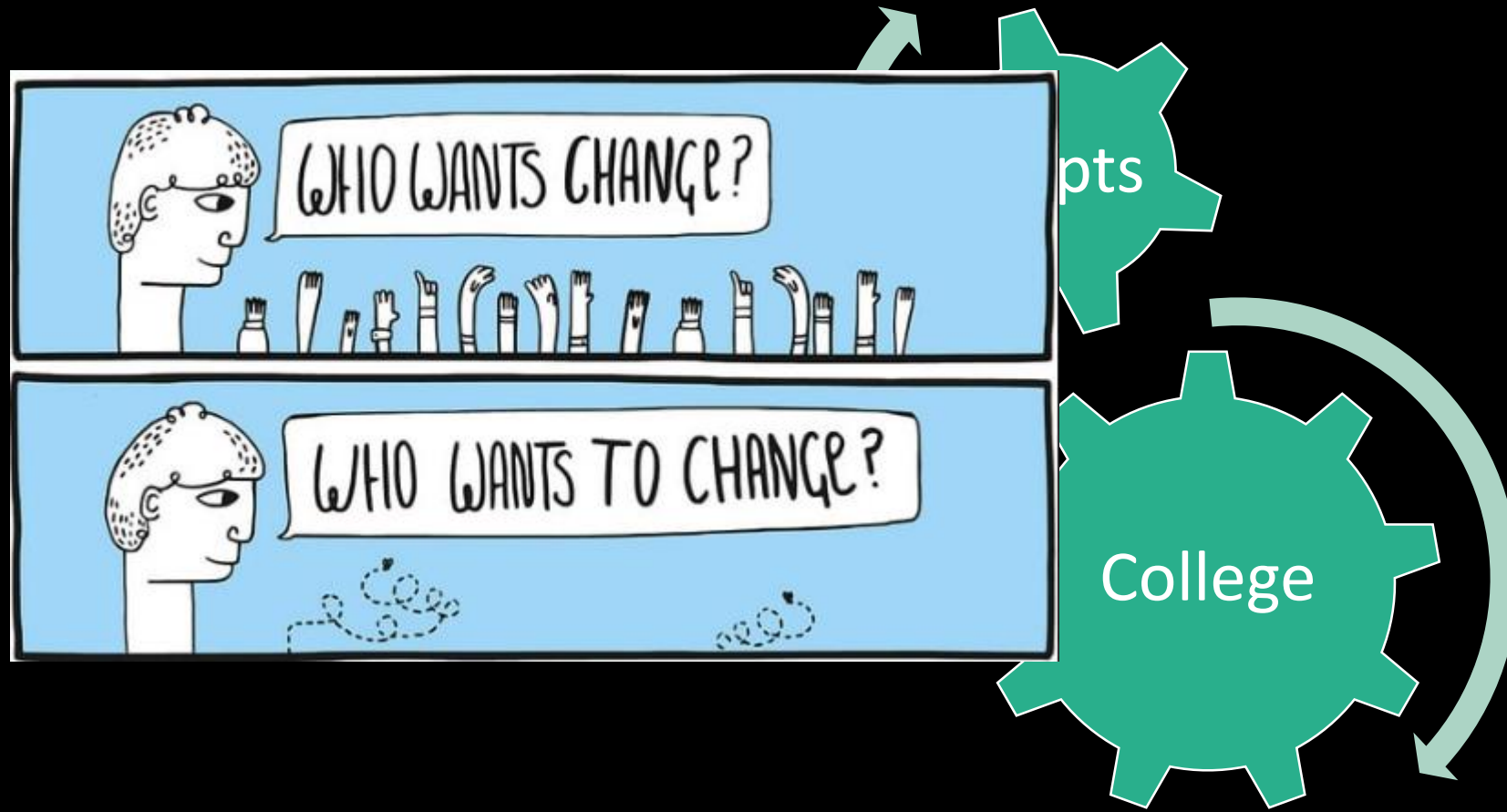
of our vision and mission

skills and values to improve student outcomes are attracted, developed and retained

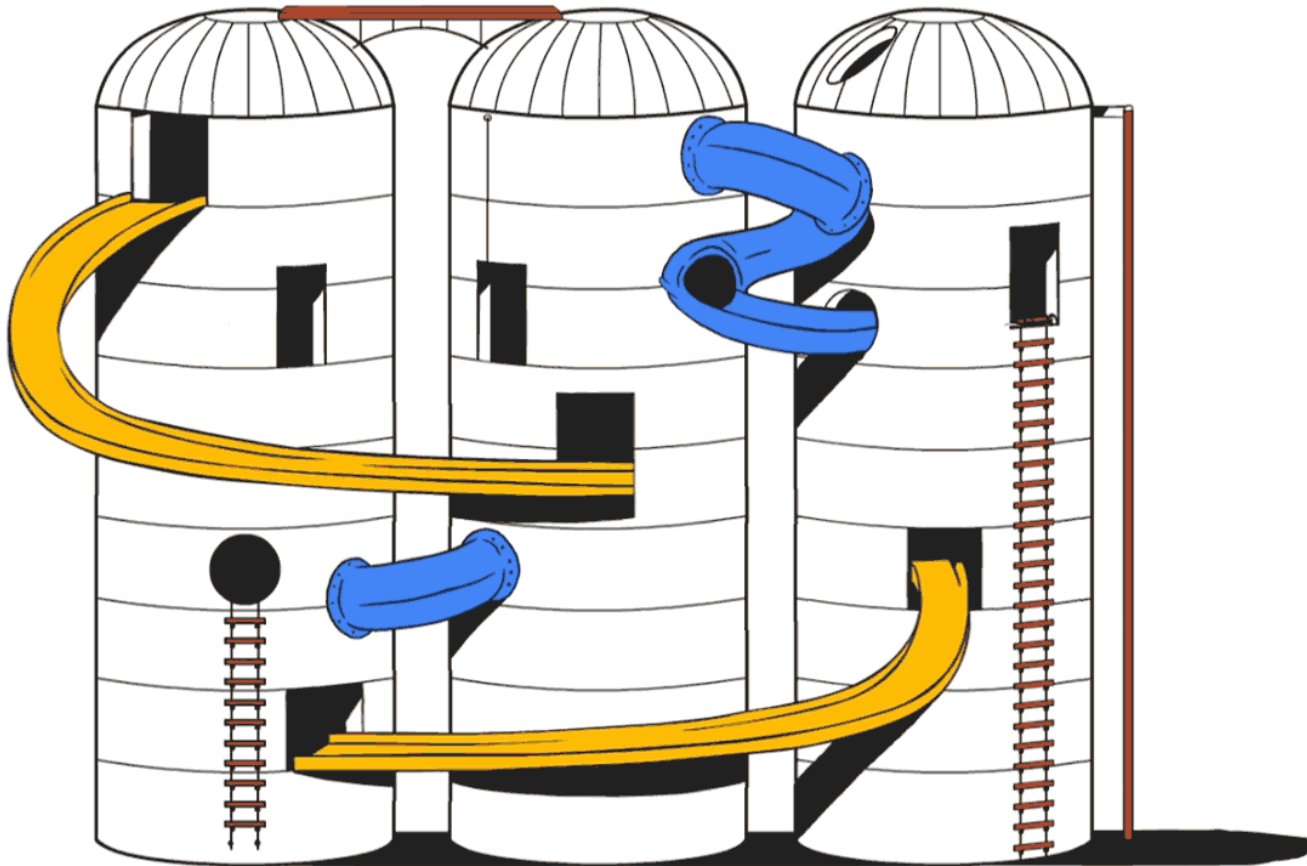
reliable structures and procedures



Middle Leaders are the Engine Room of Change



In schools departments often operate as silos



“Rightness is what matters in vertical thinking. Richness is what matters in lateral thinking.” (Edward de Bono)

Collaboration vs Cooperation

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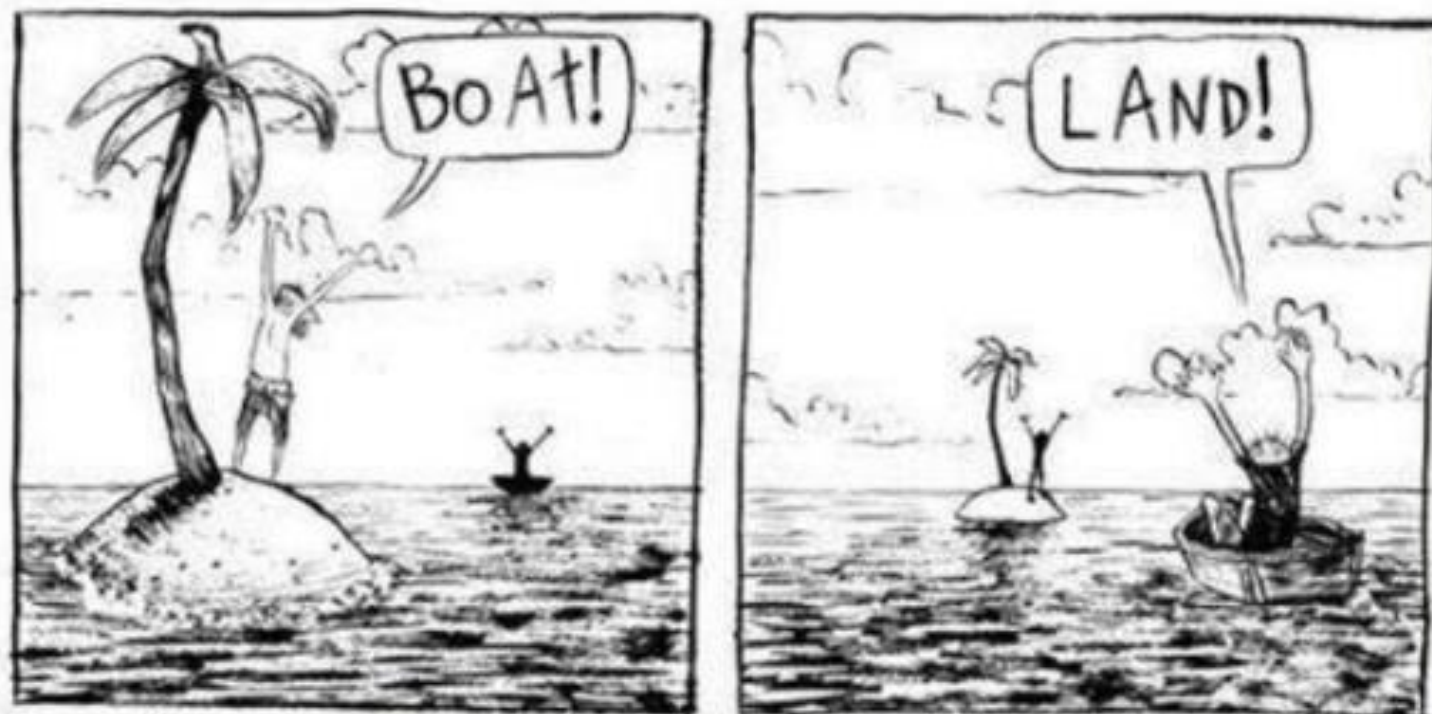
Collaboration: "To work with another or others on a joint project."

- Joint planning, decision making, and problem solving
- Job embedded and long term
- Formal and informal
- Common goals
- High levels of trust



Cooperation: "To be of assistance, or willing to help."

- Individual ownership of goals with others providing assistance for mutual benefit
- Resources and materials are shared as required
- Often spontaneous/one off arrangements
- Passive engagement by others
- Often short term
- No set structure or arrangements



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Perspective...

Assessment for and feedback on growth in learning

Promoting a growth mind set in our learners

Where are we now?

Where do we want to get to?

How do we know we have got there?

practice.

Know our learners, know how to best move them
forward in their learning and know our impact on
learning.

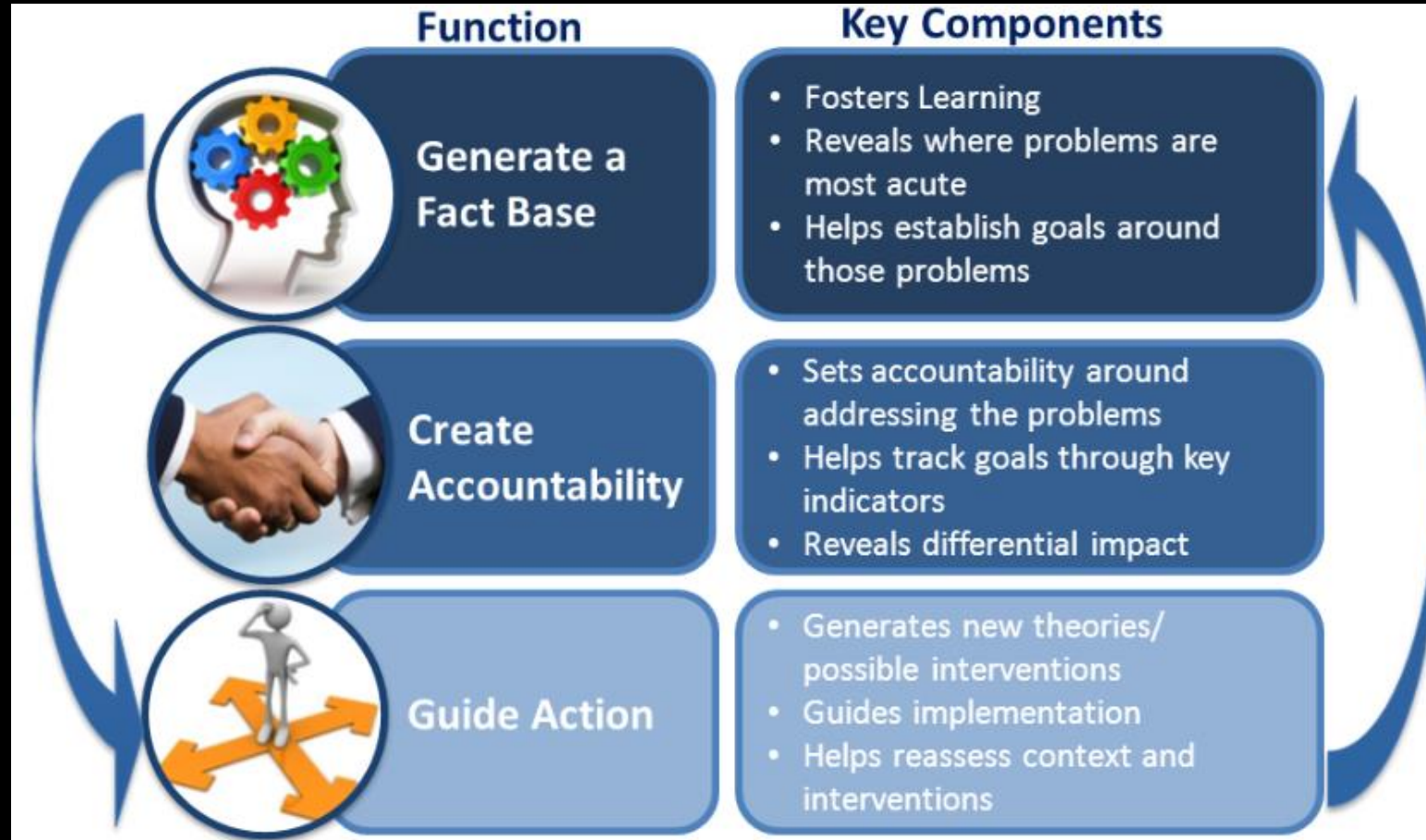
Informed as to what has the highest impact

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Leaders are now existing in and contributing to a
school perspective on change and improvement

DATA FRAMEWORK VISIBLE LEADERSHIP



Education		
Equity, excellence and innovation in education		
Key Goal	Data Source	Data aggregation / focus areas
1. Innovative, inclusive, quality programs of learning using evidence-based teaching practices are delivered consistently throughout the school	Department Strategic Development Plans	% completion and progress
	Leadership Assessment (ACER) at Executive level and Department Level	All staff and department level
2. Students are engaged in rich learning experiences that provide the skills, attributes and academic foundation to enable them to transition successfully to life after school	Student Perception Survey	Individual Teacher, at point, via lesson code?, department level, year level, gender (see aggregation plan)
	Student Goal Setting records from PC Program	Year level, department, gender
	Engagement in Learning report data	Year level, department, gender
	Co-curricular participation rates	Activity, year level, gender
	Focus Groups	Year level, department, gender
	Attendance rates at PC Presentations and other activities (events)	Year level, gender
	Number of V-grades	Year level, gender
	Behaviour data (Synergetic)	Year level, department, gender
	Learning Walks	Year level, department, gender
	Lesson Observations – engagement	Department
	GC assessment (tbc)	Year level, department, gender
3. A culture of high expectations, continuous improvement and maximising opportunities for growth exist for all	Course Documents – authentic learning	Department
	NAPLAN (7 & 9) Growth and Allwell Yr 6 Testing	Year level, gender
	AST Growth (SR & MC)	Gender
	National School Improvement Tool – Explicit improvement agenda rubric	N/a
	P&D Plans - engagement	Department
4. Partnerships with tertiary institutions, community organisations and industry enhance student opportunities	Grade Point Average	Year level, department, gender
	Register of formal partnerships – purpose, numbers of students involved	N/a
	Evaluations from partners	N/a



Final Remarks

- Culture trumps strategy – so create a culture of authentic collaboration to drive your school improvement strategies.
- Middle leaders are the engine room for change. They connect with department staff and report to senior leaders and are therefore at the heart of improving student outcomes.
- Treating all as leaders and empower them to see school improvement from a broad lens results in greater ownership of the whole school improvement agenda.
- Data for data's sake is pointless. Data collection and aggregation needs to be aligned with a clear purpose and reported on cyclically, to create motivation and drive towards improved student outcomes.