

# Transforming Curriculum to Meet the Needs of All Learners by Empowering School and Teacher Leaders

Curriculum as Practice: Academic Learning and Engagement

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# The Challenge

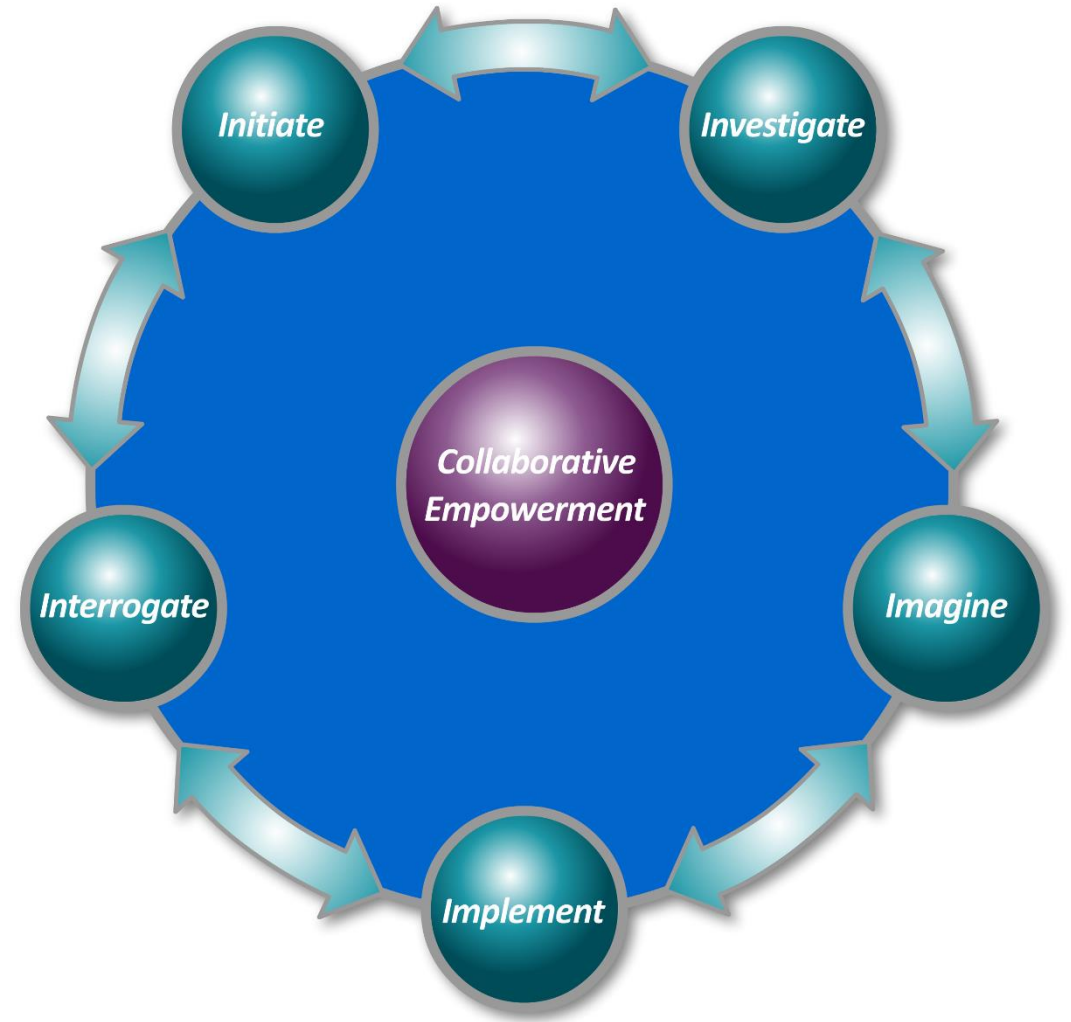
- ▶ Systemic: high stakes environment, disability, diversity, dis-engagement
- ▶ Leadership: cultural change, shared vision, professional learning processes
- ▶ Classroom: curriculum and pedagogy to meet needs of a diverse range of learners
- ▶ Processes: individual vs whole school approach (culture/collective efficacy)  
social and intellectual process

# Theoretical underpinnings

- ▶ Principle 1 - Leaders engage staff in decisions that impact their work.
- ▶ Principle 2 - Enacting effective change requires educators to co-construct the preferred future and actions to achieve it.
- ▶ Principle 3 - Change processes involve a continuous cycle of inquiry, action and reflection.
- ▶ Principle 4 - Transformative action involves collective efficacy in which individual and system beliefs are aligned to create group understandings

# Our Model - 5Is

- Initiate
- Investigate
- Imagine
- Implement
- Interrogate



# Effect of processes

Initiate	Investigate	Imagine	Implement	Interrogate	Outcome
					Clarity & scope of work
					Compelling Case
					Coherence Guiding Star
					Responsibilities
					Evidence

# Findings of case

Factors of the process that played a key role in the outcomes.

- The 5Is model built both the capacity and self-efficacy of staff and of the school leaders to engage in transformative processes.
- External leadership and expertise of the regional leaders was a critical element in supporting the school leaders and staff to use the process.
- The use of facilitation strategies that created social and collaborative processes to enable everybody to participate in the intellectual processes
- The leadership of both the Principal and SWD teacher was identified as an essential element for success.
- The principal actively engaging in the learning established the work as a priority for the school.
- The complimenting roles of SWD teacher as instructional leader and the principal establishing a climate of support through resource allocation and provision of time and coaching.
- Engaging the whole school in the imagination and interrogation phases provided a broader foundation of support for the change process.

## Outcomes

- ▶ Staff developed a whole school curriculum plan
- ▶ Teachers learnt to develop and implement differentiated units that supported students at different instructional levels.
- ▶ A planning process was developed that teachers were able to align academic and social emotional goals in lessons that incorporated strategies that addressed these goals simultaneously.
- ▶ Teachers saw a reduction in behaviour issues
- ▶ Participants reported a significant increase in staff well-being as they felt more confident about addressing the needs of students in their class and in proactively engaging in planning processes.
- ▶ The enactment of the 5Is model resulted in the empowerment of the school leaders to lead school change.
- ▶ The SWD teacher reported an improved sense of confidence as she moved into the role of instructional curriculum leader at the school.

# Impact on student outcomes in the 18 months post the commencement of the collaborative inquiry.

## Behaviour

- ▶ Behaviour incidents for all students reduced 31%
- ▶ 70% of indigenous students had behaviour incidents
- ▶ 57% of indigenous students with behaviour incidents had a major decrease in behaviour incidents.
- ▶ 65% of SWD had behaviour incidents
- ▶ 69% of SWD with behaviour incidents had a major decrease in behaviour incidents

## Academic achievement

- ▶ Increase from 71.3% to 88% for students achieving a C to A grading in English
- ▶ Increase from 84.6% to 92.8% for students achieving a C to A grading in Maths
- ▶ 65% of SWD increased at least 1 grade on E to A scale in at least 1 learning area
- ▶ 45% of indigenous students increased at least 1 grade on the E to A scale in at least 1 learning area
- ▶ 33.5% of student who are neither SWD or Indigenous increased at least 1 grade on the E to A scale in at least 1 learning area

## Attendance

- ▶ 5.5% increase in attendance for all students.

# What's Next ?

- ▶ Using theory of change to establish the chain of evidence
- ▶ Decision making
- ▶ Culture: building collective efficacy that all student's needs can be addressed
- ▶ Understanding the role and practices of external expertise.