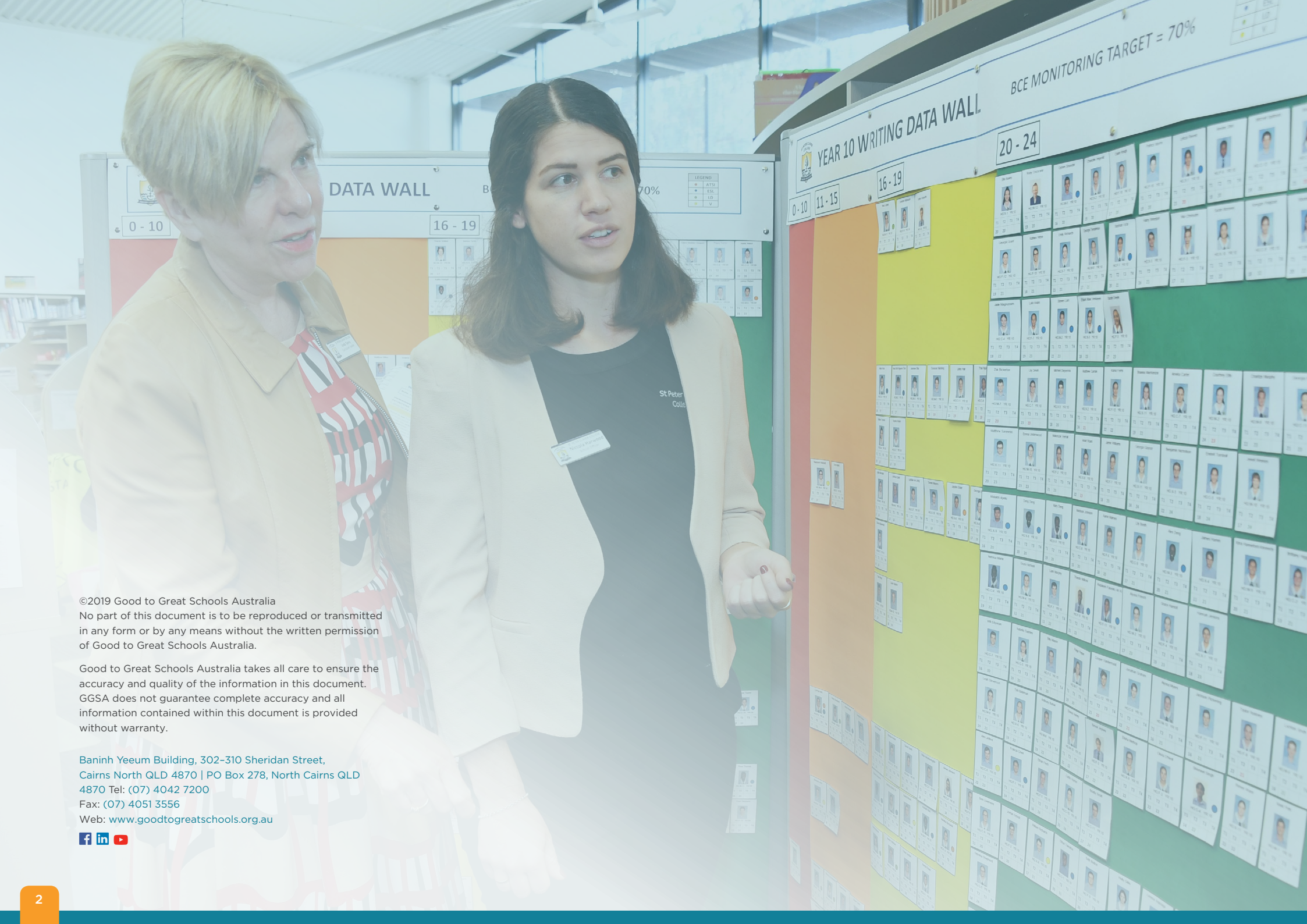


Guiding School Transformation

From Poor to Fair to Good Schools

Implementation Overview





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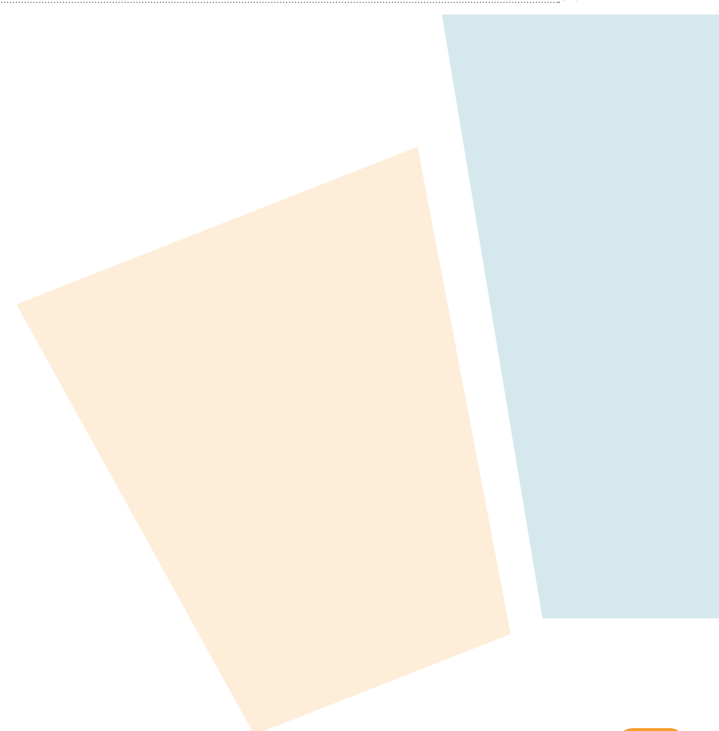
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1 Introduction

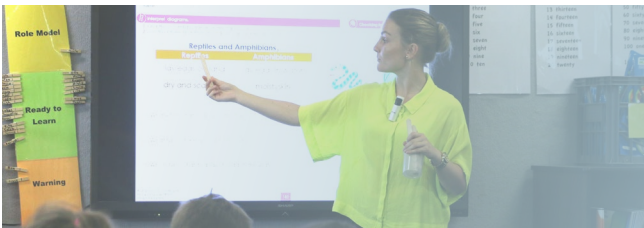
1.1 We all want better schools



**I want to be a
successful learner**

“Every student needs to be equipped to be a creative, connected and engaged learner and our schools should deliver one year’s growth in learning for every student every year.” – Gonski 2.0

The OECD’s 2019 Programme for International Student Assessment (PISA) identified that Australian student educational outcomes have noticeably dropped since 2010. McKinsey’s landmark 2010 report on school systems improvement shows that it requires targeted support to ensure every child can benefit from high-quality instruction.



**I want to be an
effective teacher**

“Effective teachers delivering effective teaching to every child is the central organising principle of any school and the keystone to school improvement.” – Noel Pearson

At the heart of every school is the relationship between the teacher and the student and the learning that results from effective teaching.

McKinsey’s 2015 report shows that the two key factors crucial to successful school improvement are a focus on effective teaching that employs explicit instruction and the development of teacher instructional skills.

Teachers can be developed, trained and coached to deliver effective teaching within a few weeks.



**I want my school to make a
performance leap**

“The challenges facing principals and school leaders are dynamic, so the task for systems is to develop leaders who can manage school improvement and student achievement in a constantly changing and uncertain environment” – Jensen, Downing and Clark

Singapore started by focusing on the 30 per cent of lower achieving students and the less-experienced, less-skilled teachers. They set attendance strategies, doubled teaching numbers, streamed students so they learnt at their level, standardised teaching materials, introduced more teacher training and increased instructional leadership, accountability and data reporting.

The school leader drives a performance leap and works across the school to embed good school practices that endure for the long term.

It is possible to make a performance shift within five years.

1.2 The education equity gap

There is a significant education equity gap in Australia between the city and the bush, the affluent and the poor, Indigenous and non-Indigenous. It is the worst of any industrialised democratic society and it is not closing.

Good schools are critical to the future of remote, rural and regional communities. The viability of these communities depends on having schools that develop the capabilities of the children who grow up there.

To maintain its place in the industrialised world, Australia needs to reverse the decline and shift from a Good, but highly inequitable school system, to a Great school system.

The number of Good and Great schools in the Australian system needs to increase and there can be no Poor schools.

1.3 Shifting the bell curve to the right

Up to a third of Year 3 students across Australian schools do not meet minimum literacy and numeracy standards. Children who do not have basic literacy will never be able to reach their potential.

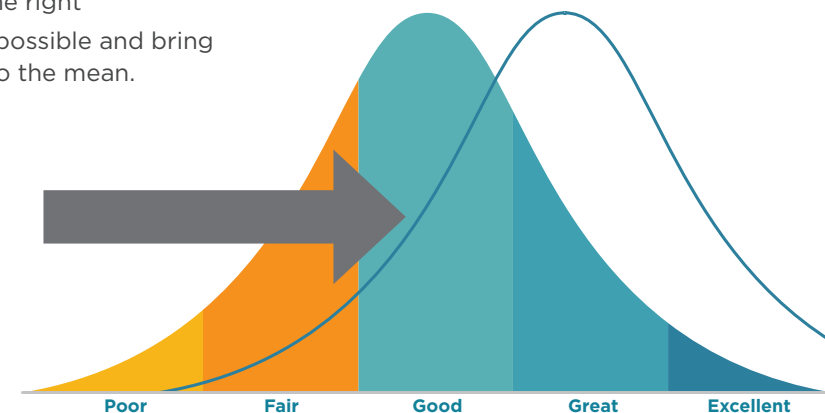
Every student cohort forms a bell curve. Bell curves reflect the fact that all children have different levels of development, aptitude, ability, progress and achievement relative to each other.

The ideal curve is a long head and a short tail, so a school is achieving and the lowest performer is at or above the national minimum standard.

The research is clear that, when taught effectively, all students can become literate respective to the mean.

The challenge for schools is twofold:

- keep shifting the curve to the right
- shorten the tail as much as possible and bring the lowest achievers close to the mean.



Every school should strive to shift the entire curve to the right and shorten the tail so that there are no Poor schools.

1.4 Expert support

Even with the best resources and intentions, school improvement is hard to drive and difficult to achieve.

Schools and systems benefit from appropriate expert support just like other organisations undergoing change management.

GGSA has a proven approach built specifically for Australian schools that supports schools and systems to implement evidence-based school improvement that guarantees improved teaching quality and sustained student gains.

2 Roles

2.1 Instructional leaders lead school transformation ...

Instructional leaders lead school transformation and Good to Great Schools Australia provides coaching. Instructional leaders ensure all classrooms share a philosophy and use the same practices to achieve effective teaching.

Principals build an institution and embed good school practices that endure for the long term. They lead instruction across every classroom in the school. Leaders develop a school culture of high expectations for every student and for every teacher to meet these expectations, as well as embed standards across the school community. The principal's main focus is on being an effective instructional leader, but they also manage the school's operations.

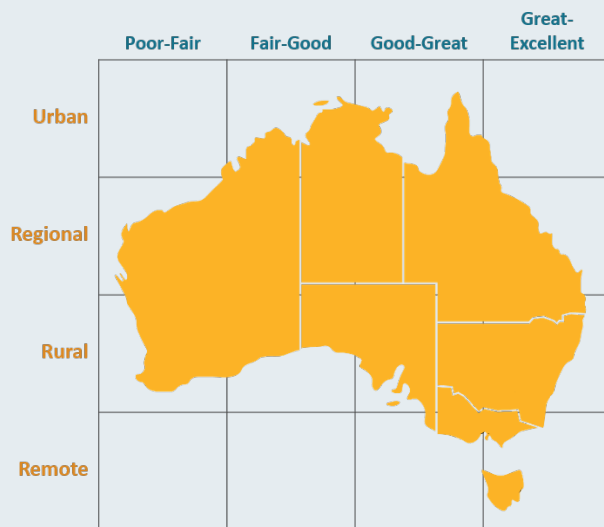
The teaching faculty and instructional leaders participate in formal school training, which is an ongoing process of professional development. Good to Great Schools Australia provides coaching to support this school transformation.



GGSA Effective Teaching
Implementation Guide for Schools

... and GGSA provides coaching

2.2 School systems sponsor transformation ...



School systems sponsor transformation and Good to Great Schools Australia provides guidance.

Systems support schools to ensure they are at or above the minimum functioning baseline. A system provides the appropriate level of support when the school factors are at or above the minimum functioning baseline.

The school can then be placed to deliver an equitable education. The GGSA school improvement implementation supports systems to help ensure each school reaches its minimum functioning baselines.



GGSA Effective Teaching
Implementation Guide for Schools

... and GGSA provides implementation guidance



2.3 Teachers follow the pathway to mastery teaching ...

Teachers follow the pathway to mastery teaching and Good to Great Schools Australia provides training.

The Mastery Teaching Pathway enables teachers to align what and how their students need to be taught with what the teaching team needs to learn and develop in order to effectively teach them.

This ensures that the whole school is routinely developing and enhancing their instructional repertoire to continuously improve teaching, which then leads to improved student results.

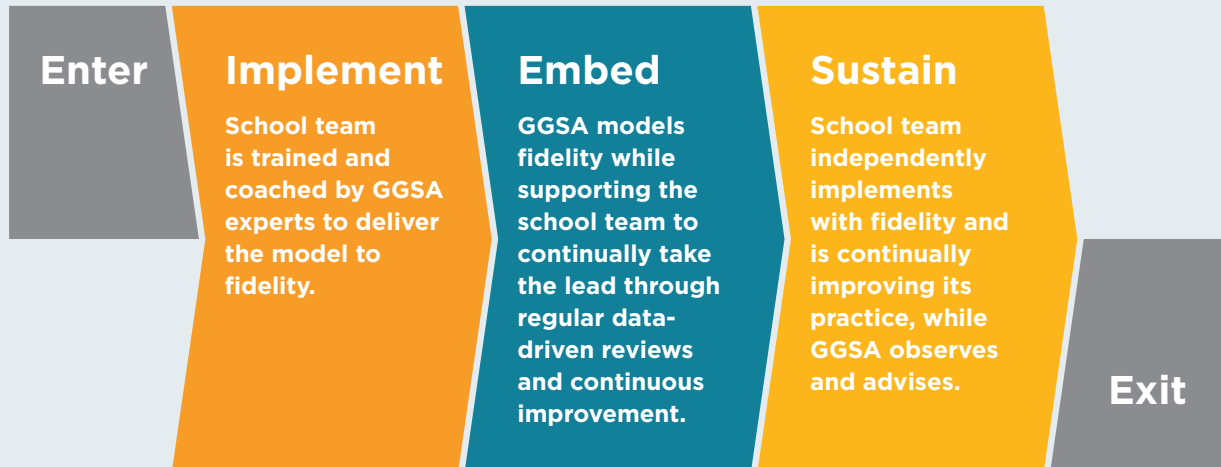


GGSA Effective Teaching
Implementation Guide for Schools

... and GGSA provides training

2.4 Three stages of implementation

GGSA has a team of professionals who provide three stages of expert support to schools.



GGSA's role as facilitator



3 Partnership

3.1 Adapted to school systems, tailored to school contexts and customised to student needs

✓ Adapted to system improvement agenda

GGSA collaborates with system leaders to assess the level of support the schools require from the system and align roles and resources. This is done by:

- appointing a senior systems leader to represent the system on the governance committee
- identifying cross-system resources to focus on system structural and instructional factors for schools
- settling list of participating schools, the principals and their supervisors, and meeting with all parties to clarify responsibilities
- reviewing the GGSA calendar of training and coaching activity to align to system activity.

✓ Tailored to school context

GGSA collaborates with school leaders by:

- assessing school geographic location, size, experience and capability, tenure and turnover of the leadership and teaching team
- student family background, community development directions, parental ambitions for students and views of how the school is fairing
- plotting schools on the Poor to Excellent improvement spectrum
- using school size to define delivery approaches, scope of instructional improvement to be undertaken, numbers of teachers and students who will participate across which year levels, and which interventions are needed to meet teaching and learning needs
- capability and stability of the teaching team to the level and frequency of training and coaching, taking into account individual skills and experience.

✓ Customised to student need

GGSA collaborates with the school leadership and teaching team by:

- exploring student backgrounds to establish proportion of students from non-English speaking or low literacy backgrounds, or who are poorly engaged or have learning disabilities to assess what effective teaching approaches will work best
- assessing all students prior to commencement through a placement test
- selecting learning and determining curriculum and pedagogy across classrooms
- using the Gonski School Model to customise the classroom instruction approach for that school.

GGSA's role is to support

3.2 Responsibilities of implementation partners

Each partner has a crucial role to play in the implementation. The reasonable and achievable commitments are detailed in the partnership agreement and summarised here.

Sponsor*

- Provide funding
- Lead governance to ensure parties honour their commitments
- Oversee evaluation

System

- Mandate continued instructional improvement in participating schools
- Address structural and instructional factors so each school is at or above the minimum functioning baseline to deliver an equitable education
- Ensure GGSA has access to datasets to produce regular evaluative reports
- Support schools to resolve issues so they can implement with fidelity

Good to Great Schools Australia

- Support schools with training, coaching and monitoring to ensure the school delivers with fidelity
- Collate school data and play back through regular reviews
- Work with systems to address structural and instructional factors and escalate school issues

School

- Deliver implementation with fidelity
- Ensure teachers provide timely student-related data

* The sponsor may be separate from the system (e.g. the Australian Government), or a system may be funding the school improvement implementation itself.



3.3 Scaling school improvement

There are many examples in Australia of the success schools are having with various forms of explicit and direct instruction as their principle pedagogy.

The remaining challenge is implementing these isolated breakthroughs into larger scale school improvement.

How can proven effective teaching models be spread across larger numbers of schools, to benefit more students and lead to system impact?

The Holy Grail of school reform is: how do we scale proven methods of effective teaching and learning?

Hattie says scale remains elusive. GGSA has proven its model in a range of Poor, Fair and Good schools. It is now time to implement this model to scale.

3.4 Implementation governance

The major weakness in school transformation and scaling up reform is implementation governance.

A governance structure supports a school improvement implementation partnership so the investment is continually strengthened and improvement sustained. The two major issues are change of personnel and failure to mandate reform over the intermediate and longer term.

Participating systems assign a senior executive to the implementation governance committee which is chaired by the funder. GGSA also assigns a systems level implementation expert to the committee.

The committee meets every term to review progress and resolve impediments. The focus is to:

- monitor implementation by reviewing school data and setting improvement actions
- address the six structural and instructional factors impact on schools
- influence schools to maximise their fidelity to implementation
- mitigate disruptions to school improvement implementation caused by staffing changes in the school or region or emerging policy directions.

3.5 Systems criteria for school improvement success

- 
- Mandate school improvement
 - enact a long-term, sustained commitment to reform agenda
 - adhere to evidence
 - system support for school-level reforms
 - ensure teaching numbers are sufficient
 - address teaching and school leadership turnover
 - address school attendance
 - support instructional leadership
 - mandate effective instruction
 - ensure sufficient time on instruction
 - start with pre-literacy ready students

3.6 Effective Teaching

GGSA's pedagogical approach is called Effective Teaching. It is a synthesis of the most important features of various explicit and direct instruction pedagogies that have a strong evidence base.

Effective Teaching combines an explicit pedagogy with lessons matched to student learning levels, and is based on students attaining mastery in order to optimise student growth and meet the requirements of the national curriculum.

Effective Teaching lessons are teacher-directed, and teacher communication is careful and deliberate, aiming for transparency and the avoidance of miscommunication.

Learning objectives are clear and visible to learners, and lessons follow an established plan from opening to closing. There is clear intent in every lesson, both in terms of what the teaching is aiming to achieve and what learning is sought to be achieved.

Teaching is targeted to the student's current zone of development. It enables the student to succeed immediately because what is taught is within proximity to what they already know, but also stretches students to new content.

Effective Teaching is not rote learning, but it does involve memorisation of content and practice of skills, because there is a process of transferring learning from short-term to long-term memory.

Effective Teaching is evidenced by the progress all students make over time — growth, not just achievement as measured in standardised tests. The minimum is at least 12 months growth in 12 months of schooling, and acceleration for students who are behind.

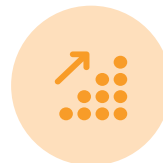
Effective Teaching enables schools to:



Achieve academic growth for all students, and in particular, not leave behind the bottom quartile of poor-progress readers and the larger proportion of students who routinely under-perform



Allow higher performing students to progress with their learning without being restrained by students who make slower progress



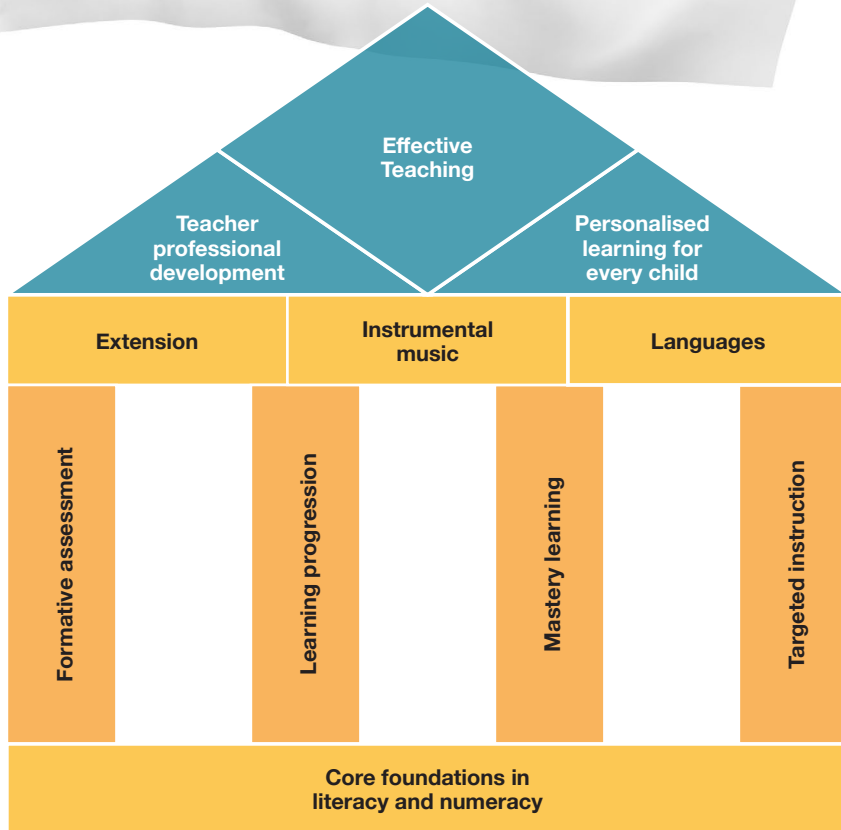
Lift the overall performance of the school by achieving at least one year's learning growth in one school year



4 Gonski School Model

Gonski School Model

- Maximum individual learning growth for every student every year
- Learning progressions independent of year of age

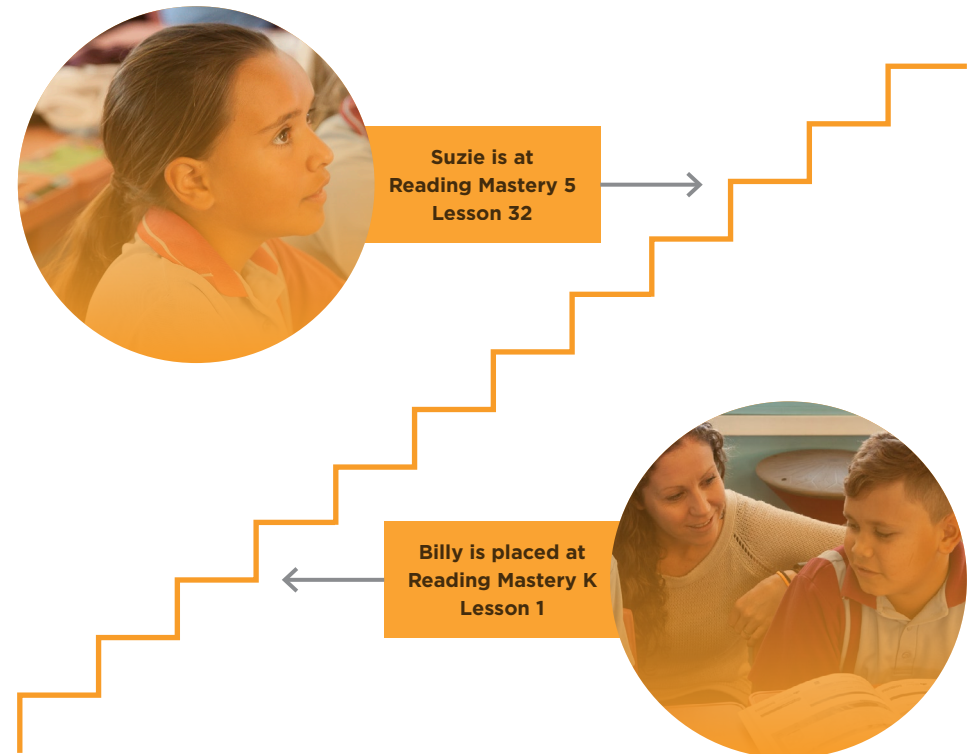


4.1 Model on a page

Good to Great Schools Australia has developed its Gonski School Model to implement the education recommendations highlighted by the *Gonski Review into Education Excellence*.

The model is designed to develop the general capabilities of every child by ensuring they achieve maximum learning growth each year. It meets the Gonski review's two fundamental schooling parameters:

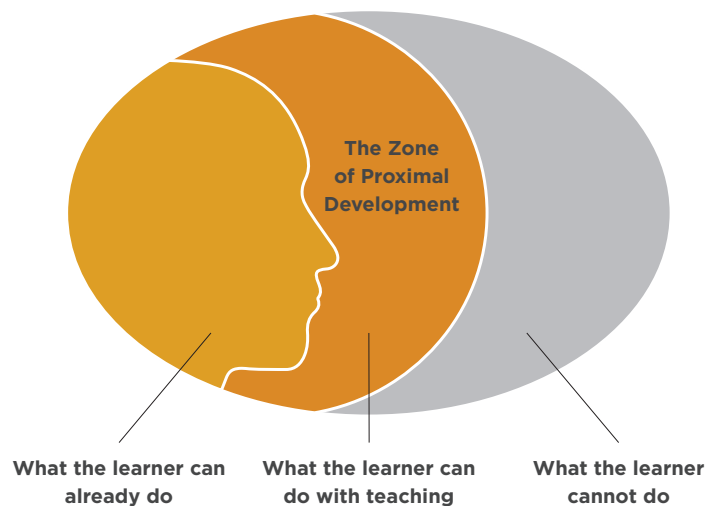
- maximum individual learning growth for every student every year
- learning progression independent of year or age.



4.2 About the model

The Gonski School Model differentiates instruction based on student need through a combination of class-wide, small group and one-on-one instruction. It also prioritises literacy and numeracy for students who need additional tutoring to maintain progress.

The model follows well-established and proven learning progressions in instructional design to support students to progress at their own rate of mastery. Each student is taught within their zone of proximal development, which means teaching what they are able to learn in the lesson so they are always succeeding.



Teaching children within their zone of proximal development means teaching what they are able to learn.

All lessons teach 10 per cent new content and 90 per cent prior knowledge to ensure students have time to absorb all knowledge into their long-term memory. Mastery Tests are conducted every five to ten lessons with students having to master 90 per cent of content before moving on to new lessons.

Students undergo regular formative assessment to determine their mastery level and for placement in their correct instruction group. This enables schools to cluster their students by learning levels as well as year levels so students receive more individualised teaching as close as possible to their learning level.

Regular testing enables monitoring of which students achieved the required level of mastery and progress in past lessons. Students who achieved the right level of mastery are placed in the main group, while those who did not will receive small group instruction to review and consolidate key learning, or one-on-one support to relearn material.

Teachers also use other screening techniques during lessons like visual cues, pre-corrections and consolidations to systematically monitor students at risk academically, socially or emotionally in order to differentiate their needs.

Students can move between groups throughout their schooling as their needs evolve.



4.3 Key pillars

Personalised learning

Students are taught at their learning level, and receive lessons that match their skills so they master each lesson's content. Students are never taught material that is beyond their current ability to learn. This ensures students succeed at learning from the very first lesson and progress at their own rate of mastery.

Learning progressions

Learning levels differ between subjects, as a student progressing well in numeracy may be struggling with literacy, and vice versa. Presentation of material allows for only the correct interpretation of each concept. The sequence of skills is structured so learners master all the skills they need for more complex tasks later on. Only 10 per cent of material in each lesson is new, with 90 per cent revision.

Mastery learning

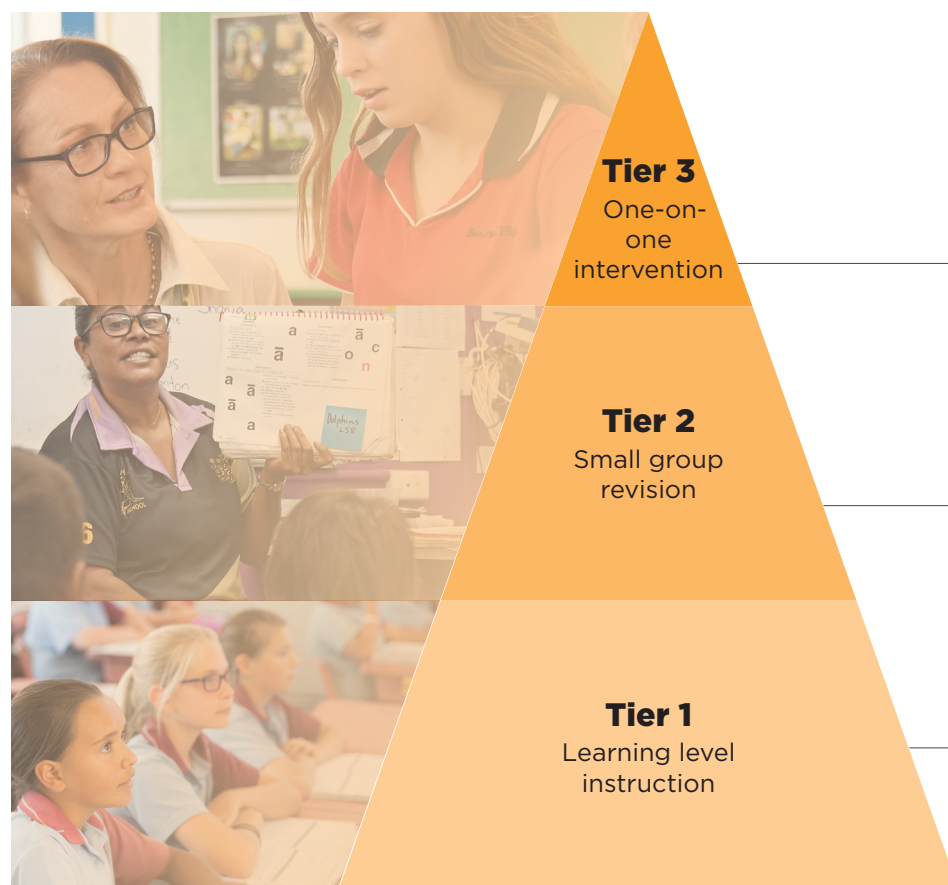
All children can learn when provided with clear explanation of what it means to 'master' the material being taught. Students' individual learning levels may change over time. Some students become more proficient and accelerate quite rapidly, while others go through periods of difficulty and take longer to master content than others. Individual learners are regrouped as necessary according to whether they are moving more slowly, at a normal pace or accelerating.

Targeted intervention

Students undertake a placement test that accurately places them on the staircase of learning. This ensures they are correctly placed to receive lessons that match their skill level so they can master the content. The teacher continues to administer a mastery test every five to ten lessons. Students must correctly answer 90 per cent of the test before moving to the next set of lessons. Where students score less than 90 per cent, the teacher will reteach lessons to ensure mastery.

4.4 Targeted teaching tiers

The Gonski School Model enables the head-middle-tail student cohort to be clustered into three tiers of targeted support in each classroom.



4.5 Formula for teacher resources

The Gonski School Model uses a formula to calculate the number of teachers needed in a school based on school and student need.

The formula responds to teaching experience, school size, number of students and complexity of needs. It also considers student absentee levels and students who are many years behind in order to make up for lost time.

The school calculation distributes students based on school size across a split of Prep to Year 1, Year 2 to Year 3 and Year 4 to Year 6 cohorts to estimate typical resourcing needs.

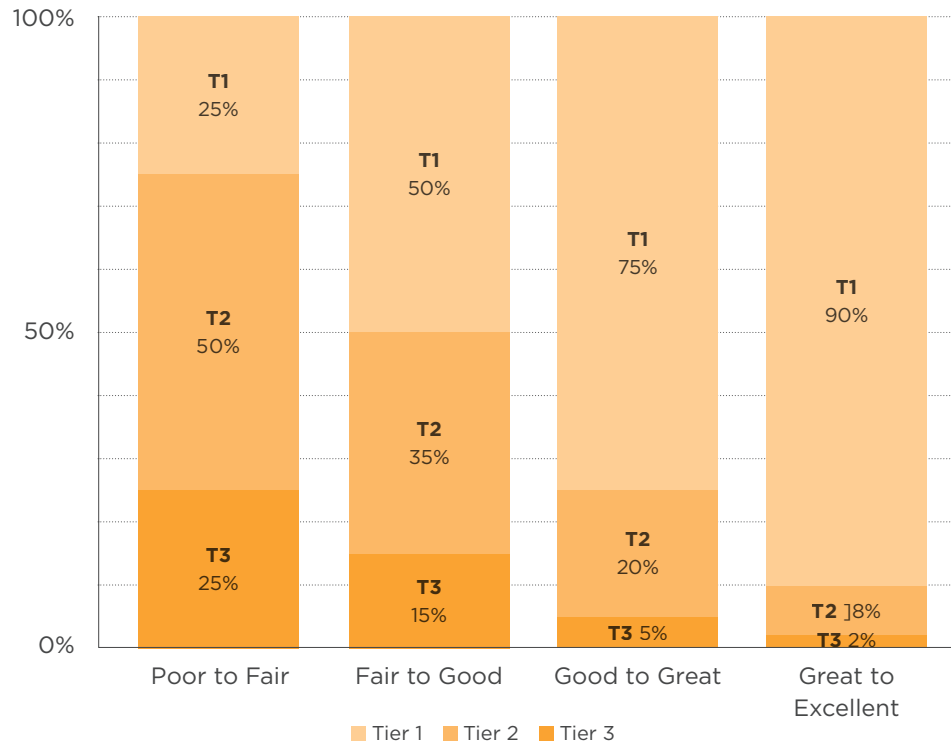
Schools are then plotted on where they sit on the Poor to Excellent performance spectrum in order to establish the numbers of students they have likely to fall into Tiers 1, 2 or 3.

Tier 3: Individual one-on-one intervention: students who require one-on-one intervention to catch up to the class. Instruction is accelerated for students who are below their year level due to infrequent attendance, learning or developmental delays, or new to the school. It requires diagnostic analysis to identify students' specific needs, and external agency case management teams are usually involved. Students are placed on an individualised learning plan with specific supports and goals. Students approaching year level are integrated back to the main class and may or may not require further one-on-one intervention, depending on their needs.

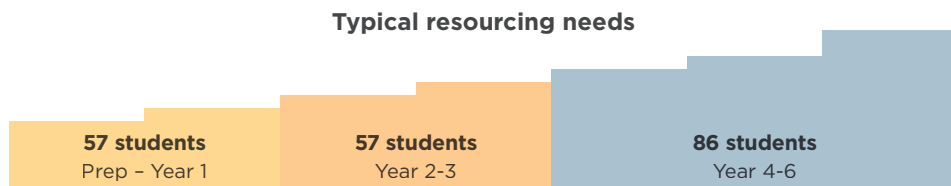
Tier 2: Small group revision: students who require short duration revision through small groups to catch up to the main class. Accelerates instruction for students who are behind, have irregular attendance or experience learning or developmental delays. Requires additional assessment to determine students' specific needs and higher frequency monitoring to develop, apply and evaluate interventions. May involve co-teaching with intervention teacher or revision with teacher assistant. Students are integrated back to whole-class instruction once they reach targeted level.

Tier 1: Whole-class instruction: students who are travelling at the required pace and regularly achieving required level of mastery. Instruction includes all students in practices (e.g. check for understanding, listen to responses and provide effective feedback). Students with behaviour problems may be pulled out throughout the instruction to complete one-on-one lessons.

Teacher resources formula and teaching tiers according to performance stage



The number of teachers and teacher assistants required for each cohort is then scaled according to the likely proportion of students in each tier of support.



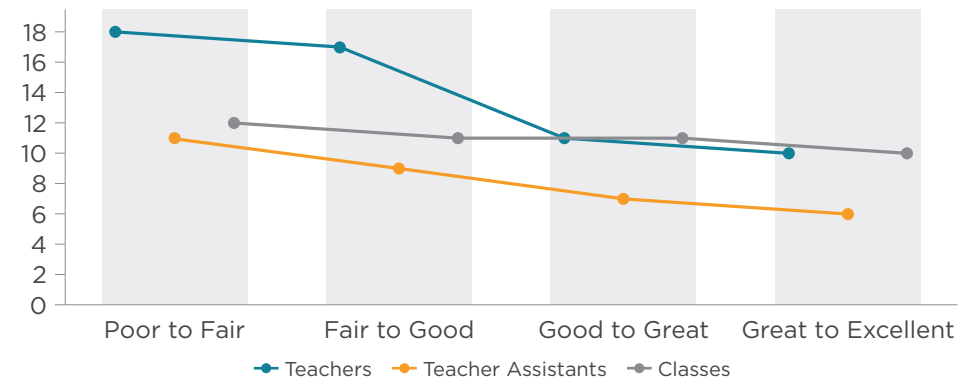
This gives schools adequate teachers and teacher assistants to target instruction by calculating classroom resourcing based on student need.

As the resourcing required varies across the performance spectrum, the number of teachers and teacher assistants is highest in Poor and Fair schools, but decreases as schools improve.

	Tier 1	Tier 2	Tier 3
Prep-Y1	2 Teachers 1 Teacher Assistant 12 Students	2 Teachers 1 Teacher Assistant 10 Students	2 Teachers 1 Teacher Assistant 8 Students
Y2-3	1 Teacher 0 Teacher Assistants 25 Students	1 Teacher 1 Teacher Assistant 25 Students	1 Teacher 1 Teacher Assistant 14 Students
Y4-6	1 Teacher 0 Teacher Assistants 28 Students	1 Teacher 1 Teacher Assistant 28 Students	1 Teacher 1 Teacher Assistant 14 Students

The resourcing calculated below is in addition to standard leadership and administration staffing.

School type and typical resourcing for 200 students



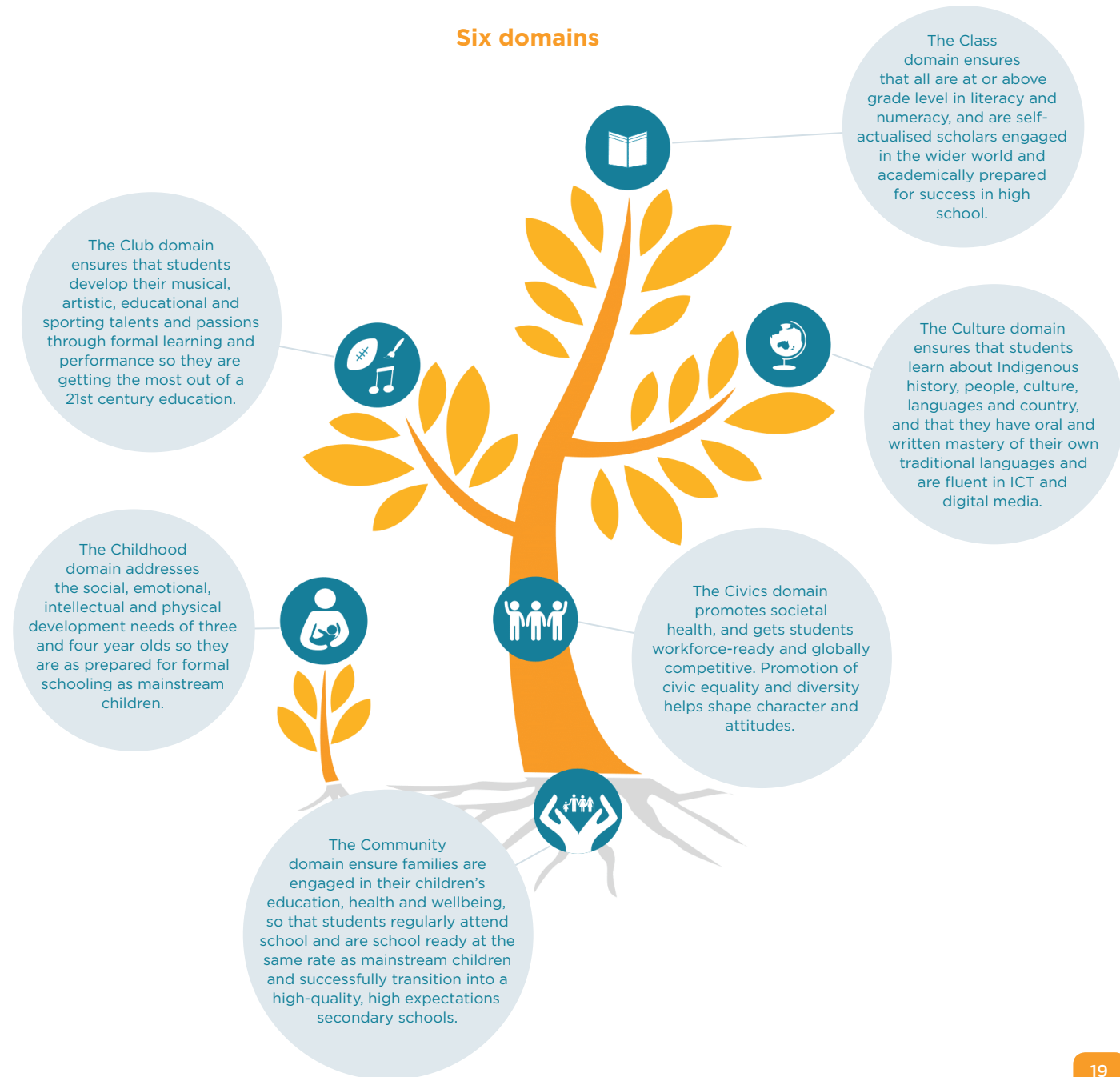
4.6 The 6C curriculum

GGSA's 6C Education Model is a comprehensive program and integrated curriculum that has six domains of learning — Childhood, Class, Club, Culture, Civics and Community. All learning domains are mapped to the Australian Curriculum.

The 6C Education Model is designed to be delivered in any school for any cohort of students. It is specifically designed to support disadvantaged students by responding to the wide range of student learning needs and student inclusion into mainstream life opportunities.

The 6Cs are integrated through subject matter, pedagogy and delivery between the school and community, and through children being encouraged to embrace their local culture while given many opportunities to engage in the wider world. Parent engagement is a key feature of the learning platform, with learning encouraged in the home as well as school, and parents regularly drawn into their child's school learning and school life.

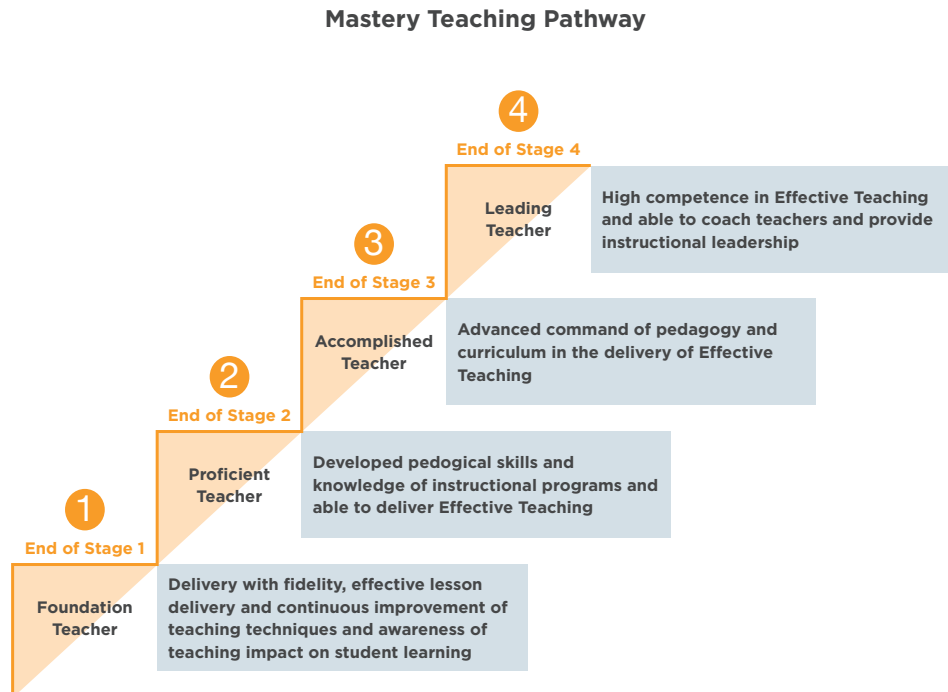
When implemented effectively, students become self-actualised scholars engaged in the wider world and academically prepared for high school.



4.7 Teacher professional development

Good to Great Schools Australia's Mastery Teaching Pathway is a customised professional learning platform used by schools to track and monitor the professional learning of their teaching professionals so they can deliver effective teaching.

The pathway is designed to develop teaching assistants, teachers, trainers, instructors and school leaders. It records training content and results, coaching milestones and feedback, 'on-the-job' assessment results, and national standards achieved as team members track along a foundation to a leading teacher pathway.

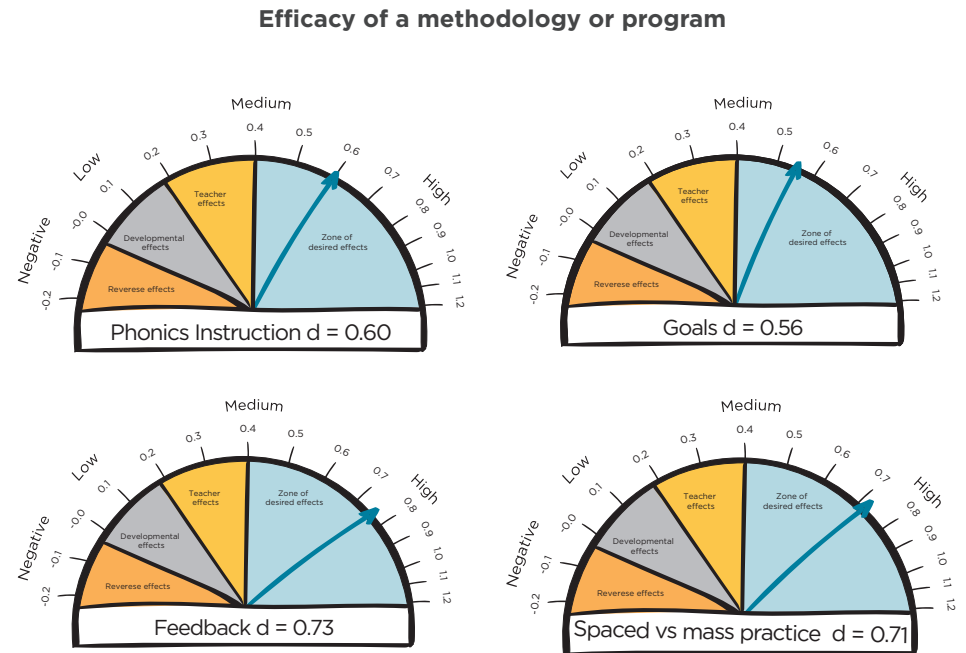


4.8 Evidence-based instruction

There is a large array of evidence-based methodologies and programs under the 'broad church' of explicit pedagogy. They are derivatives of the original Direct Instruction (named Direct Instructional System for Teaching and Remediation (DISTAR)) developed by Siegfried Engelmann and colleagues in 1964.

The pedagogical breakthroughs made by Engelmann et al. were collated into a formal taxonomy by Professor Barak Rosenshine in a milestone article in 1976.

This then spawned derivatives such as Anita Archer's Explicit Instruction (USA), John Hollingworth and Sylvia Ybarra's Explicit Direct Instruction (USA), Kevin Wheldall's MULTILIT (Australia) and John Fleming's Explicit Instruction (Australia).



This Gonski School Model uses evidence-based instruction. Programs are based on explicit instruction that have a proven evidence base.

Explicit instruction: Teacher-developed materials that follow an explicit instruction approach suitable for upper primary curriculum and for more advantaged mainstream schools. Requires more experienced teachers.

It is designed to get students to their appropriate age level in literacy and numeracy, lift NAPLAN results, and meet the requirements of the Australian Curriculum. The four phases of the domain are:



Learning to Read (Years P-2): Uses DI programs as the school-wide effective teaching model.

Reading to Learn (Years 3-4): Combines DI programs with explicit instruction lessons as the school-wide effective teaching model. Can also be targeted specifically for students from non-English speaking and low-English literacy backgrounds.

Learning to Learn (Years 5-6): Uses a specially designed Australian Curriculum, with a combination of explicit instruction and DI pedagogy to prepare students for high school.

Advancing Scholars (Years 7-9): Uses corrective DI programs and pedagogy to remediate students' literacy and numeracy gaps and enable them to succeed in Year 10.

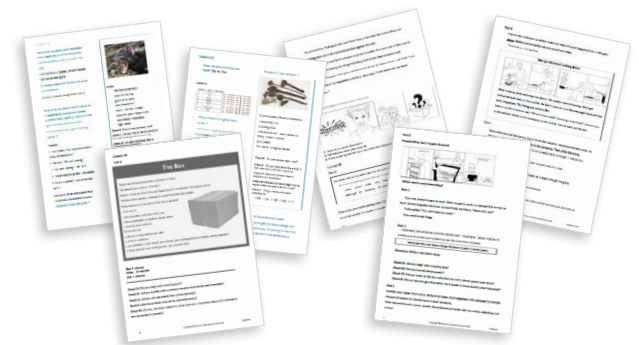
Reading programs



Reading Mastery Signature Edition is the flagship DI reading program delivered across six year levels from Kindergarten to Year 5.



Horizons is a version of DI that is designed to support more advantaged mainstream schools and students.



Ozelit is an Australian DI reading program for Years 4-6 specifically designed for Australian schools.



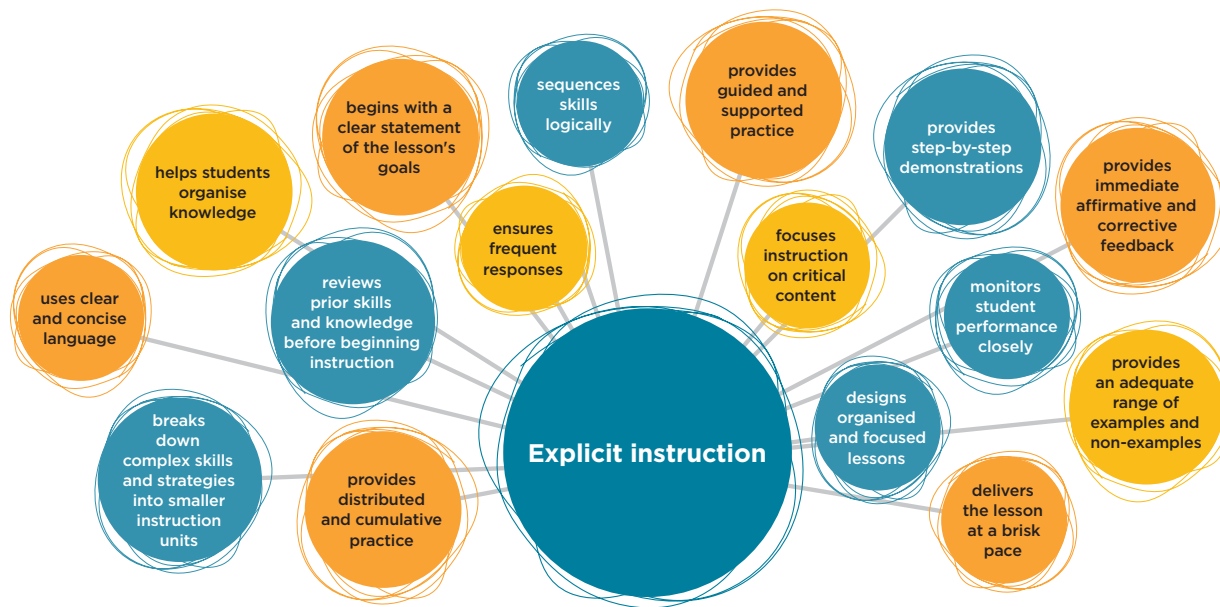
4.9 Explicit instruction

Explicit instruction is a systematic, structured teaching method that uses a set of instructional design and pedagogical techniques to explicitly teach students knowledge and skills.

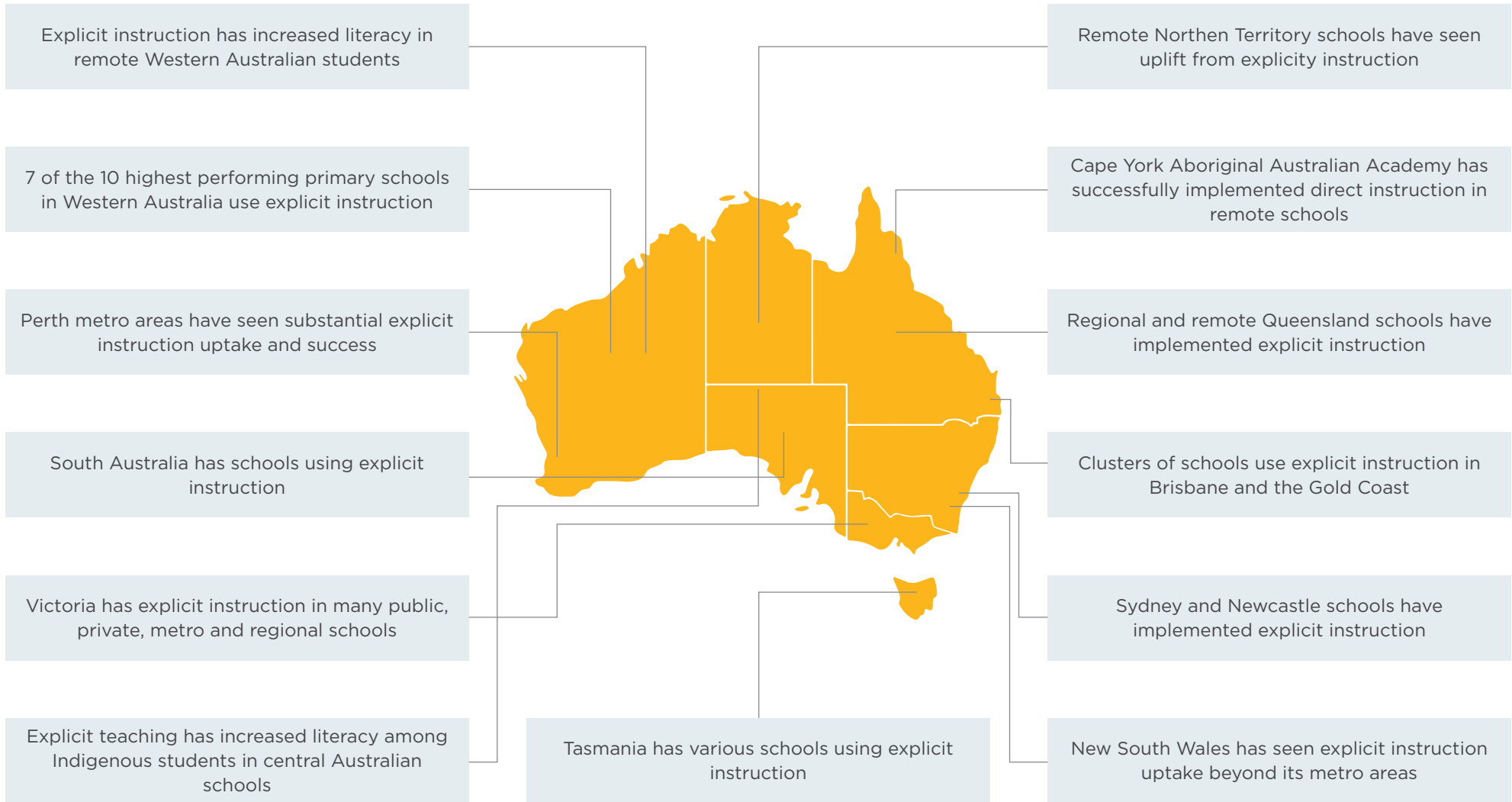
Explicit instruction imparts information at a faster rate than other pedagogies, so that lower performers can catch up and keep up with their grade level, and higher performing peers can excel even further.

Explicit instruction is also referred to as direct instruction, direct teaching, teacher-directed learning or effective teaching.

The core pedagogical paradigm at the heart of these explicit and direct instruction approaches is common: it starts with the teacher teaching. Engelman called it 'Model, Lead, Test'. This is the equivalent of what Archer more colloquially calls 'I do, We do, You do'.



Explicit instruction across Australia



4.10 Using Direct Instruction in Poor to Fair schools

Poor schools

Many students are able to be taught effectively using a range of different pedagogies and programs. But some groups of students require specific pedagogical approaches so they can effectively learn.

For example, schools with a majority of students who are disadvantaged, marginalised, from low socioeconomic backgrounds, migrant or Indigenous will get to Fair and on to Good using Direct Instruction.

Direct Instruction is suited to high, middle and low performing students on the bell curve. But it is one of the only approaches proven to work with low performers.

There is a majority of low performing students in regional or remote areas, or in small mixed grade Poor and Fair schools. Such schools benefit from a school-wide implementation of Direct Instruction because it best suits both the students and the teaching teams:

- It responds to the specific complex needs of students learning to read and the capabilities and needs of students reading to learn, and those in later primary and early high school who did not master the foundational knowledge and skills when first instructed using other programs.
- Schools with high teacher turnover and a majority of inexperienced teachers and leaders (the case in most Poor to Fair schools) are well supported by the detailed, sequenced and scripted teaching materials and the data monitoring that enables continuous improvement of teaching practice.

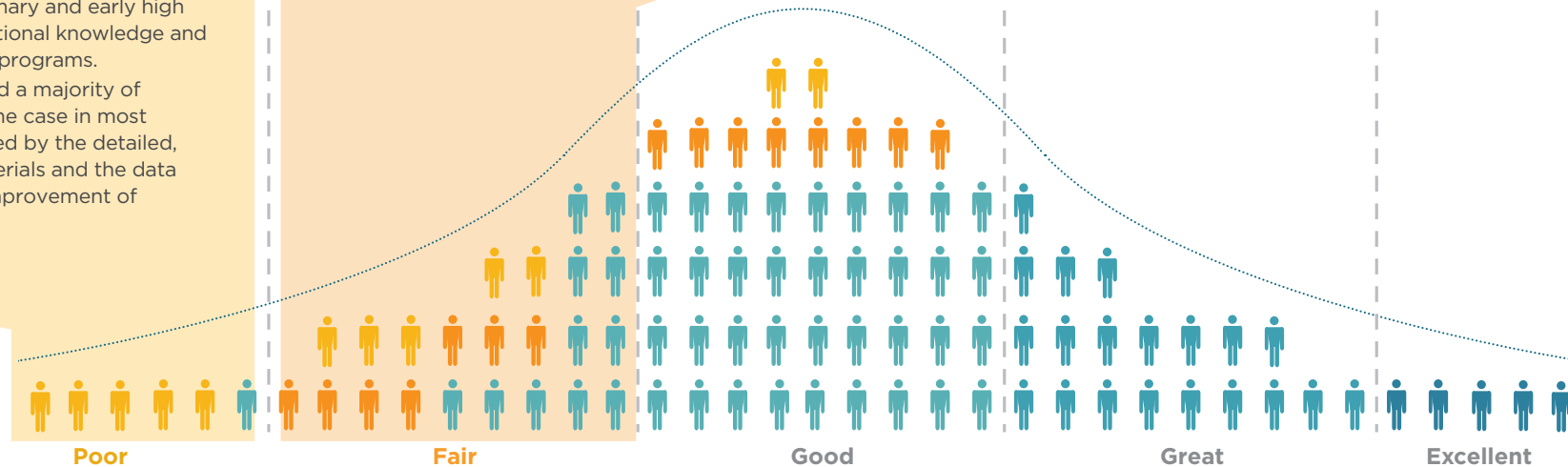
Fair schools

Fair schools will get to Good by implementing explicit instruction as its main pedagogy where the majority of students are close to grade level or only a year or so behind, and where teaching turnover is stable.

Explicit instruction is more desirable for mainstream schools as it is not scripted. It is commonly taught to grade level which is how schools are traditionally structured. It can also be taught to students' ability level.

If a school using explicit instruction as its main pedagogy has a minority group of disadvantaged students or students below grade level, then they can run a parallel remedial program using Direct Instruction for this student cluster.

The two approaches are delivered and combined as Effective Teaching.



A school should choose a pedagogical approach after careful consideration of a number of factors, including the school's current performance stage and students' learning levels.

4.11 Direct Instruction

Direct Instruction (DI) combines an explicit instruction pedagogy with a comprehensive literacy and numeracy curriculum, student assessment and scripted lessons. Students are taught carefully sequenced and highly structured lessons, and are required to master each lesson before advancing to the next. This ensures that advanced students can be accelerated and that no child is left behind. Students are grouped according to their levels of mastery and progress, not their age or year levels.

DI's teaching guide sets out the pedagogical practices and procedures of instruction that are efficacious in student learning, and how the teaching of knowledge should be sequenced and the content of sequences. Its strength is the sequencing of teaching content knowledge, piece by piece and step by step while working towards and building the big idea.

DI involves mastery learning, with regularly scheduled mastery tests (usually once every five or 10 lessons). Individual learners are regularly regrouped — either with a cohort further advanced in the sequence, or a cohort further back — depending on how the individual learner is progressing. Individual students may be in an advanced group for literacy and a lower group for numeracy, or vice versa. Cohorts include students from across age-based year levels. This regrouping responds to the differential learning aptitude and background factors of each student.

The evidence base for DI is covered in the synthesis of meta-analyses in John Hattie's *Visible Learning*. It shows that DI is an effective teaching method with an effect size of 0.59.

DI is non-categorical. It has been shown to be an effective pedagogy for a diverse range of students. It works as well for Aboriginal students in remote communities as it does for middle class students in mainstream town schools.

Hattie states:

Every year I present lectures to teacher education students and find that they are already indoctrinated with the mantra 'constructivism good, direct instruction bad'. When I show them the results of these meta-analyses, they are stunned, and they often become angry at having been given an agreed set of truths and commandments against direct instruction. Too often, what the critics mean by direct instruction is didactic teacher-led talking from the front; this should not be confused with the very successful 'Direct Instruction' method as first outlined by Adams and Engelmann (1996). Direct Instruction has a bad name for the wrong reasons, especially when it is confused with didactic teaching, as the underlying principles of Direct Instruction place it among the most successful outcomes. (pp. 204-5)

The evidence of the efficacy of DI is well known among academics and school system administrators, but regularly ignored as observed by Hattie:

One of the common criticisms is that Direct Instruction works with very low-level or specific skills, and with lower ability and the youngest students. These are not the findings from the meta-analyses. The effects of Direct Instruction are similar for regular ($d = 0.99$), and special education and lower ability students ($d = 0.86$), higher for reading ($d = 0.89$) than mathematics ($d = 0.50$), similar for the more low-level word-attack ($d = 0.64$) and also high-level comprehension ($d = 0.54$), and similar for elementary and high school students (Adams & Engelmann 1996). Similarly, a 1977 integrative analysis of intervention programs for special education students found Direct Instruction to be the only one of seven interventions showing strong evidence of effectiveness (Forness, Kavale, Blum & Lloyd 1977). To demonstrate that the effects from Direct Instruction are not specifically teacher effects, Fischer and Tarver (1997) delivered mathematics lessons via videodisc; the effects were close to $d = 1.00$. (pp. 206-7)

5.1 System responsibility to ensure every child has access to a Good school

System responsibility is to ensure every child has access to a Good school. There are too many Fair schools that are underserving the students who attend them. There needs to be a minimum functional baseline that all schools should meet. And the goal should be to eradicate Poor schools as a category.

There are no Poor schools in Finland, it has the smallest differences between the weakest and strongest students in the world. That means that, no matter whether a Finnish child lives in a rural village or a university town, they get a quality education.

There are about 7500 primary schools in Australia across state, independent and Catholic schools in the six states and two territories.

Approximately 2000 of these schools are Poor according to McKinsey's framework* and are at the bottom of NAPLAN. They are in every state and territory and in remote, regional and urban areas.

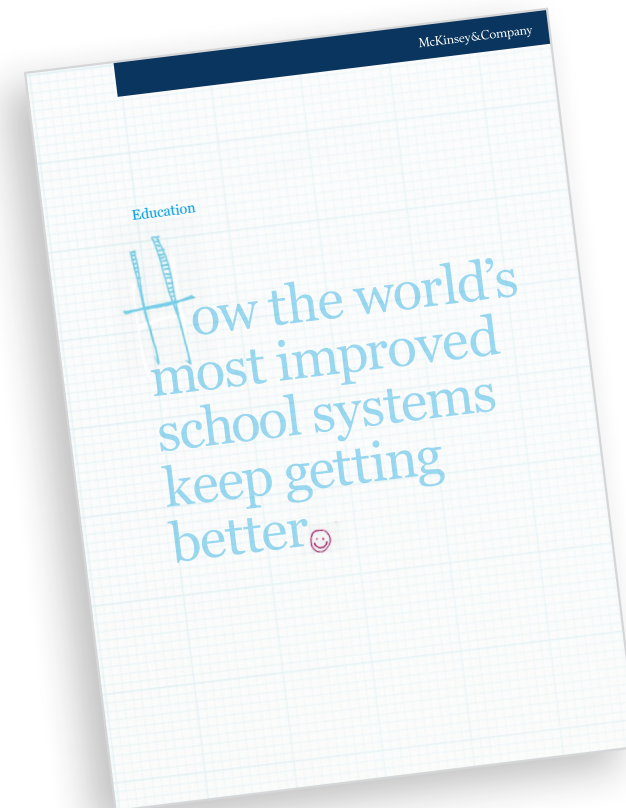
Some of the schools are in urban areas with high levels of vulnerable disadvantaged students who are Indigenous or from non-English speaking backgrounds.

But the majority are in regional and remote locations. They have the highest proportion of developmentally vulnerable students from non-English speaking backgrounds, and low attendance.

At the very end of the tail are schools serving Indigenous communities, the majority being in Western Australia, the Northern Territory, Queensland, South Australia and western New South Wales.

The challenge all these schools face is that they have the most vulnerable students in the country and the weakest school service provision. This combination explains the poor student outcomes.

* McKinsey 2010

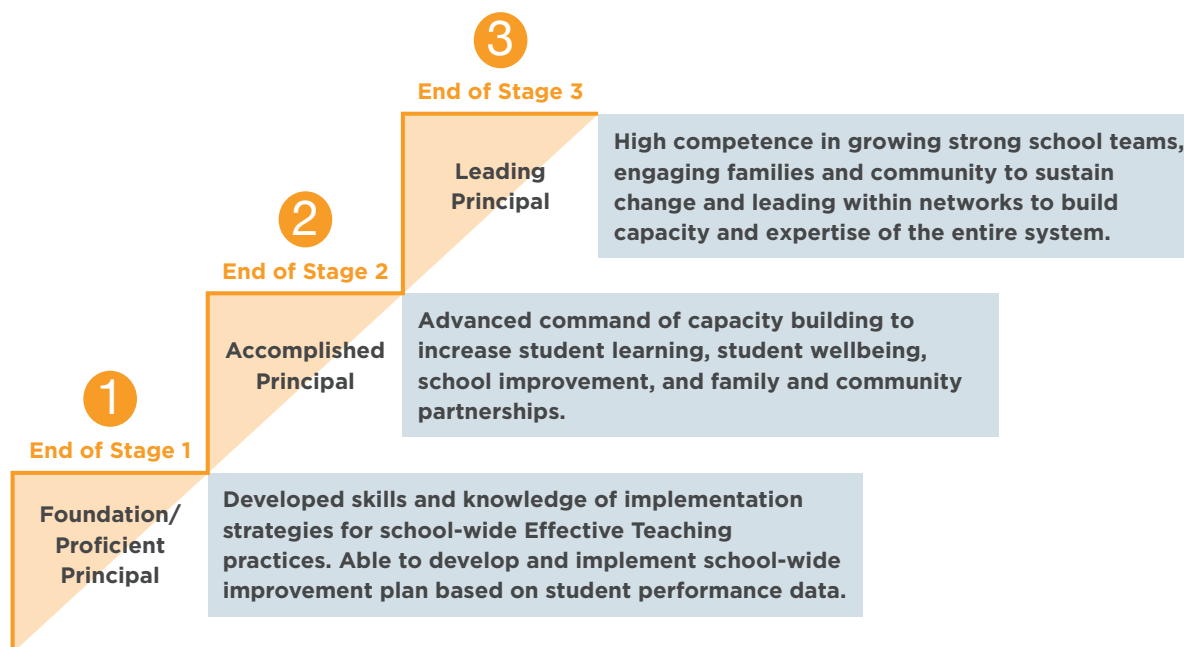


5.2 Crucial importance of school leadership

The success or failure of a school transformation implementation depends on school leadership. Without school leadership transformation, even the most promising situations will fail. With school leadership transformation, even schools in the direst of circumstances succeed. School leadership is the central and essential role in school transformation.

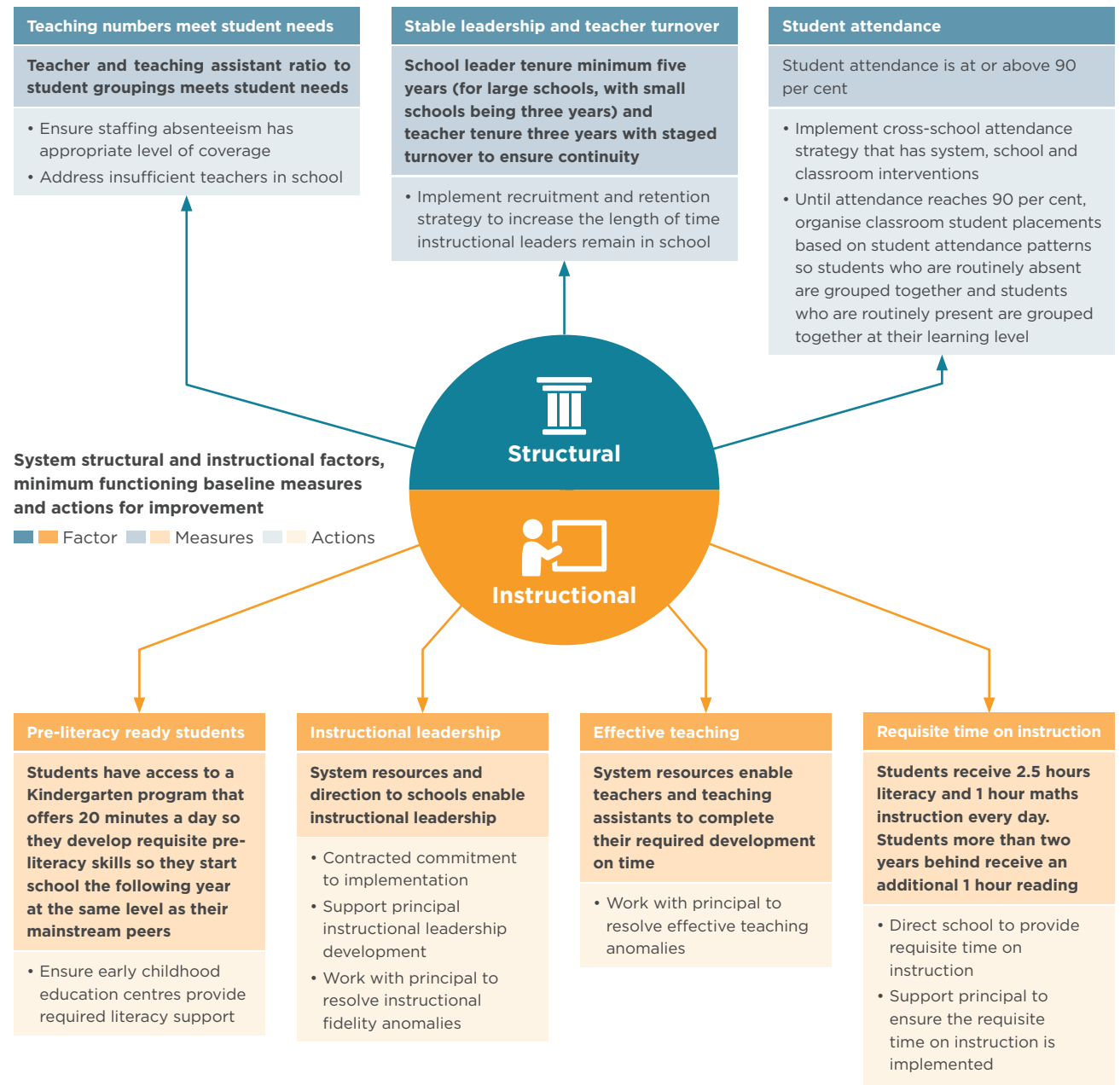
Good to Great Schools Australia tailors support to school leaders based on their school context and current knowledge, skills and ability. The Instructional Leader Pathway develops foundation principals from proficiency in planning and implementing school-wide effective teaching practices to accomplished principals who increase student learning and wellbeing, community engagement and school improvement. From accomplished principals emerge leading principals, who grow strong school teams, engage the community to sustain change and lead within networks to build capacity within the entire system.

Instructional Leader Pathway



5.3 Structural and instructional factors

The school improvement model includes system-level improvement. There are a set of structural and instructional factors that enable a school to deliver an equitable education.



5.4 System support for each school to meet minimum functioning baselines

The system supports a school to ensure they are at or above the minimum functioning baseline.

A system is providing the appropriate level of support when the school factors are at or above the minimum functioning baseline. The school can then be placed to deliver an equitable education.

The GGSA school improvement implementation supports systems to help ensure each school reaches its minimum functioning baselines.

Not all schools start with the same minimum functioning baselines. Inevitably Poor and Fair schools will be below the minimum functioning baselines. They have more issues to resolve so require more time.

At the start of the implementation, GGSA works with the school systems to assess the minimum functioning baselines for each of their schools.

A plan is drafted, showing how the system will get each school to the minimum functioning baseline levels.

Achieving minimum baselines



6 School Improvement Model

6.1 Planning school improvement

GGSA uses its purpose-built School Support Calendar to manage the training, coaching and monitoring support it provides to schools.

School leadership is trained and coached in how to deliver, build and sustain its effective teaching practices and monitor this through observation, data analysis and regular data-driven review.

The goal is to continuously improve fidelity in the classroom and school so that student outcomes are always lifting.

GGSA supports the school leadership to craft their three-stage instructional improvement plan. The plan identifies school context and need, results they are aiming for, resources to be deployed and annual milestones. The school principal uses the plan to lead the school's instructional improvement journey.

GGSA starts supporting a school by plotting its student attendance and literacy outcomes on a normal distribution to determine where the school is commencing its improvement journey on the Poor to Fair to Good to Great to Excellent improvement continuum.

Student data used are:

- NAPLAN literacy and numeracy data aggregated across test areas and compared to national means
- school attendance data collected by the jurisdiction that is based on an agreed national methodology.

GGSA supports the school to tailor a compact with the community to enhance the school's ability to deliver its improvement through aligned aspirations and coordinated effort. They are practical activities to increase student participation in school and give them greater access to improved instruction. They plotted on to the school improvement plan.

The system, school and community are then supported to develop their Attendance and Instruction Improvement Plan to raise student outcomes.

The plan is reviewed by the system, school and community each semester to measure improvement and update the strategies accordingly.

GGSA supports the system to establish the degree to which the structural and instructional factors are in place in a school and sets their minimum functioning baseline. This is used to work out what level of systems support the school requires. The system-level implementation improvement committee then locks in the strategies it will enact to support the school.

6.2 Rolling the implementation log

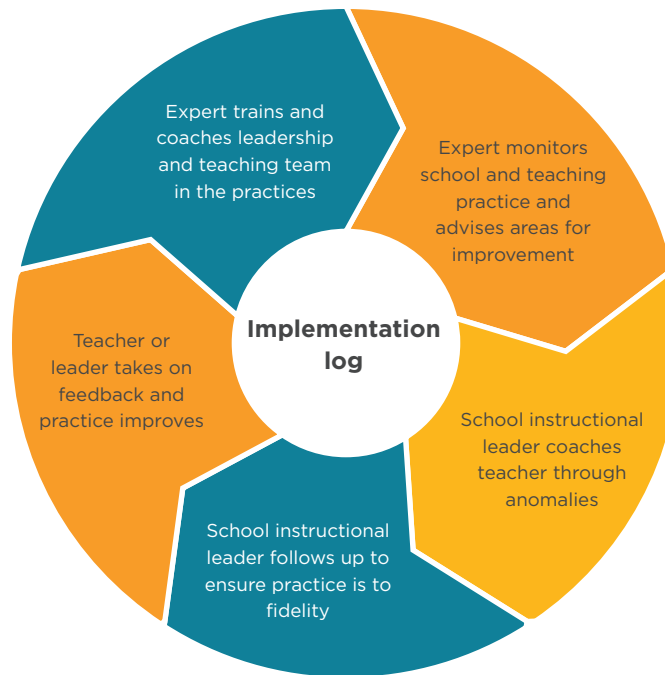
Supporting school leaders to continually improve school practice is the central activity of the school improvement implementation.

Instructional leaders and teaching teams build their practice over time as they perfect what they learn. Fidelity anomalies will regularly arise on any school improvement implementation. The expert coach provides targeted support to the school leader.

Most anomalies are corrected within days once the leadership has had time to reflect on the issue and engage with the teaching team.

Sometimes a school leader may take a few weeks to correct an anomaly. Principals may not know how to resolve the anomaly, so get support from the leadership coach who is expert in dealing with such situations.

Anomalies the school leader cannot correct are escalated to the principal's supervisor to resolve. The principal's supervisor works with the principal on resolving issues. The principal's supervisor uses the term to resolve residual anomalies. If they are still not resolved by the term then they are escalated to the governance committee to resolve.



6.3 8 Cycles of School Improvement

Cycles of practice

In a school improvement implementation, every teaching team member is trained in the full range of skills and knowledge they need to deliver the same standard of practice so that every student has a chance to receive the same high level of effective teaching.

Teaching team members are coached 'on-the-job' as they begin to practise their delivery, which is targeted to their individual development needs.

All schools have a set of standard practices as part of GGSA's daily, weekly and term routines.

GGSA's 8 Cycles of School Practice encapsulate the practice cycles schools enact to deliver their school improvement implementation. Each cycle has a set of practices that school teams are trained to deliver with fidelity.

Practices are based on what the body of international evidence says are the most efficient and effective ways to improve teaching quality, lift student attendance and maximise and sustain student gains.

They are practices that any Good, Great or Excellent schools routinely perform. Schools achieve their desired results when they deliver these practices with fidelity.

The practices fall into two categories:

- **instructional leadership of school-wide practices**, which is the responsibility of the principal and other school leaders to ensure it occurs across the school
- **effective teaching classroom practices**, which are the responsibility of each teacher and teaching assistant.

Classroom Coaching through observations, demonstration and feedback are a daily part of school

Oversee team professional learning:

- Adhere to lesson script (T)
- Use signals effectively (T)
- Ensure book is visible to all students (T)
- Deliver lesson fluently and clearly (T)
- Use individual turns effectively (T)
- Monitor and assign independent work (T)
- Follow full correction procedure (T)
- Remediate and retest student on parts failed in mastery test (T)
- Ensure students have required materials (T, TA)
- Use routines and expectations (T)
- Use teacher-student game (T)
- Provide positive reinforcement for following rules and directions (T)
- Set-up space so student work can be monitored (T, TA)
- Set weekly classroom attendance strategies (T)
- Follow behaviour plan (T)

School Professional Development engages the whole school team in professional learning

Oversee team professional learning:

- Ensure all team participate in all required training (All)
- Provide peer topic practice training (IC)
- Lead practice sessions (IC)
- Attend practice sessions (T, TA)
- Conduct regular classroom observations (P, IC)
- Provide feedback and remedies and ensure teachers enact them (P, IC)
- Coach teachers as required (IC)
- Demonstrate 'show off' to teachers (IC)

Parent Classroom Engagement increases parental commitment and maximises student educational opportunities through parent engagement

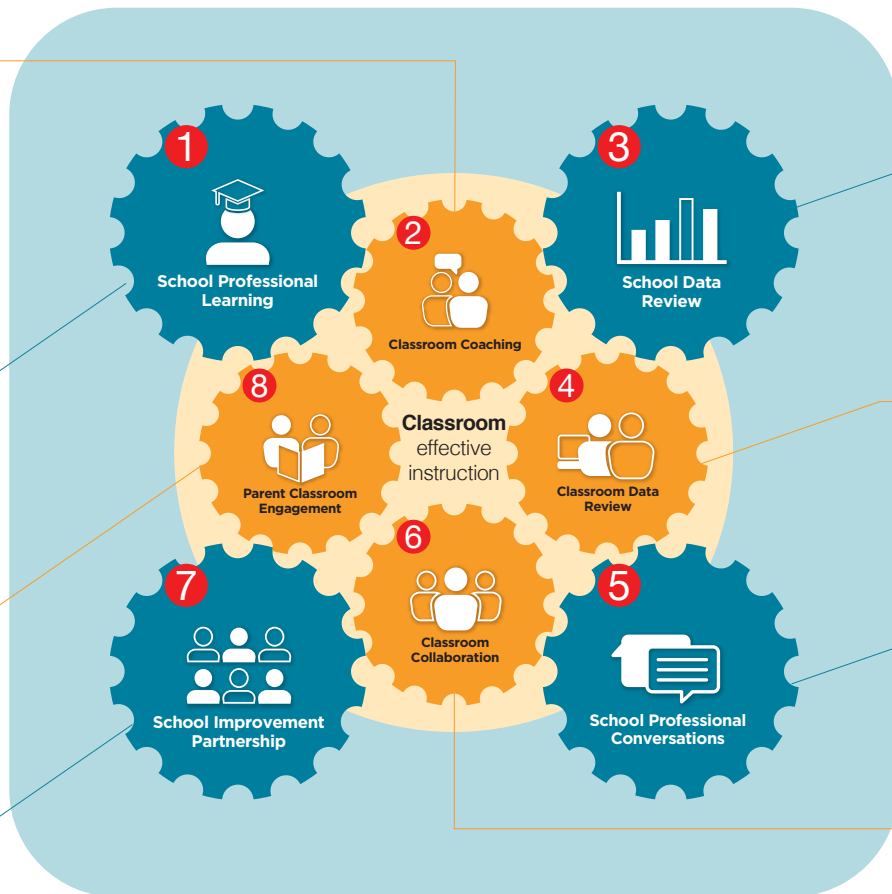
Engage with parents:

- Meet with parents of students (T)
- Schedule parent classroom visits (T)

School Improvement Partnership provides mutual accountability for improvement between the school team and the community

Implement school improvement partnerships:

- Lead school improvement plan with community (P)
- Lead school-wide behaviour plan (P)
- Update school data wall (IC)
- Manage school attendance strategy (P)
- Meet with parents of students to solve attendance (P)



School Data Review ensures data is regularly collected, analysed and shared among the school team to learn what it says about their practice

Use data to inform instructional decisions:

- Lead weekly data review (P)
- Ensure teachers take actions (P)
- Set teacher developmental targets (P, IC)
- Provide feedback to teachers (P, IC)
- Set progress targets for each student (IC)
- Place students correctly (IC)
- Deliver materials to teachers (IC)
- Manage data practice (IC)
- Collect and analyse weekly data (IC)

Classroom Data Review helps teachers and teaching assistants have routines of planning, testing and analysing student data which is always visible in the classroom.

Use data to inform effective teaching:

- Record and submit student data on time (T)
- Update classroom wall daily (T, TA)
- Complete self check-out (T, TA)
- Action feedback from weekly data review (T, TA)

School Professional Conversations regularly engage the school team in conversations about their practice.

Undertake professional conversations:

- Promote professional conversations (P)
- Lead classroom practice shares (IC)
- Establish professional peer networks (P)
- Assign staff to oversee school-wide behaviour (P)

Classroom Collaboration engages teachers to collaborate and set mutual expectations

Undertake peer collaboration:

- Participate in coaching (T)
- Conduct peer pedagogy and lesson practices (IC)
- Hold peer classroom observations (IC)

References: (All) being all leadership and teaching roles in the school; (IC): Instructional Coach; (P): Principal; (PS): Principal's Supervisor; (SL): System leader; (T): Teacher; (TA): Teaching Assistant.

6.5 Tools

School improvement support platforms

GGSA has purpose-built platforms to support schools so they can perfect their practices to deliver with fidelity. These are a platform to record and formalise all school team professional learning, a platform to track all teaching and learning, and a platform to support the teaching teams to perfect their practices and implement with fidelity.

Mastery Teaching Pathway is a professional learning platform that takes leaders and teachers on a continuum of expertise, from introductory for those new to effective teaching, to advanced and expert for those wanting to build their teaching repertoire. The training and coaching responds to the leadership and teaching needs of school teams, from principals and curriculum leaders wanting to become strong instructional leaders, to teachers and teaching assistants wanting to deliver effective teaching to mastery. The pathway aligns to the professional standards for teachers and leaders set by the Australian Institute for Teaching and School Leadership (AITSL).

Teaching and Learning Instrument is a data-sharing and coaching platform that enables schools to observe and improve the fidelity of their school and classroom practice. Its core features enable schools to track student progress and development, effective teaching and instructional leadership practices. The technology also enables teachers to record their practice so that instructional leaders can provide feedback in situ or remotely.



6.6 Assessment

There are three testing regimens used to measure student progress on a school improvement implementation. They are:

- Student Progress and Mastery Tests (SPMT)
- Progressive Achievement Tests – Reading and Numeracy (PAT-R and PAT-N)
- National Assessment Program – Literacy and Numeracy (NAPLAN).

Some schools and systems use other testing regimens that can also be used for analysis like the Early Years Literacy and Numeracy Data (EYLND).

Student Progress and Mastery Tests

The approaches used have built-in student progress and mastery tests that are administered by teachers in weekly or fortnightly cycles depending on when students complete various segments of work.

The data measures student mastery lesson progress and demonstrates where students are at in their progression through student year levels.

This student progress and mastery data is very granular and accurate, and a powerful tool to use to examine the effectiveness of teaching by what students learned.

Teachers in a school test students and pass this data on to GGSA to collate into reports. The system and the school ensure teacher datasets are timely, accurate and complete.

Progressive Achievement Tests

Progressive Achievement Tests are a suitable test to measure student progress because they cover multiple grade levels and are fine-grained in what they test.

The two main tests used are:

- Progressive Achievement Tests in Reading (PAT-R), which measure reading comprehension, vocabulary knowledge and spelling. Assessment of comprehension covers Foundation to Year 10 and assessment of spelling ranges from Year 2 to Year 10. PAT-R aligns with the foundational skills required to read, in particular, assessment of comprehension, both literal and inferential, contextual word knowledge or vocabulary, phonics and phonemic awareness
- Progressive Achievement Tests in Mathematics (PAT-M), which measure number, algebra, geometry, measurement, statistics and probability. They also address the mathematical processes of understanding, fluency, problem-solving and reasoning. This is an appropriate test (and more relevant than NAPLAN) to measure student numeracy progress.

National Assessment Program – Literacy and Numeracy

NAPLAN is used to measure trends in student outcomes over time and to compare students to peers nationally. It has limited use in an instructional improvement implementation and is only used to confirm data. Limitations are:

- NAPLAN is an achievement test that determines whether a student met a set of minimum standards, not their actual level of progress from point to point or the component skills that lead to literacy
- NAPLAN only tests Year 3 and Year 5 students in primary school, so students are only tested every second year, whereas instructional improvement requires regular tracking of improvement for all students from Kindergarten to Year 6
- NAPLAN only tests students in attendance on the testing day, so schools with low attendance (usually the Poor to Fair schools participating in improvement) have low participation
- in small schools with under 50 students (which are usually Poor to Fair schools participating in improvement), there may be only two or three students in Years 3 or 5, and small test samples can skew data and lead to students being identified.



6.7 Evaluation

Standard objective of a school improvement implementation is to:

implement instructional improvement so that the school consistently has great teachers delivering effective instruction to every child.

Implementation logic

An implementation evaluation is set up at the start of each new project to track the activity and its impacts on the system and across each school. They follow a standard program logic:



Input

The support the system provides to improve the structural and instructional factors in each school



Output

The school delivery of practices with fidelity



Outcome

The teaching quality improvement, and the student results on literacy and attendance.

A set of measurable indicators are used on a suite of reporting tools.

GGSA expert support assigned to a school collects data on school delivery of their school improvement implementation as observed through the training, coaching and monitoring of the school.

The GGSA governance leader collates and analyses the data relating to system inputs.

Implementation reporting

GGSA provides regular reports on a school improvement implementation designed to strengthen the improvement implementation.

Reports highlight where the targeted improvement was or was not achieved, the major contributors and the recommended actions to improve.

The reports are:

- weekly reports for schools so they can analyse their student results and make informed adjustments to individual teaching so they continue to improve student outcomes
- semester reports to schools so they can analyse their implementation delivery to fidelity and set actions for improvement for the next semester
- semester reports to systems of all their schools' progress so they can set strategies to improve their support to schools.

