



This Executive Professional Development session will outline the following five NSW Department of Education and Communities initiatives in 20 min segments.

A special thankyou goes to a number of your colleagues who have developed the presentations being brought to you this afternoon.

Every Student Every School - ESES - 5

Presenters: M McNamara / S Cutcher

Opportunity, Choice, Healing,
Responsibility, Empowerment - OCHRE - 7

R Ludeke / D Riley

Great Teaching - Inspired Learning - GTIL - 16

L Conroy / L Bristow

The Rural & Remote Strategy – RRS - 18

G Smith / B Cowell

Feedback - FB - 33

K Connell / C Randle

Electronic copies of this afternoon's presentations will be available from the Tweed 5 Website at:

<http://www.tweed5.schools.nsw.edu.au/executive-development/2014-term-1>

Agenda

3:30 - 4:00 Afternoon tea and registration

4:00 Welcome - Introduction / T5 Theme - 2014 K Connell

4:05 Education – Impact for Rural students Eliza Cowell (KHS student)

Groups

4:10 1 Every Student Every School - ESES M McNamara / S Cutcher
2 OCHRE R Ludeke / D Riley
3 Great Teaching - Inspired Learning - GTIL L Conroy / L Bristow
4 The Rural & Remote Strategy G Smith / B Cowell
5 Feedback to Students - FB K Connell / C Randle

4:30 1 Feedback to Students - FB K Connell / C Randle
2 Every Student Every School - ESES M McNamara / S Cutcher
3 OCHRE R Ludeke / D Riley
4 Great Teaching - Inspired Learning - GTIL L Conroy / L Bristow
5 The Rural & Remote Strategy G Smith / B Cowell

4:50 1 The Rural & Remote Strategy G Smith / B Cowell
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5 Great Teaching - Inspired Learning - GTIL L Conroy / L Bristow

5:10 1 Great Teaching - Inspired Learning - GTIL L Conroy / L Bristow
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5:50 Plenary – Question time I Hayward

6:00 Dinner Prior arrangement

Participants list

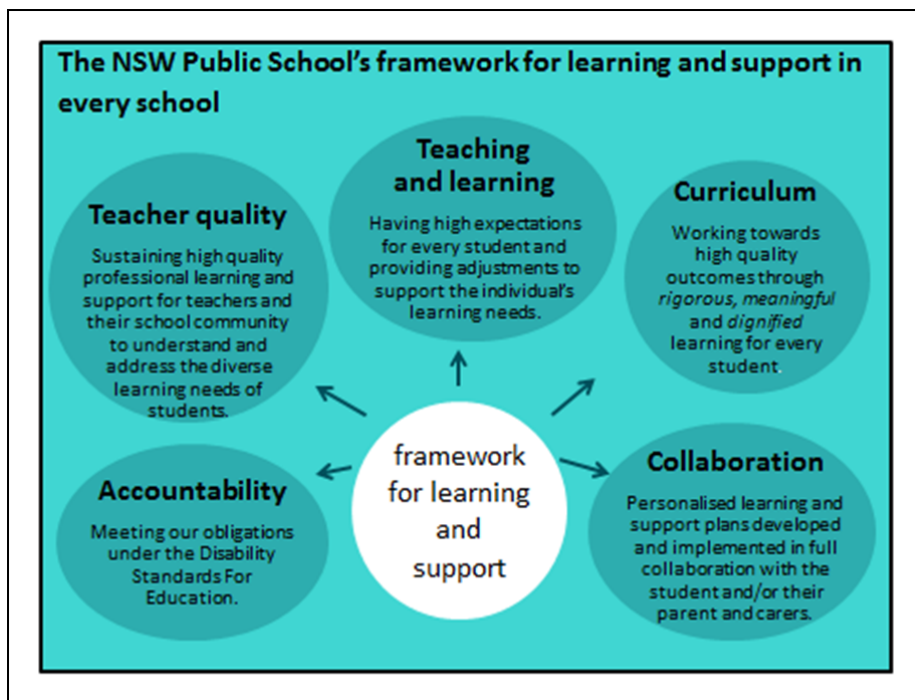
Name	School	Group
Bristow, Luke	Banora Point HS	GTIL
Randle, Chris	Banora Point HS	FB
Smith, Greg	Banora Point HS	R&R
Clancy, Jenny	Banora Point HS	3
Duff, Vince	Banora Point HS	4
Duncalfe, Jasmine	Banora Point HS	2
Johnson, Deborah	Banora Point HS	5
Klose, Lachlan	Banora Point HS	1
McLean, Marelda	Banora Point HS	5
Wemm, Stephen	Banora Point HS	3
Cowell, Barry	Kingscliff HS	R&R
Ludeke, Robyn	Kingscliff HS	OCHRE
Bassingthwaite, Ken	Kingscliff HS	3
Beauchamp, Clare	Kingscliff HS	4
Boyd, Kurstin	Kingscliff HS	1
Connelly, Michael	Kingscliff HS	4
Doman, Graham	Kingscliff HS	5
Geeves, Peter	Kingscliff HS	1
Gundersen, Jenny	Kingscliff HS	4
MacKenzie, David	Kingscliff HS	2
McQueen, Simon	Kingscliff HS	4
Opfer, Dieter	Kingscliff HS	1
Roules, Sharon	Kingscliff HS	4
Shea, Deborah	Kingscliff HS	5
Smith, Wayde	Kingscliff HS	3
Tiernan, Zoe	Kingscliff HS	1
Watego, Michelle	Kingscliff HS	4
McNamara, Michael	Murwillumbah HS	ESES
Donna Riley	Murwillumbah HS	OCHRE

Name	School	Group
Bargwanna, Margaret	Murwillumbah HS	2
Chikosh, Osker	Murwillumbah HS	4
Lister, Julie	Murwillumbah HS	5
Morris-Grant, Candice	Murwillumbah HS	3
Schofield, Amanda	Murwillumbah HS	1
Conroy, Leisa	Tweed River HS	GTIL
Hayward, Ian	Tweed River HS	ORG
Mackney, Breen	Tweed River HS	ORG
Alsop, Mandy	Tweed River HS	1
Amos, Jan	Tweed River HS	2
Betts, Michael	Tweed River HS	5
Green, Mark	Tweed River HS	3
Lambert, Tony	Tweed River HS	5
Mackney, Bronwyn	Tweed River HS	3
Moore, Desiree	Tweed River HS	5
Patch, Peter	Tweed River HS	2
Smith, Sue	Tweed River HS	2
Topper, Corey	Tweed River HS	2
Taylor, Kim	Tweed River HS	5
Connell, Karen	Wollumbin HS	FB
Cutcher, Stuart	Wollumbin HS	ESES
Brooker, Chris	Wollumbin HS	2
Giddins, Melissa	Wollumbin HS	2
Larrescy, Sean	Wollumbin HS	1
Perry, Kath	Wollumbin HS	3
Stanley, Louise	Wollumbin HS	4
Stevenson, Kerry	Wollumbin HS	5
Thompson Sean	Wollumbin HS	1
Trotter, Steve	Wollumbin HS	3

Every Student Every School - ESES

Presenters: M McNamara / S Cutcher

DEC FRAMEWORK



Unpacking the quality of the learning experience

The quality of the learning experience for every student needs to be:

Rigorous

Meaningful

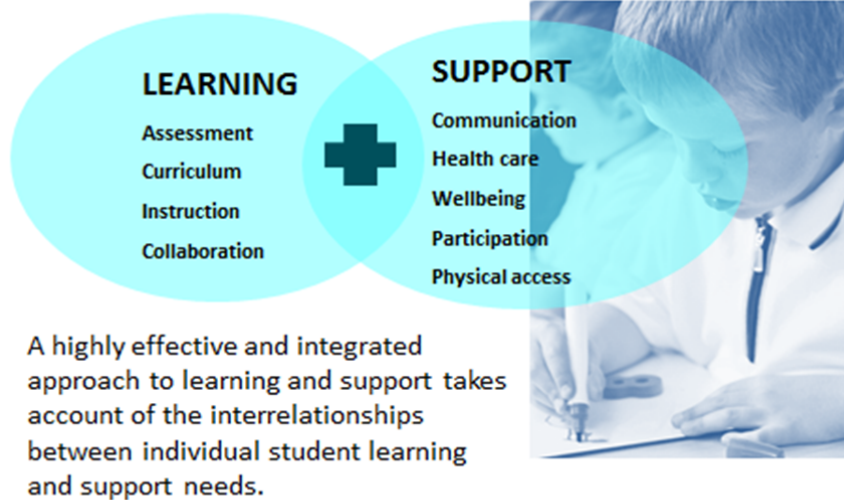
Dignified



PUBLIC SCHOOLS NSW

WWW.SCHOOLS.NSW.EDU.AU

Personalised learning and support



Useful Web Links

Legal:

http://www.aase.edu.au/phocadownload/Disability_Standards/DDA%20Classroom%20Teachers%20Information%20Sheet.pdf

DEC Policy:

<http://www.dec.nsw.gov.au/about-us/how-we-operate/national-partnerships/every-student-every-school>

Supporting Implementation:

<http://syllabus.bos.nsw.edu.au/support-materials/differentiated-programming/>

<http://www.qagtc.org.au/files/imce/Combined%20Differentiated%20Unit%20of%20Work.pdf>



Opportunity, Choice, Healing, Responsibility, Empowerment - OCHRE

Presenters: R Ludeke / D Riley

Aboriginal people in NSW come from strong, vibrant cultures-some of the oldest living cultures in the world. They are proud of their rich history, their identity and the deep spiritual connection they have with Country. Aboriginal people draw strength from that identity, knowing who they are and where they come from. (OCHRE was developed by a Taskforce after listening to Aboriginal people across NSW and hearing their visions and aspirations)

OCHRE emphasises:

- Partnerships over paternalism
- Opportunity over disadvantage
- Successes over shortfalls
- “Listening to” over “talking at”
- Local solutions over “one size fits all”
- Evidence over assumptions
- Participation over marginalisation
- Practice over theory
-and recognises the importance of **Healing**

Aims:

To support strong Aboriginal communities in which Aboriginal people actively influence and fully participate in social, economic and cultural life, we need to:

- Teach more Aboriginal language and culture to build people’s pride and identity
- Support more Aboriginal students to stay at school
- Support more Aboriginal young people to get fulfilling and sustainable jobs
- Grow local Aboriginal leaders’ and communities’ capacity to drive their own solutions
- Focus on creating opportunities for economic empowerment
- Make both Government and communities more accountable for the money they spend

Major Initiatives:

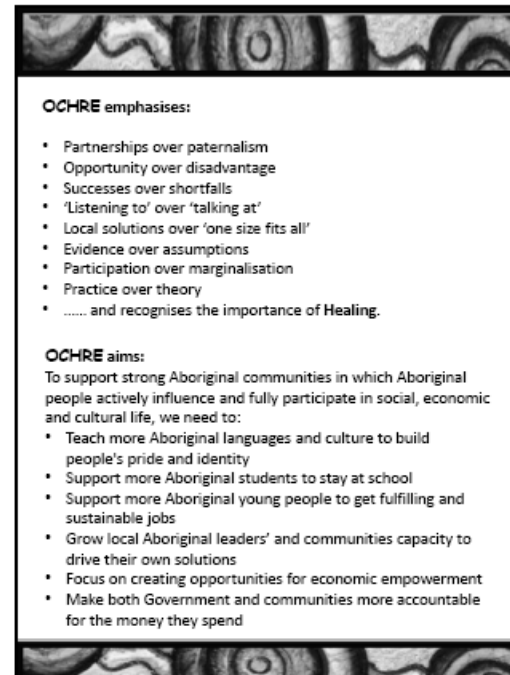
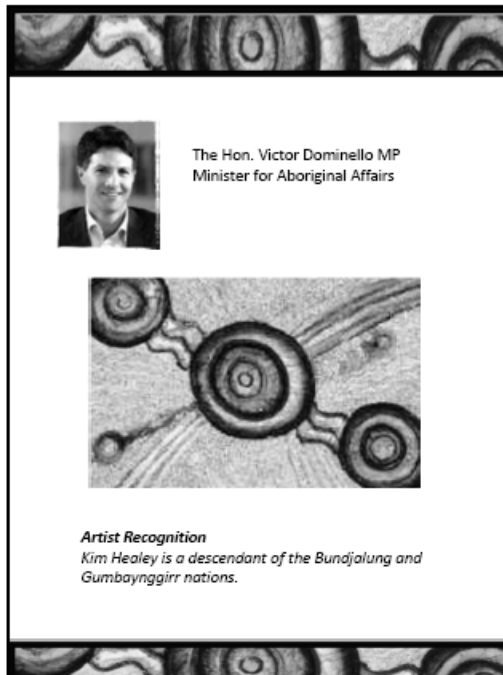
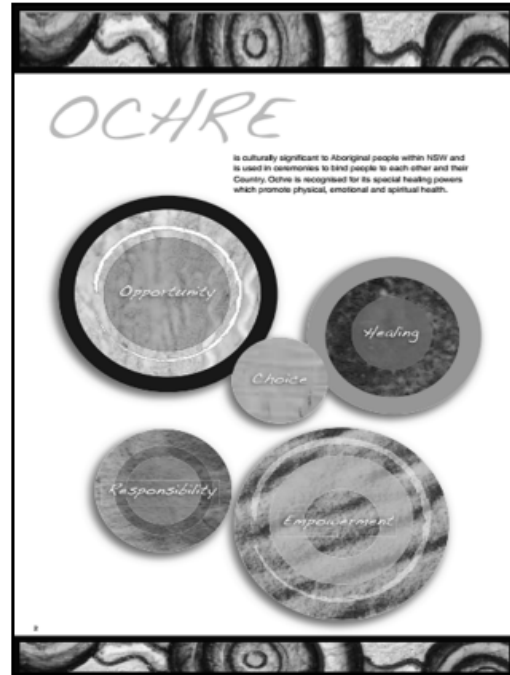
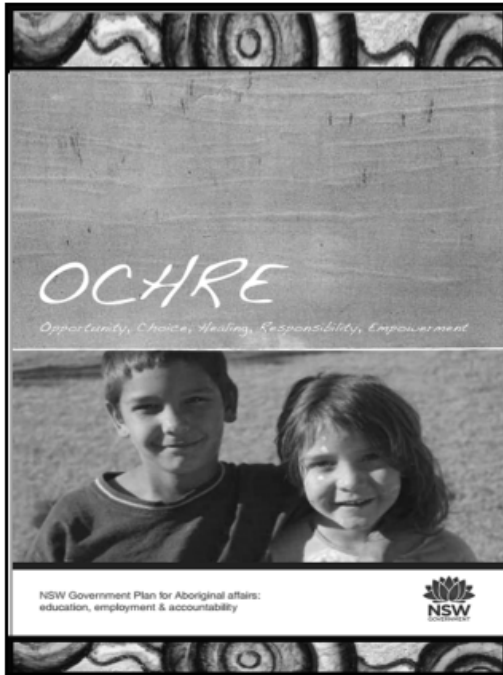
The Taskforce deliberately focused on only 3 Terms of Reference.....

Education, Employment and Service Delivery to ensure real measurable progress can be achieved through the major initiatives;

- **Linking Education and Employment**-improved educational outcomes and boosting school retention rates must be supported, right through to effective engagement with business and industries
- **Connected Communities**-school principals in collaboration with parents, local governance groups and school communities are free to make decisions to break down barriers to student learning. This compliments and builds on a number of key reforms: Local Schools, Early Action for Success and Every Student Every School. Key features of the connected communities include: cultural awareness, teaching Aboriginal language and culture, additional executive positions, early-years focus through to further learning and employment, personalised learning plans, schools as a hub for service delivery, such as health and community services, targeted student support, partnership and co-leadership with the Aboriginal community and partnerships with universities and TAFE
- **Opportunity Hubs**- to provide pathways to assist Aboriginal young people in the transition from school into tertiary education, training or employment. It aims to better utilise existing resources.
- **Economic Participation** - to strengthen economic independence in Aboriginal communities
- **Language and Culture** – create Language Nests in schools-to enable access to language learning pathways, beginning as early as pre-school and continuing into high school. These nests aim to : improve knowledge, strengthen Aboriginal identity, Increase the number of language learners, increase the number of language teachers and to increase school attendance
- **Local Decision Making**- to decrease the duplication of services, increase the effectiveness of service delivery and increase
- **Accountability**-will ensure OCHRE initiatives are coordinated and implemented successfully within other government programs and that resources are used efficiently

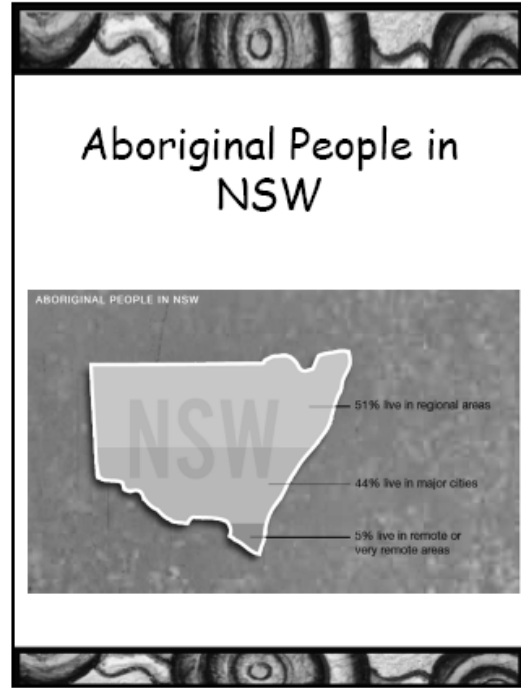
Power point presentation available from the Tweed 5 Website:

<http://www.tweed5.schools.nsw.edu.au/executive-development/2014-term-1>



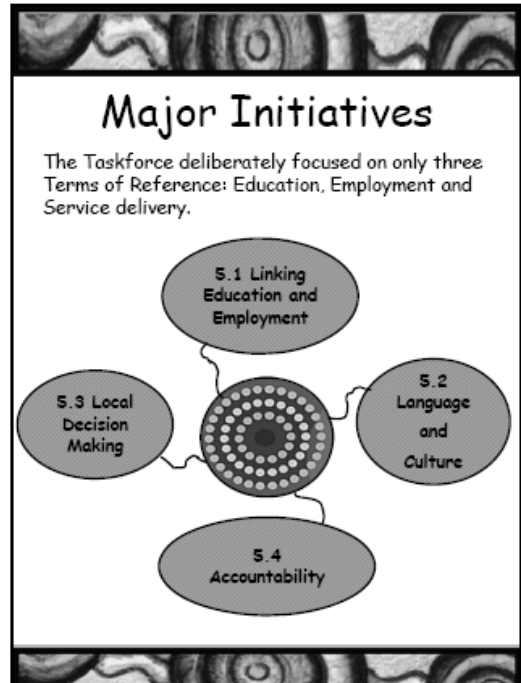


Identity



Aboriginal People in NSW

- The Aboriginal population in NSW is larger than in any other state . Current as from the 2011 Census stand at 208,364
- With a median age of 21 compared to 38 for the non-Aboriginal population.
- Aboriginal people make up a higher proportion of Australia's children and young people and a lower proportion of the elderly.



5.1 Linking Education and Employment

What the evidence is telling us

- the key factor in increasing engagement, achievement and school completion is *school culture*.
- Positive aspects of the culture include:
 - A shared vision for the school community
 - High expectations of success for both staff and students
 - A learning environment that is responsive to individual needs
 - A drive for continuous improvement
 - Involvement of the Aboriginal community in planning and providing education.

On average a student who completes Yr 12 will earn half a million dollars more over the course of their life than one who left at year 10.

What are we doing?

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    graph TD
      CC[Connected Communities] --> OH[Opportunity Hubs]
      OH --> EP[Economic Participation]
      EP --> CC
  
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Connected Communities

The Taskforce endorsed connected Communities which is being implemented by the DEC in 15 schools to improve Aboriginal student educational outcomes.

Connected Communities complements and builds on a number of key reforms in education including:

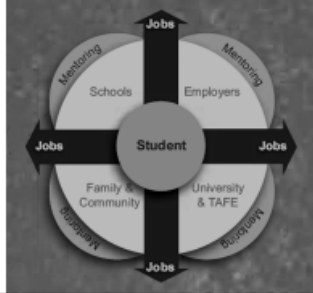
- Local Schools Local Decisions
- Early Action for Success
- Every Student Every School

Key features will include:

- Cultural awareness delivered by locally for all staff
- Teaching Aboriginal language and culture
- Additional school executive positions
- Early-years focus through to further learning and employment
- Personalised learning plans for all students
- Schools as a hub for service delivery, such as health and community services
- Targeted student support and mentoring
- Partnership and co-leadership with Aboriginal Community
- Partnership with universities and TAFE institutes

Opportunity Hubs

- Provide pathways and incentives to stay at school and transition to real jobs or tertiary education.
- Coordinate local opportunities, mentoring programs and resources
- Build skills and capacity
- Build local Hub partnerships
- Connect Aboriginal students and their families
- Support students
- Monitor and track students



Economic Participation

There are significant, untapped opportunities to build wealth and strengthen economic independence in Aboriginal communities.

- Industry-Based Agreements
- Aboriginal land and natural resources
- Public sector employment
- Procurement

What we hope to achieve?

- Contribute to an increase in school attendance and retention
- Increase student transitions from school to employment or tertiary education
- Increase the number of Aboriginal people employed
- Increase the number of Aboriginal owned businesses.

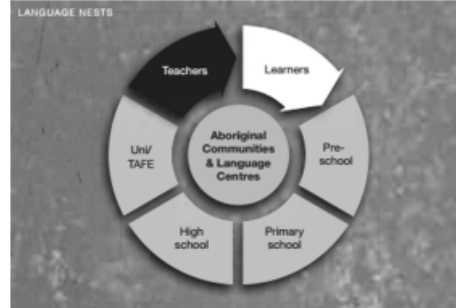


5.2 Language and Culture

What the evidence is telling us

- The UNESCO Endangered Languages Atlas and the National Indigenous Language Survey have identified all remaining Aboriginal languages in NSW as critically endangered.
- Action is urgent as most remaining speakers are Elders and there is little or no transmission of Aboriginal languages to younger generations
- A tangible connection between language learning and psychological wellbeing, increased self esteem, reduction in youth suicide and self harm and improved physical health has been shown.
- Where cultural perspectives are incorporated into the school curriculum, Indigenous students' performances have been found to be better.

What are we doing?



- Aboriginal Language and Culture Nests be trialled initially in one location each from five language groups.
- Partnership with AECG, Centre for Aboriginal Languages Coordination and Development and DEC
- A community based approach
- Language nests in Schools

What we hope to achieve?

- Improve knowledge of and competency in, local Aboriginal languages.
- Strengthen Aboriginal identity, pride and community resilience
- Increase the number of language learners
- Increase the number of language teachers
- Contribute to increased school attendance and retention.

5.3 Local Decision Making

What the evidence is telling us

- Audit of Two Ways Together the NSW Auditor-General noted that Aboriginal communities were best placed to make decisions about their day-to-day lives and recommended continued support for community governance bodies.

The NSW government is committed to:

- Systematically monitoring and evaluating service delivery outcomes within communities
- Ensuring the community is well informed about what is working and what is not
- Greater flexibility in spending, balanced by accountability for outcomes.

What are we doing?

1. A staged process of power-sharing
2. A commitment to building community leadership, skills and capacity.
 - Working with Aboriginal NGOs

The diagram illustrates a staged process of power-sharing across three community types: URBAN, REGIONAL, and REMOTE. The stages are numbered 1, 2, and 3, corresponding to the text above.

- STAGE 1: ADVISORY DELEGATION**
 - Bulks on existing governance structure to form a Local Management Committee
 - Sets service delivery priorities in partnership with government
- STAGE 2: PLANNING DELEGATION**
 - Allows the Local Management Committee to take on greater responsibilities
 - Sets service delivery priorities in partnership with government
 - Can direct the allocation of specified funding
- STAGE 3: IMPLEMENTATION DELEGATION**
 - Allows the Local Management Committee to take on greater responsibilities
 - Sets service delivery priorities in partnership with government
 - Can direct the allocation of specified funding
 - Can manage the delivery of services
 - Reports formally to government

What we hope to achieve?

- Decrease in duplication of services
- Increase the effectiveness of service delivery to better meet local needs
- Increase the skill and capacity of local governance bodies

5.4 Accountability

What the evidence is telling us

Effective oversight of Government provides an important mechanism to drive change across the state and sends a strong signal to Aboriginal communities about the commitment to real reform and focusing effort on what works.

What the Community told us

- Strong Aboriginal voice in design and delivery
- Refocusing the role of Aboriginal Affairs
- Improved coordination and Oversight
- Meaningful and measurable reporting and evaluation

What we hope to achieve?

- Embed a new partnership with Aboriginal people across Government
- Ensure that all the initiatives in OCHRE are implemented successfully
- Improve the effectiveness of government expenditure in Aboriginal affairs.



Great Teaching - Inspired Learning - GTIL

Presenters: L Conroy / L Bristow

Useful Web links:

<http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/>

<http://www.dec.nsw.gov.au/our-services/schools/great-teaching-inspired-learn>

**GREAT TEACHING,
INSPIRED LEARNING**
<http://www.dec.nsw.gov.au/our-services/schools/great-teaching-inspired-learning>

A blueprint for action was released in March, 2013

- Copies of the blueprint and a copy of the poster summarising the key points was sent out to schools mid 2013
- **Blueprint for action**
- The blueprint for action outlines the steps that might be taken to improve the quality of teaching and learning in NSW schools.
- The **blueprint** is based on:
 - * submissions made in response to questions posed in the Great Teaching, Inspired Learning discussion paper and discussions with key stakeholder groups and individuals
 - * comments made by 577 people via the NSW Government's Have Your Say online forum
 - * research conducted by the Centre for Education Statistics and Evaluation (CESE).
 - * The blueprint is now being implemented across the education sector in NSW.

**[HTTP://WWW.DEC.NSW.GOV.
AU/OUR-
SERVICES/SCHOOLS/GREAT-
TEACHING-INSPIRED-
LEARNING](http://www.dec.nsw.gov.au/our-services/schools/great-teaching-inspired-learning)**

**NSW government and NSW
Institute of teachers consultation
paper regarding GTIL
Recommendation 10.1**

<http://www.ptc.nsw.edu.au/SiteMedia/w3svc361/Uploads/Documents/GTIL%20Recommendation%2010.1%20Consultation%20Paper.pdf>

**Implementation update
August 2013**

The implementation update covers the following aspects:

- Attracting the best, brightest and most suitable entrants
- Giving teachers the best university preparation and support when they begin teaching
- Keeping teachers at their professional best by enhancing and maintaining skills
- Enhancing the status of career teachers

Link on the NSW Institute of Teacher's site

® <http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/>

® This site also provides FACT sheets on each of the afore mentioned areas

Power point presentation available from the Tweed 5 Website:

<http://www.tweed5.schools.nsw.edu.au/executive-development/2014-term-1>

The Rural & Remote Education Strategy - RRES

Presenters: G Smith / B Cowell

The **Rural and Remote Education Blueprint for Action** is a detailed plan to improve student learning in rural and remote public schools across New South Wales.

The NSW Government has allocated up to \$80 million over the next four years to take the steps necessary to reduce the gap in educational achievement between rural and urban schools.

The key actions in the Rural and Remote Education strategy will:

- ✍ strengthen early childhood education for children in rural and remote communities
- ✍ give students in rural and remote schools access to a broad range of curriculum opportunities, particularly for gifted and talented students
- ✍ provide new incentives to attract and retain quality teachers and school leaders to rural and remote schools
- ✍ better support schools to meet local student needs by establishing 15 specialist centres to offer coordinated inter-agency health and wellbeing services.

The actions in the Rural and Remote Education blueprint complement and build on the broad reform agenda already underway with initiatives such as Local Schools, Local Decisions, Great Teaching, Inspired Learning, Connected Communities and Every Student, Every School.

At the centre of the Rural and Remote Education blueprint is the goal of quality learning for all rural and remote school communities. To make this a reality, action is required in four key areas:



<http://www.dec.nsw.gov.au/about-the-department/our-reforms/rural-and-remote-education>

Key Reforms:

<p>Effective partnerships and connections</p>	<ul style="list-style-type: none"> • Specialist centres coordinate and provide rural and remote schools with access to the expertise and assistance they require from allied health services. • Teachers and school leaders have access to professional learning and expert advice so they can meet the learning and support needs of every student. • Teachers are able to work across borders to access professional networks and expertise. • Students and their families have access to cross border facilities and services.
<p>Curriculum access for all</p>	<ul style="list-style-type: none"> • A new virtual secondary school allows students to study specialist subjects they cannot access in their own school. • Gifted and talented secondary students access extension courses and selective classes through a virtual school.
<p>Great teachers and school leaders</p>	<ul style="list-style-type: none"> • 10 week trial before their permanent appointment is confirmed. • A new range of incentives to attract and retain more of the best teachers and leaders. • Teachers and leaders have increased opportunities to experience real or simulated NAPLAN and HSC marking.
<p>Quality learning for every community</p>	<ul style="list-style-type: none"> • Rural and remote schools receive increased funding delivered through Resource Allocation Model (RAM). • Rural and remote schools are supported to establish education networks that bring together resources across a number of schools to meet local needs. • Principals are given more authority under <i>Local Schools, Local Decisions</i>.

Timeline:

2014	2015	2016	2017
Existing specialist centres extended to provide additional expertise in student health and wellbeing. New specialist centres established in Broken Hill and Tamworth.	More specialist centres established in rural and remote locations.	All 15 specialist centres operating in rural and remote NSW to provide expert and coordinated advice and support services to schools.	
	The first students enrol in the new virtual secondary school.		
New programs available to support rural and remote students engage in science, mathematics and agriculture.			
More opportunities for rural and remote students to participate in State sports and arts programs.			
A range of new incentives available to attract and retain quality teachers and leaders to rural and remote areas.			
All permanent beginning teachers in their first year of teaching receive two hrs release time and one hr of mentoring support per wk.	All permanent beginning teachers in their second year of teaching are supported with one hr release time per wk.		
More rural and remote teachers participate in real and simulated NAPLAN and HSC marking experiences.			
Virtual faculties established			
Rural and remote schools supported to develop an education strategy that meets their community's needs. Education networks established in rural and remote areas			
Implementation of the RAM commences.		All schools receive their full budget allocation through the RAM.	

Information on this presentation is available from
<http://www.tweed5.schools.nsw.edu.au/executive-development/2014-term-1>

	GREAT TEACHERS & SCHOOL LEADERS		26 ← MARCH
Effective partnerships & connections	Rural & Remote	Raising Expectations	
Tweed 5		Curriculum access for all	
QUALITY LEARNING FOR EVERY COMMUNITY	Evidence of what works		

T5	Understanding rurality & remoteness	26 ← MARCH
	Write:	
	<ol style="list-style-type: none"> 2 things you know about Rural and Remote 1 question you have about Rural and Remote 	
	Randomly (and gently) transport it to its destination – via paper plane or snowball (only one per customer!).	

T5	Understanding rurality & remoteness	26 ← MARCH
	What is rural and remote?	
	DEC use a number of different indices and definitions:	
	<ul style="list-style-type: none"> Broadly speaking – not metropolitan (Sydney, Newcastle, Wollongong) 	

T5	Understanding rurality & remoteness	26 ← MARCH
	What is rural and remote?	
	Indices include:	
	<ul style="list-style-type: none"> Accessibility remoteness index Australia (ARIA) MCEETYA index 	

T5	Understanding rurality & remoteness	26 ← MARCH
	The Accessibility Remoteness Index of Australia (ARIA) gives locations accessibility/ remoteness values between 0 and 15.3 based on the physical road distance to the nearest town or service centre. The higher the value is, the more remote and inaccessible the location.	

T5	Understanding rurality & remoteness	26 ← MARCH
	ARIA has 6 different break points:	
	<ul style="list-style-type: none"> Very remote Remote Outer regional Regional Inner regional Major cities 	

T5 Understanding rurality & remoteness 26 MARCH

Metropolitan Area Zones

- Very Remote Areas
- Remote Areas
- Outer Regional Areas
- Inner Regional Areas
- Major Cities of Australia

T5 Understanding rurality & remoteness 26 MARCH

MCEETYA

The Ministerial Committee on Employment, Education and Youth Affairs (MCEETYA) agreed in July 2001 to adopt the MCEETYA Schools Geographic Location Classification (MSGLC) for reporting nationally comparable schooling outcomes.

T5 Understanding rurality & remoteness 26 MARCH

Table 4.3 Categories of the MCEETYA Schools Geographic Location Classification Major Category Sub-category Criteria

- 1. Metropolitan Zone**
 - 1.1 State Capital City regions State capitals (except Hobart, Darwin)
 - 1.2 Major urban Statistical Districts Pop. > 300 000
- 2. Provincial Zone**
 - 2.1.1 Provincial City Statistical Districts Pop. 50 000 – 99 999
 - 2.1.2 Provincial City Statistical Districts Pop. 25 000 – 49 999
 - 2.2.1 Inner provincial areas CD ARIA Plus score < 2.4
 - 2.2.2 Outer provincial areas CD ARIA Plus score > 2.4 and < 5.92
- 3. Remote Zone**
 - 3.1 Remote areas CD ARIA Plus score > 5.92 and < 10.53
 - 3.2 Very Remote areas CD ARIA Plus score > 10.53

T5 Understanding rurality & remoteness 26 MARCH

MYCEETA break points

1. Metropolitan
2. Provincial zone
3. Remote

Tweed fits into 1.2, along with Newcastle, Townsville, Gold Coast, Cairns, Wollongong, Queanbeyan

T5 Understanding rurality & remoteness 26 MARCH

There is a sizeable 'remoteness gap' in student outcomes

T5 Understanding rurality & remoteness 26 MARCH

Average NAPLAN scores by publication of school, selected states, 2012

Source: IES analysis using NAPLAN 2012 data

T5 Understanding rurality & remoteness 26 MARCH

Figure 4
Proportion of HSC course awards in the bottom and top two bands, 2000-2012

Source: CIES analysis using Board of Studies unpublished data

T5 Understanding rurality & remoteness 26 MARCH

Figure 6
Standards in selected English and Maths units as a proportion of all HSC courses, 2012

Source: CIES analysis of Board of Studies unpublished data

T5 Understanding rurality & remoteness 26 MARCH

All schools are impacted by and respond to **disadvantage** in their communities. In many cases, it is **multiple** forms of **intersecting disadvantage**.

T5 Understanding rurality & remoteness 26 MARCH

What is **different** in rural and remote communities is how geographic isolation **amplifies** the impact of **intersecting disadvantage**.

T5 Understanding rurality & remoteness 26 MARCH

Figure 5
Proportion of NSW 15-year-olds who expect to go to university, by SES quartile

Source: CIES analysis using PISA 2009 data

T5 Understanding rurality & remoteness 26 MARCH

The NSW Department of Education and Communities is committed to **equity of outcomes** for students in NSW.

T5 Understanding rurality & remoteness 26 MARCH

A range of programs are available for students and schools to provide **access** and **improve learning outcomes**, particularly in rural areas.

This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app) and are connected to the internet!

If you need to duplicate this poll make sure to *copy/paste* the entire slide (not just the place holder image).

T5 Understanding rurality & remoteness 26 MARCH

Rural and remote Blueprint for action

T5 Understanding rurality & remoteness 26 MARCH

T5 Understanding rurality & remoteness 26 MARCH



Access to **quality early childhood education**.

T5 Understanding rurality & remoteness 26 MARCH

Providing students with **quality teaching**.



T5 Understanding rurality & remoteness 26 MARCH

Providing students with access to a **broad** and **rigorous** curriculum.

T5 Understanding rurality & remoteness 26 MARCH

Raising student **expectations** and **pathways** into further study.



T5 Blueprint for action 26 MARCH

KEY ACTIONS






T5 Blueprint for action 26 MARCH

- strengthen **early childhood** education for children in rural and remote communities;


T5 Blueprint for action 26 MARCH



- give students in rural and remote schools access to a **broad** range of **curriculum** opportunities;

T5 Blueprint for action 26 MARCH

- provide new **incentives** to attract and retain **quality teachers** and school **leaders** to rural and remote schools;




T5  **Blueprint for action**  **26** ← MARCH



• better support schools to meet student needs by establishing **15 specialist centres** to coordinate **inter-agency health and wellbeing services**

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QUALITY LEARNING

GREAT TEACHERS AND SCHOOL LEADERS
CURRICULUM ACCESS FOR ALL
QUALITY EARLY CHILDHOOD EDUCATION
EFFECTIVE PARTNERSHIPS AND CONNECTIONS

HIGH EXPECTATIONS • LOCAL SOLUTIONS

T5  **Effective Partnerships and Connections**  **26** ← MARCH



Current state	Future State
Access to allied health services in rural and remote communities may be limited or non-existent.	Specialist centres coordinate and provide rural and remote schools with access to the expertise and assistance they require from allied health services.
School staff and leaders have varying skills and expertise in facilitating support for students with additional learning needs.	Teachers and school leaders have access to professional learning and expert advice so they can meet the learning and support needs of every student.

T5  **Effective Partnerships and Connections**  **26** ← MARCH

SPECIALIST CENTRES
By 2017 all 15 specialist centres will be operating in rural and remote NSW to provide expert and coordinated advice and support services to schools.

T5  **Effective Partnerships and Connections**  **26** ← MARCH

SPECIALIST CENTRES
The Department's network of specialist centres will assist schools as they identify and put in place the critical "wrap around" support for children and young people they determine to be most at risk. This will be done by using departmental expertise and directly linking schools and families with government and non-government specialist services across health and community services.

T5  **Effective Partnerships and Connections**  **26** ← MARCH

Current state	Future State
State boundaries can limit teachers' opportunities to work with nearby colleagues and build professional networks.	Teachers are able to work across borders to access professional networks and expertise.
Some students and families travel long distances to access services in their own state when the closest service is available in the neighbouring state or territory.	Students and their families have access to cross border facilities and services.

T5 Effective Partnerships and Connections 26 ← MARCH

T5 Effective Partnerships and Connections 26 ← MARCH

TeachMeet[AUS]

T5 Effective Partnerships and Connections 26 ← MARCH

T5 Effective Partnerships and Connections 26 ← MARCH

TeachMeet [Border]

T5 What are TeachMeets? 26 ← MARCH

TeachMeets are **meetings/un-conferences** where teachers **share** good practice, **practical ideas** and personal insights into **teaching with technology**.

All participants are **encouraged** to be ready to **volunteer** an idea, a tool or a **website** that they have delivered in their classroom.

T5 What are TeachMeets? 26 ← MARCH

- Any teacher can host a TeachMeet, and choose a theme relevant to their practice – participants then offer to present an idea that is related to the theme
- Many spaces can hold a TeachMeet – pubs, libraries, schools!
- Alternatively they can discuss a product that they believe enhances their classroom practice.
- New scheme teachers are encouraged to attend and learn.

T5 What are TeachMeets? **26** ← MARCH

- The idea behind TeachMeets is hearing stories about learning, from teachers (and sometimes students as well!)
- This is a chance for teachers from all types of schools to network and to hear ideas from each other.
- A key element of a good TeachMeet is offering a variety of short, sharp presentations rather than longwinded keynotes.
- TeachMeets are open to all regardless of experience, qualifications or sector and do not charge an entry fee

T5 What are TeachMeets? **26** ← MARCH

PROPOSAL:
1st BORDER TEACHMEET
 to be held @ Banora Point High School Library on April @ 5.30pm, followed by dinner.

Invitations to be sent to **Secondary and Primary Schools in Tweed and Gold Coast**

T5 Curriculum access for all **26** ← MARCH

Current state	Future State
Some rural and remote schools, especially small ones, face difficulty in offering students a broad curriculum.	A new virtual secondary school allows students to study specialist subjects they cannot access in their own school.
Academically gifted students in rural and remote schools are not always able to access the specialist curriculum they require.	Gifted and talented secondary students access extension courses and selective classes through a virtual school.

2015 - The first students enrol in the new virtual secondary school.

T5 Great teachers and school leaders **26** ← MARCH

Current state	Future State
Teachers are not sure that a move to a rural and remote location will work for them.	30 week trial before their permanent appointment is confirmed.
Rural and remote schools find it difficult to attract and retain teachers and leaders.	A new range of incentives to attract and retain more of the best teachers and leaders.
Teachers and leaders in rural and remote schools have limited experience with NAPLAN and HSC marking.	Teachers and leaders have increased opportunities to experience real or simulated NAPLAN and HSC marking.

2014 – First year permanent teachers provided with 2 hours release time and 1 hour mentoring.



T5 Quality learning for every community **26** ← MARCH


Current state	Future State
Funding to schools has not been transparent, nor responsive to changing school and student needs.	Rural and remote schools receive increased funding delivered through Resource Allocation Model (RAM).
Schools in some communities work in isolation from other schools.	Rural and remote schools are supported to establish education networks that bring together resources across a number of schools to meet local needs.
The Department's state-wide 'one size fits all' approach to all policies restricts locally developed solutions.	Principals are given more authority under Local Schools, Local Decisions.


2016 – All schools receive their full budget allocation through the RAM.



T5 Blueprint for action **26** ← MARCH



QUESTIONS & ANSWERS
 and
 Rural and Remote
 TWEED 5


T5  FAQs  26 ← MARCH


 **What is an education network?**



 An education network is a group of schools working together and jointly sharing and managing their resources to deliver quality learning to their students. These networks will be designed by local school communities to meet their specific needs and need not be limited by geographical boundaries. The decision to form a network will be made by school principals and their local communities, in consultation with Directors Public Schools NSW and the Directors Educational Services.



 


T5  FAQs  26 ← MARCH


 **How will the networks' staffing and budgeting be managed?**



 Each network will meet the unique educational needs of their community. Decisions about where teachers are located, whether teaching will be face-to-face or online, and where executive members of staff will be placed will be made by school principals in consultation with their local communities. Class sizes will be maintained in accordance with the staffing agreement, and the total staffing of the network will be determined by student numbers for each of the schools in the network, as is the case with all schools across NSW. Networks will have a management agreement that summarises how resources will be shared, where teachers and school executive are located and how decisions are made.

T5  FAQs  26 ← MARCH

 **Who will decide on the focus of each network and the schools involved?**

 School principals and their local communities will have the opportunity to work closely with their Directors Public Schools NSW and the Directors Educational Services to establish each education network. School principals, in collaboration with their school communities, will make decisions about the focus of their network.



 


T5  FAQs  26 ← MARCH


 **What is an Educational Service Team and how will they work?**



 An Educational Services team is made up of expert, non school-based staff with recent school-based experience to provide direct support and services to schools and education networks. Each Educational Services team is led by a Director Educational Services. These teams have been created as part of the new model of support to NSW public schools.

T5  FAQs  26 ← MARCH

 **What is an Educational Service Team and how will they work?**

 Educational Services teams will provide professional learning, expert advice and support to schools in areas such as: quality teaching and professional practice; pathways for senior students; vocational education and training (VET); students with additional needs; learning and support; student engagement and wellbeing; and Aboriginal education..



 



T5  FAQs  26 ← MARCH

 **What is an Educational Service Team and how will they work?**


 These teams will also be able to draw on the expertise of state office staff and coordinate work with other government and non-government organisations.



 



T5  FAQs  26 ← MARCH



 **What services will specialist centres provide?** 

The specific needs of each local school community will determine the types of support and services each specialist centre will provide. Some communities may need expert support and advice about effective transition to school. Other communities may need their specialist centre to coordinate staff whose area of expertise is working with students with mental health, wellbeing or engagement issues. The network of specialist centres will draw on the expertise of Departmental staff, other government agencies and non-government organisations. .


✓ 



 



T5  FAQs  26 ← MARCH



 **What is the virtual secondary school?** 

A virtual school links teachers and students in a number of different locations using technology to create enriched and engaging learning environments. This will allow students in rural and remote schools to study in their local school and also enrol in one or more specialist courses in the virtual school. Students will use a range of technologies to link them with classmates in other locations and a teacher in another school. The Department's virtual secondary school will be based on what we have learnt from our current programs such as Access, e2 and Xsel, as well as national and international distance and rural education models.

✓ 


 



T5  FAQs  26 ← MARCH



 **What is the virtual secondary school?** 



Expansion of virtual selective class provision for Year 7 entry in 2015

Previously only students in rural and remote areas in Western New South Wales were eligible to participate in the virtual selective class provision. From 2014 parents from all other rural and remote areas in the State are eligible to apply for entry to the virtual selective class provision on behalf of their gifted and talented children.


✓ 



 



T5  FAQs  26 ← MARCH



 **What is the virtual secondary school?** 

Students successful for entry to this virtual class will be enrolled at a local government high school for the majority of their subjects but will be taught English, mathematics and science in a virtual environment together with other gifted and talented students in rural and remote areas through the creative use of communications technologies. This means that they can access a challenging academic program without leaving home and friends to do so


✓ 



 



T5  FAQs  26 ← MARCH



 **How will students for the selective classes be chosen?** 



The virtual secondary school will be partially selective providing curriculum extension for gifted and talented secondary students. Students will apply for selective classes using the current departmental selective schools process. Enrolment priority for stage 5 and 6 courses will be given to students in the most remote locations.



✓ 


 

T5  Related Documents  26 ← MARCH



 





 




 









<https://www.education.nsw.gov.au/education/remote-education/remote-education/remote-blueprint.pdf>




T5  **Related Documents**  26 ← MARCH



   





  




T5  **Related Documents**  26 ← MARCH



   





  




T5  **Related Documents**  26 ← MARCH

T5  **Related Documents**  26 ← MARCH

T5  **Related Documents**  26 ← MARCH

T5  **Related Websites**  26 ← MARCH

<http://www.rde.nsw.edu.au/rural-and-remote-education>

T5 Useful Links

26 ← MARCH


<http://www.rde.nsw.edu.au/rural-and-remote-education>

<https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/rural-and-remote-education/randr-blueprint.pdf>

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/rural-and-remote-education>

T5 Visible thinking ROUTINES

26 ← MARCH



VISIBLE THINKING ROUTINES

Feedback

Presenters: K Connell / C Randle

“Visible Learning and the Science of How We Learn”, John Hattie and Gregory Yates, 2014.

8

The role of feedback

Imagine arriving in an unfamiliar foreign city and needing to check into your hotel. Deprived of GPS, you ask a local person on the street. Despite your bad pronunciation, this person recognises the name of the hotel and proceeds to inform you of its history, of its terrible cuisine, and tells you not to go there. But still, you plead, 'How do I find it?' The local then says to consult a street map, and tells you that his brother runs a course on navigation and direction finding. You tell him that you are not wanting to do any such course, so he asks just what sort of course are you interested in. We have a communication breakdown.

The above paragraph was intended to be humorous. But something remarkably close to this form of communication breakdown surfaces when we contrast what teachers tell us about what feedback means to them with what students say they want. When we survey teachers, the following dimensions, **the ten Cs**, emerge. **In the teachers' view, feedback consists of:**

- **comments** and more instructions about how to proceed
- **clarification**
- **criticism**
- **confirmation**
- **content** development
- **constructive** reflection
- **correction** (focus on pros and cons)
- **cons** and pros of the work
- **commentary** (especially on an overall evaluation)
- **criterion** relative to a standard.

Teachers claim to give students high levels of feedback on their work, but students say that this is not what they experience. When we interview students on what they understand by feedback and why it is important familiar mantra. At times we have found that students ignore a teacher's copious comments on written work, which they find irrelevant to their moving forward.

Besides this natural empathy gap, another hidden factor in receiving criticism concerns its volume. The principle 'bad is stronger than good' means that we mentally balance one bad event against four or five good ones. If the ratio of good

to them, one theme emerges almost universally: **they want to know how to improve their work so that they can do better next time.** Students tend to be future-focused, rather than dwelling on what they have done beforehand and left behind. They are aware that past products are imperfect specimens but want to move on, and are willing to learn more new stuff provided their teachers play the same game. They will continue to exert effort provided the past efforts are treated with some respect. What they do not welcome is critique, which they find unnecessary, lengthy, personal, and hurtful. Of course they expect mistakes and want mistakes corrected. But they are sensitive to the climate under which criticism is given. Often what a teacher intends as helpful critical feedback turns into personal ego evaluation in the eyes of the receiver.

The dilemma is that students want and need information on 'where to next', but teachers often act as though that is achieved through negative feedback. Student work must be corrected, and mistakes therein can be manifest, numerous, and highly visible. But negative feedback can be problematic. Students may feel that the tasks set were too unreasonable. They may believe that they were taught poorly, or expected to go on beyond what they were taught. They may believe that the level of effort they put in was substantial, but has gone by unrecognized.

They may feel the standard expected of them is be applied unfairly, or is differentially applied across class members. They may believe that they did a little better than their mate and that this is enough. Within the classroom, **social comparison** is rife. After all, just who is to say what is a 'good essay', and what is a "poor essay". Furthermore, 'we all know some teachers are unfair' is a

to bad events drops under three we can expect trouble. Yet, when we critique our students' work, the number of negative comments can easily exceed that number positive comments. We are not suggesting that students need a continual supply of positive affirmations (which produces its own problems), only that they will remain sensitive to the balance between positive and negative events in their lives.

FEEDBACK - Findings from some of the studies that have synthesized research about the general effects of feedback are reported in Table 8.2. Note that some of the effect sizes reported in Table 8.2 are .90 and even higher. Generally, feedback that produces these large effect sizes is "corrective" in nature - that is, the teacher identifies what is correct and incorrect about students' knowledge or skill.

Some of the more interesting findings regarding feedback were reported by Bangert-Downs, Kulik, Kulik, and Morgan (1991). The overall effect size they reported was only .26. However, it is important to note that their study focused on feedback that takes the form of a test or, as they refer to it, "test-like events." Their findings are reported in **Table 8.3**.

The findings shown in Table 8.3 have some rather strong implications for education. Notice that simply telling students that their answer is

right or wrong has a negative effect on achievement. Providing students with the correct answer has a moderate effect size (.22). The best feedback appears to involve an explanation as to what is accurate and what is inaccurate in terms of student response. In addition, asking students to keep working on a task until they succeed appears to enhance achievement.

Timing of feedback is also important. Feedback given immediately after a test (or test-like situation) is best. In general, the more delay that occurs in giving feedback, the less improvement there is in achievement. Finally, consider the different effects that the timing of a test has on achievement.

Giving tests immediately after a learning situation has a negligible effect on achievement. Giving a test one day after a learning situation seems to be optimal.

Table 8.3: Research Results for Corrective Feedback

Synthesis Study	Focus	No. of Effect Sizes	Ave. Effect Size	Percentile Gain
Type of Feedback	Teacher says whether the answer is right or wrong	6	-0.08	-3
	Teacher provides correct answer	39	0.22	9
	Student continues to answer until gives correct response	4	0.53	20
	Teacher explains what is correct & what is not	9	0.53	20
Timing of feedback	Immediately after each test item	49	0.19	7
	Immediately after each test	2	0.72	26
	Delayed after test	8	0.56	21
Timing of Test	Immediately after instruction	3	0.17	6
	One day after instruction	2	0.74	27
	One week after instruction	12	0.53	20
	Longer than one week	4	0.26	10

Note: From "The Instructional Effects of Feedback in Test-like Events," by R. L. Bangert-Downs, C. C. Kulik, J. A. Kulik, & M. Morgan, 1991, *Review of Educational Research*, 61(2), 213-238.

"These are the maximum percentile gains possible for students currently at the 50th percentile.



Feedback – An Introduction

This presentation is also available for download from the T5 Website:

<http://www.tweed5.schools.nsw.edu.au/executive-development/2014-term-1>

What does the research say?

Effective feedback provides:

- } information about what happened or was done
- } an evaluation of how well or otherwise the action or task was performed
- } guidance as to how performance can be improved.

What is effective feedback?

- } Effect size enables us to measure both the improvement (gain) in learner achievement for a group of learners AND the variation of student performances expressed on a standardised scale.
- } Interventions with effect size above 0.4 have influence

Hattie

Effect Size

Good feedback gives students information they need so they can understand where they are in their learning and what to do next.....

Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning.

Brookhart, 2008

What does the research say?

The main purpose of feedback is to reduce discrepancies between current understandings and performance and a learning intention or goal.

Hattie, 2009

Discussion: As Head Teachers, how do we ensure that the focus of a lesson is on learning and not just doing?

What does the research say?

Teachers can't 'make' students focus on or learn something.

Teacher feedback is input that will help the students decide where they are in regard to the learning goals they need or want to meet and what they will tackle next.

Brookhart, 2008

.....every teacher is capable of giving more effective feedback.

Dinham, 2008

Discussion: As Head Teachers how do we lead the implementation of more effective feedback?

Leadership Reflection?

How can I lead and show that I value professional discussion on effective feedback?

How do I know if my teachers are providing effective feedback?

How do I model engagement and involvement with effective feedback strategies?

What do I need to brush up on prior to the T5 session on the Term 2 SDD?

References

- } Curriculum Corporation - Assessment for Learning, Effective Feedback
- } DEC- Professional Learning and Leadership Development Directorate, Team Leadership for School Improvement K-12
- } Visible Learning and the Science of How We Learn, Hattie and Yates, 2014
