

Adding Value while Building Capacity: The Development of a Process for Cyclical School Reviews

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NSW DET

AES Conference
10–12 October 2008

How the concept took shape

- Series of reviews in Mt Druitt schools (2002)
- Cyclic review component included in Framework for School Development and Accountability (2003–04)
- Development of draft *Exemplary Practice Statements* (2004–05)
- Inclusion of cyclic review process in Western Sydney Region Strategic Plan 2006–2008
 - Strengthen school development support and community confidence through a regional cyclical review process for schools
- Refinement of *Exemplary Practice Statements* and discussions about review concept with regional SPC and PPA (2005–06)

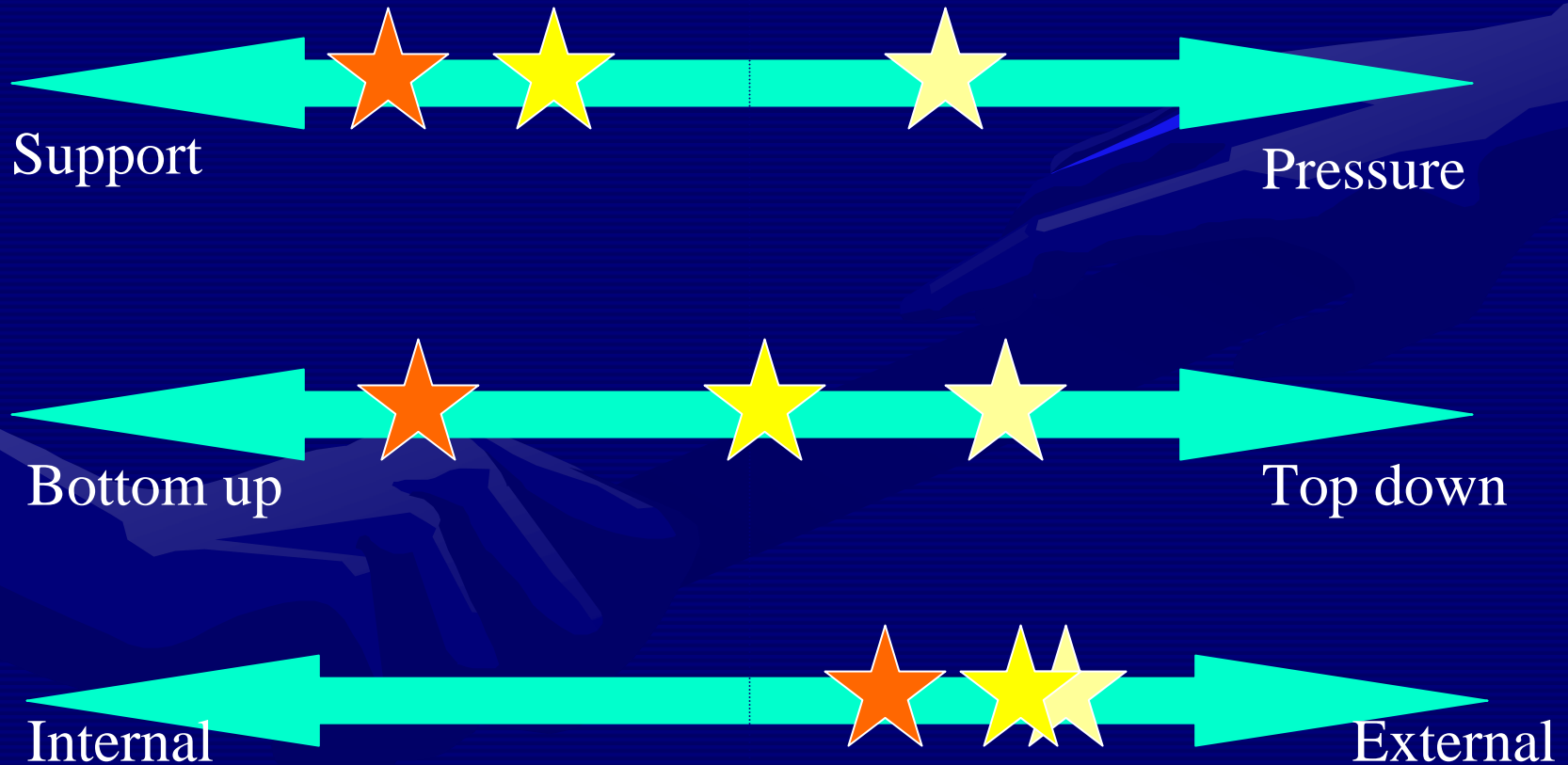
Cyclical Review Principles

- Policy base: *School Development Policy* (2004)
- Identification of
 - clear future directions for schools
 - and recognition of exemplary practice
- Collegially based
- Ownership by principals
- System (Region) supported
- Voluntary
- Time and cost effective

Fitting into the School Development Policy

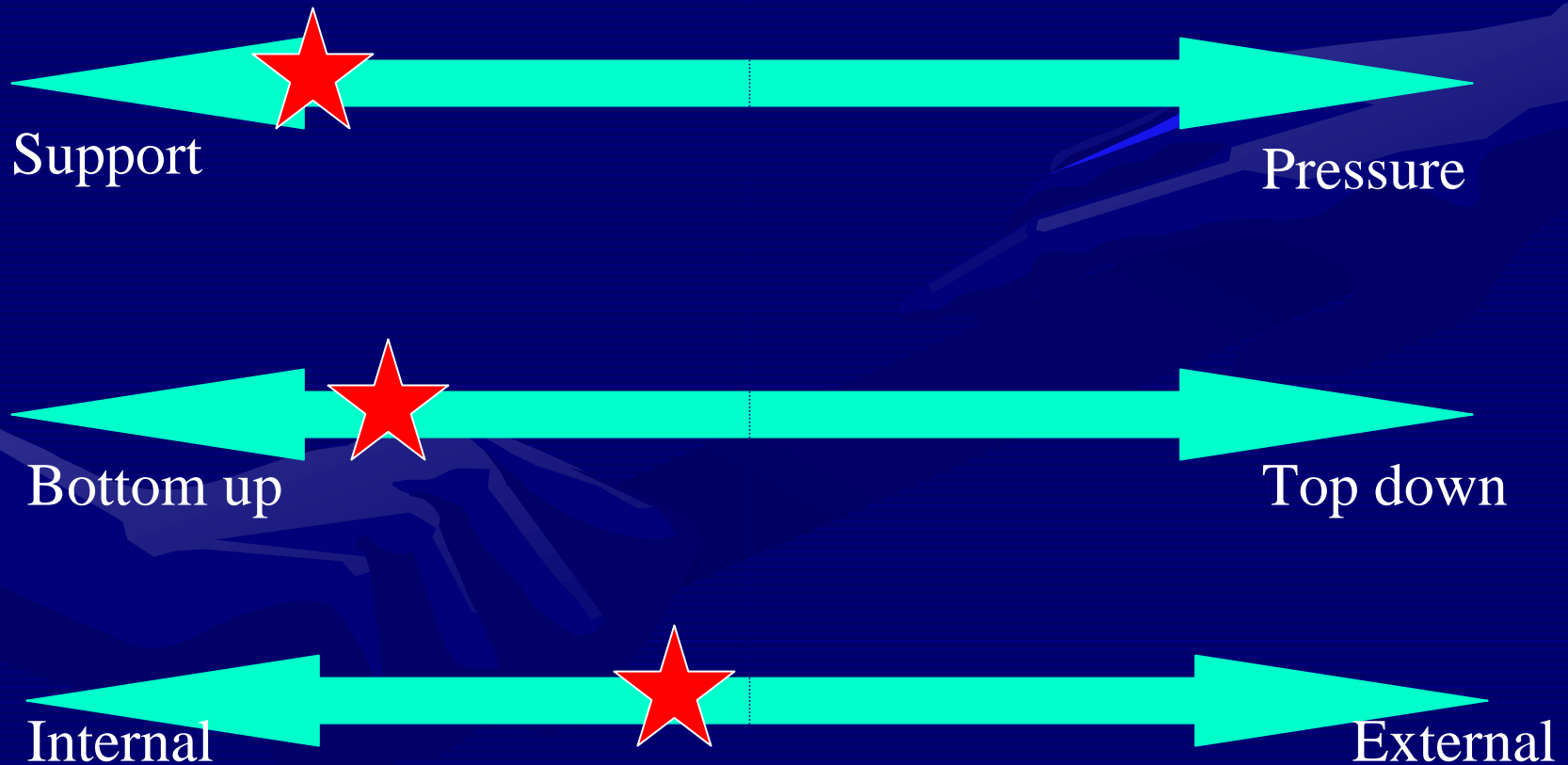
- Management Review
- Program Review
- Education Support Team (EST)
 - Each provide to varying degrees three dimensions of school evaluation and development
 - Support–Pressure: a continuum with high level support at one end and strong pressure at the other
 - Bottom-up–Top-down: represents how the system sees and implements change
 - Internal–External: a continuum from self-evaluation to evaluation from an outside source

Management, Program Review and EST



Education Support Team

Cyclical Review



Operational Framework

Content

- Terms of Reference
 - Exemplary Practice Statements – 6 domains
- Evidence—data gathering and analysis
 - survey
 - document analysis
 - interviews
 - observation
- Report
 - Context
 - Methodology
 - Team composition
 - Domain achievements and future directions
 - Domain summary statement

Operational Framework

Logistics

- Review length
- Review team composition
- Data collection devices
 - PDA
 - Codes and keywords
 - Spreadsheets
- Review instruments
 - Exemplary Practice Statements
 - Survey
 - Desk audit
 - Observation list
 - Interview sheet
 - Report template

Operational Framework

Preparation

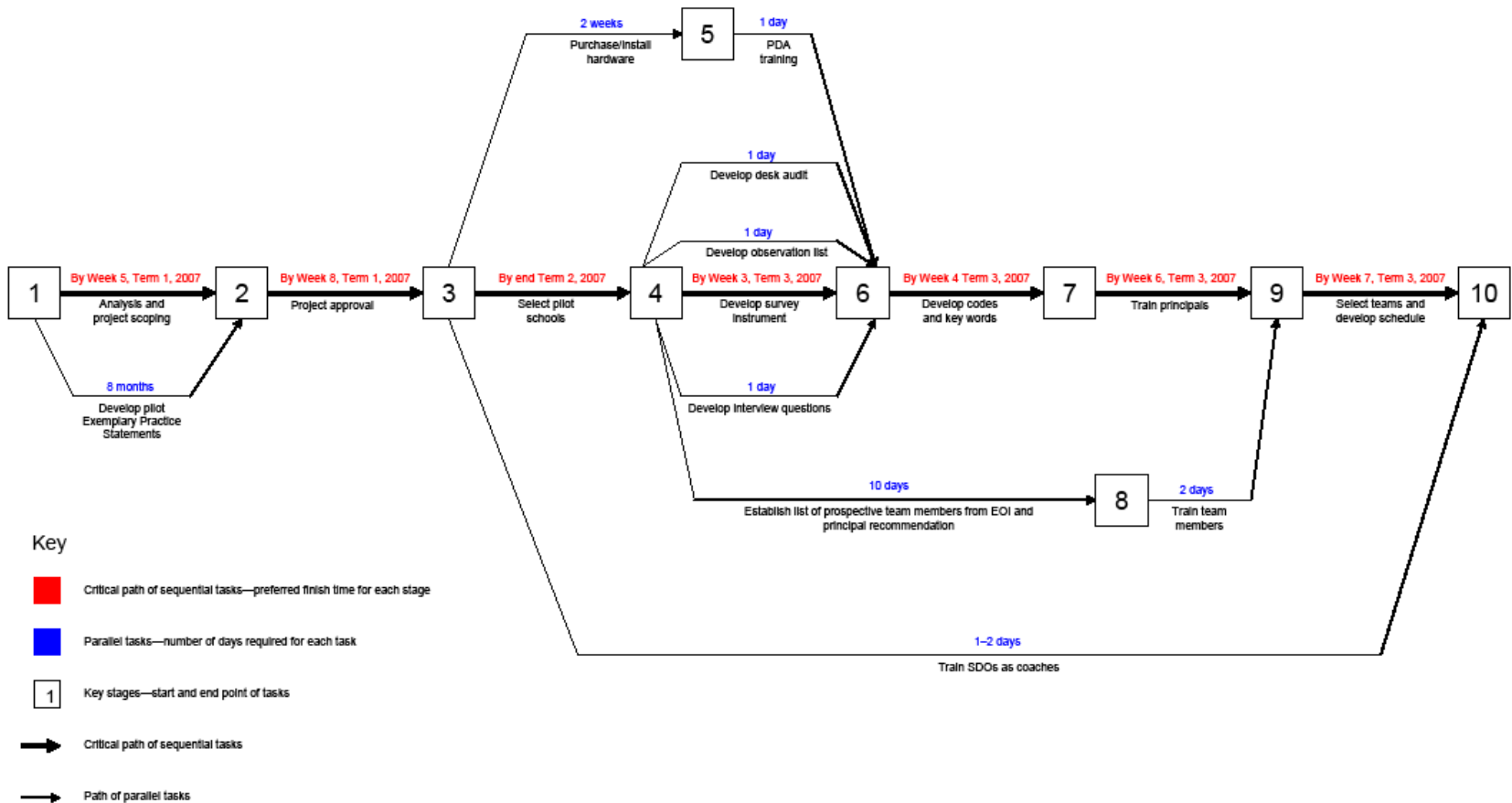
- Training (general)
 - PDAs
 - Team leaders
 - Team members
 - Coaches
- Training (specific)
 - Team training for specific school context
- Review Preparation
 - Package for principal
 - Pro forma
 - Letters
 - Newsletter item
 - Timetable
 - Document collection
 - Survey administration and analysis
 - Context statement

Operational Framework

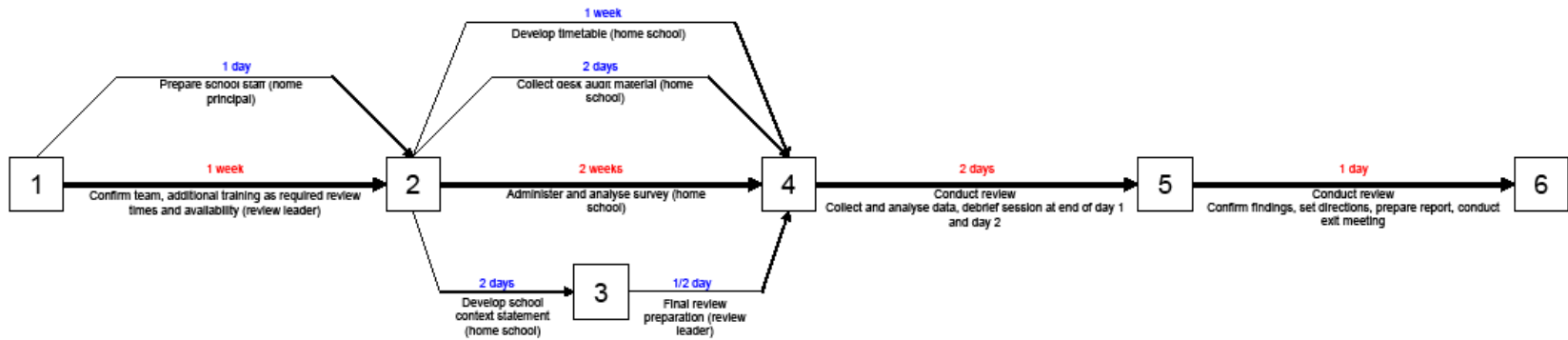
Critical Path Analysis

- Timeline and key stages for the implementation of cyclical reviews
- Timeline and key stages for the conduct of cyclical reviews

TIMELINE AND KEY STAGES FOR THE IMPLEMENTATION OF CYCLICAL REVIEWS



TIMELINE AND KEY STAGES FOR THE CONDUCT OF CYCLICAL REVIEWS



Key

- Critical path of sequential tasks—preferred finish time for each stage
- Parallel tasks—number of days required for each task
- 1 Key stages—start and end point of tasks
- ➔ Critical path of sequential tasks
- ➡ Path of parallel tasks



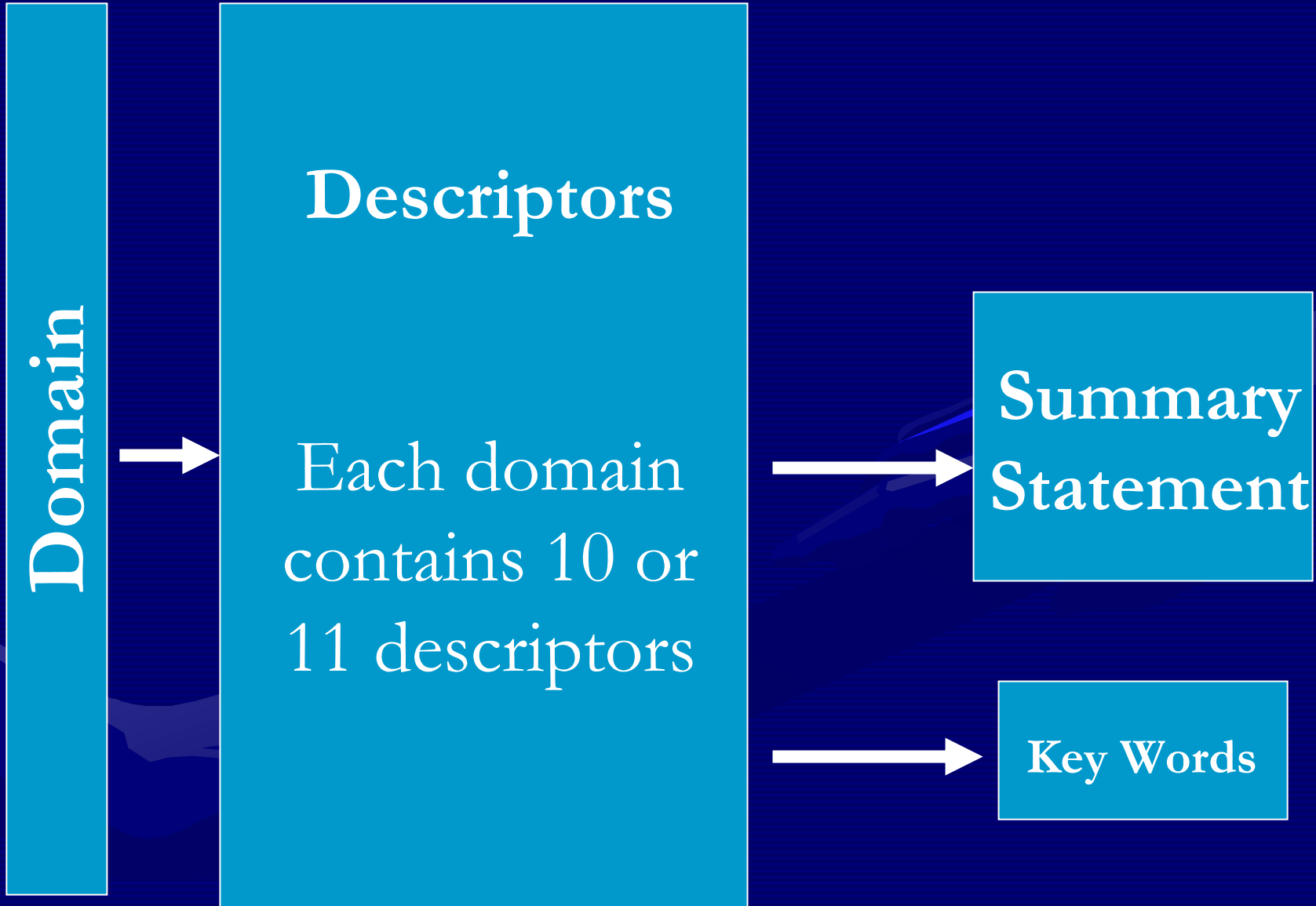
Data Collection Devices and Instruments

1. Exemplary Practice Statements

- Build on the Department's previously published best practice statements in SchoolMap
- Incorporate ideas from policy, research and practice.
 - DET Quality Teaching framework
 - DET School Leadership Capability framework
 - DET school planning documents
 - DET Professional Learning policy for schools
 - NSW Institute of Teachers Framework of professional teaching standards
- Addresses six domains

Six Domains

- School Purpose and Performance
- Student Learning
- Teaching
- Curriculum
- Professional Practice and Responsibilities
- Management, Organisation and Quality Systems



Domain

Descriptors

Each domain
contains 10 or
11 descriptors

**Summary
Statement**

Key Words

Professional Practice and Responsibilities

1. Discussion of teaching and learning is a significant feature of the professional culture of the school and is central to executive, staff, faculty/stage, team and other meetings.
2. School leaders lead the school community to develop, articulate and commit to a shared educational platform focused on quality teaching and learning.
3. School leaders systematically gather and evaluate both qualitative and quantitative information from a broad variety of sources and use that information to think and plan creatively and strategically.
4. An inclusive approach to leadership and decision-making is a feature of the operations of the school. Broad-based leadership embraces executive and non-executive teaching staff, school administrative and support staff, along with parents, community members and students. The school uses leadership expertise from regional and state office and other areas to enhance its operations.
5. There is a strong commitment to professional learning and the sharing of expertise throughout the school. A professional learning plan supports the school plan and is the basis for planned professional learning activities undertaken at the school.
6. Connectedness, collaboration (building both capacity and sustainability) and collegiality are promoted across the school. Partnerships are sustained through shared knowledge and interdependence.
7. The school's professional development program ensures teachers meet collaboratively to share expertise, discuss student work and establish a shared understanding of standards. They use these meetings to revise the curriculum and to extend and refine teaching and learning practices.
8. The professional learning component of the school plan takes account of the needs of staff and the school community and the priorities of the school and the Department.
- 9 Teachers effectively model intellectual flexibility, adaptability, excellence and innovation in the way they operate. All staff members develop their own work plans in consultation with supervisors and demonstrate their commitment to professional learning as part of their performance appraisal.
10. Teachers are expert in content and instructional practice, have knowledge of current educational research and reflect deeply on their own practices.
11. School has effective Induction Program and succession planning

A learning community is valued, planned for, promoted and supported in its operations to provide relevant and effective opportunities for ongoing development and support

Collaboration
Commitment
Community
Improvement
Induction
Leadership PL
Staff welfare

2. Survey

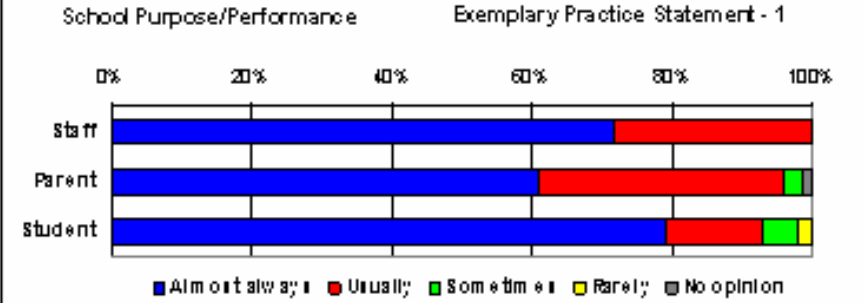
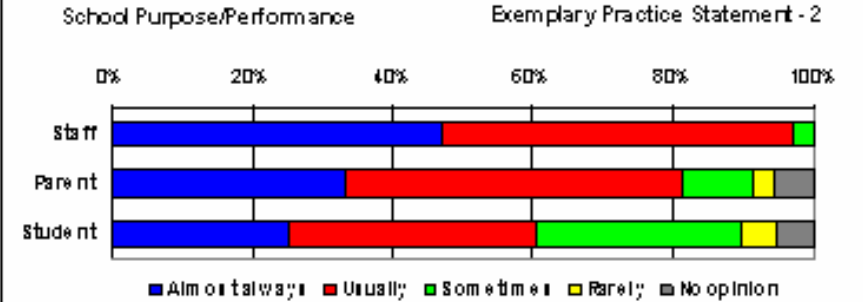
- Developed by pilot-school Principals
- Based on *Exemplary Practice Statements*
 - Lickert Scale
 - Staff, parent, and student response sheet for each of the 6 domains
 - Each descriptor in each domain has a response item

Survey cont'd

School Purpose & Performance

NB T-Teachers includes all STAFF

Choices : Always Usually Sometimes Never No opinion

Exemplary practice statement	Survey question - T- e <u>ach</u> ers, P- <u>ar</u> ents, S- t <u>u</u> dents	Graph																								
<p>1. A clear statement of school purpose with a central focus on learning is developed by staff, students and parents</p>	<p>T - The school's main purpose is to improve student learning outcomes P - The school's main purpose is to improve student learning outcomes S - The school is here to help me learn</p>	<p>School Purpose/Performance Exemplary Practice Statement - 1</p>  <table border="1"> <caption>Data for Exemplary Practice Statement - 1</caption> <thead> <tr> <th>Group</th> <th>Almost always</th> <th>Usually</th> <th>Sometimes</th> <th>Rarely</th> <th>No opinion</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>70%</td> <td>30%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Parent</td> <td>60%</td> <td>40%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Student</td> <td>80%</td> <td>15%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Group	Almost always	Usually	Sometimes	Rarely	No opinion	Staff	70%	30%	0%	0%	0%	Parent	60%	40%	0%	0%	0%	Student	80%	15%	5%	0%	0%
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Student	80%	15%	5%	0%	0%																					
<p>2. The statement of school purpose represents the school community's core beliefs, values and principles about student learning. It reflects high student learning expectations which are based on syllabus and state standards and are shared by the school community.</p>	<p>T - The school has involved staff in decisions about the school purpose P - The school has involved parents in decisions about the school purpose S - The school has involved students in decisions about what it is trying to do</p>	<p>School Purpose/Performance Exemplary Practice Statement - 2</p>  <table border="1"> <caption>Data for Exemplary Practice Statement - 2</caption> <thead> <tr> <th>Group</th> <th>Almost always</th> <th>Usually</th> <th>Sometimes</th> <th>Rarely</th> <th>No opinion</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>50%</td> <td>50%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Parent</td> <td>35%</td> <td>45%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>Student</td> <td>30%</td> <td>35%</td> <td>35%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Group	Almost always	Usually	Sometimes	Rarely	No opinion	Staff	50%	50%	0%	0%	0%	Parent	35%	45%	15%	5%	0%	Student	30%	35%	35%	0%	0%
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3. Interview Prompt Sheet

XXX School — Prompt Sheet



Domains/Aspects	Key words/Sub themes	Questions
<p>School Purpose and Performance</p> <p>The school has a clear focus on improving learning outcomes for students. The school works effectively with its community to set high expectations, celebrate successes and to set targets for improvement.</p>	<p>Purpose Planning Targets Values</p>	<p>General</p> <p>1. What's working well?</p> <p>2. Are there any aspects within any domain that need improving?</p> <p>3. What would you do to improve any aspects within any domain?</p> <p>4. Any other comments?</p>
<p>Student Learning</p> <p>Learning opportunities take account of students' individual needs and encourage a rich focus on the intellectual qualities of learning. Students are involved in decisions about their own learning and have opportunities to work independently and collaboratively to support their development within an engaging quality learning environment.</p>	<p>Needs Expectations Decisions Environment</p>	<p>Students/more directed</p> <p>1.a Tell us about your learning</p> <ul style="list-style-type: none"> ▪ <u>what</u> you learn? ▪ <u>how</u> you learn? ▪ <u>how</u> your teacher helps you to learn? ▪ <u>how</u> you know how well you have learnt?
<p>Teaching</p> <p>Quality teaching practice is informed by critical reflection and an alignment between programming, assessment and reporting to support productive classroom environments.</p>	<p>QT Critical Reflection Alignment Classroom management</p>	<p>2.a Tell us about Student Welfare</p> <ul style="list-style-type: none"> ▪ <u>how</u> do you know what you should do? ▪ <u>how</u> do you know why you should do or not do something? ▪ <u>how</u> do you have a say in what happens at school? ▪ <u>what</u> happens at the school to make you feel good, e.g. about yourself, about your learning.
<p>Curriculum</p> <p>Prescribed syllabuses are made interesting, relevant and manageable to engage students and ensure continuity of progress, including across key transition points.</p>	<p>Contextualised Syllabus Scope — curriculum structures and organisation Technology Partnerships</p>	<p>3. If a new girl/boy started at the school in your class what would you say to describe the school to them?</p> <p>4a. What is the best thing about the school?</p> <p>4b. If you could change one thing about the school what would it be?</p>
<p>Professional Practice and Responsibilities</p> <p>A learning community is valued, planned for, promoted and supported in its operations to provide relevant and effective opportunities for ongoing development and support.</p>	<p>Leadership Professional culture Community involvement PL program</p>	
<p>Management, Organisation and Quality Systems</p> <p>Effective systems and structures support the achievement of educational outcomes. This includes rigorous school self evaluation processes that promote continuous improvement across the school.</p>	<p>Management practices Communication Data Accountability</p>	

4. Desk Audit

School Purpose and Performance Documents for audit of this domain	SED endorsed copy of School Plan; Self-evaluation plan/notes				
Exemplary Practice statements	Audit questions	In place	Partially in place	Not in place	Source / Comments
S1. A clear statement of school purpose with a central focus on learning is developed by staff, students and parents.	S1. A clear statement of school purpose with a central focus on learning is developed				
	... developed by staff, students and parents.				
S2. The statement of school purpose represents the school community's core beliefs, values and principles about student learning. It reflects high student learning expectations which are based on syllabus and state standard and are shared by the school community.	S2. The statement of school purpose reflects high student learning expectations [which are based on syllabus and state standard – LATER]				

5. Data Collection Device PODS



PODS

- Process fits entirely within the agreements and protocols embodied in the DET School Development Policy.
- The choice of process was guided by a key need for SPEED and SIMPLICITY.
- Instant conversion of handwritten “observations” into text which is tagged to show source and broad meaning.
- Data is chunked into discrete ideas which then are categorised, sorted, grouped and clustered electronically, quickly.
- Triangulation of meanings is optimised by the ease of clustering of the ideas.
- No data is lost; every observation can be tracked throughout the process and is available (and searchable) at all times to enrich the team’s thinking.

PODS cont'd

- Team and audience can interact with the data while preserving its integrity; interrogation is diverse, thorough and deep.
- Themes, conclusions and future directions emerge seamlessly from the data through the period of the review and coalesce fluidly into a summary and action plan (of recommendations and strategies).
- Writing of the final review report is facilitated by the availability of the original text of the data.

Process: record info on PDA

- Data collection protocols are the same as for the paper process (interviews, observations etc)
- Handwriting on the PDA screen with a stylus is converted on the fly into Word text.
- Start a new file and name it with a code to show the data source, date, team member, details if needed (eg ptuki = parent Tuesday Kerrie Ikin).
- Listen/observe then code the idea: two letters for focus, achievement/future direction eg. pa = programs focus + achievement
- Next code on a new line with a key word first (from predetermined list)

6. Code and Key Word Data Collection

Notes from PDA

Oigmh2

Sa

Rigour students used higher order thinking skills to solve the maths problem

Sa

Balance a range of groupings was utilised

Sf

Engagement only the students at the front of the class were engaged

Sf

Engagement instructions were unclear and students not sure what to do

Sf

Purpose of the lesson not clear

Sf

Expectations not stated and students had no clear idea of what was expected of them

Sf

Student centred organisation of lesson didn't consider student personalities when grouping



Prepare for collation

- After data collection, tidy up errors and omissions (rough only) (1-3 mins)
- Upload file to team laptop in a “Data Files” folder (20 sec)
- Fix layout errors (20 sec)
- Convert text to table (5 sec)
- Add columns for data source (10 sec)
- Select all rows and copy (10 sec)

Code and Key Word Data Collection

Notes ready for Spreadsheet

Oigmh2

Sa	Rigour students used higher order thinking skills to solve the maths problem
Sa	Balance a range of groupings was utilised
Sf	Engagement only the students at the front of the class were engaged
Sf	Engagement instructions were unclear and students not sure what to do
Sf	Purpose of the lesson not clear
Sf	Expectations not stated and students had no clear idea of what was expected of them
Sf	Student centred organisation of lesson didn't consider student personalities when grouping



Collation into review database

- Place cursor in the next blank row in the Excel worksheet database.
- Paste Special, as text.
- Save the database file.
- Store the original data file by moving it from the Data File folder to a “Files Transferred” folder. [all about 20 secs]

Code and Key Word Data Collection Spreadsheet

code	Data	t	s	p	o	d
Ca	Assessment is done well by teachers	t				
Ca	Assessment Self reporting practices for students worthwhile, process Very honest	t				
ca	Assessment Students working in class on skills for main assessment task				o	
Ca	Curriculum is sometimes relevant		s			
Ca	Inclusivity - After hours tutorials for maths		s			
Ca	Inclusivity - After hours tutorials students respond well	t				
Ca	Inclusivity- Boys Education focus good	t				
Ca	Inclusivity - Choice of electives is good in year 8 Curriculum meets level of students		s			
Ca	Inclusivity - Curriculum is relevant and caters for the needs of all students, eg learning centre support	t				
Ca	Inclusivity It is inclusive for all we cater for all	t				
Ca	Inclusivity - Life skills positive in relation to relevance for students real life experience	t				
Ca	Inclusivity - Life skills positive in relation to relevance for students real life experience					d
Ca	Inclusivity - Lots of help for difficult kids Would Send next child to this school.			p		
Ca	Inclusivity - Maths program after school beneficial			p		
Ca	Inclusivity - OC (GAT) classes leading to different culture	t				
CA	Inclusivity - Organisation for Boys Ed is good	t				
Ca	Inclusivity - Organisation of Student Learning Centre good for disengaged students	t				
Ca	Inclusivity - Plenty of opportunity for students	t				
Ca	Inclusivity - School is providing for large range of kids through programs such as G+T Life skills Year 7 program sea as rosy positive	t				



GOVIND JAIN
GOVIND JAIN



Debriefing using database

- At the end of the day, sort the database alphabetically; that is, by key words
- Then sort by code; that is, into focus areas and achievements.
- Project onscreen or on IWB for discussion.
- One team member records the themes from the discussion on a PDA as a brief summary.

Day 1 and 2 – progress of database

- Team cleans up the data points by shifting key words, tidying up unclear points.
- At the end of each day, sort the database alphabetically and by code.
- Project onscreen or on IWB for discussion and workshop with school people.
- Build the summary of themes.

Day 3 Preparing the Report

1. After the last data gathering, sort the file alphabetically. Team leader sets up extra columns for sort purposes.
2. If required, add columns for the codes of themes that have arisen in discussions.
3. Team members work as a group or in pairs on each domain's data, to identify key achievements and future directions point. (about 1 hour per domain)
4. Team write a summative statement about how far the school has come in terms of the exemplary practice for each domain (about 1 hour)
5. Team members present the summary to the school staff in the exit meeting.



TEXT TYPES
EXPOSITION
PURPOSE
To put forward an argument or particular point of view
STRUCTURE
1. Point of view is stated
2. Justifications of arguments in a logical order
3. Summing up of argument

TEXT TYPES
EXPLANATION
PURPOSE
To explain how or why things are as they are, or how things work
STRUCTURE
1. A general statement
2. Series of events in chronological order
3. Concluding statement

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PODS Training

- A full day.
- Training concentrates on two areas:
 - the Exemplary Practice Statements and their meaning
 - how to ‘key-word’ and code the data at interview and afterwards.
- Team members have their PDA for a week beforehand.
- First day is a steep learning curve; lots of support is needed from the team leader.
- Experience shows that around 90% of team members do all the steps themselves by the third day they.

5. Putting it all Together

Report Template



WESTERN SYDNEY REGION

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



XXX PUBLIC SCHOOL

Cyclical Review Report
X–X November 2007



School Context

- XXX is located on the eastern side of XXX in a rapidly developing suburb.
- The school has had a gradual increase in student numbers from 454 in 2002 to the current 529, including a number of out of area enrolments
- Students come from a range of backgrounds: 50% Anglo Saxon; 50% from 29 different cultural groups



School Context continued

- There is a small but energetic parent body – both P&C and school council – however it is predominantly made up of English-speaking-background parents
- There has been a huge turnover of staff over the last five years, most new appointments being recent graduates
- A core of staff have been at the school for over 10 years

Methodology

- **Interviews with**
 - 22 staff including non-teaching staff
 - 12 parents
 - 25 students in groups from Stage 3
- **Observation of**
 - 11 classes across all Stages
 - Classrooms, other teaching spaces, school grounds
- **Analysis of a range of school, department, and student documentation including:**
 - 2 programs
 - 1 assessment folder
 - Annual school report
 - Management Plan
 - Professional Learning Policy
 - Induction/supervision/mentoring/ processes and practices
 - Day book
- **Exemplary Practice Survey**
 - 23 staff including non-teaching staff
 - 142 students from Stages 1, 2, and 3
 - 96 parents

Review Team

- **XX XXXXX – Team Leader, Principal
XXXX School**
- XX XXXXX – XX Consultant, WSR
- XX XXXXX – Teacher, XXX School (home school)
- XX XXXXX – Principal, XXX School (other SEG)
- XX XXXXX – AP, XXX School (other school)
- XX XXXXX – Teacher, XXX School (other school)

- XX XXX – Coordinator/Coach, School Development Officer,
WSR

Student Learning

Achievements

- Environment
 - Supportive and secure with strong intent for students to achieve
 - Positive school climate
 - PBL has impacted positively on the student learning environment
- Student centred
 - The need for student-centred learning is recognised, e.g. group strategies
 - Support programs in place for ESL, STLA, writing

Future Directions

- Student centred
 - Further develop understanding of student-centred learning strategies
 - Expand student-centred learning to include all students, e.g. higher performing students, ESL students

Student Learning

Achievements

- Recognition
 - Range of student success is recognised, shared, and valued
- Engagement
 - Achieved through a wide variety of stimulating and fun activities, e.g. technology, hands on tasks

Future Directions

- Recognition
 - Gradually shift focus of rewards from “working to achieve a sticker” to “working to achieve a goal”
- Engagement
 - Rethink engagement based on QT framework
 - Strengthen the elements of QT in classroom practice

Student Learning

Achievements

- Self reflection
 - Strong seeds developing in use of self-reflection, e.g. student choice in learning, setting future learning goals
- Expectations
 - Explicit behaviours for learning are understood, articulated, taught, practised, and monitored through PBL

Future Directions

- Self reflection
 - Further develop purpose and raise profile and importance of learning journal with staff, students, and parents, e.g. embed in weekly writing task
- Expectations
 - Re-think teaching and learning practices by applying processes learnt through PBL
 - Set specific targeted learning outcomes in literacy and numeracy in collaboration with students

Exemplary Practice Statement 2

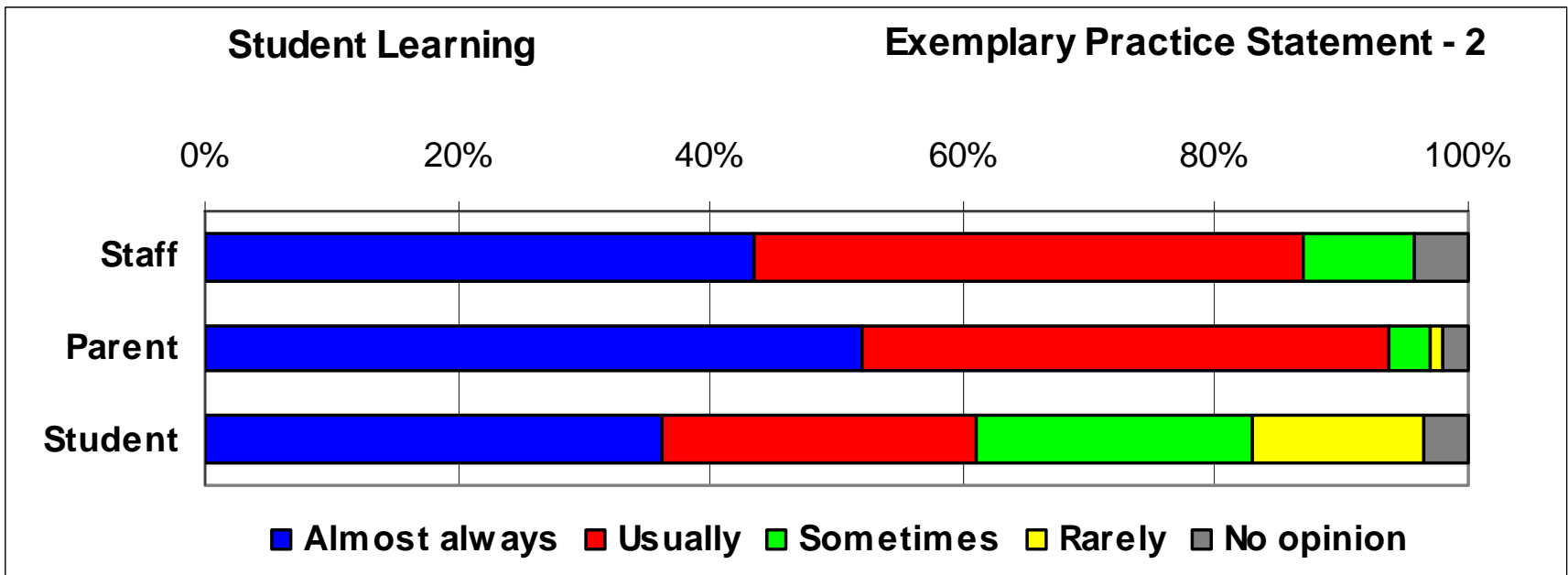
Student Learning

Student learning occurs within a stimulating, supportive and secure environment

Teacher: I provide opportunities within a stimulating, secure environment

Parent: My child's classroom is an interesting place to learn.

Student: My classroom is an interesting place to learn



Exemplary Practice Statement 3

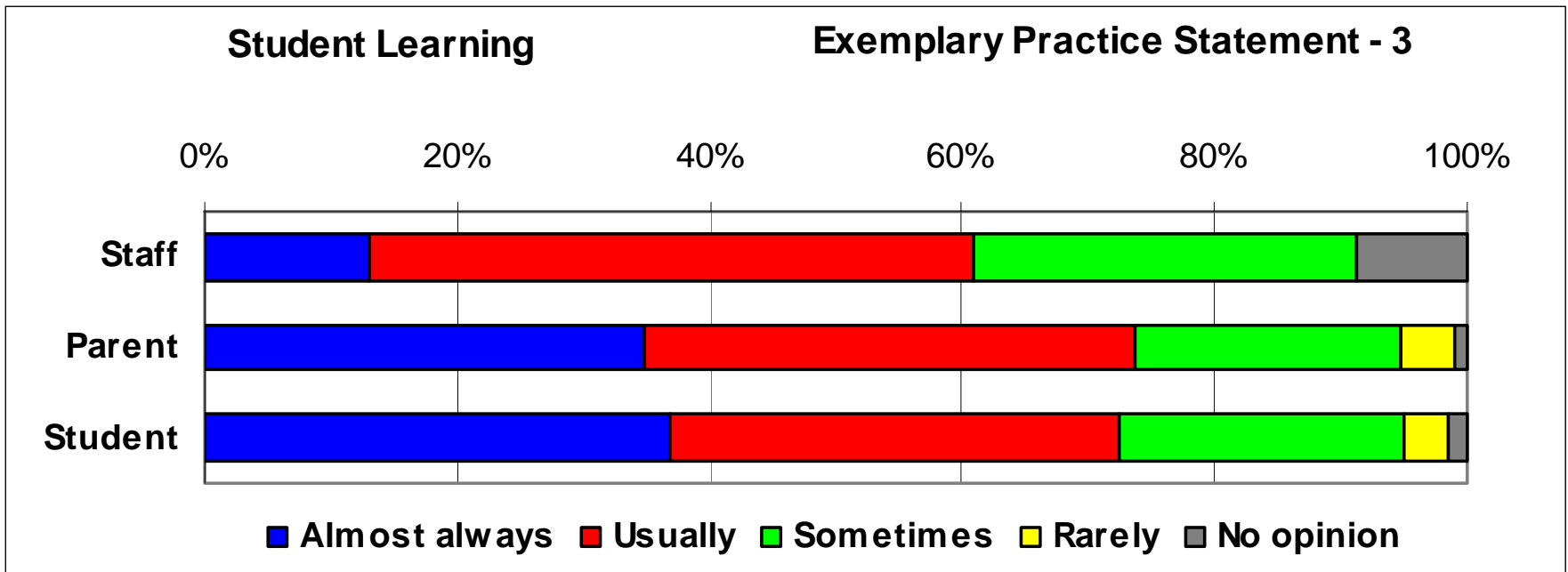
Student Learning

Students are actively involved in setting their own targets and developing their own personalised learning plans in partnership with teachers and parents. They continually self-reflect on their learning performance, strategies and progress towards achievement of targets

Teacher– My students reflect on their learning and engage in self assessment

Parent – My child uses his/her work to see how much they have learnt

Student – I can see my learning when I look at my work



Exemplary Practice Statement 5

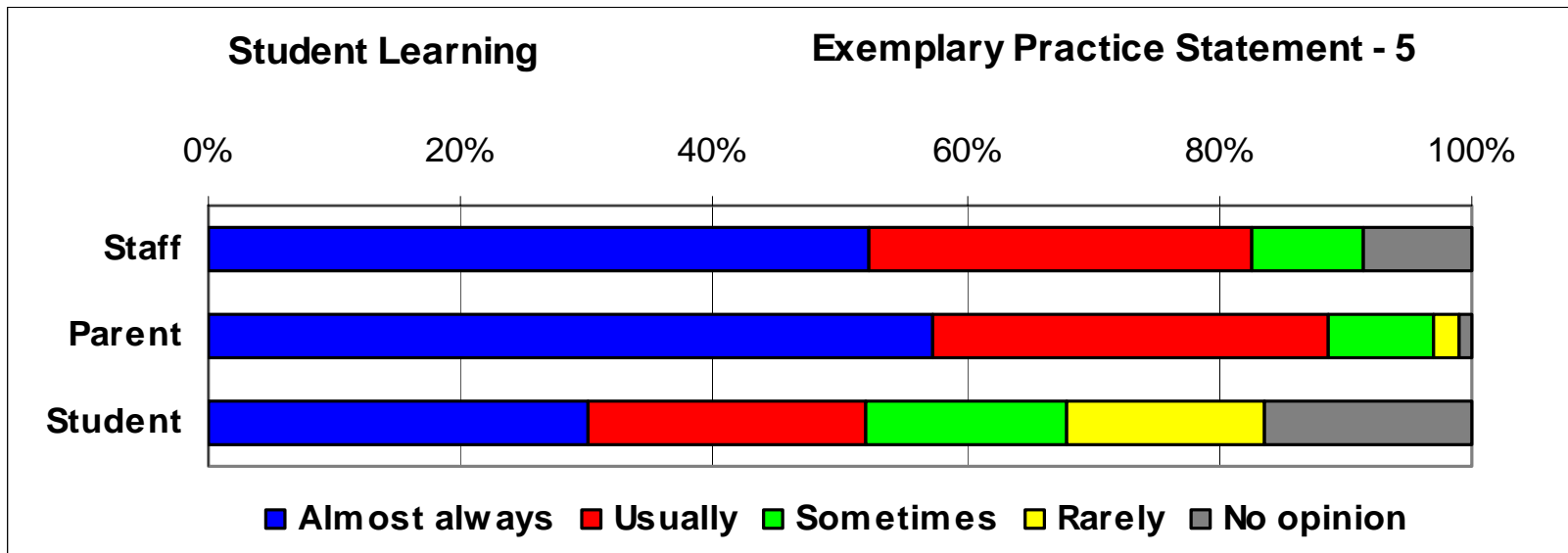
Student Learning

The range of student success is recognised, shared and valued. Student success is used to support further learning

Teacher: I use a range of methods to reward each student's success f

Parent: My child' learning is acknowledged and rewarded

Student: My teacher helps me celebrate my learning



Exemplary Practice Statement 7

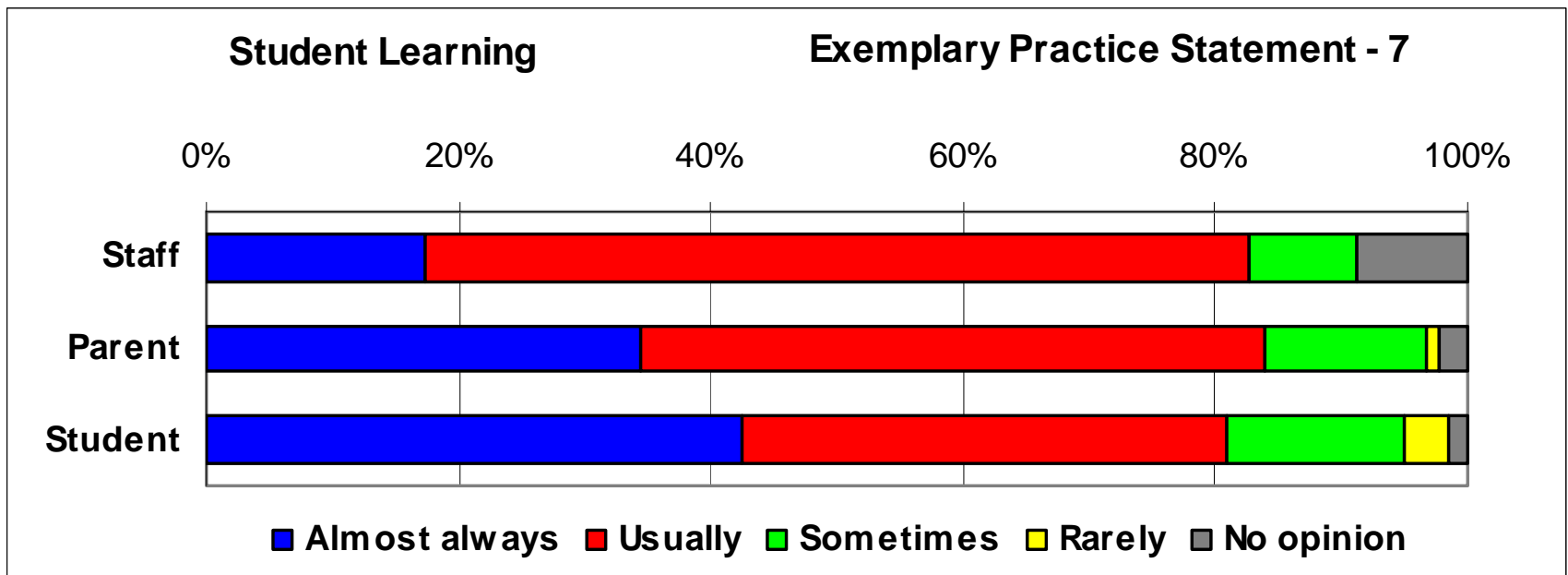
Student Learning

Learning activities are focussed on deep understanding of important, substantive concepts, skills and ideas. Learning activities encourage students to engage in high order thinking in sustained communication about what they are learning

Teacher: My teaching program focuses on deep understanding of significant ideas

Parent: My child's learning focuses on a deep understanding of significant ideas

Student: I learn and think about really important things





Summary Statement — Student Learning

- Students at XXX PS are provided with a positive and supportive learning environment where opportunities are provided for independent and group work
- There is a recognition of students' individual learning needs
- The school is moving towards student self-direction and the raising of learning outcomes

Professional Practice and Responsibility

Achievements

■ Leadership

- Created a shared focus on learning across the school community
- Leaders systematically gather and evaluate a range of data, e.g. PBL, BST

■ Collaboration

- Culture of collaboration evident through regular staff and stage meetings to share ideas and programs and co-write units of work

Future Directions

■ Leadership

- Provision by supervisors of more explicit feedback on programming, data analysis, and teaching practice for continuous improvement
- Facilitation by stage supervisors in the development of class profiles based on analysis of BST data and monitoring of progress

Professional Practice and Responsibility

Achievements

- Professional Learning and Continuous Improvement
 - Strong commitment to PL evident through quantity and variety of activities
 - PL enhanced through PEC conference
 - School structures support ongoing sharing of expertise and shared understanding of standards

Future Directions

- Professional Learning and Continuous Improvement
 - Implement a long-term PL process to achieve explicit and systematic teaching, e.g. use of teaching and learning cycle
 - Ensure student learning outcomes drive school plan and that PL supports this

Exemplary Practice Statement 2

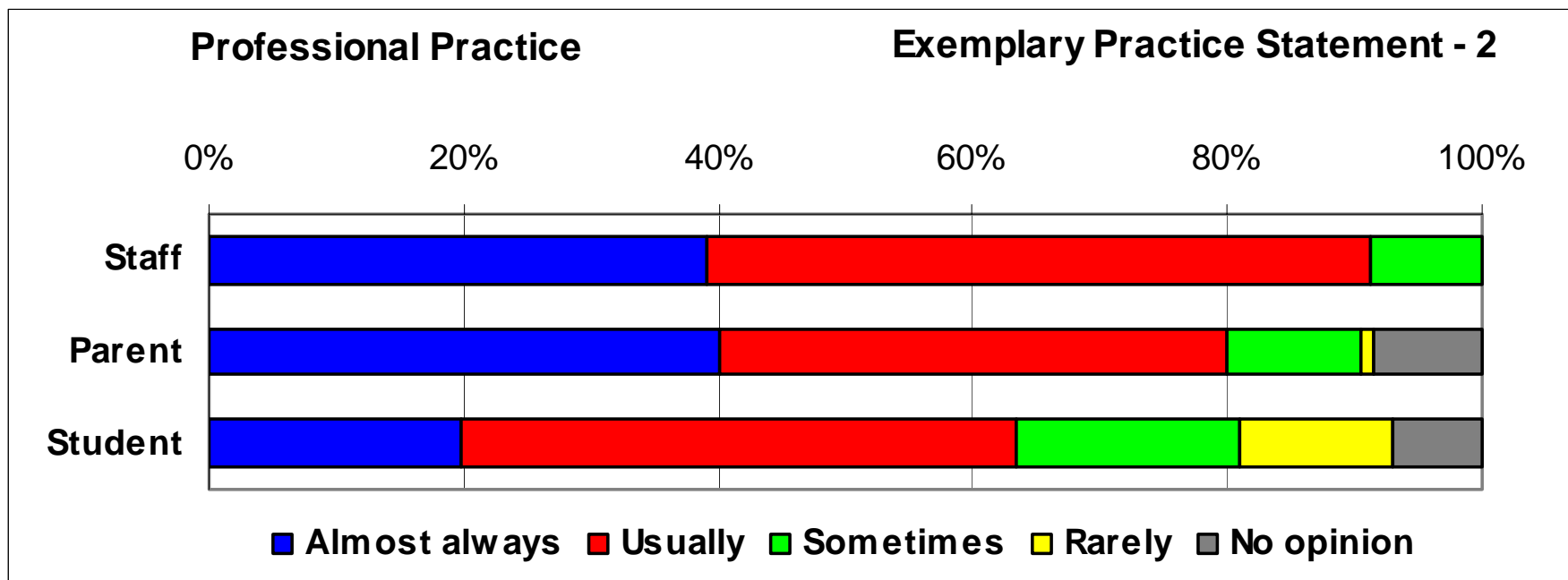
Professional Practice and Responsibility

School leaders lead the school community to develop, articulate and commit to a shared educational platform focused on quality teaching and learning.

Teacher: Leaders ensure that all groups within the school community develop the statement of school purpose focused on quality teaching and learning.

Parent: The school involves all groups within the school community in deciding what it is going to do.

Student: The school involves all groups within the school community in deciding what it is going to do.



Exemplary Practice Statement 4

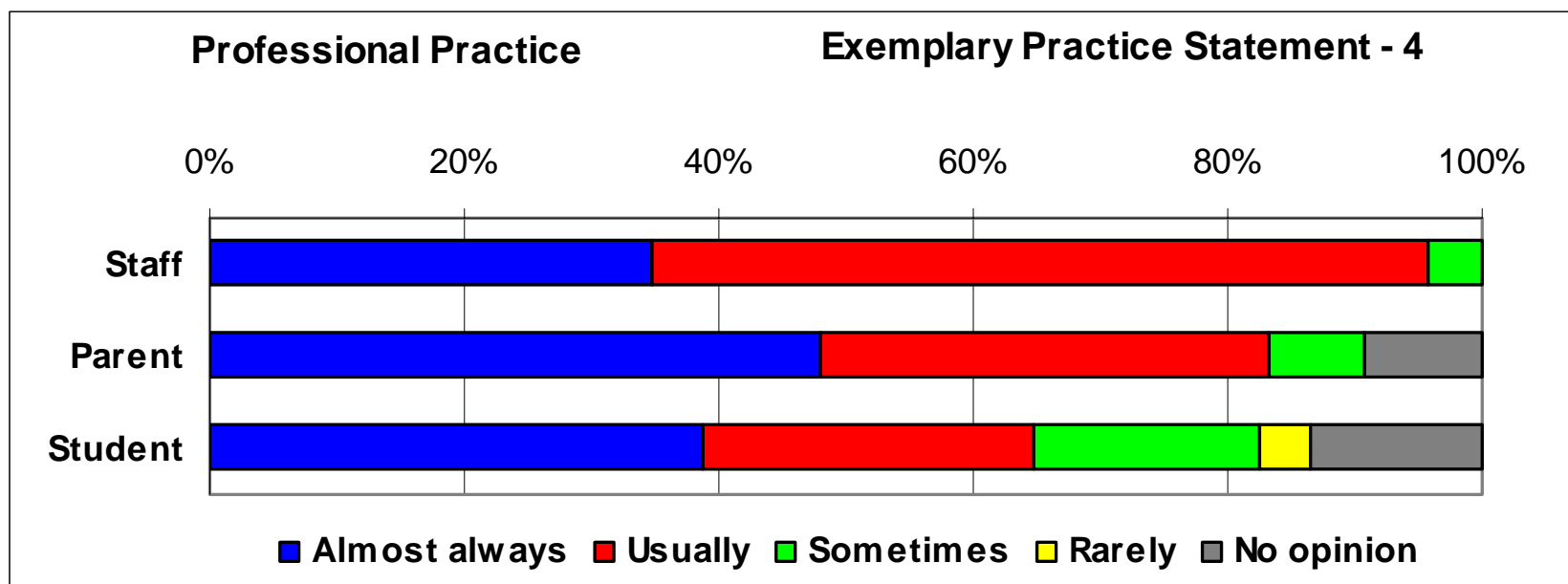
Professional Practice and Responsibility

An inclusive approach to leadership and decision-making is a feature of the operations of the school. Broad-based leadership embraces executive and non-executive teaching staff, school administrative and support staff, along with parents, community members and students. The school uses leadership expertise from regional and state office and other areas to enhance its operations

Teacher: School leaders develop leadership opportunities and encourage broad based decision making across the whole school community

Parent: School leaders value the contribution of individuals and groups.

Student: School leaders value the contribution of the students and parents





Summary Statement — Professional Practice and Responsibility

- The leadership of XXX PS has fostered a culture of collaboration and collegiality
- XXX PS is creating a community of learners
- The staff have shown a commitment to professional development and continuous improvement