Shifting away from distractions to improve Australia’s schools:

Time for a Reboot

Jack Keating Memorial Lecture

Copy of a full paper available at MGSE events page
Instead of promoting greater diversity, secondary schools … find themselves chasing the same academic pot of gold in a market in which “being academic” is the prime indicator of market value. …

There is limited incentive in this environment for schools to develop vocational or alternative (or personalised) learning models.

Then the government school sector is also forced to privilege an academic curriculum in order to compete with the private sector for middle-class and high-achieving students.
This narrative of “success” leads to:

- focus on the differences between schools, & arguments about school choice
- major residualization of the public school system
- social stratification is sharper in Australian; lower % to socially mixed schools

LEADING TO

- more low-income students face greater obstacles to educational achievement because they are segregated into residualized schools,
- but also more ‘cruising’ schools serving better off students, but not adding significant value to their educational achievement.
This current narrative of “success” leads to:

- focus on the differences between schools, & arguments about school choice
- major residualization of the public school system
- social stratification is sharper in Australian; lower % to socially mixed schools
- more low-income students face greater obstacles to educational achievement because they are segregated into residualized schools,
- but also more ‘cruising’ schools serving better off students, but not adding significant value to their educational achievement.
Instead ...

* Focus effort and resources on supporting teachers to work together to add at least a year’s growth for a year’s input.

* Building a narrative based on
  * identifying and valuing expertise
  * working together & opening classrooms to collaboration
  * targeting resources at need
  * accepting evidence and evaluating progress transparently
Five high level goals

* Building confidence in the (public) school system
* Increasing the percentage of students at L2 Math and Reading by Age 8
* Evidence that schools are inviting places to come and learn as reflected in the retention rates to the end of high school
* Having multiple ways to be excellent (particularly) in upper high school
* Every school having at least one Highly Accomplished or Lead Teacher.
The need for a reboot

i. The world’s biggest loser
The need for a reboot

i. The world’s biggest loser
## Who improved

<table>
<thead>
<tr>
<th>Country</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
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Who declined?

<table>
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<th>Science</th>
<th>Ave</th>
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<td>Netherlands</td>
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<td>-6</td>
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</table>

World’s 5th Biggest Loser
ii. We are driving down Math and Science participation and success
iii. We are overly focused on school differences.
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Government vs Independent Schools

Average NAPLAN numeracy Score by ICSEA (Primary Schools)
Government vs Independent Schools

Average NAPLAN numeracy Score by ICSEA (Primary Schools)

News Corp Australia
iv. We do not have as a driver that schools must be inviting places to learn.

1-5 not finishing high school
iv. We are dumbing down teacher education

Oh you don't get how to do it?

Let me explain it the exact same way I explained it the first time.
v. The growing pains of inequality
• 5% of all primary students
• 77% of all primary schools have at least one Indigenous student
• Majority of Indigenous students go to schools in the metropolitan and provincial regions of New South Wales and Queensland
Cape York Schools

Yr 3 - 5 Reading Growth

- Reading: 3 X
- Writing: 2 X
- Numeracy: 3 X

Growth Effect Size

- Good to Great
- Australia
<table>
<thead>
<tr>
<th>The Visible Learner</th>
<th>School Climate</th>
<th>Strategic planning</th>
<th>Position responsibilities</th>
<th>Assessment systems</th>
<th>PD program</th>
<th>Lesson planning</th>
<th>Walkthroughs &amp; Observations</th>
<th>Appraisal</th>
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<td>Inspired &amp; Passionate teachers</td>
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<tr>
<td>The Visible Learner</td>
<td>School Climate</td>
<td>Strategic planning</td>
<td>Commonplace and systematically embedded</td>
<td>PD program</td>
<td>Lesson planning</td>
<td>Walkthroughs &amp; Observations</td>
<td>Appraisal</td>
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<td>Know they Impact</td>
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<td>Exists but not common-place or systematic</td>
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<tr>
<td>Inspired &amp; Passionate teachers</td>
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<td>Exists but in small pockets</td>
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</table>
Building School Capability: 2012-2015

Common-place and systematically embedded

Exists but not common-place or systematic

Exists but in small pockets

Not established practice

Baseline
Building School Capability: 2012-2015

Common-place and systematically embedded

Exists but not common-place or systematic

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Impact Cycle 1

Baseline
Building School Capability: 2012-2015

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Exists but not common-place or systematic

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Not established practice

Impact Cycle 1

Impact Cycle 2

Baseline
# Building School Capability: 2012-2015

## Impact Cycle 3
- Common-place and systematically embedded

## Impact Cycle 2
- Exists but not common-place or systematic

## Impact Cycle 1
- Exists but in small pockets

## Baseline
- Not established practice

### Table and Diagrams

- Source: [Table and Diagrams](#)
Time for a reboot

Changing the narrative:

i. Identifying and valuing expertise
repeating classes
student control over learning
learning styles
lengthening school day or school year
single sex schools
changing school calendars or timetables
charter schools
ability grouping
mentoring
out-of-school curricula experiences
web based learning
class size
accountability models
problem based learning
individualised instruction
finances
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<td>Not learning styles</td>
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<td>Not lengthening school day or school year</td>
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<td>Not single sex schools</td>
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<td>Not changing school calendars or timetables</td>
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<td>Not charter schools</td>
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<td>Not ability grouping</td>
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<td>Not mentoring</td>
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<td>Not out-of-school curricula experiences</td>
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<td>Not web based learning</td>
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<td>Not problem based learning</td>
<td>0.22</td>
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<td>Not individualised instruction</td>
<td>0.22</td>
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<tr>
<td>Not finances</td>
<td>0.23</td>
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</tbody>
</table>
1. Teachers, working together, as evaluators of their impact  

2. The power of moving from what students know now towards explicit success criteria  

3. Errors and trust are welcomed as opportunities to learn  

4. Maximize feedback to teachers about their impact  

5. Getting the proportion of surface to deep correct  

6. The Goldilocks principles of challenge, and deliberate practice to attain these challenges
HALTS

- Australian Professional Standards
- Teacher
- Accreditation / Provisional registration
- Proficient
- Registration / Renewal
- Highly Accomplished
- Certification
- Lead
ii. Changing the narrative: What do we mean by impact?

1. Common conception of impact

2. Magnitude of impact

3. Equity of impact

“Every child deserves at least a year’s growth for a year’s input.”
iii. Changing the narrative: Working together on impact?

Collective Teacher Efficacy

New #1

d= 1.57

Beliefs of teacher group about collective ability to promote successful student outcomes within their school
iv. Changing the narrative: focus Knowing How and Knowing what
v. Changing the narrative: Appease the students & Stop appeasing the parents (or at least re-educate the parents).

### Highest rated influence on student achievement

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating</th>
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<tr>
<td>Smaller class sizes</td>
<td>91%</td>
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<tr>
<td>Providing extra curricula activities</td>
<td>76%</td>
</tr>
<tr>
<td>Enforcing homework</td>
<td>71%</td>
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<tr>
<td>Whether the school is religious or non-religious</td>
<td>70%</td>
</tr>
<tr>
<td>Wearing school uniforms</td>
<td>66%</td>
</tr>
<tr>
<td>Retention</td>
<td>59%</td>
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<tr>
<td>Private or government school</td>
<td>56%</td>
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<tr>
<td>Single sex or co-ed</td>
<td>49%</td>
</tr>
<tr>
<td>Lengthening time in schooling</td>
<td>38%</td>
</tr>
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</table>
Kambrya College - Melbourne

2007

- Student Relations
  - Classroom Behaviour
  - Connectedness to Peers
  - Learning Confidence
  - Student Motivation
- Teaching & Learning
  - School Connectedness
  - Stimulating Learning
  - Teacher Empathy
  - Teacher Effectiveness
- Well-being
  - Student Morale

2007
vi. Changing the narrative: Moving from achievement to Progress.
Progress to Proficiency

High Proficiency/Achievement

Low Proficiency/Achievement

Low Progress/Growth

High Progress/Growth
Progress to Proficiency

- Cruising schools/students
- Optimal schools/students
- Unsatisfactory schools/students
- Growth schools/students

High Proficiency/Achievement

Low Progress/Growth

Low Proficiency/Achievement

High Progress/Growth
Progress to Proficiency

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High Progress/Growth
Progress to Proficiency

- High Proficiency/Achievement
  - Cruising schools/students
  - Optimal schools/students
- Low Proficiency/Achievement
  - Unsatisfactory schools/students
  - Growth schools/students

- Low Progress/Growth
- High Progress/Growth
Years 7-9 Reading
Growth and SES

Reading $r = -0.58$
Growth $r = 0.11$
vi. Resourcing teachers to do their progress work.
vii. Changing the narrative: Opening classrooms to collaboration.
vii. Changing the narrative: Opening classrooms to collaboration.

VISIBLE CLASSROOM Transcripts

Teachers received a transcript at the end of their lesson.

Students
- delivered on tablets within 5 seconds
- 99%+ accurate
- interaction with transcript
- utilize at later date

TEACHER
That is brilliant. The fact that you picked up on the language that tells us that it probably is fiction, isn’t it.

What about the Duke of Disaster? [Q_Teacher] On the news there is a story about the Duke of Disaster and I am going to explain it.

In the olden days, especially in Wales, there were lots of coal mines underground to the coal mines. A colliery is a mine where and it is based on a true story.
### What works, at what cost
Effectiveness and cost of education strategies

<table>
<thead>
<tr>
<th>Effect in additional months’ progress</th>
<th>Relative costliness</th>
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<tr>
<td>Feedback to pupils</td>
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<tr>
<td>Meta-cognitive strategies*</td>
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<tr>
<td>Peer tutoring</td>
<td>6</td>
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<tr>
<td>Collaborative group learning</td>
<td>5</td>
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<tr>
<td>Reducing class size to &lt;20</td>
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<tr>
<td>Individualised instruction</td>
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<tr>
<td>Mentoring of pupils</td>
<td>1</td>
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<td>Teaching assistants</td>
<td>1</td>
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<tr>
<td>Improving school buildings</td>
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<tr>
<td>Streaming by ability</td>
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</tbody>
</table>

Source: Education Endowment Foundation
*Helping pupils think about their own learning more explicitly

Source: http://australia.teachingandlearningtoolkit.net.au/
ix. Starting early and the scandal of early childhood

**The Achievement Gap Starts Early**

- 1,116 words (Children in professional families)
- 749 words (Children in working class families)
- 525 words (Children in welfare families)

**Exam Pass Rates in UK**

- 73% for 500 words at age 5
- 97% for 6000 words at age 5

- 21% for 500 words at age 16
- 75% for 6000 words at age 16
A culture of “collaborative expertise” can help every student achieve at least one year’s progress for one year’s input.

Assessments that shape, not just measure, learning

Higher expectations for both students and teachers

Shared understanding of what one year’s progress looks like

Expert, inspired, passionate teachers

Teachers sharing evidence of impact
Resourcing for expertise
1. Building confidence in the (public) school system
2. Increasing the percentage of students at L2 Math and Reading by Age 8
3. Evidence that schools are inviting places to come and learn as reflected in the retention rates to the end of high school
4. Having multiple ways to be excellent (particularly) in upper high school
5. Every school having at least one Highly Accomplished or Lead Teacher.
Thanks