Quality Improvement: Actions to Impact

Torrens Valley, 15th February 2019
Acknowledgement of Country

- We would like to acknowledge that the land we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their country.

- We also acknowledge that the Kaurna people are the custodians of the Adelaide Plains and that their cultural and heritage beliefs are still important to the living Kaurna people today.
Where are we up to in the process?

• **Purpose**
• Sharing of practice
• Reflecting on actions for impact
• Gaining feedback from colleagues
Focus on steps 1, 2 and 3

1. Analyse and prioritise
2. Determine challenge of practice
3. Plan actions for improvement
4. Improve practice and monitor impact
5. Review and evaluate
1 – Analyse and Prioritise

“The school improvement planning process begins with this step, where together with your teachers and leadership teams, you will analysis evidence of student learning and set goals for improvement.”

Handbook
2- Challenge of Practice

“To determine challenge of practice you must first develop a shared understanding of current practice in the goal areas: **What is being taught** (curriculum), **How it is being taught** (pedagogy), and **how you know when student learning is progressing** (assessment)”
**GOAL**

- Identify datasets
- Notice patterns, trends, strengths, weaknesses & gaps
- Develop hunches
- Test hunches
- Find evidence
- Link to curriculum
- Ask why?

**TARGET**

- Not about improving NAPLAN, SACE, PAT or even students!
- Is about improving skills & abilities
- Is about how you measure if you have been successful
- Measure ONLY what you are trying to improve
- Be specific

**CHALLENGE**

- How are we currently planning, teaching & assessing?
- What can we do differently?
- How will we know if we are making a difference?
- What else might we need to know?

A goal identifies the skills students need to improve.
A target indicates attainment of the goal within a timeframe.
A challenge of practice identifies the specific thing teachers need to change.

@donellamumro
3. Plan actions for improvement

“During this step, research and select high-impact actions to address challenges of practice and achieve your goals.”

Page 29 Handbook

Actions are the specific steps leaders and teachers will take to change practice
Actions are ...........

- Clearly linked to the goal and challenge of practice?
- Written in terms of what leaders/educators will do?
- Reflective of the relevant Guidebooks, Best Advice Papers and or Frameworks?
- Clearly linked to other rigorous sources of evidence that support effective practice?
- Well resourced - time, money, people PD etc?
- Focussed on pedagogy not programs?
Actions

- Clearly linked to the goal & challenge of practice
- Written in terms of what leaders/teachers will do
- Evidence-based
- High impact
- Well resourced - time, money, people, PD etc.

Actions are the specific steps leaders & teachers will take to change practice
**Actions Audit Tool**

**STEP 01**
Clear, direct links to the Goal and Challenge of Practice

Written in terms of what both leaders and teachers will do to build capacity.

**STEP 02**
Teacher/leader focussed

Described changes to teacher practice, programming, planning and assessment, not just implementing a program - 25/50 day learning sprints, developing learning intentions & success criteria, embedding formative assessment strategies, developing feedback processes, strengthening questioning techniques, co-constructing learning, scaffolding learning to support and challenge students to achieve high standards, developing students meta-cognition.

**STEP 03**
Pedagogical focussed not program focussed

Evidence of follow-up through PLCs, year level meetings, PDP processes, classroom observations and walk-throughs.

**STEP 04**
Clear accountability

The strategies in the Guidebooks are not intended to represent the entire literacy and numeracy program in a school but they should be prioritised by the school as the 'must-haves'. They are the starting point and should be clearly evident in your school or SIP.

**STEP 05**
Evidence of the relevant Guidebooks

These include:
- TIEL Framework and Review Tools
- Literacy & Numeracy First
- ESR Framework & Report
- Best Advice Papers
- SACE self-review tools
- ACARA learning progressions
- Evidence for learning toolkit

**STEP 06**
Clear links to other rigorous sources of evidence that support effective practice
Actions Audit

- Use the Actions Audit Tool to analyse the potential effectiveness of each of your Actions.

- Find another leader (different site) who has a **Challenge of Practice** that is similar to one of your own.

- Leader 1: Share your intended Actions and the accountability processes you have developed.

- Leader 2: Record 3-2-1
  - 3 ways our Actions are similar
  - 2 ways our Actions are different
  - 1 thing I heard that I would like to consider for my own plan.

- Swap and repeat

- Leaders share 3-2-1 responses after both leaders have shared their Actions.
Success Criteria

“Evidence of changes in student learning reflected in what students do, say or write.” Handbook Page 32

Clearly defined success criteria helps you ensure that the changes to teacher practice (the Actions) are having the intended impact on student learning.
Sharpening the Success Criteria

*Success criteria is how you track and monitor the impact of your actions*

- Closely linked to goal and target
- Written in terms of what students/children know do, say, make or write as a result of improved teacher practice. (For educator improvement these success criteria also need to be written in terms of what educators need to know, do, say, make or write.)
- Monitored regularly and ongoing
- Focused on specific skills and not large data sets
- Measurable and observable
**Actions**

- Clearly linked to the goal & challenge of practice
- Written in terms of what leaders/teachers will do
- Evidence-based
- High impact
- Well resourced - time, money, people, PD etc

**Success Criteria**

- Clearly linked to goal & target
- Written in terms of what students know, do, say, make or write as a result of improved teacher practice
- Monitored regularly & ongoing
- Focus on specific skills not large data sets
- Measurable & observable

**Actions are the specific steps leaders & teachers will take to change practice**

**Success criteria is how you track & monitor the impact of your actions**
Next step for your site is......

We do not learn from experience…
we learn from reflecting on experience.
– John Dewey