



piLOT

Activating student voice in learning –
accelerating improvement

Teaching for Effective Learning
[TfEL] PILOT 2014–2016

IMPACT REPORT

CO-DESIGN
CO-LEARN
CO-CONSTRUCT
CO-LLABORATE

Positioning **students as partners in learning**
to improve teaching and learning outcomes
in South Australian DECD schools



Government of South Australia

Department for Education and
Child Development

South Australia leading the way in partnering with learners

Believe it or not, our secret ingredient for transforming the teaching profession toward professional capital is the student as change agent!

Michael Fullan, 2016¹

The process confirmed that student voice is the most powerful accelerator for change. They have profound insight into themselves as learners, want to work collaboratively with their teachers to accomplish positive learning experiences and are respectful and useful!

Principal, TfEL PILOT school

Teachers asking specific questions in maths, instead of just telling kids the answer, switches up their thinking from fast to slow, so that they are stretched more.

Student, TfEL PILOT school

A group of leading SA DECD schools have put their students in the front seat with them, to drive learning improvement. This focus of partnering with students to redesign learning has resulted in significant positive outcomes in learner achievement and learning capabilities.

In 2014 the TfEL PILOT was designed as DECD's forward scout in this work. TfEL PILOT host schools were established to improve learning achievement by addressing key findings from the SA pedagogy and PISA research. This research showed that we needed to design learning experiences that increased learners' engagement and 'intellectual stretch' for all our children and young people.

Rethinking the role of students was key.

Through the PILOT, students had opportunities to work as researchers, evaluators, decision-makers, teachers, learning designers and advocates for 21C learning. Learners from Preschool to Year 12 in PILOT schools collaborated with teachers in many different ways. They gave feedback about their learning needs, co-designed new learning units, shared their ideas at partnership leaders' meetings, conducted student learning rounds across the partnership schools, established teach-on teams and learning support networks, set up learning feedback stations and trained their peers in this, formed professional learning teams with their teachers and attended professional learning with internationally renowned educational researchers such as Professors Guy Claxton and Dylan William, shared their learning with their communities, and formed Student Learning Commissions across their Local Partnership – their ideas and actions were endless, and inspiring for all involved.

And now these innovations are spreading.

DECD students have co-designed state forums and provided feedback directly to the Premier about the state's future, have partnered in learning with the DECD Business and Assets

teams, and are now designing state STEM forums and learning programs such as the Aboriginal STEM Learners' Congress. A key component of the 2016 and 2017 state leaders' professional learning program, ResultsPLUS, has been sharing these powerful 'student voice in learning and improvement' practices, with over 2000 DECD school and preschool leaders.

The 3 big ideas of the DECD R-12 pedagogy policy, Teaching for Effective Learning were the foundation of this work. These are the TfEL domains:

- Create safe conditions for rigorous learning
- Develop expert learners
- Personalise and connect learning.

These fundamental principles of learning informed the development of whole school and partnership approaches, ensuring student voice was strategically positioned alongside improvement planning processes.

The core 4 learning principles within each of these domains informed the school and partnership approaches. The single driving concept of the TfEL PILOT however, was to reconceptualise the role of students as active partners in the learning process. To do this, all sites would commence their focus on redesigning learning by co-creating ideas from scratch, with their learners. This shoulder to shoulder work was the engine room for the changes to come.

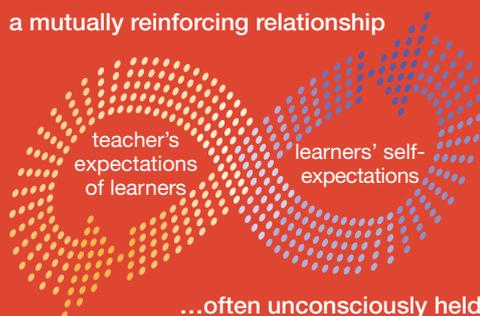
This report celebrates the exciting work of the children, students, teachers, leaders, Education Directors and communities of the TfEL PILOT host schools and their Local Partnerships who inspired us all with their creativity and passion.

OUTCOMES

Increasing student voice in learning in this way resulted in:

- increase in learner engagement and self-expectation
- teachers recognising learner capacity and designing learning 'that gets them thinking'
- improvement in higher order learning achievement.

a mutually reinforcing relationship



¹ Fullan, M (2016) *Indelible Leadership – Always leave them learning*, Corwin SAGE Publications

TFEL PILOT PARTNERSHIPS 2014–2016

2014

2015

2016

CLARIFY

- Trialling student voice in learning processes in host schools
- Identifying what works.

In 2014, each PILOT host school was asked to:

- engage students in the thinking to develop and trial ideas for learning improvement at their site
- harvest the learning and emerging impactful practices and commence sharing these across their partnership to inform future shared strategic action.

INCUBATION

Students and teachers from host schools sharing student voice practices and pedagogies.

In 2015, the host schools sharing of 'what did and didn't work' moved to shared trialling of practice. Leaders across the partnerships scaled out promising practices which included; student feedback about learning, learning design for intellectual stretch and establishing Student Learning Commissions who acted as researchers into effective teaching and learning.

AMPLIFY

Embedding – Impactful practices informing DECD strategies, projects and practices.

In 2016, 5 TfEL PILOT partnership case studies demonstrating key learnings and insights gleaned were captured. These will inform future DECD innovations and a commitment to partner with leaders, teachers and learners to design new ways of working. The first system wide action from the TfEL PILOT is to unleash the power of student voice in learning, by establishing a Student Learning Commission in every partnership through the STEM Ambassadors' Program by 2020.

We have seen improved learning outcomes and also a massive shift in engagement in lessons where co-designing has occurred.

Teacher, TfEL PILOT school



In 2016, **Western Adelaide Shores** partnership schools and preschools were recognised for their PILOT work, **winning the 2016 Excellence in Public Education award** for partnership innovation.

DRAFT not for citation

100% of teachers reported that students brought high quality ideas to the co-design process

1,400 students (R-12) have partnered with leaders and teachers to improve teaching and learning outcomes

44 partnerships have activated the voices of 17,600 students¹ from 2014-2016 using the TfEL Compass

Students report they love giving feedback and take it very seriously (responses are overwhelmingly constructive)

90% of DECD site leaders have identified student voice in learning² as a priority to explore in their sites

5,513 teachers across South Australia are using the TfEL Compass as a professional learning tool

2014-16 PILOT schools demonstrated significant improvement in achievement data in NAPLAN; Attendance; Student behaviour management; and Running Records

Most common feedback¹ from 16,000+ students: Give us more time to think; Give us more challenging work; Stop talking; Let us work collaboratively

High school students reported¹ enjoying working closely with preschool children and learnt a great deal from them about learning

Students¹ involved in co-designing learning improvement strategies self-reported higher levels of: language to articulate teaching and learning; confidence in giving and receiving feedback; understanding and knowing themselves as learners; knowledge of effective teaching and learning practice

Students and teachers analysing and discussing practice is a powerful lever for pedagogic shift



IMPACT OF THE TFEL PILOT 2014-2016

PARTICIPANTS DIRECTLY INVOLVED IN THE PILOT

369 teachers and leaders
5,690 students



STATEWIDE INFLUENCE

2100 teachers and leaders through professional development
37 partnerships through statewide student forum (NFC)



AND BEYOND

National and international interest/connections:
SVA STAR Schools Connection, Fogarty Edvance WA, Global Education Leaders' Program [GELP], Education Endowment Foundation UK



¹ DECD TfEL Compass data 2014-2016 | ² ResultsPLUS feedback

TFEL PILOT HOST SCHOOL AND PARTNERSHIP ACTIVITY 2014–2016

2014

CLARIFY**TFEL PILOT HOST SCHOOLS:**

- reaching a clear understanding of what we are trying to accomplish
- listening to students on what works and doesn't work
- using the TfEL Compass as a starting point.

GILLES STREET PS

Student feedback on what works for them in Numeracy – trialling the TfEL Compass feedback tool.

SEAVIEW HS

Students and teachers co-designing Non-googleable questions across all learning areas.

MYPOLONGA PS

Students as partners and decision-makers on school committees.

WEST LAKES SHORE R-7

Student teach-on teams established for students to share learning with their peers.

ULEYBURY PARTNERSHIP

Student Learning Commission established. Student voice audit trial conducted across all sites – recommendations inform 2015 plans.

JOHN PIRIE SS

Common Learning Qualities Charter established across the partnership. Community

catalyst group established to drive the Charter across the community.

MODBURY PS

Co-design of Non Instruction Time (NIT) timetable structure with students.

PANALATINGA PARTNERSHIP

Student learning forum to introduce 'the learning pit'. The TfEL Compass Partnership tool trialled.

THE IMPORTANCE OF STUDENT FEEDBACK ABOUT WHAT WORKS FOR THEIR LEARNING

2015

INCUBATION**TFEL PILOT HOST SCHOOL/ PARTNERSHIP:**

- year 1 learning shared and tested at a partnership level
- commenced partnership collaborative student voice in learning activities.

GILLES STREET PS → ADELAIDE PROSPECT PARTNERSHIP

Established PLCs; focussed on triangulating and exploring student data: disposition/achievement/perceptions of learning.

SEAVIEW HS → MARION COAST PARTNERSHIP

High school student teach on teams facilitated primary student workshops to develop learning capabilities.

MYPOLONGA PS → MURRAYLANDS PARTNERSHIP

Formation of a Student Learning Commission. Established the vision and qualities of an expert learner across 4 primary school sites.

WEST LAKES SHORE R-7 → WESTERN ADELAIDE SHORES PARTNERSHIP

Host school student teach-on teams facilitated workshops in other school sites. Teacher PLC teams established across the partnership.

ULEYBURY PARTNERSHIP → CRAIGMORE HS

Student Learning Commission focussed on two key areas from 2014 audit – dialogue, and feedback in learning. Craigmore HS trialled 5:5 model [teacher and student learning and co-design team].

PRODUCT DEVELOPMENT | TfEL Compass Partnership Report, Student Learning Community, Teach-on teams, Non-googleable questions, Student voice audit tool, Student voice audit action cards, Student Learning Rounds, Co-design Learning Improvement Cycle online resource – <http://tiny.cc/Codesign>

2016

AMPLIFY**SCALING OUT ACROSS THE PARTNERSHIP/ PORTFOLIO:**

- five partnership case studies
- statewide sharing of findings.

ADELAIDE PROSPECT PARTNERSHIP

Transforming Tasks teach-on teams established. Students and teachers from each primary school co-designing learning for higher levels of engagement, challenge and achievement in mathematics.

MARION COAST PARTNERSHIP

Student Learning Rounds established – observing for higher levels of intellectual stretch in numeracy and mathematics. Students provided recommendations to site leaders to inform future partnership priorities.

MURRAYLANDS PARTNERSHIP

Student Learning Commission focussed on students as researchers in the area of reading for pleasure across preschool and primary sites in the partnership.

WESTERN ADELAIDE SHORES PARTNERSHIP

PLCs narrowed focus – cross year level attention on higher levels of challenge in mathematics. Students unpacked Middle Years Development Instrument (MYDI) data and made recommendations to partnership executive.

ULEYBURY PARTNERSHIP

Students, teachers and leaders formed site research teams exploring the role that questioning plays in engaging and stretching all learners.

SYSTEMIC IMPACT | 44 partnerships have undertaken the TfEL Compass Partnership Report; ResultsPLUS – TfEL PILOT shared with 2,000+ leaders statewide



FINAL IMPACT REPORT SUMMARY

Gilles Street PS | Adelaide Prospect PS | Adelaide East partnership

2014: CLARIFY

WHAT WE DID

- Students gave feedback to teachers through the TfEL Compass, regarding mathematics pedagogy that supported them learn. Early Years students illustrated and described their classroom learning experiences and environment.
- Staff collaborative analysis of TfEL Compass results.
- Staff and students worked as co-designers to respond to the results by designing learning that engaged and stretched all – ‘low floor, high ceiling learning design’.
- Staff and students co-designed and ran growth mindset workshops for parents.
- Year 2 student presented to 300+ school principals at a ResultsPLUS professional learning day.

IMPACT

- Whole school promotion and documentation of teachers’ innovative practices through PLCs – de-privatising professional practice.
- Significant growth in student PATMaths data over 6 months, between 15.1–30.9 points (between 2–4 times the expected rate of growth).
- Increase in students’ positive mindset, learning resilience and critical and creative thinking as measured by the ELLI [Effective Lifelong Learning Inventory Tool, Bristol University UK].

A comprehensive case study of this work is available on the Co-design Learning Improvement Cycle website: <http://tiny.cc/CLICycle>

2015: INCUBATION

WHAT WE DID

- The Local Primary partnership of schools collected student feedback in mathematics using the TfEL Compass survey and Early Years drawings process.
- PLCs and Student Learning Communities established in five schools—Sturt Street Community School, Prospect North PS, North Adelaide PS, Gilles Street PS, Walkerville PS—using student voice in learning strategically for site improvement.
- A 20% random sample of students across the five primary schools provided feedback to their peers and teachers in literacy and mathematics.

IMPACT

- Numeracy achievement: Gilles Street PS demonstrates higher than national average achievement and growth, out performing many like schools (DECD data).
- 60% of teachers across the partnership now collect student feedback through the TfEL Compass survey to reflect on their practice.
- Adelaide Prospect partnership plan included activating student voice from preschool–12 for improvement.

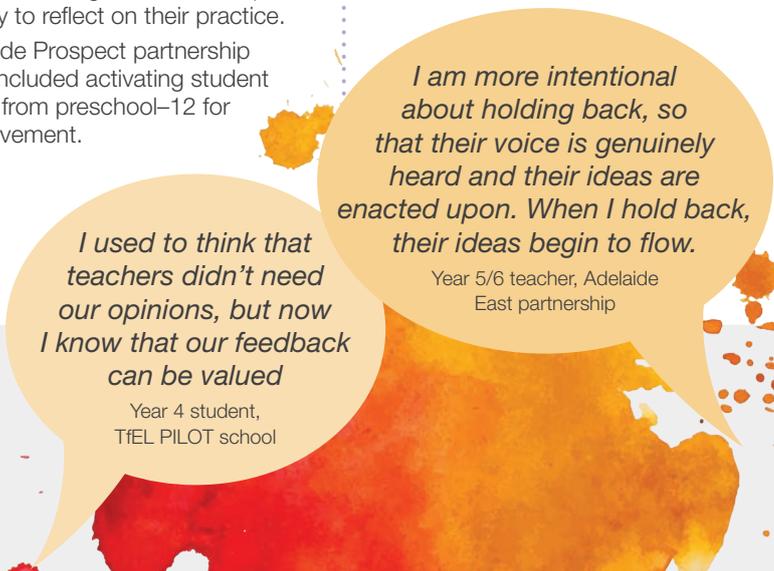
2016: AMPLIFY

WHAT WE DID

- Established Transforming Learning Tasks – Teach-on teams: 7 leaders, 14 teachers across R–7 and 30 students coming together three times a term as a partnership PLC to develop expertise for sharing with peers in their chosen learning design strategy.

IMPACT

- Partnership achievement data trending upwards in numeracy at Year 3 and Year 5.
- Significant growth in students’ mathematical meta-language (TfEL Compass data and teacher observation).
- Higher levels of student peer to peer learning dialogue.
- Teachers co-designing learning with students for greater levels of intellectual stretch; seeking student feedback to inform practice; and giving students more ‘think time’ to support their learning (Most Significant Change reports).



I am more intentional about holding back, so that their voice is genuinely heard and their ideas are enacted upon. When I hold back, their ideas begin to flow.

Year 5/6 teacher, Adelaide East partnership

I used to think that teachers didn't need our opinions, but now I know that our feedback can be valued

Year 4 student, TfEL PILOT school



Where to next?

WHAT WE PLAN TO DO

- Use the 2016 Transforming Tasks Teach-on model to strengthen co-designing learning with students that develops critical and creative thinking.
- All teachers designing learning for greater metacognition by embedding a Transforming Task technique and focusing on the Australian Curriculum mathematics proficiencies of Problem Solving and Reasoning.
- Teachers and leaders collaboratively moderate learning tasks to assess the degree of cognitive demand for learners and to develop consistency of teacher judgment and for rich learning design.
- Each site builds on and strengthens their focus on their Transforming Task strategy from 2016, with the intent to share expertise at partnership professional learning days.



FINAL IMPACT REPORT SUMMARY

Seaview HS | Marion Coast partnership

2014: CLARIFY

WHAT WE DID

- Teachers and students at Seaview HS co-created 'Non-googleable questions' across all learning areas to build teacher/student learning relationships and to challenge assumptions about knowledge and learner engagement.

IMPACT

- 100% of Year 9 students achieved the National Minimum Standard in Year 9 Numeracy (NAPLAN) for the first time.
- SACE completion improved by 15% (2014 SACE data).
- Students achieving 'C and above' improved by 11%.
- Retention rate improved from 60% to 92%.
- Attendance data improved from 93%–95%.

2015: INCUBATION

WHAT WE DID

- Teachers (R–12) designed learning tasks that intellectually stretched learners across all year levels at Seaview High School and partnership primary schools.
- Established a Student Learning Community (SLC) of students and teachers across the partnership to learn about mindset and intellectual stretch learning design. Students taught this learning to teachers back at their sites.

IMPACT

- At Seaview HS SACE Stage 2 grade distribution improved in A+ to B- grade bands, and D and E grades dropped from 18.1% in 2013 to 8.5% in 2015
- Numeracy and PLP completion remained above state average.
- 20% improvement in the number of results being confirmed at SACE moderation.
- 71% of students received their first preference for university entrance and 85% received an offer in their top 3 choices.
- Year 9 students in NAPLAN reading, were positioned in the quadrant that represented higher growth and achievement than the national averages, performing better than many like schools.

2016: AMPLIFY

WHAT WE DID

- The partnership Student Learning Rounds (SLR) team established – met twice per term with the Education Director, 1–2 leaders and teachers from each site and 5 students from schools R–12.
- Learning rounds observations conducted – researching and gathering practice examples of intellectual stretch in numeracy and mathematics.
- Findings and recommendations for learning design presented by students to leaders to inform future partnership priorities, collective professional learning, and expertise sharing across the partnership.

IMPACT

- At Seaview HS Stage 2 (Year 12) grade distribution improved; D and E grades dropped from 8.5% in 2015 to 5.9%; Improvement in A+ to C- grades by 94.1%; Improvement in A+ to B- grades by 59.4%.
- SACE completion increased from 89.3% in 2015 to 93.5% in 2016.
- The Student Learning Rounds cohort showed a 43% increase in students identifying a growth mindset in maths (TfEL Compass).
- Students using a greater range of strategies for getting 'unstuck' in their learning in maths.
- Leaders reported that the SLR observation process challenged teachers' thinking about how students learn and then impacted the way they teach mathematics.
- Teachers volunteering to participate in SLR continued to increase.

I used to just answer a question in Maths and just leave it at that, but now I think more about it and find multiple ways to answer it.

Year 6 student,
TfEL PILOT school

My mindset: expectations that all students can achieve: I now focus on each student's potential, not deficit.

Year 6 teacher,
Marion Coast partnership

A comprehensive case study of this work is available on the Co-design Learning Improvement Cycle website: <http://tiny.cc/CLICycle>



Where to next?

WHAT WE PLAN TO DO

- Continue the Student Learning Rounds model from 2016 with a focus on questioning to deepen thinking.
- Leaders, teachers and students transform mathematics tasks together, with a specific focus on questioning, problem solving and metacognition.
- Teachers and students trial transformed mathematics tasks in the classroom and make recommendations to the partnership about what works to inform future priorities.
- Establish a team of partnership leaders, teachers and students representing early years, primary and secondary to lead the student learning rounds.



FINAL IMPACT REPORT SUMMARY

Mypolonga PS | Murraylands partnership

2014: CLARIFY

WHAT WE DID

- At Mypolonga PS students were given key roles on learning committees, eg Site Improvement Committee, Lifelong Learning Community Group.
- The 7 dimensions of the Effective Lifelong Learning (ELLI) identified.
- Students gave learning feedback to peers and teachers.
- Students accessed and analysed a range of data.
- Students became co-learners with teachers attending professional development together and running PD for staff as a result – teachers and students sharing their learning with each other.
- Students as peer teachers.

IMPACT

- 100% students learning about leaning and providing learning feedback to their peers and teachers.

I used to rush through the task, but now I use dialogue and slow right down.

Student, TfEL PILOT school

2015: INCUBATION

WHAT WE DID

- Established our Student Learning Community (SLC) with four primary schools across the partnership, actioning Domain 3 of TfEL – develop expert learners— learning how our brain works, mindset, resilience and the learning pit.

IMPACT

- Students wrote to the Education Director and partnership leaders recommending that learning feedback stations and the learning pit (Murraylands poster) be implemented across the partnership at all preschool and school sites, and that the SLC continue and grow in 2016.

When students are positioned as leaders in the learning, giving feedback about their learning experiences and informing the pedagogical choices teachers are making, powerful changes happen.

Teacher, Murraylands partnership

2016: AMPLIFY

WHAT WE DID

- Involved all primary school sites across the partnership in the SLC.
- Established SLC protocols for the Murraylands partnership.
- Sought Aboriginal participant representation.
- Continued to go after stretch and challenge in learning and aligned SLC resources to Transforming Tasks PLC teacher resources.
- Built a community of learners across the partnership.
- Analysed site and system data to inform future action.

IMPACT

- Students became decision-makers across sites (eg initiated whole school reading events, provided input into budget allocations and spending).
- Students became teachers, working and learning alongside adults at the SLC and back at sites. Students worked across preschool sites with a specific focus on reading for pleasure.
- Students became learning researchers, creating, delivering and analysing surveys across the school.
- Students became learning designers, co-planning and delivering learning and insights to leaders and teachers at staff meetings, and sharing their learning with school communities, classes and preschools.
- Leaders and teachers sought students to work side by side with them to drive learning improvement.

A comprehensive case study of this work is available on the Co-design Learning Improvement Cycle website: <http://tiny.cc/CLICycle>



Where to next?

WHAT WE PLAN TO DO

- Grow the Murraylands SLC, with the inclusion of preschools and the high school. This will be driven by the current Year 7 SLC members who are taking their roles to the high school.
- Maintain our SLC protocols.
- Explore Creative Body-based Learning (CBL) with Professor Katie Dawson, as pedagogy to drive learning improvement in reading and comprehension. Exploring opportunities in multimodal learning processes across the partnership with links to assessment and moderation for rich learning design.
- Students will continue to work side by side with Leaders as learning coaches for their peers and teachers in CBL.



FINAL IMPACT REPORT SUMMARY

West Lakes Shore R-7 | Western Adelaide Shores partnership

2014: CLARIFY

WHAT WE DID

Students as co-designers and leaders of learning:

- Student Teach-on teams delivered learning sessions for their peers, teachers, leaders, partnership schools, parents and the wider community.
- Student Voice Auditors surveyed teachers and leaders to gather data about opportunities for student voice / agency in the host school.
- Established Parent TfEL Talk Workshop Program so teachers and students could share their learning with the parent community.

IMPACT

- A common language for learning established across the wider school community.
- 25% increase of students into medium and high growth bands in NAPLAN Numeracy.
- 15% decrease in numbers of students with low growth in NAPLAN Numeracy.

2015: INCUBATION

WHAT WE DID

- Host school Teach-on teams facilitated learning sessions with teachers at partnership primary sites on the TfEL Compass, ThinkDrive program, ELLI and the Engagement in Learning surveys.
- Student Learning Community (SLO), Teach-on teams, Lead Learner Observers and Yard Ambassador groups formed to lead learning around the Connected Curriculum, Play is the Way and putting TfEL into action, with a focus on developing confident and skilled expert learners, to share their learning about brain function and learning, growth mindset, developing resilience, engagement and executive function.
- ‘Shore Start’ Professional Learning Program initiated across the partnership to share common understandings and effective practices informed by current educational research.
- TfEL Parent Talk Program develops into a whole partnership program (Shore Start Community Learning), offering workshops by teachers, students and parents focusing on current educational research.

IMPACT

- Students demonstrate an increased capacity to lead learning by sharing their knowledge and skills with teachers and parents within sites and across the partnership to support improved learning outcomes underpinned by shared understandings and a common language of learning.
- 240+ teachers from across partnership sites meet to form year level / specialist area PLCs to begin co-designing learning that is engaging and challenging, research based – informed by site and partnership data.
- 1000+ parents and community members register interest in attending Shore Start Community Learning Program workshops.
- Combined Governing Council meetings facilitated so members from all 17 sites can share ideas and actions around school improvement.

A comprehensive case study of this work is available on the Co-design Learning Improvement Cycle website: <http://tiny.cc/CLICycle>

Teachers asking specific questions in Maths, instead of just telling kids the answer, switches up their thinking from fast to slow, so that they are stretched more.

Student, TfEL PILOT school

In the 2 years of the PILOT, I have seen a massive cultural improvement at the school. It has influenced students’ attitudes and perceptions about their school in a positive way.

Teacher, Western Adelaide Shores partnership

2016: AMPLIFY

WHAT WE DID

- Teach-on teams established to share learning within sites and across the partnership about digital technologies (robotics), student wellbeing for learning (unpacking MYDI and Engagement in Learning data).
- Shore Start Programs for teachers and parents continue and focus redefined:
 - Facilitated common, shared PL days each term for primary teachers to meet to co-design challenging learning with input from students (focus on Critical and Creative Thinking in STEM, mathematics and numeracy).
 - Aspiring Leaders' Program initiated to support the leadership growth of R-12 teachers and to support succession planning across the partnership
 - Shore Start Community Learning program extended offering wider range of workshops.
- Partnership submits proposal for involving teachers and students from R-12 sites in co-designing learning – *'Creating a new normal'*.

IMPACT

- Students influencing pedagogic shift across sites (eg more teachers are co-designing learning with students; students exploring the elements of TfEL and sharing with their teachers, peers and parents).
- Students supporting teachers to understand and explore digital technologies (making learning fun and doable).
- Teachers co-designing learning programs to be shared across the partnership and incorporating common assessment tasks in preparation for across partnership collaborative moderation in 2017 for rich learning design.
- 21 Aspiring Leaders successfully completed a leading learning program over Terms 3 and 4 and presented action research around a range of site and partnership review focus areas, eg student voice, wellbeing for learning to be further developed in 2017.
- Partnership wins SA Excellence in Education Innovation Award for *'Creating a new normal'* proposal.
- Partnership wins grants to develop: Preschool STEM Play Inquiry and Critical and Creative Thinking Inquiry.

WHAT WE PLAN TO DO

- Implement the *'Creating a new normal'* proposal – prototype learning design teams at a number of R-12 sites with teachers and students co-designing challenging learning together.
- Implement whole of partnership collaborative moderation process for rich learning design, co-designed by year level and specialist learning PLCs incorporating student feedback.
- Implement grant inquiries: Preschool STEM Play and Critical and Creative Thinking.
- Design and facilitate a Partnership Student Commission to capture student feedback and ideas and actions.
- Develop teacher and student Teach-on teams to co-design and lead learning in STEM – learning sessions for teachers and parents (Primary 3D Printing Project, Digital Literacies)
- Expand the partnership professional pathways: provide authentic leadership opportunities for Aspiring Leaders: facilitate a mentoring program; co-leadership of Partnership Portfolios; and participation in Phase 2 leadership program – Evolving Leaders.

Where to next?



FINAL IMPACT REPORT SUMMARY

Craigmore HS | Uleybury partnership

2014: CLARIFY

WHAT WE DID

- Leaders investigated SA Pedagogy and PISA research, TfEL PILOT intent, and links to Harris Federation UK.
- Each leader supported 4 ‘student commissioners’ to trial a site Student Voice Audit for baseline data to share at partnership level.
- Uleybury Partnership Student Commission for Learning (UPSCL) was launched. 40 commissioners developed recommendations for learning, and presented to leaders for partnership direction 2015 – key driver was identified as Dialogue for Learning (TfEL 3.4), with intent that UPSCL would model TfEL pedagogy to activate student voice across the partnership.
- Craigmore High School (CHS) identified as the TfEL PILOT host site for 2015–16.

IMPACT

- Leaders and students valued the contribution of preschools in the Uleybury SCL.
- Children/students raised new insights into areas for improvement.
- Student Voice Audit was refined, used by all TfEL PILOT host sites and published as a DECD online resource.
- Partnership plan 2015–16 prioritised Student Voice in Learning.

A comprehensive case study of this work is available on the Co-design Learning Improvement Cycle website: <http://tiny.cc/CLICycle>

2015: INCUBATION

WHAT WE DID

- CHS TfEL PILOT 5:5 model established – student-staff team co-designed a TfEL Compass survey on Assessment for Learning and Student Voice in Learning, for baseline data to inform direction. They met fortnightly, using ‘The Pitch’ and questioning protocols to critique lesson plans. Professional learning spread across faculties.
- The Uleybury SCL met on leaders’ days, including a 1 hour co-design session with site leaders and a commitment to action – focus on intellectual stretch, resilience, growth mindset, feedback for learning, and questioning. Commissioners were joined by 15 ‘mentor teachers’ using TfEL resources and knowledge gained through a partnership workshop, ‘Sharing power as a fundamental condition for learning’.

IMPACT

- Craigmore HS: increase in student assignments submissions and completion – from 54.7% in Term 2 to 90.5% in Term 3. 46.3% of students who failed in Term 2 achieved pass grades at C or above in Term 3.
- Uleybury Partnership: demonstrable increase in students’ learning conversation, measured by random sample classroom observations.
- SCL commissioners shared high yield practices for learning improvement in their sites.
- Evidence of pedagogic shift – teachers using less teacher-talk, more open questions, and ‘wait time’ for student thinking and response.
- Uleybury students partnered with adults at staff PD days, Governing Council meetings, NASSSA (CHS student presentation, ‘How will you advocate for 21C learning?’), DECD Numeracy and Literacy ResultsPLUS for leaders, Success for All DECD Partnerships for Learning Conference Adelaide, Social Ventures Australia Thought Leadership (SVA TLG) Conference (video link) Sydney.
- Uleybury student commissioners presented the showcase at their DECD Partnership External Review, August 2015.

We have a strong focus on assessment for learning, understanding why and how, instead of just a grade at the end. We have a say in criteria for assignments and suggest ideas for lesson plans. There’s a lot more engagement with the changes that have happened.

Student, TfEL PILOT school

Students are leading the learning, partnering in round table conversations with teachers. It’s changing the dynamic and challenging the paradigm.

Leader, Uleybury partnership

2016: AMPLIFY

WHAT WE DID

- CHS learnings from the 5:5 model informed other partnership school practices, eg feedback for learning, and students as co-designers.
- UPSCL increased to 2 half-day meetings per term, with children/students, teachers and leaders as site research teams, trialling and monitoring high yield practices, and evaluating impact on student engagement and achievement.
- Partnership: child/student feedback for learning was sought and acted upon.
- Partnership professional learning for continuity of pedagogical practice to engage and stretch all learners.
- UPSCL review led to formation of a branch Student Learning Commission in each site.

IMPACT

- Craigmore HS: TfEL Compass student perception data – 18% increase in those willing to take risks and speak up in class, and 19% increase seeking feedback in their learning. Professional Learning Communities for action research in student co-design.
- CHS TfEL PILOT hosted interstate school visits and teacher exchanges as a Star Hub school, Social Ventures Australia. CHS teachers to present at ACER Excellence in Professional Practice Conference 2017, Qld.
- TfEL PILOT initiative across partnerships: Student Voice Audit Action Tiles – ‘students as evaluators, teachers, learning designers, researchers, decision-makers and advocates for 21C learning’ – developed and published as a DECD resource.
- UPSCL formally recognised with philanthropic support through Australian Schools Plus.

WHAT WE PLAN TO DO

Uleybury Partnership Plan 2016–17 sets out to develop whole partnership strategies to increase consistency in pedagogy and curriculum, with UPSCL as partners in the process. Student Learning Commissions at each site will embed the work in all classes – making learning visible to parents, families and community. Strategies include:

- Partnership professional learning focus on pedagogic shift. Students, teachers and leaders share in professional learning at partnership and site level, with task audits and collaborative moderation practices for rich learning design across staff-student teams.
- All teachers seek and act upon child/student feedback for pedagogy and learning.
- Partnership ResultsPLUS Professional Learning Communities prioritise continuity of learning.
- Leaders’ projects build partnership approaches in Numeracy and Literacy that involve Student Learning Commissions, ensure representation of Aboriginal learners in UPSCL, and stretch all learners.
- Four identified sites share ongoing Rapid Prototyping/Design Thinking processes to increase student voice in co-design and action, eg transition programs.
- Each site generates a significant change story, to be shared with the partnership in Term 4.
- Uleybury promotes systemic initiatives for Student Learning Commissions across other partnerships, eg STEM Student Ambassadors and the STEM Aboriginal Congress.

Where
to next?

TFEL PILOT SCHOOLS ACHIEVEMENT DATA GROWTH 2014–2016

	Craigmore HS	Seaview HS	Mypolonga PS	Morphett Vale PS	Gilles Street PS
NAPLAN Literacy Years 3–5	N/A	N/A			
NAPLAN Literacy Years 5–7	N/A	N/A			
NAPLAN Literacy Years 7–9			N/A	N/A	N/A
NAPLAN Numeracy Years 3–5	N/A	N/A			
NAPLAN Numeracy Years 5–7	N/A	N/A			
NAPLAN Numeracy Years 7–9			N/A	N/A	N/A
SACE completion			N/A	N/A	N/A
Attendance					
Student Behaviour Management					
Running Records	N/A	N/A			

◆ Growth | ◆ No change | ◆ Decline | (Only PILOT schools with 12 months of involvement in the connection have been included)

‘The TfEL PILOT has impacted all three of my local partnerships by bringing them together and providing them with a common focus. It has strengthened connections between preschool, primary and secondary by providing a purpose for working together. Students and children now understand the learning process and themselves as learners, particularly in Numeracy and Mathematics, and teachers and leaders have a shared language and understanding about pedagogic shift. Student voice in learning is reflected on all three partnership plans and has been a powerful lever driving pedagogic improvement across all sites.’

Christine Hatzi, Education Director