

Bringing evidence to life: promising projects in Australia

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E4L Webinar

Tuesday 12th November 2019



Acknowledgement to Country

We acknowledge the traditional custodians of this land, the Larrakia people, on whose land we are meeting on and pay respect to elders past, present and emerging.

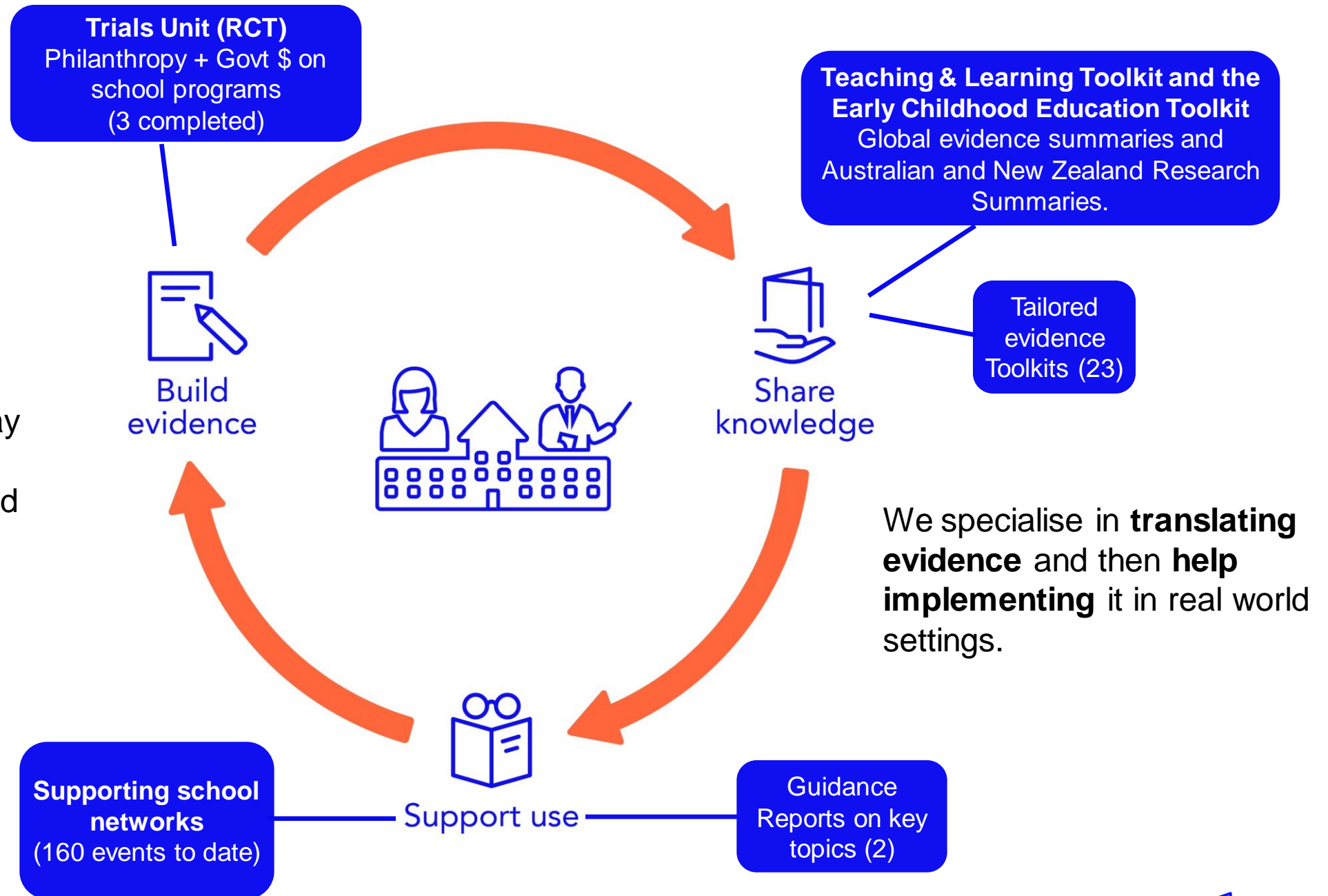
Session Outline

- The work of Evidence for Learning
- Introduction to the Northern Territory Learning Commission (NTLC)
- Impact Evaluation Cycle
- Evidence-informed decision making
- Casuarina St Primary School journey
- Questions



Better school decisions informed by evidence

We are an **Evidence Intermediary**; we play a brokering role between research and practice





Partnerships across Australia

**160+ events directly
connecting with
7,400+ educators**

- National
- AITSL HALT Conferences – 2017, 2018 and 2019
 - ACEL Conferences – presentations in 2017, 2018 and 2019
 - ACEL – articles for AEL and Resources in Action
 - ACER - conference - eight articles for Teacher Magazine
 - ResearchEd Conference
 - GEIS Conference
 - Centre for Strategic Education Conference – presentations

- Gov – Northern Territory Learning Commission
- Gov - Toolkit workshops
- Gov - Implementation GR workshops
- Cath - Implementation GR workshops

- Gov - Workshops, keynotes
- Cath - QCEC – Research Partnership School Program
- Cath - CiTEL Curriculum Conference
- Cath - Townsville and Toowoomba Diocese Education Action Plan workshops
- Cath - Implementation GR workshop
- IND - presentations
- QUT - Toolkit workshop
- UQ - SLRC

- Gov - Toolkit workshops
- IND - AIS WA - Toolkit workshop
- WAPPA - keynote & workshop

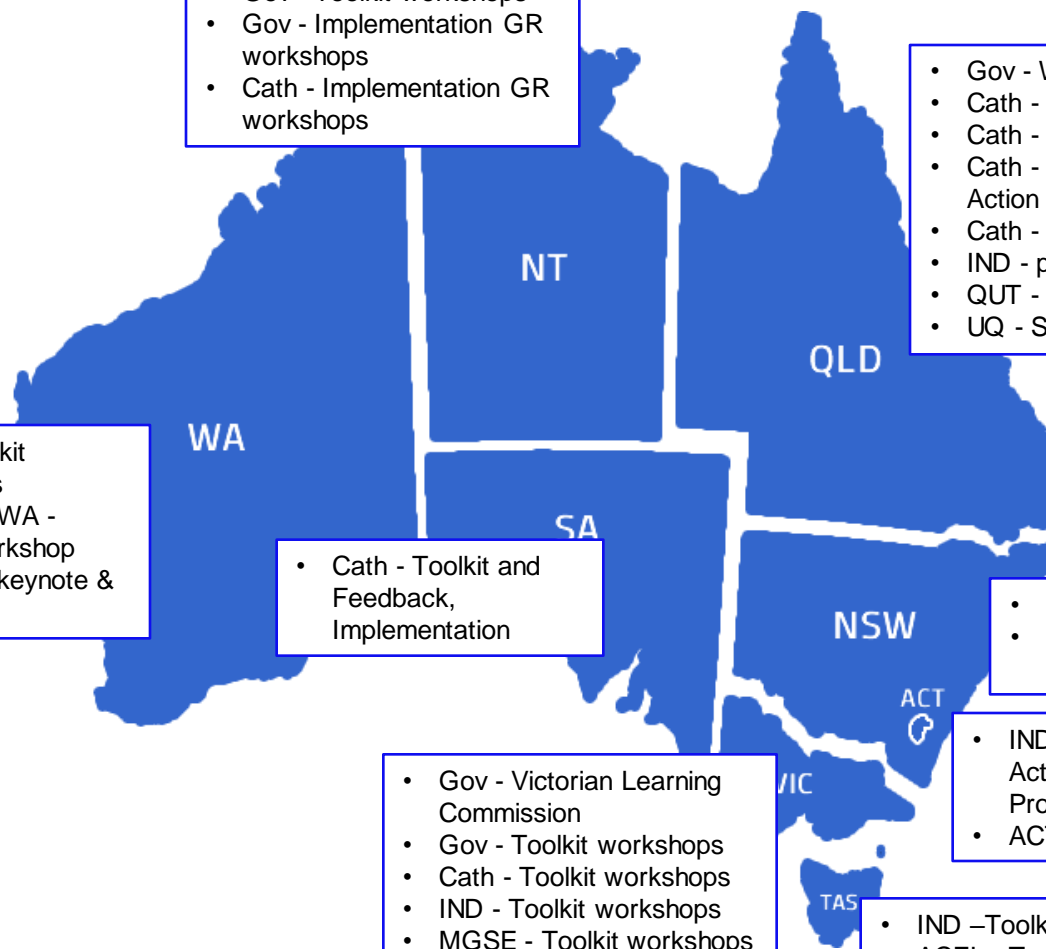
- Cath - Toolkit and Feedback, Implementation

- Gov - Toolkit workshops
- Cath - Implementation GR workshops

- IND - ACT-AIS - Education Action Plan Research Project
- ACT-AIS - Colloquium

- Gov - Victorian Learning Commission
- Gov - Toolkit workshops
- Cath - Toolkit workshops
- IND - Toolkit workshops
- MGSE - Toolkit workshops
- Monash - Toolkit workshops

- IND –Toolkit workshops
- ACEL –Toolkit workshops



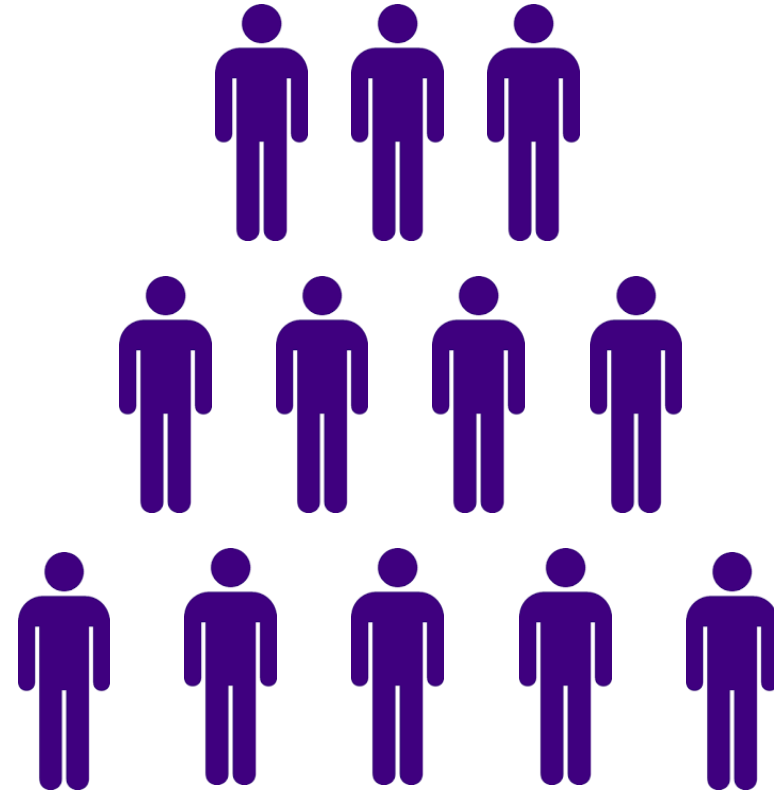
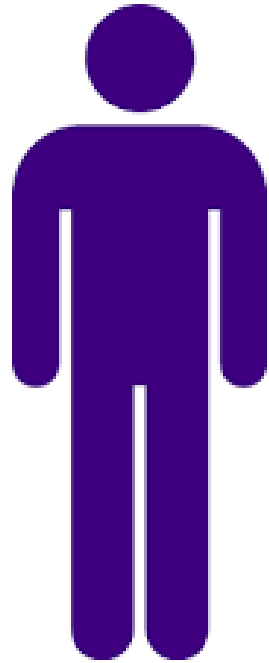
WELCOME TO NGUKU

RAVARRAST

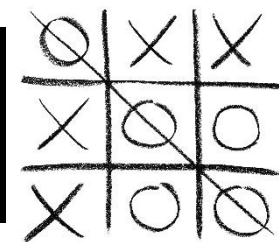
LALAMORRA ST



My students know more about
their learning than I do.



What do we know?



‘My teacher talks to my parents about my learning...’

46% Disagree or Don't Know



5 out of 10

37% Disagree or Don't Know

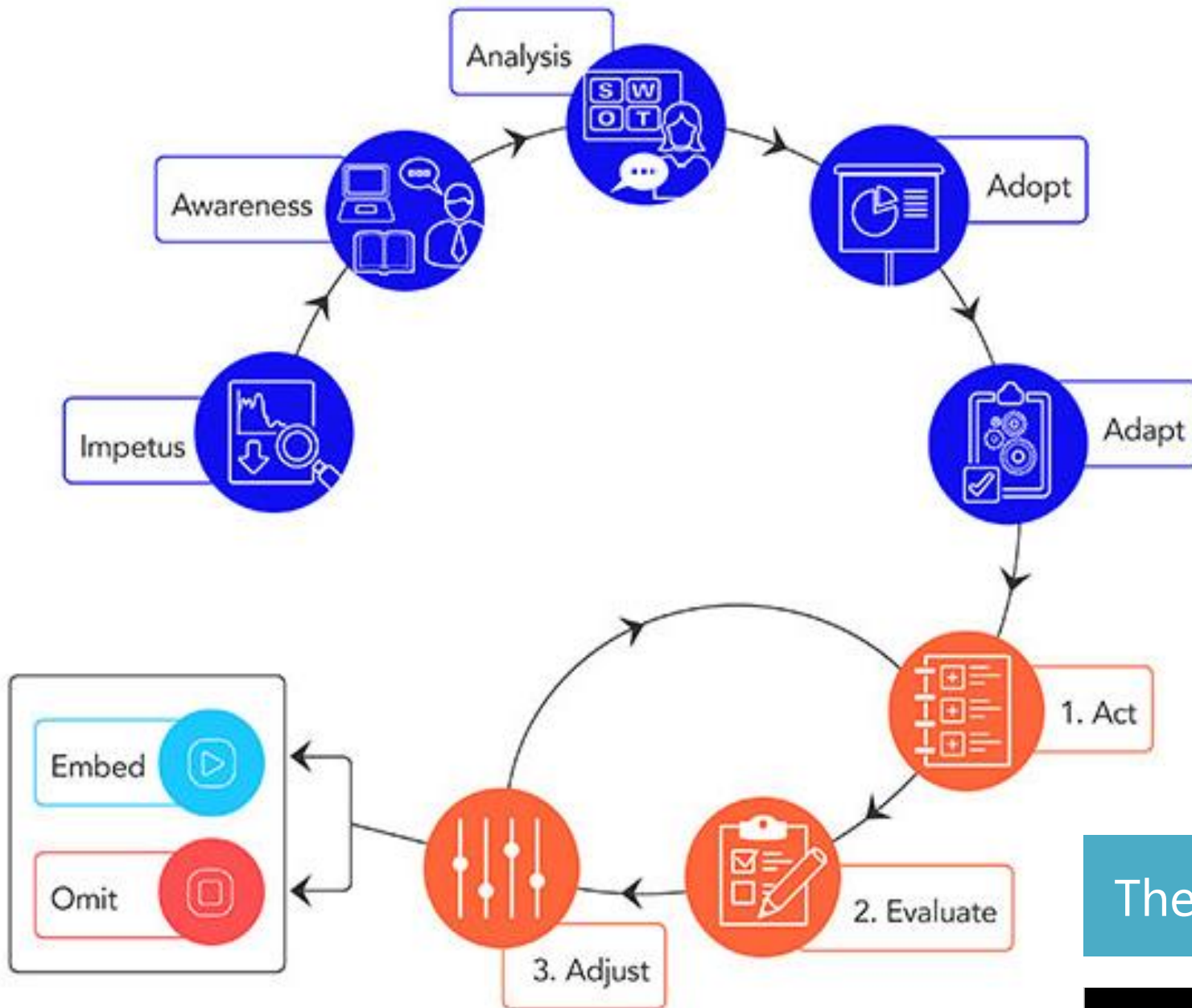


4 ~~5~~ out of 10





Welcome
Commissioners!



The Impact Evaluation Cycle



What is good evidence?

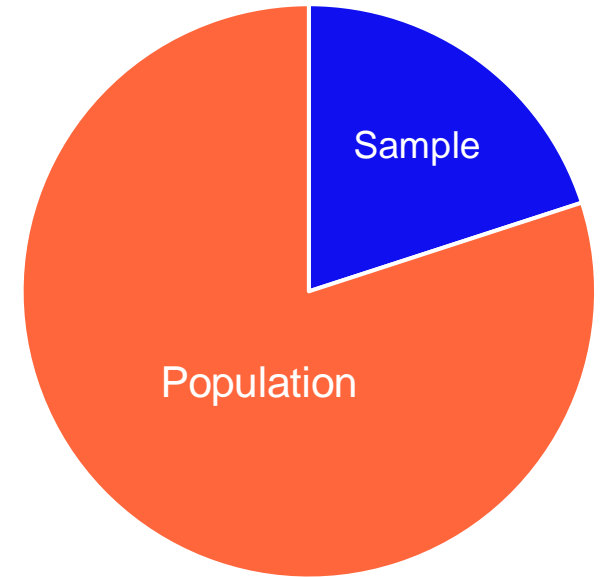


| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| | |



Evidence security

- What is the sample size? How does this compare to the amount of students/parents/teachers at the school (e.g. what percentage of participants are included in the sample?)
- Is the evidence qualitative or quantitative?
- Has the question in the survey been validated in a large population or was the question written by a staff member or student?
- Are there multiple questions that have been answered the same way that we can draw a conclusion from?



What evidence is useful?

What types of evidence are important?

- Practice-based evidence.
- Evidence of what works for whom and in what circumstances for evidence-informed decision making.

Includes **quantitative** and **qualitative** evidence. Answers the questions of:

- Has there been an improvement in **students' learning**? (Hattie, 2015).
- Identifying the active **ingredients** involved in the implementation of the approach **that worked in your setting and how they worked** (Sharples, 2013).

Measuring impact

When evaluating impact, it is important to draw on both quantitative and qualitative data (Caldwell & Vaughan, 2012).

Quantitative

Qualitative



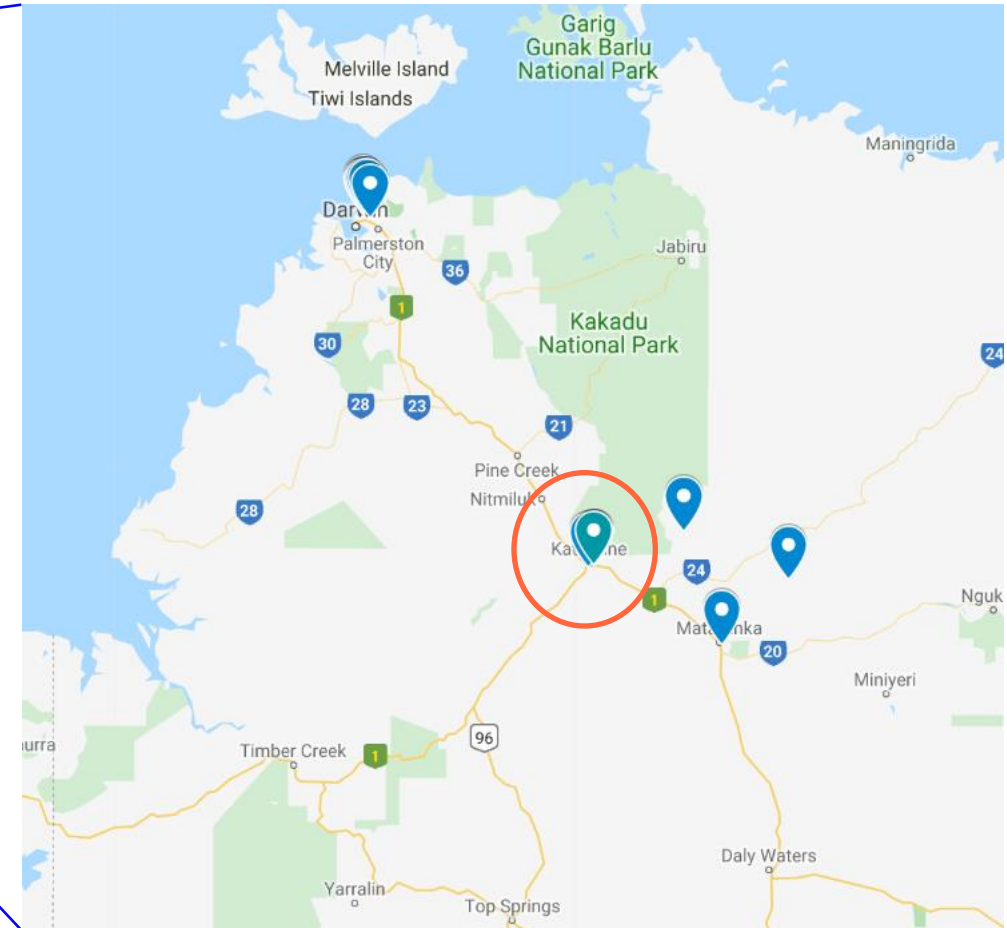
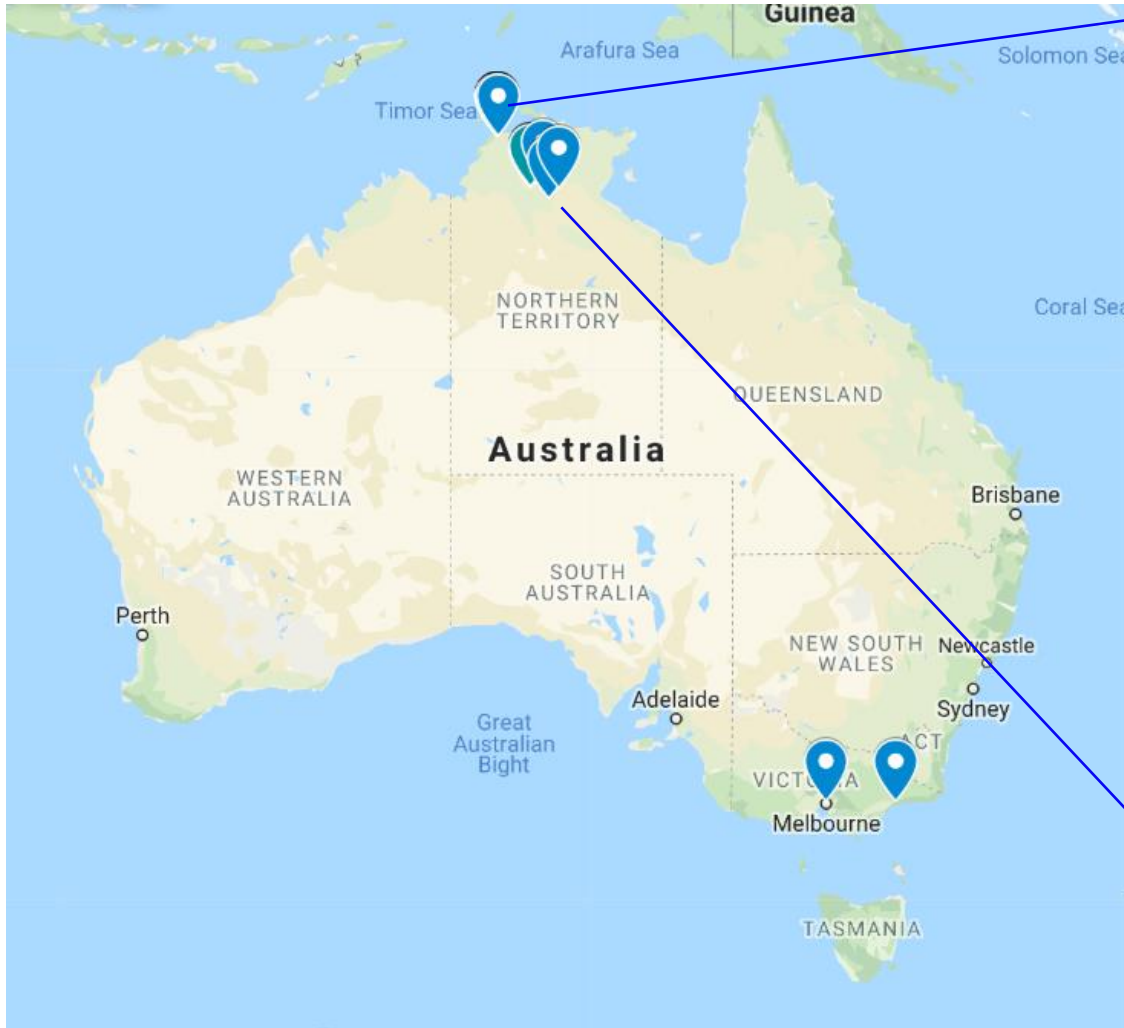
What is evidence-informed decision making?

Evidence informed decisions are about **“integrating professional expertise with the best external evidence from research to improve the quality of practice”** (Sharples, 2013, p. 7). This is not about “prescribing what goes on from a position of unchallenged authority” (Sharples, 2013, p. 7).

The demographics of the involved schools

| Name of School | Location | School type | Enrollment | ICSEA | Aboriginal and Torres Strait Islander students | LBOTE |
|---|----------------|----------------|------------|-------|--|-------|
| Keilor Views Primary School, Keilor Downs, VIC | Major Cities | Primary | 452 | 995 | 0% | 57% |
| Alawa Primary School, Alawa, NT | Outer Regional | Primary | 234 | 968 | 26% | 32% |
| Dripstone Middle School, Tiwi, NT | Outer Regional | Secondary | 498 | 961 | 21% | 47% |
| Nakara Primary School, Nakara, NT | Outer Regional | Primary | 509 | 1063 | 8% | 58% |
| Wagaman Primary School, Wagaman, NT | Outer Regional | Primary | 263 | 968 | 22% | 51% |
| Henbury School, Wanguri, NT | Outer Regional | Special | 134 | 903 | 53% | 33% |
| Wanguri Primary School, Wanguri, NT | Outer Regional | Primary | 305 | 991 | 17% | 42% |
| Leanyer Primary School, Leanyer, NT | Outer Regional | Primary | 498 | 1002 | 14% | 52% |
| Manunda Terrace Primary School | Outer Regional | Primary | 152 | 763 | 60% | 38% |
| Bruthen Primary School, Bruthen, VIC | Outer Regional | Primary | 48 | 932 | 15% | 2% |
| Casuarina Street Primary School, Katherine East, NT | Remote | Primary | 348 | 1028 | 12% | 15% |
| Katherine High School, Katherine East, NT | Remote | Secondary | 602 | 817 | 56% | 51% |
| Katherine South Primary School | Remote | Primary | 326 | 910 | 36% | 24% |
| MacFarlane Primary School, Katherine East, NT | Remote | Primary | 188 | 643 | 92% | 90% |
| Manyallaluk School, Eva Valley, NT | Very Remote | Primary | 23 | 567 | 96% | 100% |
| Mataranka School, Mataranka, NT | Very Remote | Combined (P-9) | 27 | 803 | 48% | 40% |
| Average | | | 287 | 894 | 36% | 43% |

The locations of the schools



Good evidence is
number and factual
support that increases
your opinion that is also
a substantial amount of
it.

good evidence
is proof of
something or
a topic your
shaving.

What is good Evidence?

Good evidence and evidence in general is collected data from students learning and there's not always growth and that is a reason teacher need to reflect on their evidence.

Data set 1

Data set 1



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| Quantitative | Because we need more evidence What were their goals |

Quantitative Data Set 1



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| ↑ | More info. |

Impetus

Student commissioner
analysis of whole school
data trends in Progressive
Achievement Testing
Reading and Mathematics,
Naplan, A-E judgements
and attendance

96.2%

96.2% of tracker students achieved their reading targets in 2016.



Questions from student commissioners

- Were the goals targets too low? Were they challenging enough for students?
- Are we setting goals that challenge our teachers?
 - Are we extending ourselves?
- How does this data fit with student PLPs?

Next Steps- Teacher Commissioners

- Do we have a set of guidelines that we could use in our blocks that outline structures and protocols around the consistency and continuity of goal setting?
 - How do we use and analyse the data?
- What does the identified 'needs of the students' look like in practice?
- Do we have a consistent approach to teaching reading at CSPS?

Classroom teachers feel...

93% of teachers feel that their guided reading program could be improved to be more effective

How could it
be more
effective?

79% of teachers felt that there is a need for more
Reading Resources

Data set 2

79% of teachers felt that there is a need for more
Reading Resources

Teachers
need to
take
action

If you feel
something needs
improvement,
~~don't~~ take
action

Data Set 2

Data set two



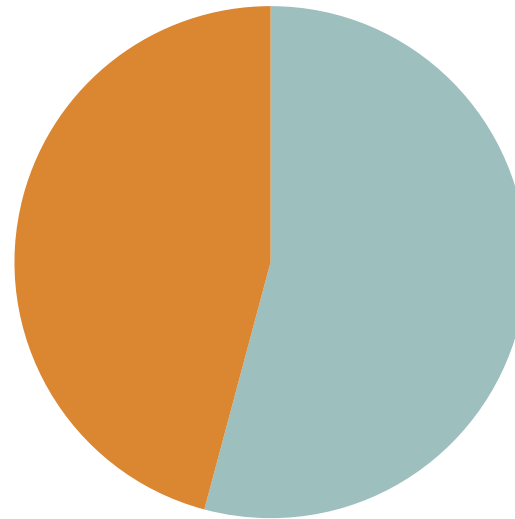
| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| Qualitative Quantitative | Needed more evidence |

Data Set 2



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| Quantitative | Because this is good evidence more questions. |

Do you have a PLP?



■ Yes ■ No/ I don't know

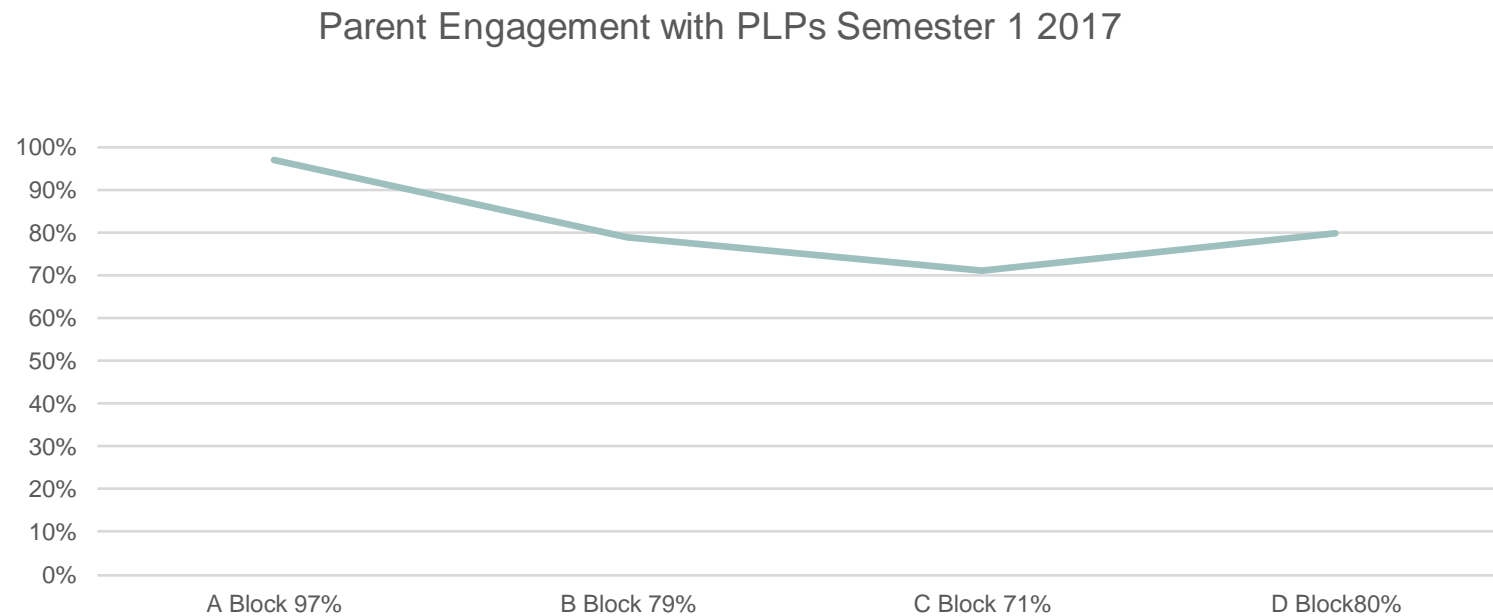
13 students knew what their PLP was.

11 students didn't know what a PLP was.

1 student thought the PLP was their swimming note 😊



How engaged were parents in the PLP process?

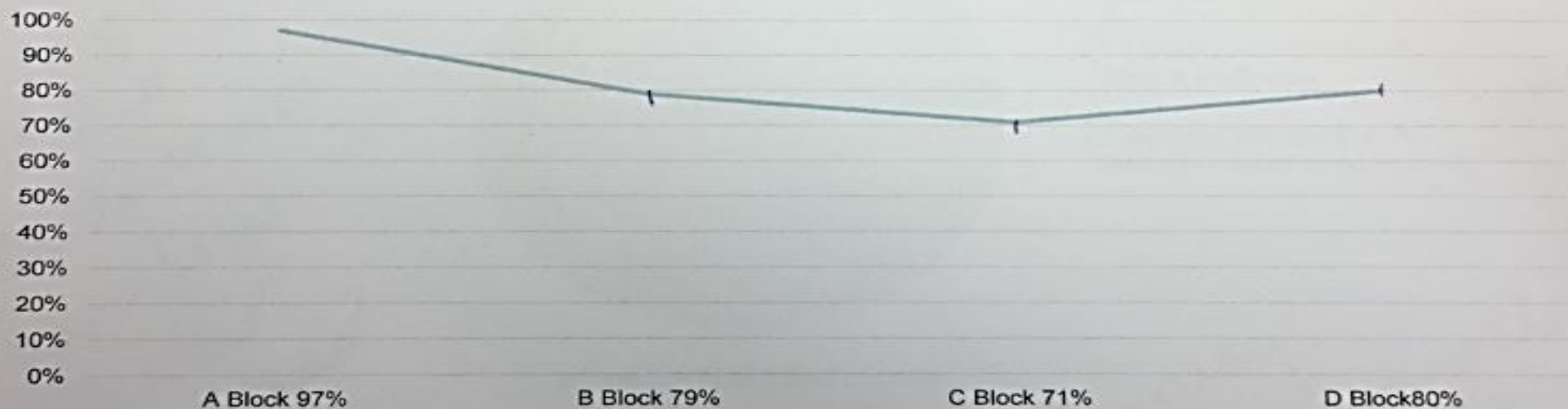


How engaged were parents in the PLP process?

what does engaged mean?

how did they find that out?

Parent Engagement with PLPs Semester 1 2017



Did students achieve their targets?

Transition to Year 2

| Literacy | |
|---|-------|
| overall students who achieved their PLP goals | 77.2% |
| Reading targets | 70.2% |
| Other Measures (OWL and JP) | 84 % |
| Numeracy | |
| Overall | 59.1% |

Year 3 to 6

| Literacy | |
|-----------------------------|--|
| PM or PROBE targets | 48% (Only 43% of students' targets were available) |
| Other Measures (OWL and JP) | 100% (9 students set goals) |
| Numeracy | |
| Overall | 40% |

This table shows the percent of student who achieved their targets in Semester Two 2016.



Data Set 5

!DATA SET!

!3!



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|---|
| Both | It has numbers, opinions, and a huge amount of data/evidence to be 4.5. |

Data Set 3



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| Quantitative | Because there is lots of data but be more specific |

Confidence BOX

Data set
(4)

Growth Box.
S.R.C.



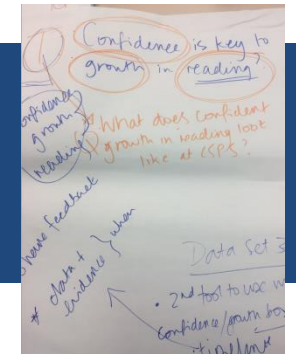
| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| <u>BOTH</u> ↓ | 1. How is it going to help confidence? 2. And we already make growth + share. |

Growth Box



| Quantitative or Qualitative? | Why did you give it the security rating you did? |
|------------------------------|--|
| Quantitative | Because we need more sources same conditions kids to be engaged. |

Commissioners test in Semester 2



- **Belief:** Confidence is key to growth in reading.
- **Q:** What does **confident growth** in reading **look like** at CSPS?



Ryan
Reading. $103.4 \rightarrow 125.8$
Growth of 22.4.

4.3 = 5 years

Maths $117.6 \rightarrow 126.7$
Growth of 9.1.

4.3 = 2 years.

Conclusion

The Learning Commission provides an opportunity for school leaders, teachers and students to co-design and lead change projects within their school with the ultimate goal of school improvement. While it is acknowledged that schools in rural and remote locations face challenges, the Learning Commission is engaging students in the process of identifying ways of navigating these, while maintaining a focus on learning. The most important influence being the positioning of the students alongside teacher and leader commissioners to solve the problems as '*partners in learning*'. The projects are scaffolded through the Impact Evaluation Cycle and the Education Action Plan to involve school data analysis and the gathering of practice-based evidence. External evidence of what has worked in other settings, is integrated into the awareness and analysis phase through the Teaching & Learning Toolkit.

Questions?



Where to now?

- Join our Evidence Informed Educator Network evidenceforlearning.org.au/evidence-informed-educators/join/
- Webinar series evidenceforlearning.org.au/evidence-informed-educators/webinars/
- Subscribe to our eNews for updates evidenceforlearning.org.au/
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common practice in education



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