Positioning students as partners to improve teaching and learning outcomes in South Australian DECD schools
South Australia leading the way

In South Australia we are putting our students in the driver’s seat of the change process. By the end of 2016 we will have student and community catalyst groups across the state who are actively driving learning improvement processes in their Local Partnerships.

The TfEL PILOT is DECD’s forward scout in this work. The Learning Improvement Division is partnering with our pioneering schools and preschools to capture insights and learning that all DECD school communities can build on.

TfEL PILOT host schools were established in 2014 to improve learning achievement by addressing key findings from the SA pedagogy\(^1\) and PISA research.

The research showed the need to develop learning experiences that both engage and intellectually stretch our children and young people.

The PILOT schools are:

- getting our students doing the thinking and placing young people’s ideas for learning improvement at the heart of all we do
- harvesting the learning and emergent practices from participating Local Partnerships to inform future systemic strategic action.

The 3 big ideas of the Teaching for Effective Learning (TfEL) Framework guide this work:

- Creating safe conditions for rigorous learning
- Developing expert learners
- Personalising and connecting learning.

These principles inform the development of whole school approaches that place student voice at the centre. In PILOT schools learners give feedback to teachers, co-design lessons, establish Teach-on teams and student learning commissions. In some schools students actually run PD for teachers!

**Intended outcomes**

Demonstrable:

- increase in learner engagement
- increase in intellectual demand experienced by learners
- improvement in higher order learning achievement.

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**TfEL PILOT Local Partnerships 2014–2016**

2014 **INCUBATION**

- Trialling student voice activities
- Identifying what works.

2015 **EXPANDING ACROSS THE PARTNERSHIP**

Students and teachers from host schools sharing student voice pedagogies.

2016 **SYSTEMIC ANCHORING**

Embedding – Impactful practices into DECD policy for systemic improvement.
All TfEL PILOT schools achieved higher than average state growth in 2015 NAPLAN results.

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

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

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

1,300 students (R–12) have partnered with teachers in professional learning sessions.

369 teachers and 5,690 students are directly involved in the TfEL PILOT.

23 Local Partnerships (210 site leaders) activated 7,000 student voices R–12 in 2015.

Most common feedback from 10,000+ students: ‘we want to talk more with each other about our learning’.

Students report they love giving feedback and take it very seriously (responses are overwhelmingly constructive).
Co-designing improvement – impact 18 months in!

Gilles Street Primary School
WHAT WE DID
Students gave feedback to teachers regarding their pedagogy in mathematics:
- TIEL Compass surveys – open ended questions targeted teaching and learning design in mathematics F–7 (Early Years students illustrated and described their classroom learning experiences and environment)
- Students and staff evaluated the TIEL Compass results:
  - areas for pedagogic shift and student mindset toward mathematics identified (60% students identified with fixed mindset)
  - students and teachers, as partners in learning, co-designed responses.

IMPACT
1. Whole school promotion and documentation of teachers’ innovative practices through PLCs
2. Student growth in PAT Maths data improved significantly over 6 months, between 15.1–30.9 points – between 2–4 times the expected rate of growth.

Craigmore High School
WHAT WE DID
- Conducted the TIEL Compass survey across every year level (8–12) to identify co-design priorities
- Formed a staff and student Learning Community
- Co-designed new assessment and feedback processes and trialled these with 121 Year 9–11 students.

IMPACT
1. 44.6% of students moved up one grade band or more between Term 2 and Term 3
2. 46.3% of those students previously failing in Term 2 achieved passing grades at C or above in Term 3
3. 36% increase in completion and submission of assignments and assignment tasks (54.7 to 90.5%).

<table>
<thead>
<tr>
<th>Grades</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Shift</th>
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<tbody>
<tr>
<td>A</td>
<td>19</td>
<td>30</td>
<td>57.8% growth</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>36</td>
<td>10% growth</td>
</tr>
<tr>
<td>C</td>
<td>28</td>
<td>33</td>
<td>17.8% growth</td>
</tr>
<tr>
<td>Below C</td>
<td>41</td>
<td>22</td>
<td>46.3% reduction</td>
</tr>
</tbody>
</table>

Seaview High School
WHAT WE DID
- Teachers designed learning tasks that intellectually stretched students
- ‘Non-googleable’ questions across all learning areas were devised by teachers and students to develop critical and creative thinking.

IMPACT
1. 100% of Year 9 students achieved the National Minimum Standard in Year 9 Numeracy (NAPLAN)
2. SACE completion improved by 15% [2014 SACE data]
3. Students achieving ‘C and above’ improved by 11%
4. Retention rate improved from 60% to 92%
5. Attendance data improved from 93%–95%.

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Panalatinga Partnership
WHAT WE DID
- Trialled and developed TIEL Compass Partnership survey tool
- Students and teachers used TIEL Compass data to co-design learning and build growth mindset together
- Learning strategies developed and implemented across the Local Partnership through shared professional learning involving teachers and the Student Learning Community.

IMPACT
1. 100% of schools engaged in work around fixed and growth mindsets; activating student voice; co-design of learning
2. 100% of teachers identified, trialled and reviewed a growth mindset strategy to improve learner outcomes
3. 23 Local Partnerships (210 site leaders) activated 7,000 student voices R–12 in 2015 – resulting from the TIEL Compass Partnership survey tool trial.
West Lakes Shore School R–7
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.

IMPACT
1 15% decrease in numbers of students with low growth in NAPLAN Numeracy
2 25% increase of students into medium and high growth bands in NAPLAN Numeracy
3 Significant increase in PAT Maths and Reading growth
4 A common language for learning established.

Mypolonga Primary School
WHAT WE DID
• 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

IMPACT
1 100% students providing learning feedback to their peers and teachers.

Modbury School Preschool – Year 7
WHAT WE DID
Students identified what would make a difference to their learning and worked with staff to redesign structures and pedagogy such as:
• Changed from short periods of time for specialist subjects to whole days for deep and more personalised learning
• Established three ways of learning; explicit teaching – scaffolded with peer and teacher feedback; an inquiry project where students could use their passion to drive their learning and share across the class; and a community learning commitment where students take their learning into the wider community.

IMPACT
1 29% more students achieving in the higher bands of NAPLAN
2 Higher order demonstration of the general capabilities
3 Higher achievement of A–E grades in the specialist subjects
4 Students demanding greater intellectual challenge in their learning
5 Dramatic reduction in SBM incidents and time out from specialist subjects.

John Pirie Secondary School
WHAT WE DID
Established a Community Catalyst Group (CCG) focussed on driving the growth of positive learning dispositions in all young people in the community.
The CCG provided input to the John Pirie SS External School Review. Group members included the Mayor and representatives from the Chamber of Commerce, Pirie Lead Abatement Project, Environmental Health Centre, Learning Together, BoysTown, SAPOL, DECD, local media, Governing Council and RSL.

IMPACT
1 With feedback from the CCG, students designed and delivered a community workshop to SAPOL personnel centred on the Partnership’s 4 learning qualities – these qualities are now in use throughout SAPOL’s juvenile justice system
2 Supported by the CCG, students created an advert featuring the 4 learning qualities for local radio and produced a song through the Muso Magic project
3 Signage featuring the 4 learning qualities will feature at all local sports venues and on referee’s shirts.

### PAT Maths and Reading growth
2014–2015: Cohort sizes range between 60 and 95 students

<table>
<thead>
<tr>
<th>Years</th>
<th>Maths expected growth</th>
<th>Maths WLSS growth</th>
<th>Reading expected growth</th>
<th>Reading WLSS growth</th>
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</thead>
<tbody>
<tr>
<td>2–3</td>
<td>14</td>
<td>15.8</td>
<td>9</td>
<td>10.5</td>
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<tr>
<td>3–4</td>
<td>6</td>
<td>9.7</td>
<td>9</td>
<td>10.5</td>
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<tr>
<td>4–5</td>
<td>6</td>
<td>8.3</td>
<td>8</td>
<td>8.1</td>
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<td>5–6</td>
<td>3</td>
<td>6.5</td>
<td>3</td>
<td>6.6</td>
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<tr>
<td>6–7</td>
<td>1</td>
<td>6.8</td>
<td>2</td>
<td>6.9</td>
</tr>
</tbody>
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The TfEL PILOT enacting the DECD Strategic Plan 2014–2017

01 | Higher standards of learning achievement

South Australia will have a strong public education system, characterised by high achievement, growth, challenge, engagement, and equity.

What success looks like

• South Australian students have achieved higher standards of learning and achievement in literacy and numeracy, mathematics and science, and higher proportions are achieving SACE with increasingly higher grades.

• The educational achievement gap between the highest and lowest achievers has been reduced.

• Teaching quality and leadership capability in our preschools and schools have improved through implementation of a coherent, system-wide approach.

04 | Engage children, families and communities

Children, young people, families and the wider community will be included in our planning and decision making processes.

What success looks like

• Children’s and young people’s voices are being heard and incorporated into our decision-making and teaching and learning processes.

• Families, children and young people are involved in the planning of services in their local communities.

It was difficult at first, as I wanted to jump in and give solutions to rescue them. This type of teaching and learning is creative and pushes students to higher thinking. Those who usually try to avoid thinking and problem-solving are more inclined to engage.

Year 9 teacher, Mathematics, TfEL PILOT school

* Data represents a small cohort of students – data may not be significantly relevant.
From little things, big things grow
Sites below have been involved in different ways in the early TIEL PILOT work across SA:
- trialling pedagogy learning modules or tools – Engagement workshops, Transforming Tasks tools
- gaining student feedback through the LP TIEL Compass trials
- working with Student Learning Commissions or learning forums
- PD with TIEL PILOT teachers, students or leaders
- PD where teachers and students attend together.

Whole PILOT initiative – ‘3 act PD’
3 act PD is science and mathematics PD with Dan Meyer and Neil Atkin, that teachers and students attend together and afterwards, run for staff back at their school.

Australian Science and Maths School
Craigmore HS
Fremont Elizabeth City HS
Gawler and District College B–12
John Pirie SS
Kaurna Plains
Aboriginal School
Murray Bridge HS
Northern Adelaide SC
Paralowie Gardens HS
Para Hills HS
Paralowie R–12 School
Salisbury HS
Salisbury East HS
Seaview HS

In less than 18 months, phase 1 students, teachers and leaders engaged 306 schools across the state.
The **TfEL PILOT** is building teacher capacity to design student learning that engages and intellectually challenges all learners. Students are being positioned as drivers for innovative practice. Early impact Phase 1 data shows South Australian DECD TfEL PILOT schools are already achieving positive shift in teaching and learning outcomes. It’s an inspiring initiative.

*Principal, TfEL PILOT school*

*Teacher/mentor, Student Learning Community*

**TFEL PILOT RESOURCES available online for all schools**

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**2016 WHERE TO NEXT?**

*Primary School student*

**Keep going. This is important and serious work.**

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We are talking about students being leaders in the learning system of the school, giving feedback about their learning experiences and the pedagogical choices teachers are making. It has unleashed a team of highly enthusiastic and articulate teachers into teaching networks, at a school and partnership level.

*Principal, TfEL PILOT school*

I think the journey we are on is a worthy one, we need to give our kids ownership of their learning and they surprise us every time. We can’t always rescue them, we have to allow them to have interactions, share their thoughts and challenge each other. I think it’s amazing, and they are really keen to share their work back in their school and their community.

*Teacher/mentor, Student Learning Community*