Early Action for Success

LESSONS FROM THE EVALUATION 2012-2016

EREBUS INTERNATIONAL
TUESDAY 1 NOVEMBER, 2016

Erebus Evaluation 2012-2016

- **Cross sectoral**

- **Has provided both formative and summative data**

- **Data drawn from:**

  - **multiple annual school visits,**

  - **6 longitudinal case studies (2012-2016),**

  - **interviews with key stakeholders,**

  - **annual on-line surveys of principals and instructional leaders,**

  - **student attitude surveys (2013-2015),**

  - **student outcomes analysis**

- **Final report due March 2017**

Context for EAfS Implementation

- EAfS has been implemented in a changing policy context, including:
  - Great Teaching, Inspired Learning
  - Local Schools Local Decisions
  - Resource Allocation Model (RAM funding)
  - NSW School Excellence Framework
  - Rural and Remote Blueprint
  - 21st Century classrooms
  - BOSTES Teacher Accreditation and Professional Development requirements
  - National Curriculum changes, incl new Mathematics syllabus
  - SENTRAL, PLAN

Impact of EAfS

Impact on principal leadership practices (2012-2015)

Since the commencement of EAfS, survey results show that principals have:

- ▶ Become more collaborative in decision making (51% to 65%)

- ▶ Developed greater understanding of the uses for Literacy and Numeracy data (60% to 81%)

- ▶ Developed more specific targets and goals (69% to 75%)

- ▶ Built a stronger culture of evidence-based decision making (75% to 88%)

- ▶ Taken a more "hands on" instructional leadership role (42% to 57%)

Impact on teacher practice (2012-2015)

Since the commencement of EAfS, survey results show that teachers have:

- **Made more effective use of tailored group and individual learning activities (62% to 93%)**

- **Have generated more hands-on learning activities (59% to 95%)**

- **Encouraged greater student ownership of their work (43% to 91%)**

- **Taught more explicitly and systematically (70% to 98%)**

- **Made more appropriate use of other specialist staff and services (50% to 88%)**

What's different in student learning outcomes (2012-2015)?

Change in Continua outcomes in Government schools

	Reading (Aspects of Text)			Writing			Numeracy		
	K	Yr 1	Yr 2	K	Yr 1	Yr 2	K	Yr 1	Yr 2
Per cent change between 2012-2015	+26	+28	+18	+25	+16	+4	+29	+26	+26
Per cent of students at or above end of year standard 2015	70	72	66	64	48	34	97	91	87

Why have these impacts been achieved?

Pre-requisites for school success

The moral imperative for change:

➢ The school's approach must be predicated on universal acceptance of the key principles that:

   ❑ *all children can learn, and*

   ❑ *the quality of teaching is fundamental to students' learning (i.e. teachers make a difference)*

➢ This transition requires, in many cases, a significant change in teacher and community expectations for students' performance

Pre-requisites for school success (cont.)

- There needs to be genuine and shared understanding of key terminology, e.g.
  - Explicit teaching vs direct instruction
  - Child-centred approach
  - Growth vs deficit mindsets
  - Evidence based approach
- There needs to be clear alignment between teachers' language and actions

Discussion point:
Where is your school?

- *"I taught them but they didn't learn",*

- *"If you want better results, give me better kids"*

- *"What else would you expect from students with this background?"*

Contrast with "new" language –

- *"We have a 'no excuses' policy for student learning"*

- *"We always start with a growth mindset"*

Which quotes reflect your school's current stage of development?

Pre-requisites for school success: Scope and focus of implementation

▶ **While the initial focus and intention of Phase 1 was on the early years (K-2), the most successful schools have adopted a whole school (K-6) approach:**

> ➢ **Embeds EAfS in the Annual School Plan**

> ➢ **Utilises Literacy and Numeracy improvement as a vehicle for cultural change at the whole school**

> ➢ **Requires long-term commitment from the whole school community**

> ➢ **Requires strategic deployment of existing school financial and human resources in addition to EAfS funding**

> ➢ **Focuses on sustainability from the outset**

The realities…

▶ **Achieving successful cultural change (school improvement) most often requires significant changes in teacher and leader mindset and consequent professional actions.**

    ➢ *"We can't expect different results if we keep doing the same things"*

▶ **Schools need to be prepared to confront and accept the reality of students' existing results before they can begin to adopt an improvement strategy**

▶ **Long-term success is built upon collegial relationships among principal, Instructional Leader and staff, characterised by a culture of trust, mutual respect and ongoing collaboration**

The realities (continued)…

- ▶ **Principals and teachers must accept individual and collective responsibility and accountability for student learning**

- ▶ **Requires "a relentless focus" on learning as the core business of the school**

- ▶ **Principals and teachers need to be innovative in using new approaches to enhance student learning, e.g:**

  - ▶ **Restructuring the timetable**

  - ▶ **Using personnel differently**

  - ▶ **Maximising student learning time**

Key elements of the new approach

- ▶ **Enhanced instructional leadership**

- ▶ **Data driven decision making**

- ▶ **Targeted teacher capacity building**

- ▶ **Personalised learning and differentiated teaching**

- ▶ **Student ownership/empowerment**

- ▶ **Effective systemic support and accountability processes for schools**

What effective instructional leaders do

▶ **Instructional Leaders play a critical role in the cultural change journey undertaken by successful EAfS schools. They:**

  ▶ **operate as co-leaders within the school particularly in relation to teaching and learning**

  ▶ **ensure that analysed student data become the enduring source of evidence upon which informed decisions are made about teaching and learning.**

  ▶ **facilitate targeted professional learning opportunities for both school executive and classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring and coaching in specific aspects of pedagogy**

  ▶ **build a culture of sustainability of the impacts already achieved**

Role of the instructional leader

Major responsibilities of instructional leaders 2013-2016 (Gov't and Cath sectors)

	2013 (%)	2014 (%)	2015 (%)	2016 (%)
Leading all aspects of LNAP	66	75	81	79
Provide/facilitate staff professional learning	86	93	83	86
Build an evidence based culture within the school	78	87	82	86
Challenge and refined existing classroom pedagogy	91	89	87	89
Monitor and report on student progress in K-2 Literacy/Numeracy	91	94	87	90
Contribute to the development of plans in both Literacy and Numeracy that focus on student performance	51	62	46	82
Facilitate/share effective practice in Literacy and Numeracy	90	92	84	87
Mentor and coach staff	82	87	93	91

Discussion point: The evolving role of the Instructional Leader

▶ **Some principals suggest that after five years in a school, they need to "move on", since they have added all the value they can.**

▶ **Do you believe Instructional Leaders also have a "use by" date?**

▶ **How do you see the role of the Instructional Leader evolving in your school in Phase 2?**

Data driven decision making

- **Data about individual student learning needs have become a key driver for class/grade/stage planning and programming:**
  - **Programs are now completed within short time frames, reflecting changing student learning needs**
  - **Programs are more commonly completed on a collaborative, rather than individual basis**
  - **Use of data walls is seen as an important tool to assist teachers to understand learning progressions and interpretation of syllabus outcomes**
  - **Use of data has resulted in teachers' having a deeper understanding of and a collective responsibility for student learning needs**

Discussion point: Future use of data

► **Consider each of the four points on the previous slide concerning the use of data.**

► **Where is your school tracking in relation to each of these?**

► **Is there potential for your school to make even more effective use of data in 2017 and beyond?**

Targeted teacher capacity building

▶ Teachers' professional learning needs are now more commonly determined directly by student learning needs

▶ TPL has been most commonly delivered "at the teacher's elbow", or in stage/grade based groups initially by the Instructional Leader.

▶ As staff capacity has developed, other TPL opportunities have evolved, e.g., instructional rounds and similar forms of structured classroom observation and feedback

▶ Best forms of TPL encourage teachers' ownership of their learning and use techniques that are non-directive, just as with students

▶ Continuous professional learning has become an integral part of the daily timetable, rather than a one-off event after school.

Discussion Point:
Teachers are your greatest asset

"The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives"

➤ **How can greater professional collaboration be facilitated in your school through EAfS?**

➤ **What creative strategies can you suggest for maximizing the value of TPL in your school?**

Personalised learning and differentiated teaching

▶ **The way that teachers now think about addressing student learning needs has changed fundamentally due to an enhanced understanding of the RTI model:**

➢ **Nature of classroom learning reflects individual learning needs of students (T1, T2, T3), including the more systematic use of appropriate tiered interventions**

➢ **Students are working in small ability based groups, facilitated by SLSO, support teachers, other paraprofessionals or parents trained for the task**

Personalised learning and differentiated teaching (continued)

▶ **Technology is being increasingly employed to support individualised student learning**

▶ **The locus of responsibility for students at risk sits squarely with the classroom teacher, not specialist support teachers (who now work more closely with class teachers to address student needs).**

Empowering Student Learning

▶ **Successful schools recognise that development of student ownership and empowering students to be active participants in learning is an explicit outcome of their literacy/numeracy improvement strategy.**

▶ **Genuine student engagement evolves from students increasingly understanding what and why they are learning. This involves:**

  ➢ **Developing the language of learning intentions, success criteria (WALT and WILF statements)**

  ➢ **Structuring learning activities in a way that encourages student self regulation**

  ➢ **Engaging students in the evaluation of their own work e.g., "I can" statements and "Bump it up" walls**

The importance of systemic support

- **Schools' potential to achieve significant improvement in students' literacy and numeracy is enhanced through systemic coordination and support, e.g.:**
  - **Regular (5 weekly) tracking of student K-2 continuum data with targeted feedback**
  - **Co-ordination of professional learning opportunities for principals, Instructional Leaders and staff**
  - **Facilitation of networking opportunities for principals/Instructional Leaders/school executive**

Conclusions

The way teachers operate

EAfS has demonstrably had a positive impact in schools in terms of:

- the way teachers operate as professional educators, resulting in:
  - enhanced quality of teaching and learning,
  - enhanced teacher confidence and competence,
  - more appropriate use of learning resources,
  - more appropriate use of paraprofessional and support staff
  - more considered use of intervention strategies and programs

Improved student learning outcomes

- There is evidence of improved student learning outcomes particularly in Reading and Numeracy (Early Arithmetic Progressions) and to a lesser extent in Writing, as reflected in the K-2 Continua data

- This impact does not appear to have been reflected at this stage in Year 3 NAPLAN results

- The changes in student outcomes suggest that EAfS is appropriate, and has contributed to substantial school improvement across NSW government schools

- Participation in Phase 2 will enable schools to continue to assist teachers and students to constantly challenge and enhance their performance

A model for school improvement
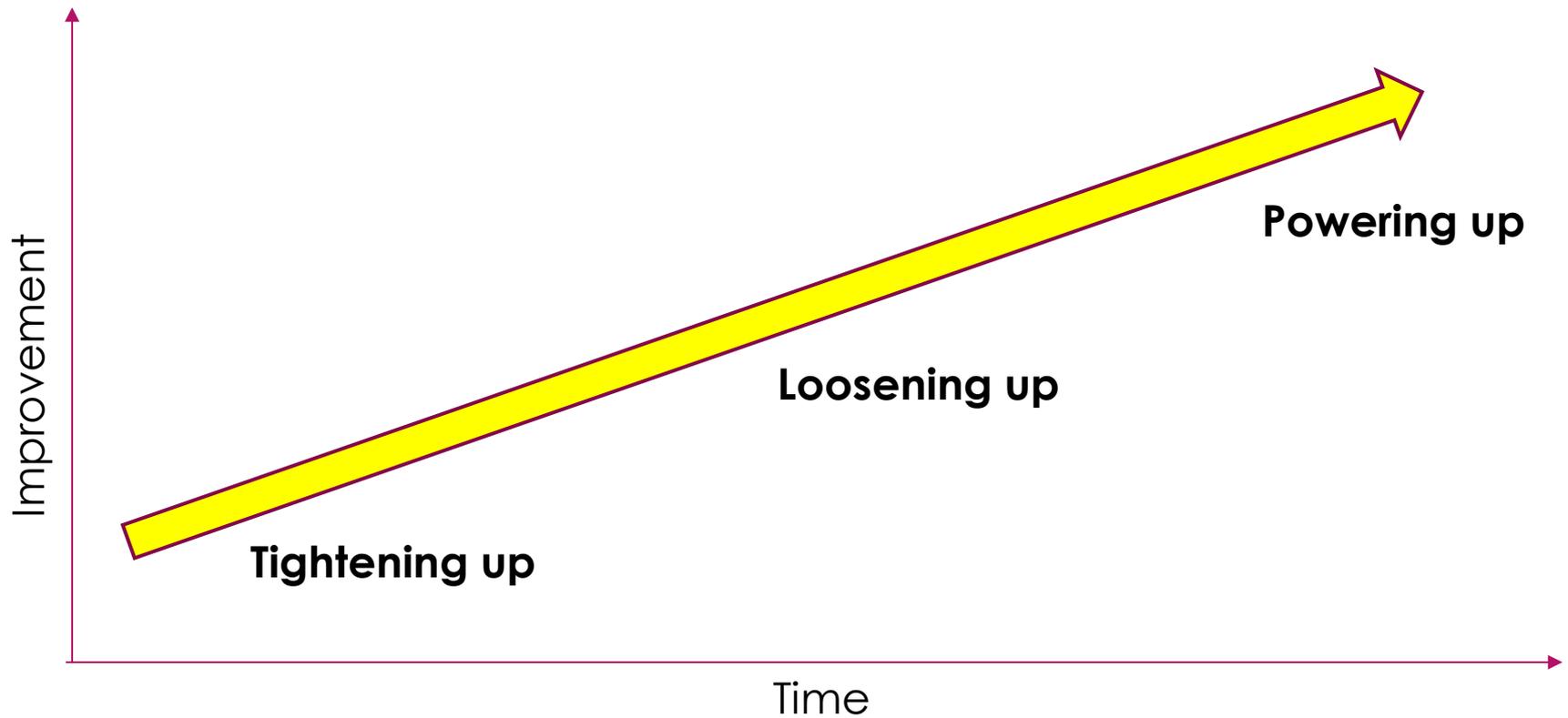
Perceptions of principals

> *This was an amazing program. To have it last for this length of time was one of the keys to success. It needed to not only train staff, but it also allowed them time to reflect, change their practices and see the improvements. Whilst it was a 'big ask' in a busy school, once staff saw the results, they were in.*

> *A very valuable asset to our school. The number one change has been to the teachers - improved pedagogy and more frequent collaborative planning using real data.*

> *It has been a wonderful program that has given students individualized attention and assisted the teaching staff to teach explicitly. Also students have been able to set goals for themselves hence students have taken ownership of their learning.*