

Section 3: Project Information

Please note that the term 'project' will be used to describe the contribution each applicant has made to achieving an outcome or outcomes stated in their school plan.

PROJECT TITLE:

Approaches to Pedagogy: A journey towards excellence in teaching & learning.

OUTCOMES IN SCHOOL PLAN:

Please list the relevant outcome(s) in your school plan (max 250 words)

Strategic Direction 1 of the 2015-2017 School Plan "Quality Teaching" aims to continue to develop the ten-year focus of the NSW Quality Teaching (QT) model as the basis for all practice. The practice requires continued refinement and evidence including teacher classroom data, student QT leadership and focus group feedback, teachers' learning journals, and coaching which together connects and supports the schools whole-person whole-school ethos.

The outcomes and improvement measures for this direction in the current plan include:

- All teachers keep a learning journal at a proficient standard which reflect individual and group action research undertaken by all teachers as a result of their collaboration within and across faculties. Journals and data analysis will be used to identify and direct teacher growth in understanding of the QT elements, and focus on setting targets and goals within the theme of collaboration and improved knowledge and understanding.
- Increased teacher understanding and confidence in QT model and application beyond their own classrooms evidenced in improved coding data.
- As a result of our work, teacher personal learning goals will reflect the continuing and consistent improvement of teacher quality over time as evidenced through data analysis and ongoing collegial dialogue. Teachers in collaboration with their mentors/supervisors will use their journals and data to identify their progression through the National Standards for teachers and develop further areas for professional growth as life-long leaders of learning. By 2017, 40% of teachers will achieve a highly accomplished standard regarding the knowledge and understanding of the QT model.

PROJECT SUMMARY:

Summary must include a short description of the project followed by evidence of its success (max 400

words).

In 2016 the school undertook external validation using the School Excellence Framework. In the three domains of Learning, Teaching and Leading the school was excelling.

SAMPLE

The journey with Quality Teaching (QT) was developed in a way that would organically assist knowledge about practice across every teacher and classroom. It began with determining the standard of assessment tasks, to classroom coding, and student feedback. Teachers undertake journal reflection, whole-school program coding and coding co-curricular activities. The binding tool used consistently has been the NSW QT model, which is strongly supported by research. (A, B) School has presented this work at local, state and national forums.

This work is validated via the following evidence:

- Development of a protocol of whole-school classroom pedagogical analysis, through the use of the QT model. All teachers have been coded by faculty managers; via in and cross-faculty groupings. Annual whole-school coding and follow-up coaching by the two deputy principals also occurs.
- Data is compiled, across each teacher and faculty, and the mean is matched against the 18 elements, for all.
- Student focus groups feedback on overall practice in terms of the range and depth of learning; this is matched to coded data.
- Teachers have a learning journal, recording teacher learning connected to classroom practice and transformational change. These are used in professional discussion, enabling staff to access professional learning support.
- The deputy principals compile a scholarly coding report that includes both quantitative and qualitative data. This forms the basis of school and faculty directions.

To support this we:

- Track HSC and NAPLAN data against QT coded data and determine trends and future directions. These inform the school plan.
- Year 8 students are trained in some QT elements by student leaders in order to assist the process of classroom learning (e.g. Knowledge Integration; Metalanguage; Student Direction – 2016).
- An annual Faculty QT award is announced where a faculty is deemed to have met a higher standard of practice.
- As of 2016, a comprehensive integrated self-initiated faculty appraisal has been completed (Maths).
- At the end of each year, faculties showcase their classroom learning through an evaluative process of reports and key successes.

Bibliography:

- A Ladwig, J. G., King, M.B. (2003). Quality Teaching in NSW Public Schools: An annotated bibliography: NSW Department of Education and Training
- B Amosa, W., Griffiths, T., Gore, J., Ladwig, J.(2008). Equity effects of quality teaching: closing the gap. AARE
- International Educational Research Conference, Freemantle (2007).

PROJECT DESCRIPTION:

Description must include evidence of how the project has contributed to achieving outcome(s) stated in the school plan (max 400 words).

Deep analysis of practice has developed and evolved over time to a level of reflection and innovation leveraging high impact on student learning outcomes, evidenced in both internal and external data. Quality Teaching (QT) coded data provides evidence of the range of (18) elements as they occur in the classroom, allowing a powerful guide to lesson focus. The collected data forms the basis of high-level comparisons over time [teachers coded by DP/P: n = 160] [Students involved in focus groups: n = 160]. The evidence provides the pre and post comments as they appear in teacher learning journals. The school has noted improved trends of collated QT data over time, particularly with regard to many of the elements within the Intellectual Quality domain: "Intellectual Quality as a dimension continues to be a consistent strength across the school....and again has presented as the strongest dimension" (*school Dissemination Practice Report*, 2013).

Outcomes:

Coded data is recorded on an Excel spread sheet, in order to be provided to the teacher and to the head teacher for further review and coaching. De-identified data is then used to assess overall trends. This data and the subsequent report identify areas across the whole school where we seek to focus, e.g. Student Direction (2016); Problematic Knowledge regarded as a poor element across the State (SIPA, 2007) has improved at **School**; however, we believe analysis of data directs us in a way that can produce stronger application of the variability of knowledge in the different socio-cultural contexts. Evidence is reviewed as part of teacher journals and informs the PDP process.

QT data shows an increasing trend for the domains of Intellectual Quality and Significance, and a high pattern for Quality Learning Environment. NAPLAN has steadily increased in Year 9 Reading, Writing, Grammar & Punctuation and Numeracy for the period 2011 – 2016.

The SEF value-added data indicates we are excelling, with exceptional growth 2012 – 2014. The additional significance for the school is the increasing bands 5 & 6 at the HSC. In the period 2001 – 2012, Bands 5/6 increased significantly. (See attached.)

The combination of a singular focus on all teacher classroom practice and the collation of quantitative and qualitative data (student focus groups and teacher learning journals) have resulted in a steady improvement over time. This is more comprehensively substantiated for the period 2010 – 2015/16 where whole-school data was more ably synthesised and analysed.

UPLOAD SUPPORTING MATERIAL

This optional step allows you to upload material supporting the success of your project. A maximum of 4 pages will be considered by the selection panel.

Support material contained additional research data, with evidence of achievement - within 4 pages.