

The Future of Education

Education Trends

2020 - 2021

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Research Objectives

The Future of Education study aims to assist Riverside Christian College to make informed strategic decisions regarding the future of education for the College.

The key objective of this research series is to explore the current and future trends that are impacting upon education at the College. These trends focus on understanding teachers pedagogical practices that enhance student learning. The selected trends relate to the College Model for Teaching and Learning, Pedagogical Model and the Teaching and Learning Excellence Framework.

This report, *education trends 2020-21* is the second in the series that examines teaching and learning practice at the College. This report is specifically designed to create an awareness of how staff across the College understand and implement a **Quality Christian Education**.

The aim of this series of reports is to examine current trends, initiate change planning based upon data conclusions and then map the impact of change practices across the College.

Research Methodology

The Future of Education study series is a collation of quantitative and qualitative data collected through online surveys focused on self-reflection, self-perception ratings and walkthrough data.

ONLINE SURVEYS – SELF-REFLECTION

The first, *online-survey – self-reflection data*, was focused on teaching and learning strategies. This data was collected on a weekly basis for 5 weeks. All teaching staff participated in the data collection via Microsoft forms.

This survey was focused on collecting evidence from teachers on their own reflections on their teaching and learning habits.

The evidence from these surveys have been compiled overall as well as divided into sectors (junior, middle, senior and distance education).

ONLINE SURVEYS – SELF-PERCEPTION

The second, *online-survey – self-perception data*, was focused on curriculum and pedagogy. This data was collected at the start of the year (beginning 2021). The data was collected via Microsoft forms.

This survey was focused on collecting evidence from teachers on their own perceptions of curriculum and pedagogy.

The evidence from these surveys have been compiled overall.

ONLINE SURVEYS – COLLEGE EFFECTIVENESS

The third, *online-survey – College Effectiveness data*, was focused on curriculum and learning support. This data was collected during Term 1 2021. The data was collected via Microsoft forms. The learning support survey was created by Independent Schools Queensland as part of developing effective models of Learning Support. (ISQ, 2021)

This surveys was focused on understanding staff perceptions on how well the College is doing in the area of learning support.

WALKTHROUGHS – INCIDENCE DATA COLLECTION

Walkthroughs, focus on pedagogy. This data was collected throughout each year. The data focused on areas of pedagogical significance as defined by the leadership team.

This method was focused on collecting evidence on the incidence of teaching practices during a short 5 minute snapshot of classroom practice.

The evidence from this data collection method has been compiled overall as well as divided into sectors (junior, middle, senior and distance education).

GRAPHS AND ROUNDING

Data presented in this report has been converted into a percentage and has been rounded. All percentages are worked out based on the amount of responders for each individual strategy. All data has been graphed rather than using raw data or tables for this report.

Executive Summary

THE RIVERSIDE WAY

Riverside Christian College prides itself on a holistic education for all young people. Many teachers and leaders have a deep connection to the local community of Maryborough (and other connected communities nearby) and they have a deep interest in developing the local young people in a supportive environment that fosters strong relationships and a strong sense of community.

Students at Riverside Christian College are engaged in social and emotional learning that focuses on both a strong Christian foundation and developing the characteristics of a strong member of society. Riverside Christian College has a supportive system for students that assists with their social development and responds sensitively and proactively to student needs.

The College is made up of junior, middle, senior and distance education. While these are distinct from each other there is a strong desire to create a “one-school” approach to learning at Riverside Christian College.

HOPE FOR THE FUTURE

Riverside Christian College is committed to improvement in educational practice. As such, all staff have been engaged in a process of self-reflection, self-analysis and training in improvement strategies.

While this is a long-term project, the College recognises the importance of improvement practices and the essential role that data plays in establishing and mapping sustainable improvement.

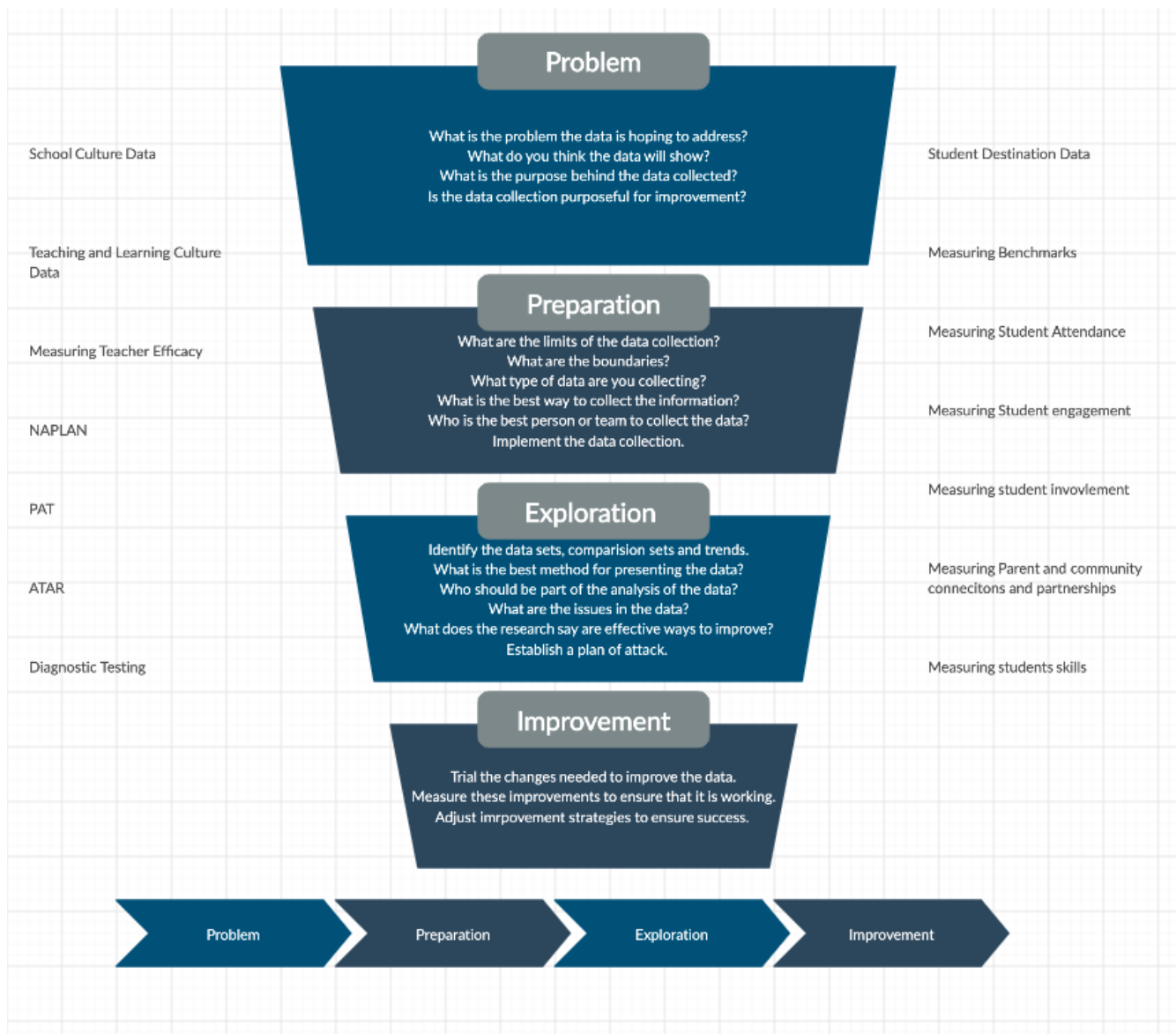
SEEING THE CHALLENGES AHEAD

These reports are focused on mapping educational trends for Riverside Christian College. The focus of these reports will be on teaching and learning practices including pedagogy, teaching strategies, technology, 21st Century Skills, future focused skills and work-related skills for the future.

This is an opportunity for Riverside Christian College to future proof students’ careers and learning opportunities.

EVIDENCE-BASED PRACTICES

Riverside Christian College is committed to establishing strong evidence-focused improvement practices. The model being used for evidence collection and analysis follows the Riverside Christian College Evidence-based Practices Model or PPEI (Problem, Preparation, Exploration, Improvement). This is designed as a cyclical model that assists staff to identify the problem, prepare for data collection, explore data sets and trends and then make improvements. This sequence of data reports follow the improvement model with a specific focus on measurable evidence.



Introduction

TRENDS IN EDUCATION

This report, *The Future of Education – education trends 2020-21*, is designed to examine Riverside Christian College staff decisions around teaching preferences.

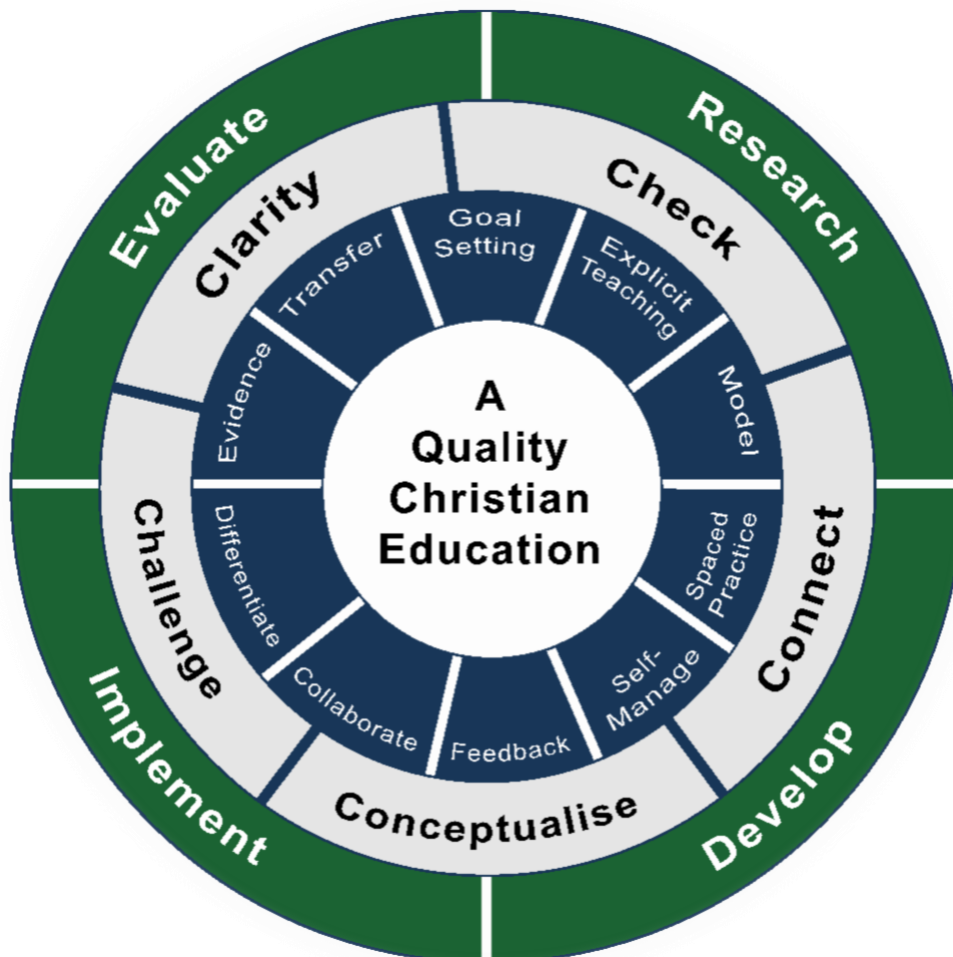
This study included all 104-teaching staff from all sectors of the College including junior, middle, senior and distance education.

Riverside Christian College is a coeducational college with 1500 students, 850 onsite learners and 650 distance learners.

Trends in Australian education are changing and as a College it is essential that we are keeping abreast of educational innovation and ensuring that our staff are upskilled in how students learn best.

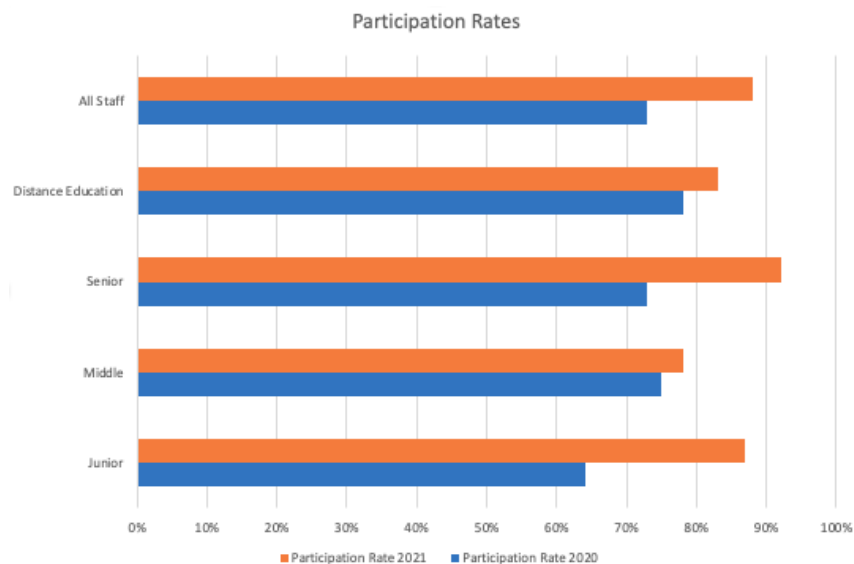
Pedagogical Model

Riverside Christian College's Pedagogical Model for Teaching and Learning is used to plan for and improve quality teaching and learning experiences. Effective uses of the Model is the core foundation for all year level subjects and is essential to ensuring high quality teaching and learning opportunities are provided to all students.



Participation rates

This study included 104-teaching staff from all sectors of the College including junior, middle, senior and distance education.



The staff participation rate for Riverside Christian College in 2021 is 88% a 15% increase from 2020. This indicates that staff engagement in the College initiative to develop pedagogical knowledge and capability increased between Term 1 2020 and Term 1 2021.

The sector with the highest rate of participation was in Senior College with 92% of staff choosing to participate regularly. The sector with the lowest participation rate was the Middle College with 78% of staff choosing to participate regularly.

Riverside Christian College will continue to work on ways to engage staff in ongoing data collection methods in order to see genuine improvement across the College.

Understanding teaching strategies

The data collected for this study focuses on Hattie's study in Visible Learning (2020). There are many teaching strategies that can be employed, however, the survey concentrated on a variety of factors that focused on a wide range of possible teaching methods connected to the College pedagogical model.

Teaching Strategy	Effect
Clarity	
Learning Intentions & Success Criteria	0.75
Verbal instructions	0.75
Students repeat or rephrase learning intentions / success criteria	0.75
Students create key learning questions that identify the "big picture" learning ideas.	0.55
Includes a range of feedback strategies to support learning throughout a learning sequence.	0.70
Articulate expectations / rules / boundaries	0.43
Explain relevance / learning to take place	0.43
Setting individual / class/ group learning goals	0.68
Teacher adjusts work to suit a range of learning styles and understandings.	1.00
Teacher links learning to assessment, future learning goals/tasks.	1.29
Teacher provides a range of technology options depending on the level of student understanding.	0.57
Check	
Seeking student input	0.82
KWL – What I know, What I want to know and What I learned.	0.64
Hot Potato or other learning game	0.82
Anticipatory questions	0.93
For and against	0.48
Scenarios of learning	0.55
Flow chart/ mind map/ connect the dot learning	0.64
Checking for understanding / classroom discussion	0.82
Student leads the way	0.53
Demonstrate awareness of students emotions / emotional needs	0.92
Explain relevance / learning to take place	0.43
Engage students in learning with group, paired, practical activities	0.47
Be visible and active in the classroom (monitor, support and withdraw cyclical model)	0.35
Uses a range of feedback strategies	0.70
Students reflect on their own learning and learning achievements	0.92
Encourage students to share work / responsibilities	0.53
Teacher provides an example	0.37
Teacher models the task	0.57
Asks questions and seeks a response from students (cloze sentences, trigger questions, fill the gap responses)	0.48
Connect	
Summarises learning (paraphrasing/ retelling/ 3,2,1/ think, pair, share/ retrieval charts etc)	0.79
Note taking strategies (highlighting/underlining/charting, rule-based tips of the trade/ Cornell Approach)	0.50

Teaching Strategy	Effect
Graphic organisers (chain diagram/Y-Chart/Venn diagram/ T-chart/ Cluster diagram/ Fishbone / chronological ordering / ordering of ideas)	0.64
Visualise (conversations/ story mapping / sketch/ the next step / mnemonics/substitution/ Read, imagine, describe, evaluate, read on etc)	0.55
Spaced practice (memory retrieval practice/ self and peer assessment / flash cards/ elevator pitch / lesson, break, review etc)	0.79
Teacher focused information giving (lecture, brief outline of main points, writing and reading notes from the board)	0.11
KWL – What I know, What I want to know and What I learned.	0.64
Connected learning - conceptual understandings from previous studies (go back to move forward)	0.99
Intervention strategies (feedback, monitor progress, student reflection)	0.88
Micro-teaching, micro recordings, micro-skilling	0.88
Scaffolding (activities, class tasks or pre-assessment or draft scaffolds)	0.82
Conceptualise	
Critical and creative thinking (inferring, evaluating, analysing, comparing, generalising etc)	1.29
Questioning (hot seat interviews, question and answers - clarify and elaborating, comparing and organising, reasoning, alternatives and consequences, thinking progress, encouraging dialogue, extension of student knowledge)	0.48
Concept mapping (mind mapping, concept mapping, concept pyramid, when and why) connects prior and knew knowledge	0.64
Elaborating and organisation (Fruyer model, SWOT analysis, 5Whys, interrogation questions - why and how)	0.99
Class discussion (gallery walk, corners, student centred discussion, inquiry focused discussion, elbow partners, for and against)	0.82
Reciprocal teaching (predict, clarify, question, summarise)	0.74
Close reading (literature circles/ think-pair-share, ordered questions and responses with increasing challenge)	0.75
Jigsaw method (cooperative task focused on strategies of learning progressing from planning to action and reflection)	1.20
Piagetian method (working through problems and examining reasons why solutions work or don't work)	1.28
Cooperative learning groups	1.20
Round robin	1.20
Group grid / roles of responsibility	1.20
Reciprocal teaching / classroom leader / student lecture / student tutorial	0.74
Synthesis information across texts (big picture discussions / round table / why, why not and how/ links to outside texts / real world focus / new thinking	0.99
Problem-solving (plan, do, check, act/ creative problem solving / cause and effect/ new thinking	0.68
Transfer (comparing, using analogies/ simulations/ generalising concepts / parallel problem solving / experiential learning	0.86
Challenge	

Teaching Strategy	Effect
Students create key learning questions that identify the “big picture” learning ideas.	0.55
KWL – What I know, What I want to know and What I learned.	0.64
Setting individual / class/ group learning goals	0.68
Students reflect on their own learning and learning achievements	0.92
Demonstrate awareness of student’s emotions / emotional needs	0.52
Students complete self-reflective activities focused on individual learning goals or progress goals.	0.62
Spaced practice (memory retrieval practice/ self and peer assessment / flash cards/ elevator pitch / lesson, break, review etc)	0.79
Self-regulation (metacognitive strategies/ increasing levels of independence)	0.92
Self-questioning, self-explanation, self-verbalising	0.55
Offers peer support via peer reviews, literacy checks and peer editing	0.53
Student create their own note-taking practices for recording and collecting key learning.	0.50
Students plan, predict and act on innovative thinking using a variety of self-selected strategies.	0.92
Students plan, organise, elaborate, evaluate and reflect on thinking.	0.76
Students examine feedback and establishes a plan of action for improvement.	0.76

Current teaching and learning preferences

At Riverside Christian College, staff have demonstrated an interest in developing knowledge and understanding of teaching and learning pedagogy. This data collection method was initiated to collect data on staff pedagogical practices and their teaching strategy preferences.

CLARITY

In 2020, teachers indicated that 94% of teachers articulated expectations, rules and boundaries (0.43) and 93% provided verbal instructions (0.75) to students as the main method of providing Clarity. In 2021, 95% of teachers provided verbal instructions (0.75), 79% of teachers provided learning intentions and success criteria (0.75) and 77% of teachers explained the relevance of the learning to take place (0.43). It should be noted that while the percentages for articulating expectations and verbal instructions were higher in 2020, in 2021 a larger variety of teaching strategies were employed with teachers selecting strategies that had a higher incidence for effect such as 63% of teachers linked learning to assessment, future learning goals/tasks (1.29) and 48% of teachers adjusted work to suit a range of learning styles and understandings (1.00) and 56% of teachers included a range of feedback strategies to support learning throughout the learning sequence (0.70) a 17% increase from 2020 to 2021.

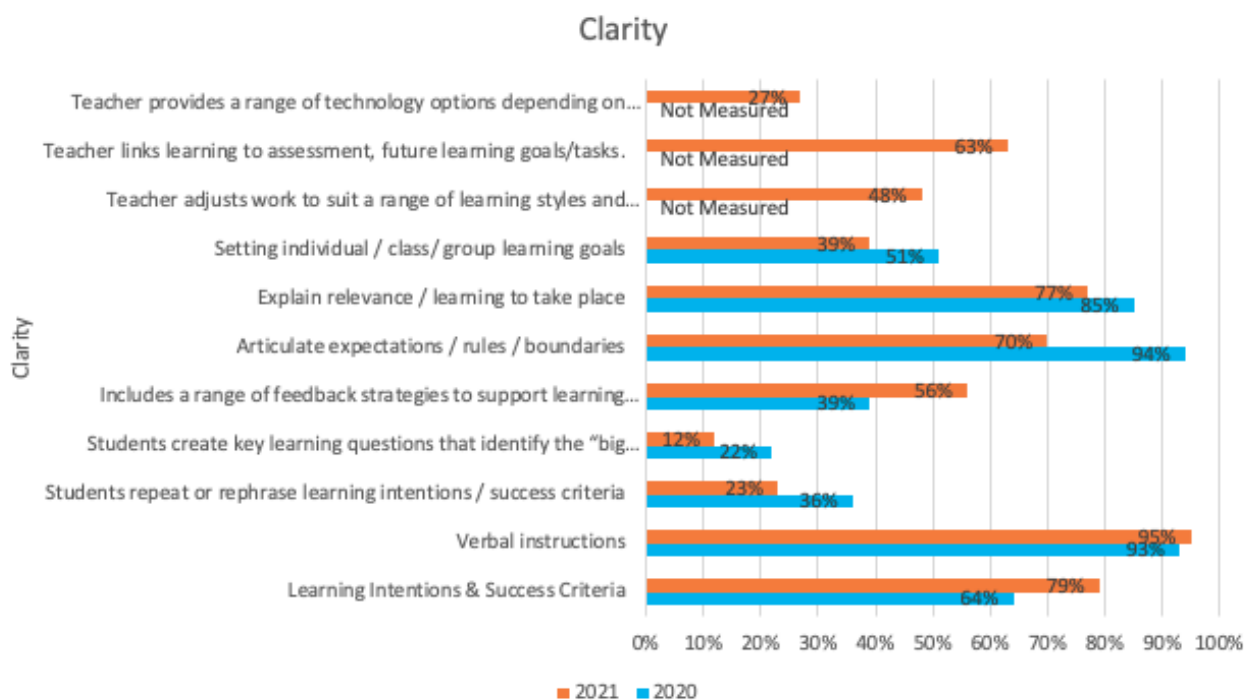


Figure 1: Whole School Staff-reflections – Clarity

CHECK

In 2020, teachers indicated that when checking a student's understanding of learning 86% provided an example (0.37) or modelled a task (0.57) and 88% held a classroom discussion (0.82). In 2021, 86% held a classroom discussion (0.82), 75% sought student input (0.82) and 71% provided an example (0.37).

In 2020 teachers were more likely to hold a classroom discussion, provide examples or model a task or ask questions and receive a response (84%) whereas in 2021 they continued to do this but were 14% more likely to use a range of feedback strategies (0.70) and 5% more likely to use anticipatory questions to guide students in their learning (0.93).

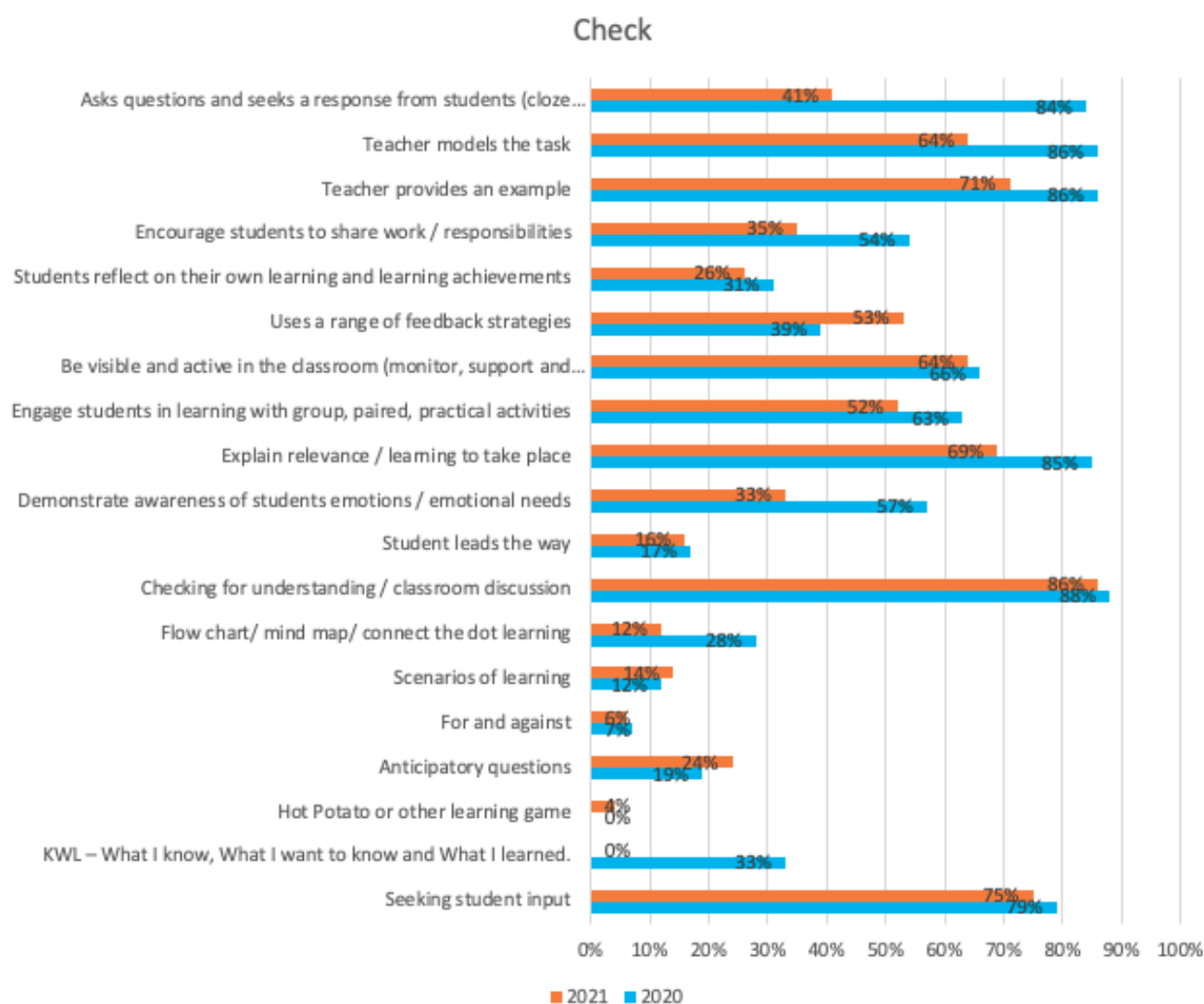


Figure 2: Whole School Staff self-reflection – Check

CONNECT

In 2020, 75% of teachers focused on information giving such as lecturing (0.11) the teaching strategy with the lowest positive effect size and 69% summarised learning (0.79). In 2021, a larger variety of connect strategies with higher effect sizes were selected by teachers with 49% of teachers using scaffolding (0.82) and 38% using connected learning strategies (0.99), along with the same two strategies employed in 2020.

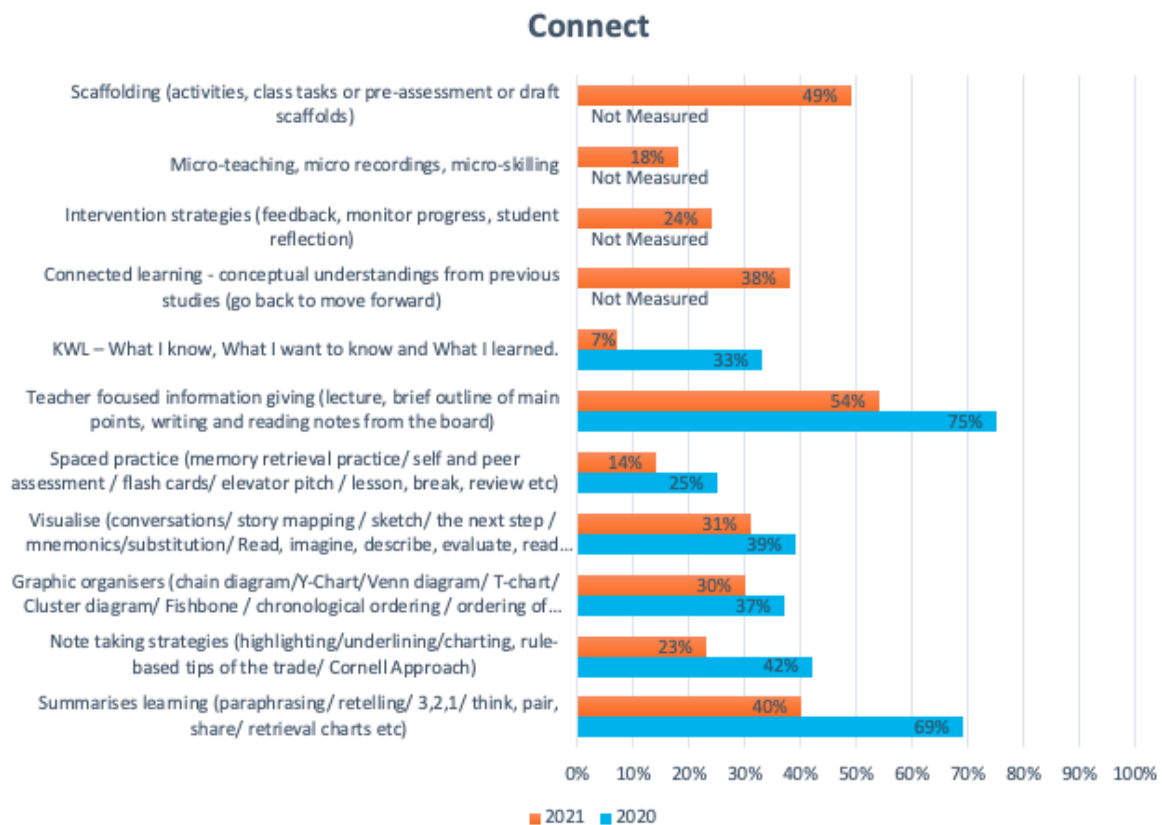


Figure 3: Whole Staff self-reflection – Connect

CONCEPTUALISE

In 2020, 61% of teachers used questioning (0.48) with students to conceptualise their learning and 60% used classroom discussion (0.82). In 2021, 49% of teachers used critical and creative thinking (1.29), 26% used transfer strategies (0.86) and 27% used cooperative learning groups (1.20).

In 2020, teachers indicated a higher likelihood of using a range of conceptualise teaching strategies, however, in 2021 teachers were less likely to select reciprocal teaching (0.74), group grid (1.20) and concept mapping (0.64) than in 2020.

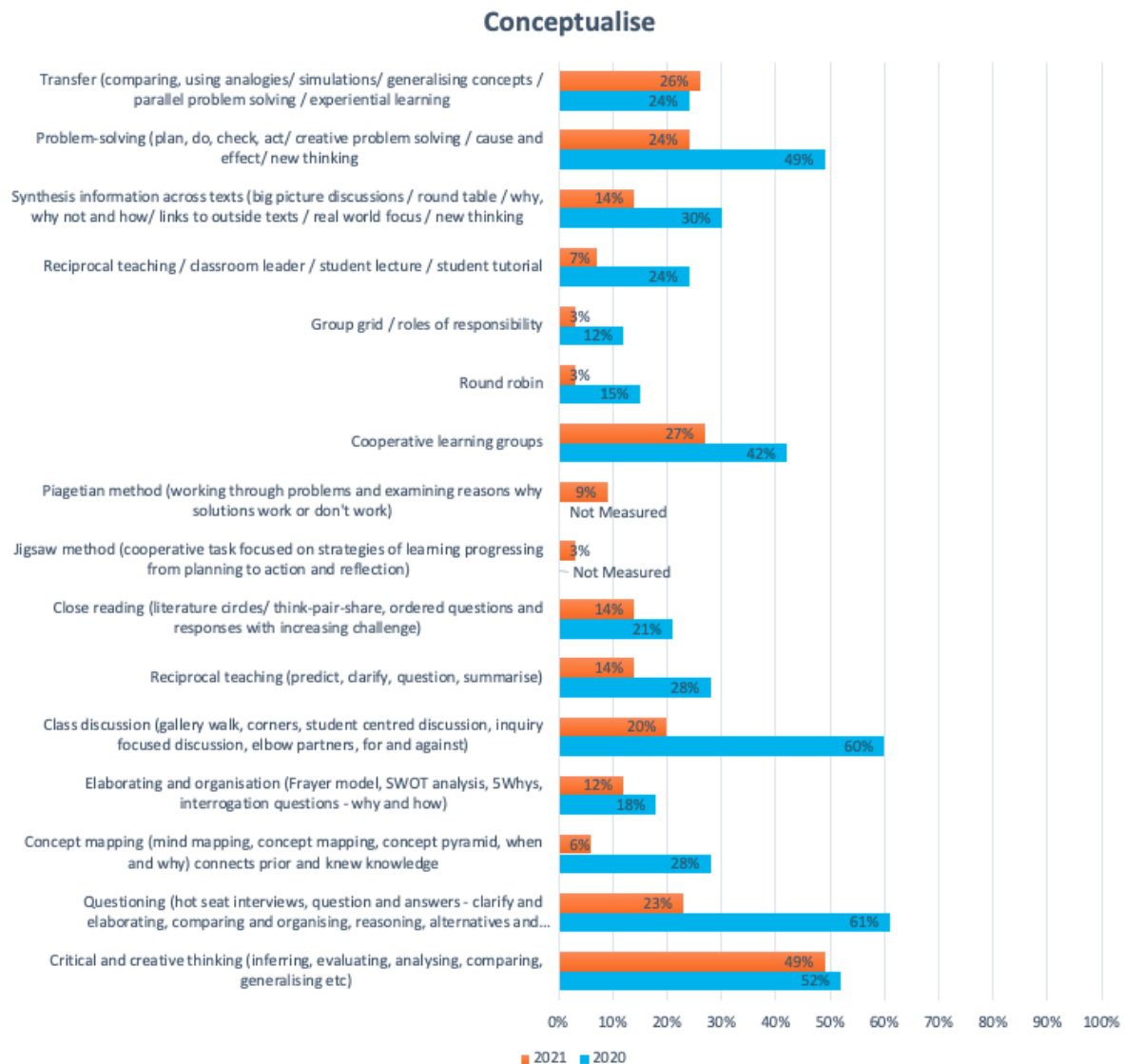


Figure 4: Whole staff self-reflection – Conceptualise

CHALLENGE

In 2020, 57% of teachers demonstrated an awareness of students emotions/ emotional needs (0.52), 51% of teachers set individual, class and group learning goals (0.68). In 2021, 50% of teachers asked students to reflect on their learning and learning achievements (0.92), 24% of teachers supported students to self-regulate (0.92) and 20% of teachers asked students to create their own notetaking practices (0.50), encouraged self-questioning, self-explanation and self-verbalising (0.55) and set individual, class, group learning goals (0.68). It should be noted that 5 new strategies were added to the Challenge strategies list in 2021.



Figure 5: Whole staff self-reflection – Challenge

Staff Confidence

Confidence surveys assist Riverside Christian College to understand staff perceptions in relation to key areas for development. If staff are confident, they are more likely to feel satisfied and productive in their work. The more confident staff are the more likely a positive cultural shift is occurring.

CONFIDENCE SCALING

Highly confident - This is defined as feeling highly confident about the specified concept to the point where you are able to implement this in interesting and creative ways which has seen a definite evidence-based improvement in student outcomes as a result. You are also feeling highly confident to the point where you would be able to lead, support and offer guidance to others.

Confident - This is defined as feeling confident about the specified concept to the point where you are able to implement this in interesting and creative ways which has seen a definite evidence-based improvement in student outcomes as a result.

Somewhat confident - This is defined as feeling somewhat confident about the specified concept to the point where you are able to introduce, trial and implement and with some minor support complete planning and assessment effectively.

Aware but not confident - This is defined as feeling aware of what is required, engaged in the Professional Development's and initiatives on offer but do not have confidence to implement these without guidance.

Confused - This is defined as feeling confused about what is required, you have missed or been confused in Professional Development's in the past and have not been involved, absent or confused about College initiatives. You may be feeling confused about what is required and are uncertain about how to implement practices without significant help and support.

Unaware - This is defined as feeling unaware of College initiatives and curriculum requirements.

CURRICULUM

CURRICULUM EXPECTATIONS

Curriculum expectations focuses on how confident teachers are feeling with key areas of the curriculum including their role in curriculum, QCAA training and expectations, Australian Curriculum requirements, College directed Professional Development in curriculum initiatives, supportive curriculum leaders, and the subjects they are teaching.

This survey was not conducted in 2020 and so no comparative data currently exists.

AUSTRALIAN CURRICULUM (P-10), SENIOR CURRICULUM (11-12)

According to the data collected, 90.4% of teachers indicated that they were highly confident (49.4%) or confident (41%) in where they need to go to access the Australian Curriculum.

43.4% of teachers indicated that they were highly confident (24.1%) or confident (19.3%) with 38.6% of teachers indicating that this area was not relevant to their teaching (middle and junior teachers).

CURRICULUM LEADERSHIP AND TEAM MEMBERSHIP

According to the data, 61.4% of teachers were highly confident (31.3%) or confident (30.1%) that they knew what subjects they were the lead teacher for and who their lead teachers were for all the subjects they teach.

91.6% of teachers were highly confident (43.4%) or confident (48.2%) that they knew who to speak to when they needed help.

75.9% of teachers were highly confident (41%) or confident (34.9%) that they knew who their curriculum leaders and team members and faculty members were.

QCAA TRAINING AND PROFESSIONAL DEVELOPMENT

41.1% of teachers were highly confident (18.1%) or confident (23%) that they had completed all the required QCAA training for senior teachers (36% of teachers selected not relevant as teachers who do not teach in the senior phase of schooling).

78.8% of teachers were highly confident (28.9%) or confident (49.4%) that they knew where to go to get extra training and professional development on College initiatives.

TEACHERS SUBJECTS

68.7% of teachers were highly confident (26.5%) or confident (42.2%) about the subjects they were teaching.

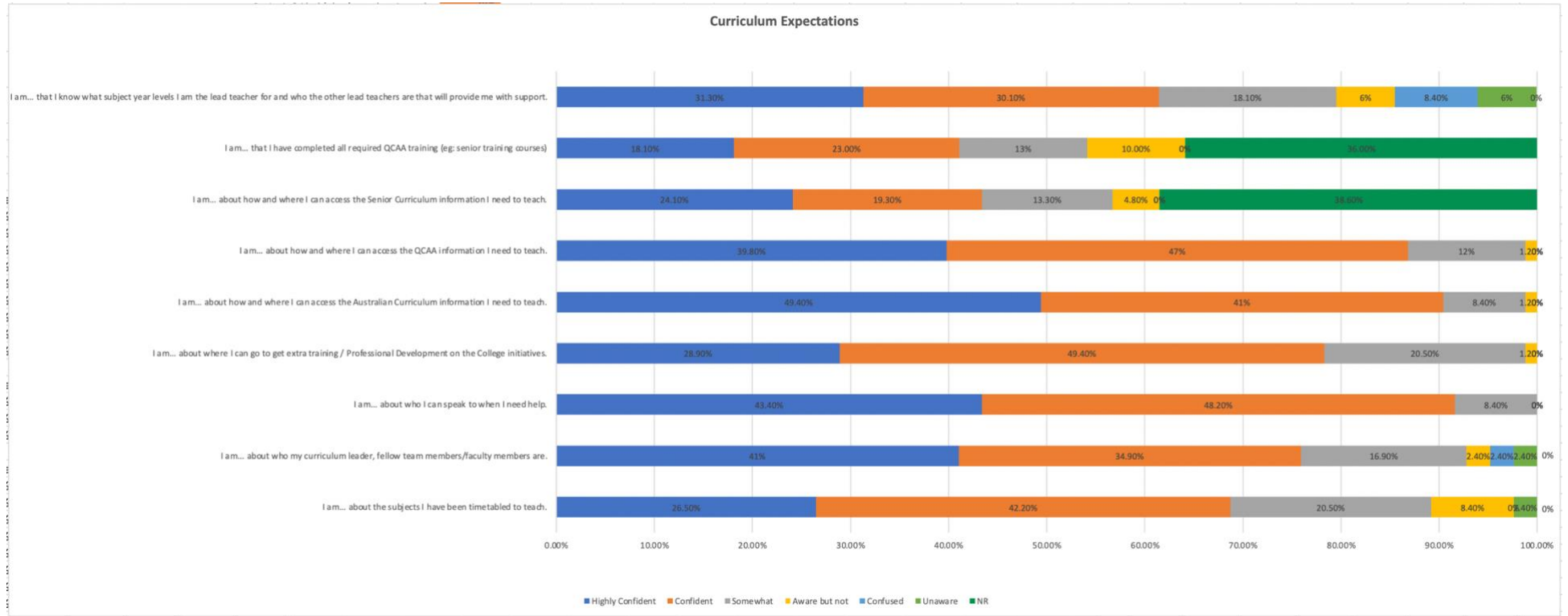


Figure 6: Curriculum Expectations

WHOLE COLLEGE PLANNING

60.3% of teachers were highly confident (18.1%) or confident (42.2%) that they could help curriculum leaders to create whole college scope and sequences for the subjects they teach.

60.4% of teachers were highly confident (17%) or confident (43.4%) that they could assist the college to develop the whole college scope and sequences.

43.4% of teachers were highly confident (13.3%) or confident (30.1%) that they could develop literacy, numeracy and STEM scope and sequences.

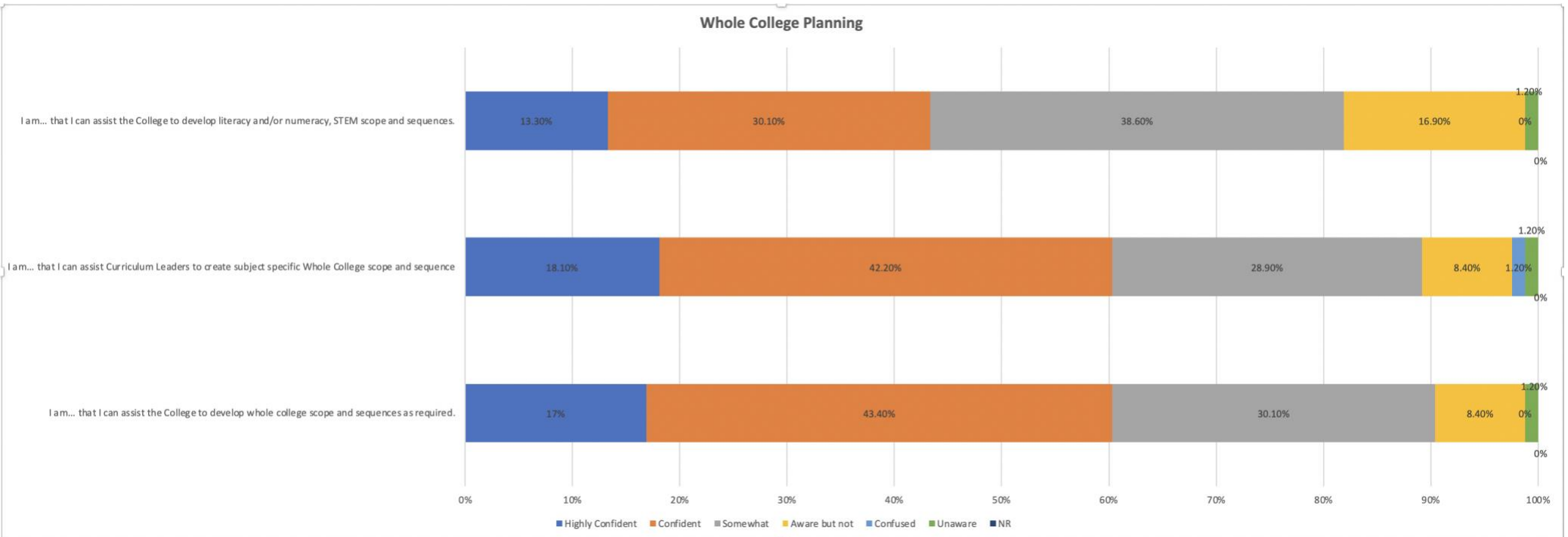


Figure 7: Whole College Planning

YEAR LEVEL PLANNING

91.6% of teachers were highly confident (44.6%) or confident (47%) that they had access to the Whole College Curriculum, Assessment and Reporting Plan 2021.

95.2% of teachers were highly confident (51.8%) or confident (43.4%) that they had access to the approved Yearly Overviews for 2021.

78.3% of teachers were highly confident (26.5%) or confident (51.8%) that they had access to and understood reporting requirements.

87.9% of teachers were highly confident (33.7%) or confident (54.2%) that they had access to the College Assessment Plan for 2021.

66.3% of teachers were highly confident (24.1%) or confident (42.2%) that they had read and understood the College initiatives for 2021.

69.9% of teachers were highly confident (22.9%) or confident (47%) that they could support, collaborate and provide evidence to support the College initiatives.

42.2% of teachers were highly confident (18.1%) or confident (24.1%) that they could create their Schoology course pages and 40.8% of teachers were highly confident (13.1%) or confident (27.7%) that they could populate their Schoology page with the required documentation.

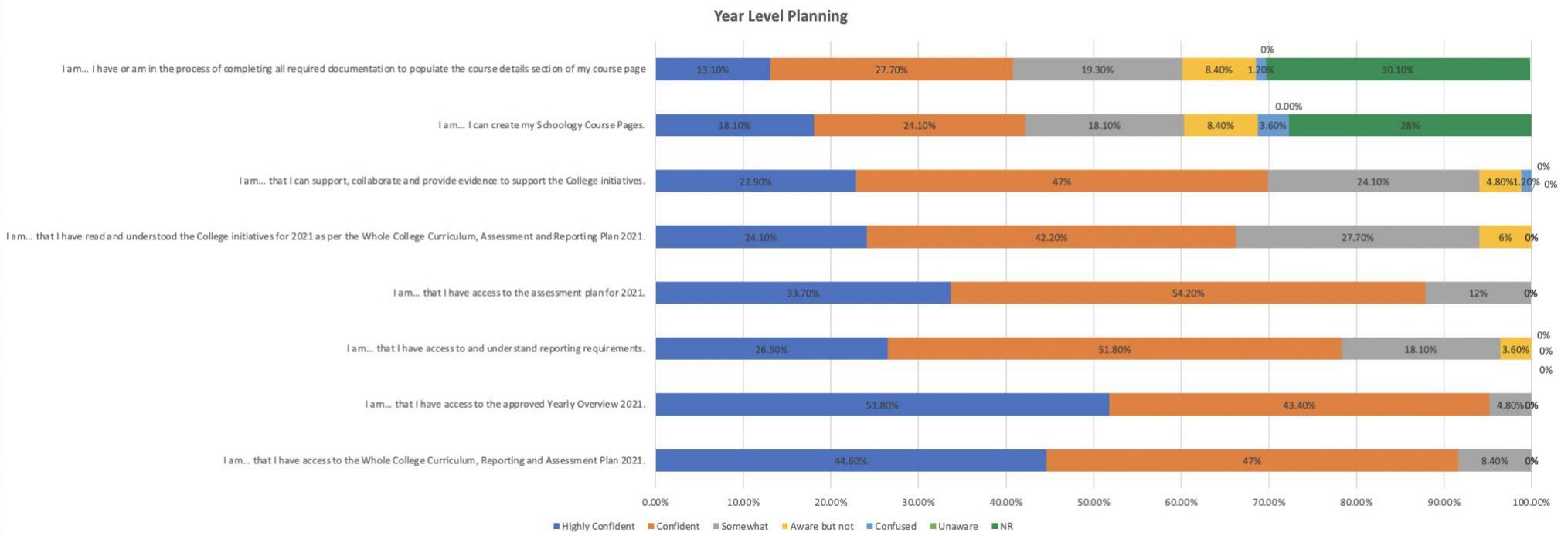


Figure 8: Year Level Planning

UNIT LEVEL PLANNING

WHOLE COLLEGE UNIT PLAN

91.6% of teachers were highly confident (39.8%) or confident (51.8%) that they had access to the Whole College Unit Plan.

WHOLE COLLEGE ASSESSMENT PLAN

87.9% of teachers were highly confident (36.1%) or confident (51.8%) that they had access to the Whole College Assessment Plan.

UNITS

81.9% of teachers were highly confident (26.5%) or confident (55.4%) that they had access to the unit template and understood how to complete it.

87.9% of teachers were highly confident (27.7%) or confident (60.2%) that they had access to copies of past units they could use to create their MASTER COPY unit.

78.3% of teachers were highly confident (28.9%) or confident (49.4%) that they had access to all units and or knew who was going to create them.

ASSESSMENT

75.9% of teachers were highly confident (22.9%) or confident (53%) that they had access to the relevant assessment templates and understood how to use them.

75.9% of teachers were highly confident (24.1%) or confident (51.8%) that they had access to their assessments and/or knew who was going to create them.

DEADLINES

81.9% of teachers were highly confident (30.1%) or confident (51.8%) that they knew the deadlines and or where they could access all College deadlines.

DIFFERENTIATION

80.7% of teachers were highly confident (26.5%) or confident (54.2%) that they knew what to do to create their CLASS COPY.

61.5% of teachers were highly confident (19.3%) or confident (42.2%) that they would be able to find student in their classes who needed support and record adjustments and differentiation.

MODERATION

62.7% of teachers were highly confident (22.9%) or confident (39.8%) that they understood the College moderation procedure.

68.7% of teachers were highly confident (27.7% or confident (41%) that they understood the importance of moderation including pre-calibration, calibration and moderation.

DATA

33.7% of teachers were highly confident (12%) or confident (21.7%) that they were able to complete the “who are the learners” data section using Track 1.

85.5% of teachers were highly confident (32.5%) or confident (53%) that they understood the importance of data to improve student outcomes.

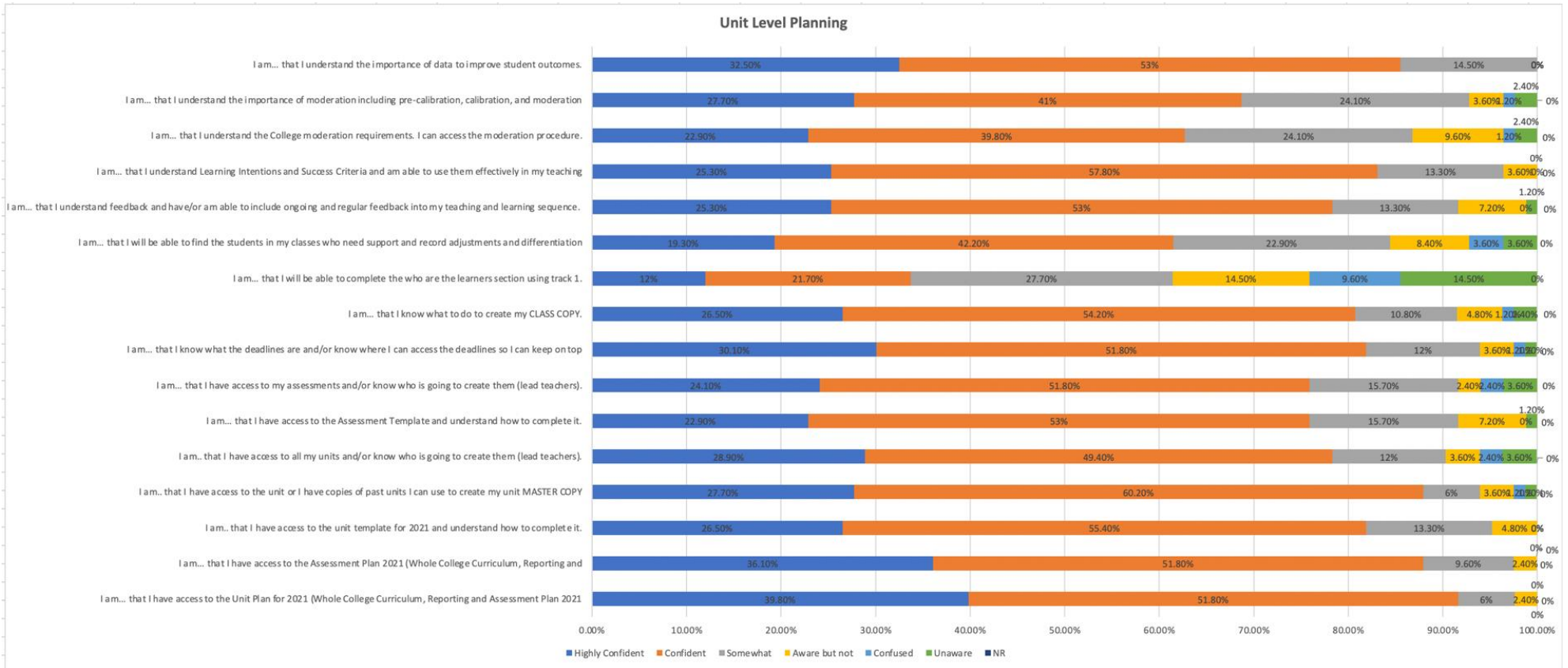


Figure 9: Unit Level Planning

THE MODEL FOR TEACHING AND LEARNING

VISION, VALUES AND LEARNING PRINCIPLES

81.5% of teachers were highly confident (22.2%) or confident (59.3%) that they know and understand the College vision.

61.7% of teachers were highly confident (18.5%) or confident (43.2%) that they could explain the College vision to a new member of staff or students.

88.9% of teachers were highly confident (28.4%) or confident (60.5%) that they know the 5 College values.

58% of teachers were highly confident (18.5%) or confident (39.5%) that they knew the scripture that helps to translate our values.

71.6% of teachers were highly confident (21%) or confident (50.6%) that they could explain the College values to other staff or students.

95% of teachers were highly confident (33.3%) or confident (61.7%) that they understood why we have a vision and values.

72.8% of teachers were highly confident (25.9%) or confident (49.6%) that they knew how to find the Learning Principles. 79% of teachers were highly confident (24.7%) or confident (54.3%) that they had read and understood the Learning Principles. 79.1% of teachers were highly confident (23.5%) or confident (55.6%) that they could support and promote the College Learning Principles. 75.4% of teachers were highly confident (19.8%) or confident (55.6%) that they can use the Learning Principles to guide them in their work.

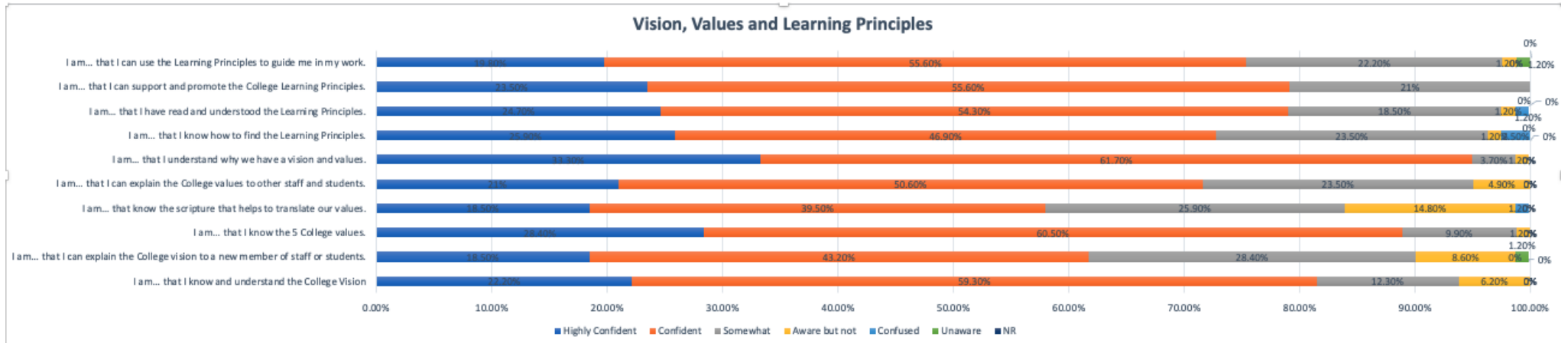


Figure 10: Values, vision and learning principles

PEDAGOGICAL MODEL

82.9% of teachers were highly confident (25.6%) or confident (57.3%) that they knew where to find the pedagogical model.

47.5% of teachers were highly confident (8.5%) or confident (39%) that they could explain the pedagogical model to a new member of staff.

45.1% of teachers were highly confident (8.5%) or confident (36.6%) that they knew that the Pedagogical Model had 3 components and they could explain this to others.

48.8% of teachers were highly confident (7.3%) or confident (41.5%) that they knew how to use the quality assurance cycle to improve teaching practice.

47.6% of teachers were highly confident (9.8%) or confident (37.8%) could explain the 5Cs to a new staff member.

58.6% of teachers were highly confident (9.8%) or confident (48.8%) could use the 5Cs to guide their learning sequences in their lesson planning.

39% of teachers were highly confident (4.9%) or confident (34.1%) that they knew the 10 Impact+ strategies.

43.9% of teachers were highly confident (9.8%) or confident (34.1%) that they knew which of the 2 strategies the College will focus on this year.

Pedagogical Model

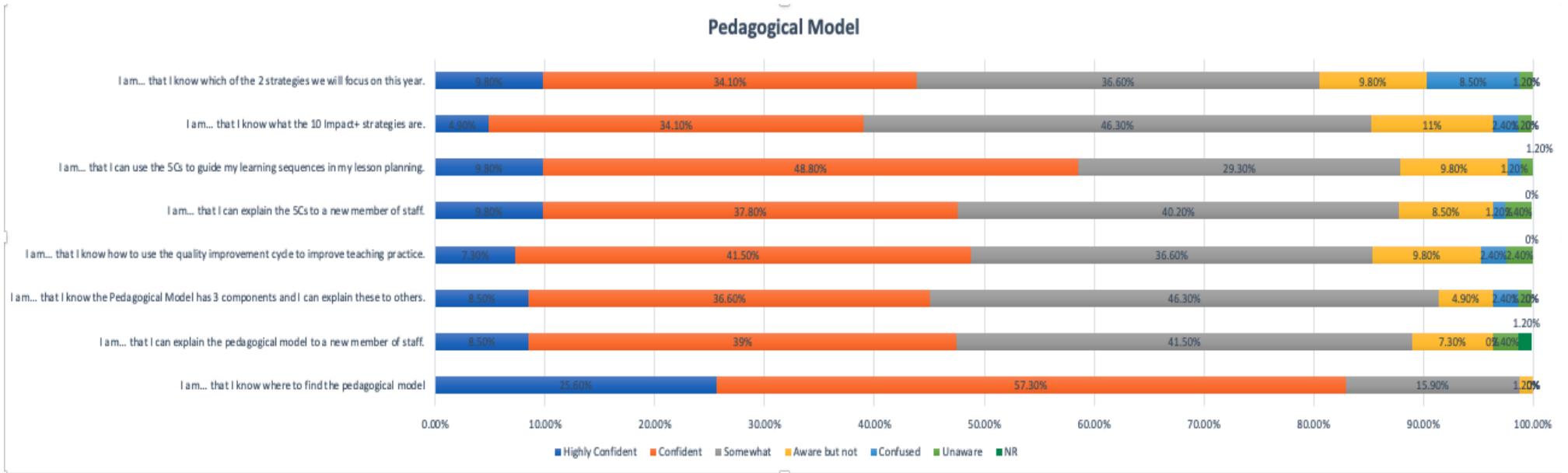


Figure 11: Pedagogical Model

College Effectiveness

Effectiveness surveys assist Riverside Christian College to understand staff perceptions in relation to how well the College is doing in key areas of development. If staff feel the College is effective, they are more likely to feel satisfied and productive in their work. The more effective the more likely a positive cultural shift is occurring.

EFFECTIVENESS SCALING

Excelling: Highly effective College systems, planning, policy, procedures and practices that are reviewed on a cyclical bases with an emphasis on continuous improvement.

Embedded: Effective learning support systems, planning, policy, procedures and practices are established and consistently maintained across the whole school. The College is moving towards a continual improvement agenda.

Evolving: The College has planning and processes to support students with additional needs, however, consistent and effective practice is not reflected across the whole college. The College recognises the need for improvement.

Emerging: College staff have an understanding of what is required in regard to relevant criteria within the domain, however, are yet to begin the process of planning for effective learning support processes and practices.

DIFFERENTIATION AND LEARNING SUPPORT

The differentiation and learning support survey focuses on how effective staff believe the College is in key areas of leadership in learning support, teaching and learning, quality curriculum, and the College process of learning support.

This survey was not conducted in 2020 and so no comparative data currently exists.

LEADERSHIP IN LEARNING SUPPORT

The strengths for the College in the area of Leadership in learning support are:

75% of staff selected excelling (15.6%) or embedded (59.4%) for school and learning support leaders have thorough systems in place to manage NCCD collection and are aware of the obligations linked to students who have specific funding.

56% of staff selected excelling (9.4%) or embedded (46.9%) for schools and learning support leaders are committed to and accountable for whole school, inclusive education processes and practices.

The growth for the College in the area of leadership in learning support are:

21.9% of staff selected excelling (9.4%) or embedded (12.5%) for school and learning support leaders ensuring that conditions to support ongoing improvement in teaching and learning are in place.

37.6% of staff selected excelling (6.3%) or embedded (31.3%) for school and learning support leaders support staff to develop the background, knowledge, and skills to support students with additional needs.

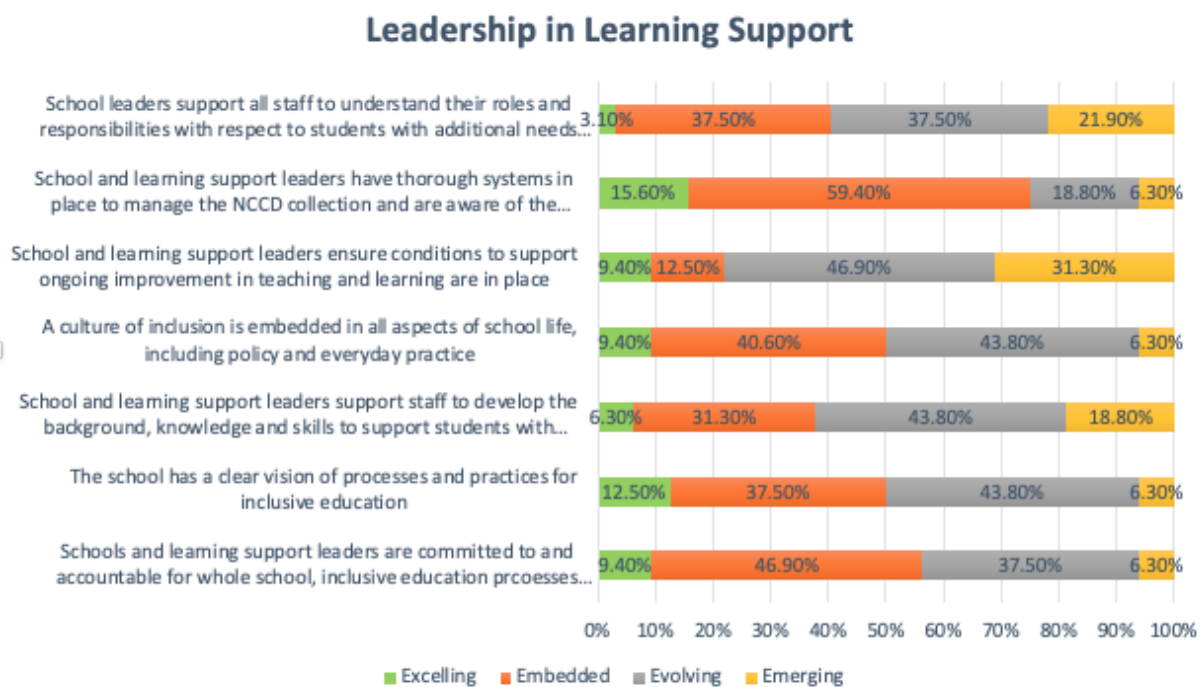


Figure 12: Leadership in Learning Support

TEACHING AND LEARNING

The strengths for the College in the area of teaching and learning for differentiation and learning support are:

81.3% of staff selected excelling (18.8%) or embedded (62.5%) for a school-wide belief that all students can learn given appropriate support and opportunity is clear and regularly communicated throughout the school.

59.4% of staff selected excelling (9.4%) or embedded (50%) for teachers being aware of the options for differentiation (such as adjusting teaching strategies or the learning environment) and have a clear process to implement those supports.

The growth for the College in the area of teaching and learning for differentiation and learning support are:

37.6% of staff selected excelling (6.3%) or embedded (31.3%) for all teachers being skilled in differentiating the educational program for individual students and have knowledge and understanding of the range of effective adjustments.

40.6% of staff selected excelling (3.1%) or embedded (37.5%) for the school has clear processes for identifying and applying evidence-based interventions, demonstrating understanding of intervention level required.

40.7% of staff selected excelling (9.4%) or embedded (31.3%) for classroom teachers and learning support staff collaboratively plan for students who require targeted support needs to ensure accountabilities of support provision are met.

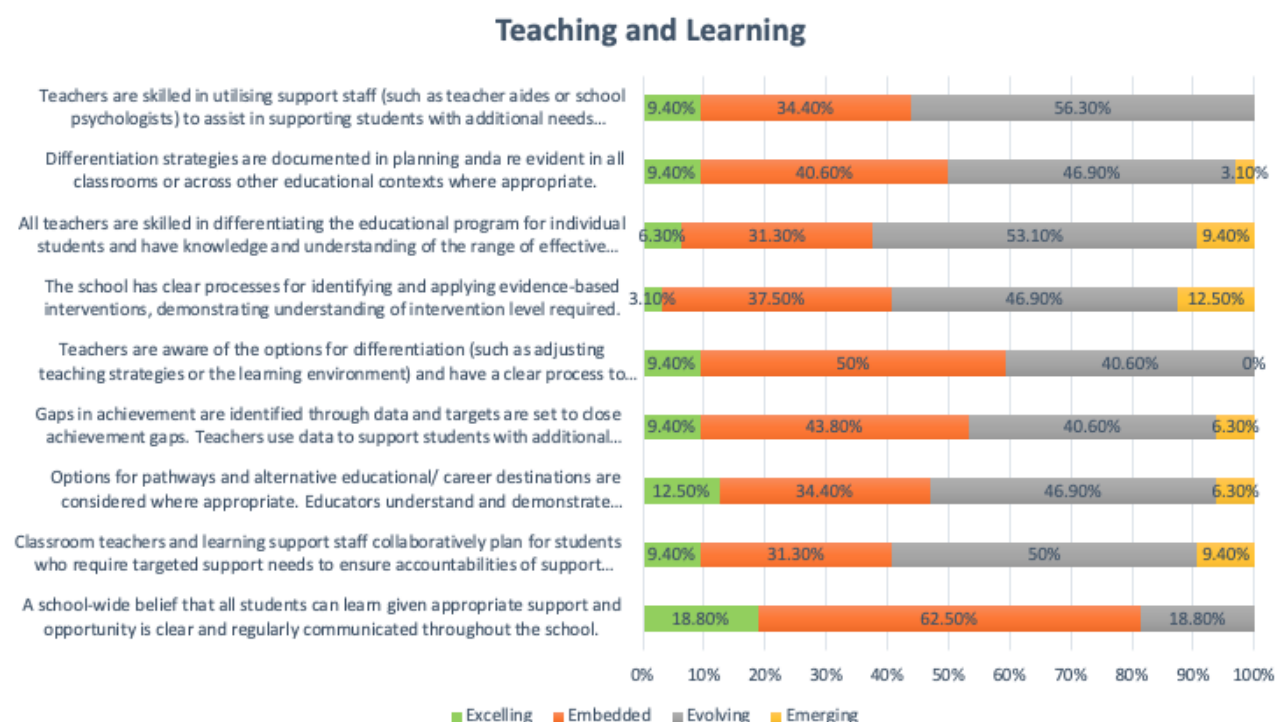


Figure 13: Teaching and Learning

QUALITY CURRICULUM

The strengths for the College in the area of quality curriculum for differentiation and learning support are:

90.6% of staff selected excelling (40.6%) or embedded (50%) for teachers plan, teach, assess and report on the Australian Curriculum. Planning aligns with the Achievement Standard in each curriculum area at each year level. In this area no teacher selected emerging (0%).

84.4% of staff selected excelling (28.1%) or embedded (56.3%) for teachers understand that differentiation strategies enable students to access curriculum. Teachers demonstrate understanding by modifying curriculum for individual or groups of students where appropriate.

68.8% of staff selected excelling (12.5%) or embedded (56.3%) for unit plan activities are adapted and annotated by teachers for individual students' differentiation strategies, demonstrating understanding of accessibility to all students. In this area no staff member selected emerging (0%).

The growth for the College in the area of quality curriculum for differentiation and learning support are:

50% of staff selected excelling (15.6%) or embedded (34.4%) for curriculum is modified, including planning curriculum at a different year level, where appropriate, to support students in achievement of growth in all learning areas.

56.2% of staff selected excelling (15.6%) or embedded (40.6%) for curriculum leaders support teachers through appropriate professional learning and mentoring to ensure teachers understand their responsibilities in educating students with additional needs (including disability).

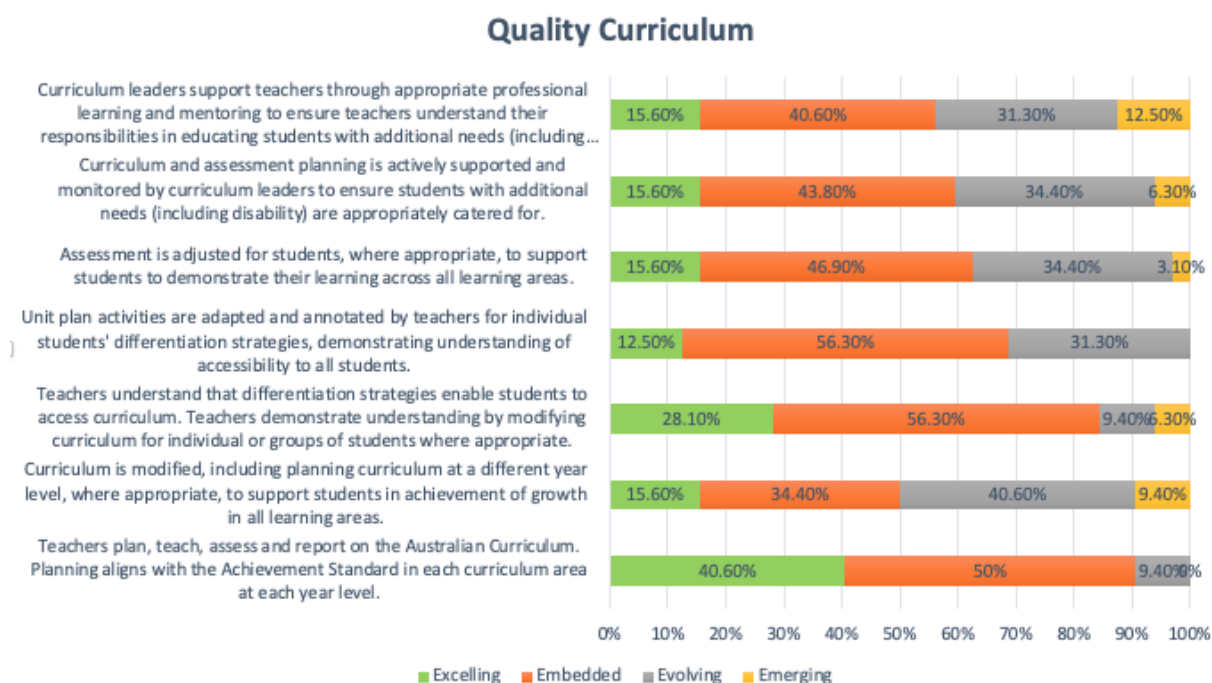


Figure 14: Quality Curriculum

THE COLLEGE PROCESS OF LEARNING SUPPORT

The strengths for the College in the area of College processes of learning support are:

59.4% of staff selected excelling (3.1%) or embedded (56.3%) for the school has systems in place to ensure that all documentation relating to students who access support for learning is centrally located and easily accessible.

The growth for the College in the area of College processes of learning support are:

37.5% of staff selected excelling (3.1%) or embedded (34.4%) for learning support staff utilise efficient, evidence-based strategies to support student learning, including targeted instructional interventions to small groups where appropriate.

37.5% of staff selected excelling (0%) or embedded (37.5%) for the school has a clear and explicit system for deciding upon the specific supports required by a student and who will provide this support. This is known and understood by all staff.

40.7% of staff selected excelling (9.4%) or embedded (31.3%) for the school has processes in place to clearly identify students who require additional support and the level and range of support required (including a clearly defined referral process).

It should be noted that 0% of staff selected excelling for the student outcomes from targeted instructional interventions are reviewed regularly. This data is used to support ongoing learning support decision making. 0% (excelling) was also selected by staff for the school has a clear and explicit system for deciding upon the specific supports required by a student and who will provide this support. This is known and understood by all staff.

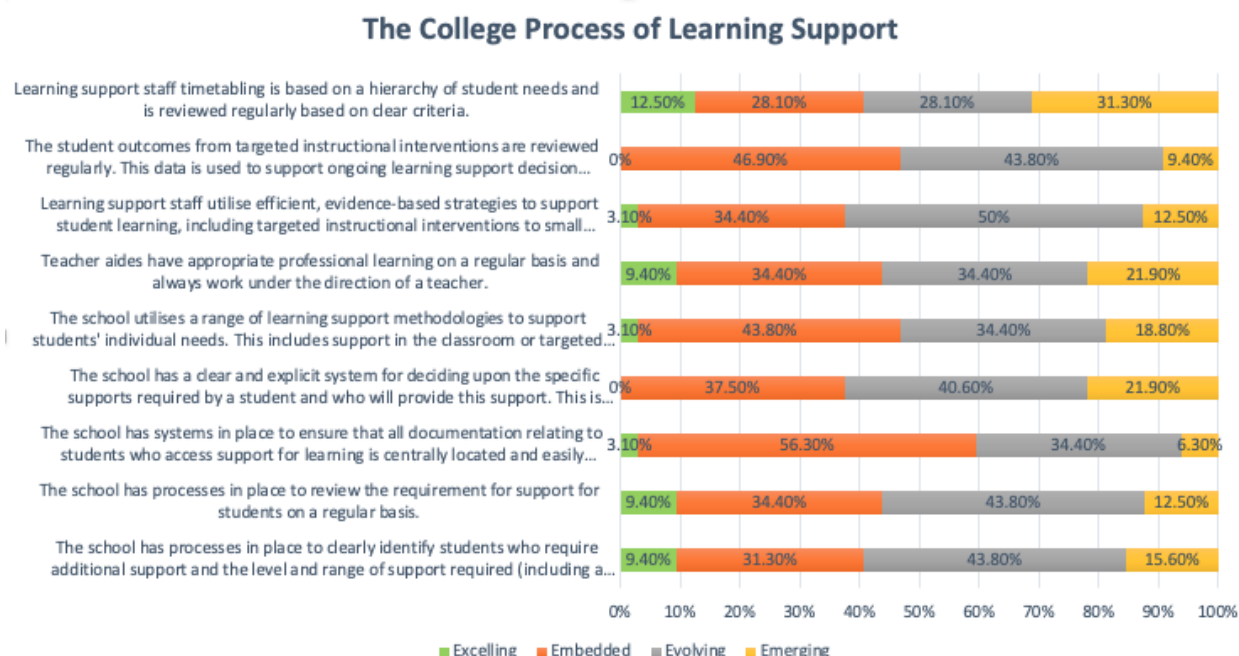


Figure 15: Process of Learning Support

Walkthroughs

Walkthroughs assist Riverside Christian College to understand the impact that current College initiatives are having in the classroom. Walkthroughs are brief moments in time (maximum 5 minutes). They are conducted on a regular basis and result in quick and useful feedback being provided to teaching on different aspects of key areas of teaching and learning. Walkthroughs are designed to help the College identify patterns in teaching and learning habits and assist teachers in the College's continual improvement practices.

CLARITY

64.6% of all College staff were observed adjusting work to suit a range of learning styles, needs and understanding. The sector with the largest number of adjustments were Learning Support Assistants (100%) and Junior College staff 92%. The sector with the least number of adjustments were Distance Education at 29%.

57.4% of all College staff were observed using learning intentions and success criteria. The sector with the highest use of this strategy was Senior College with 73%. The sector with the lowest use of this strategy was Distance Education with 38%.

39.2% of all College staff were observed articulating boundaries, rules and expectations. The sector with the highest use of this strategy was the Learning Support Assistants with 62%. The sector with the lowest use of this strategy was Middle College with 25%

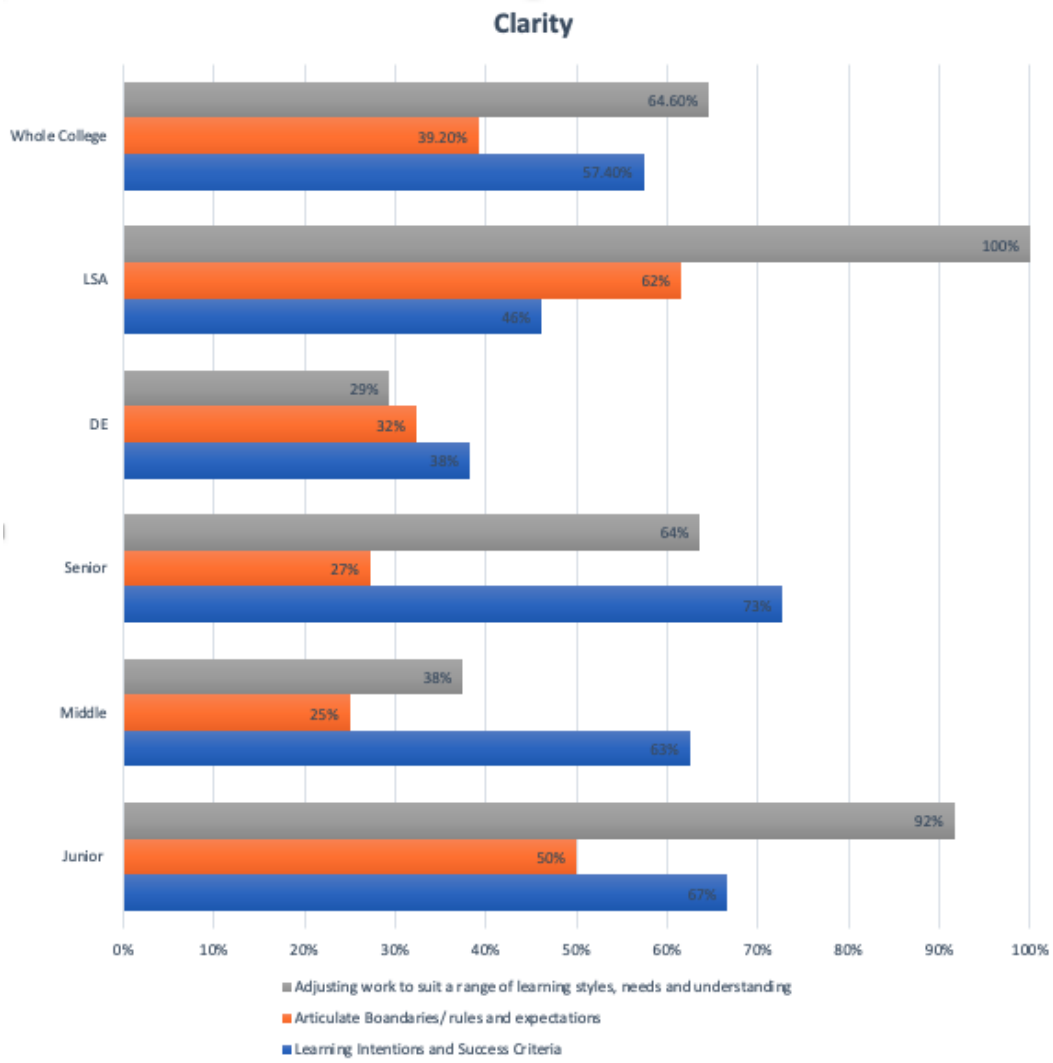


Figure 16: Clarity

CHECK

43% of the College were observed explicitly teaching. The sector with the largest number of teachers showing this strategy were Distance Education with 100%. The least was Middle College with 0%.

43% of the College were observed working independently. The sector with the largest amount of this strategy was the Senior College 75%. The sector with the least was 0% in Distance Education.

3% of the College was observed completing group work. 9% of the College were observed completing paired work.

15% of the College was observed completing practical activity. The sector with the most practical activity was the Junior Sector with 30%. The sector with the least was Senior College at 0%.

29% of the College was observed conferencing with students. The sector with the highest incidence was Senior College at 75%.

24% of the College was observed completing class discussions. Distance Education had the highest incidence with 85%.

46% of the College were observed monitoring, supporting and withdrawing. The Senior College had the highest incidence with 75%. Both Junior (50%) and Middle (57%) also had a high level of incidence.

38% of the College were observed questioning and answering. Distance Education had the highest incidence with 100% of staff.

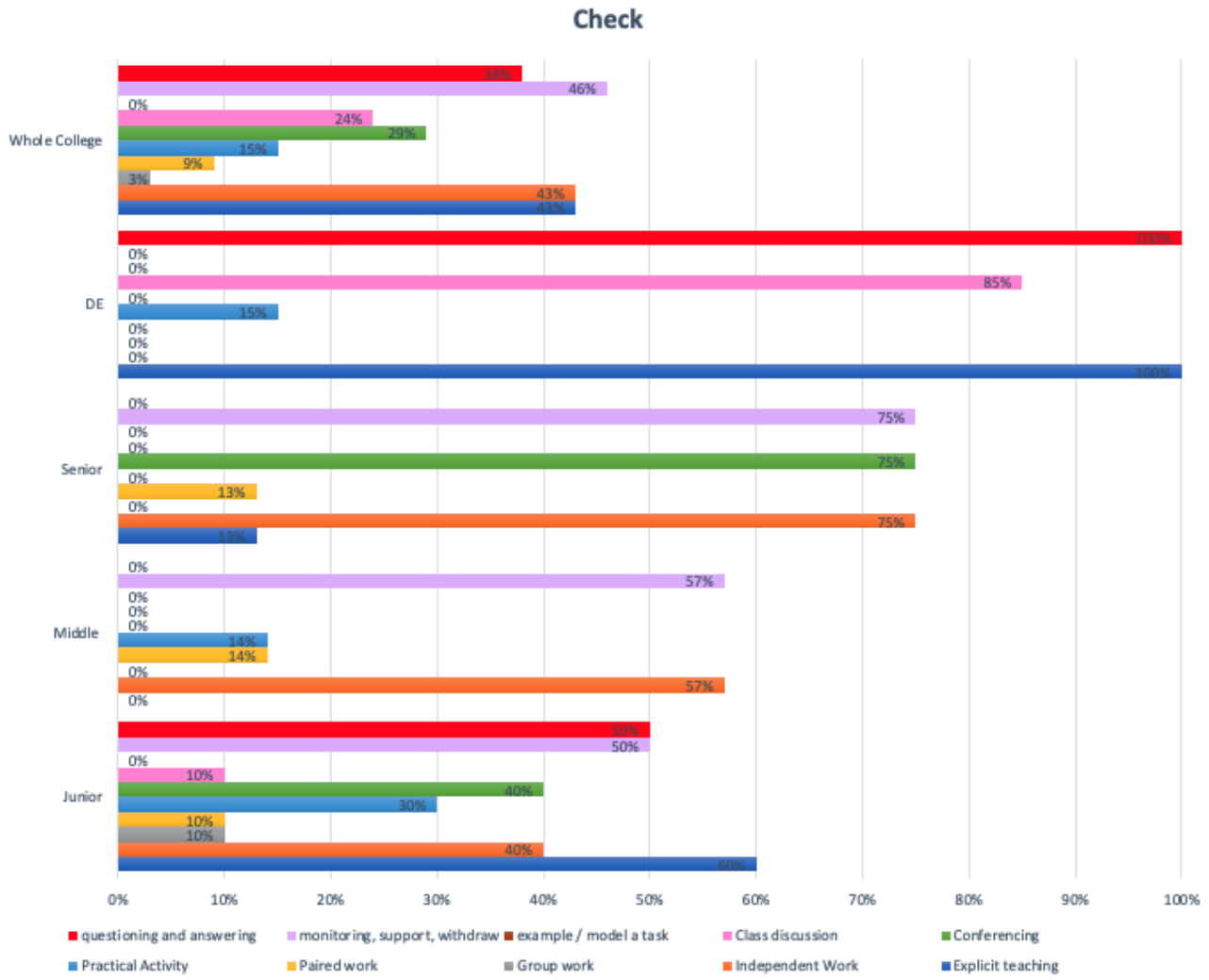


Figure 17: Check

FEEDBACK

90.2% of the College were observed providing teacher directed feedback. The sector with the largest number of teachers showing this strategy were Junior College and Middle College with 100%. The least was Senior College with 75%.

81% of the College were observed providing Whole Class feedback. The sector with the largest number of teachers showing this strategy were Distance Education with 100%. The least was Senior College with 75%.

Only 8% of the College was observed completing self-editing feedback. The sector with the largest number of students showing this strategy were Middle College with 21%. The least was Distance Education with 0%.

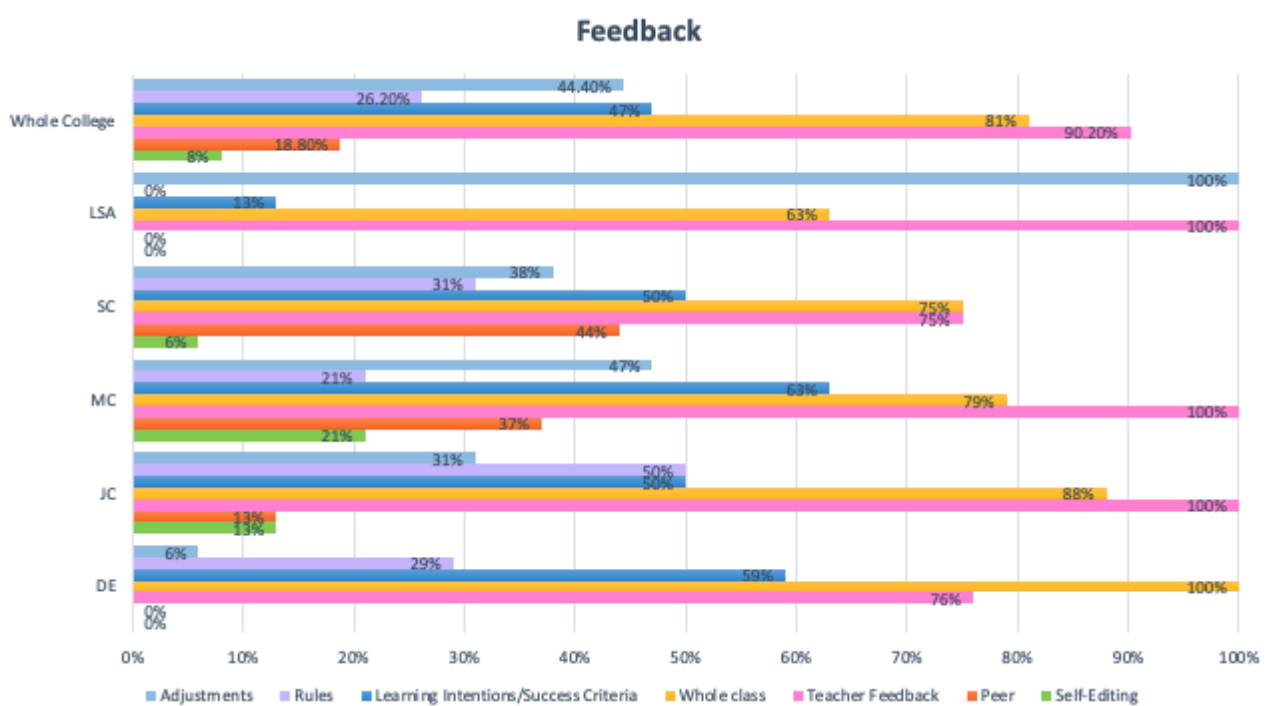


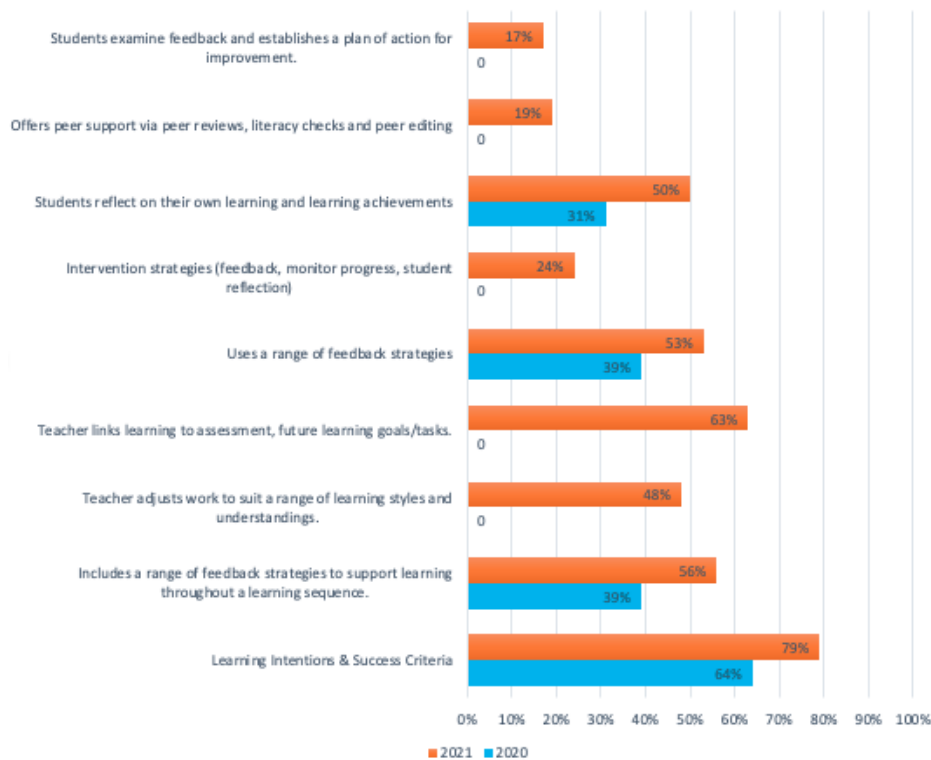
Figure 18: Feedback

Data Analysis

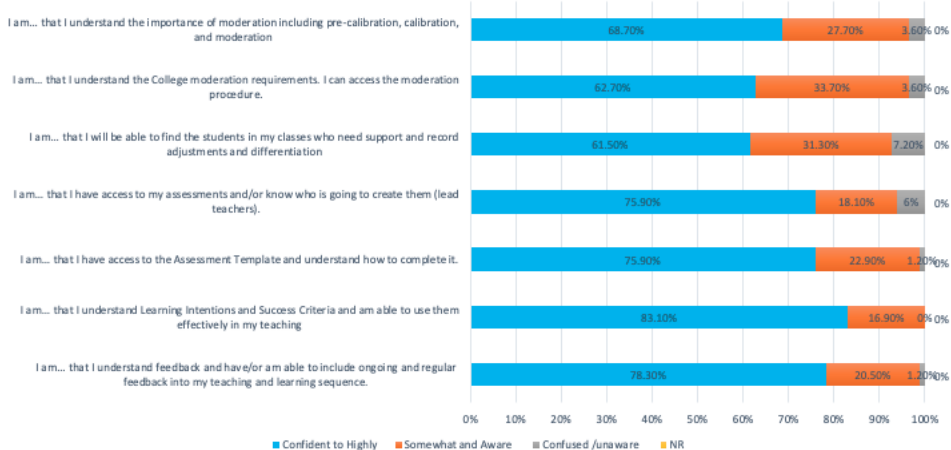
- Prior to this data collection it was predicted that as teachers became more aware through training of the effect of certain teaching strategies the College would see a decline in the percentage of some less effective teaching strategies.

It was also predicted that teachers would begin to use more of the strategies that have been a focus of College directed professional development. For example, training was conducted during 2020-2021 on learning intentions and success criteria, moderation, assessment, feedback and differentiation.

College Initiatives - Teaching Strategies



College Initiatives - Staff Confidence

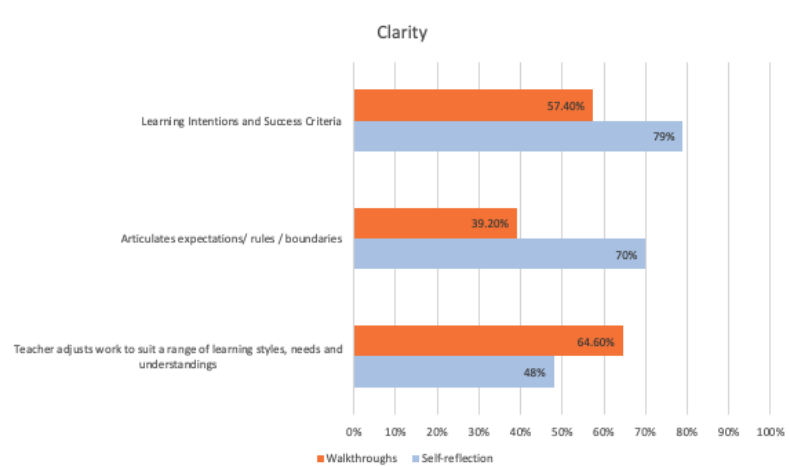


- When examining the current teaching and learning preferences it should be noted that in 2020, teachers were surveyed using a general list of teaching strategies over a 4 week period of Term 1 2020. This data was specifically used to establish a baseline data set that would assist the College in the development and implementation of the Model for Teaching and Learning.

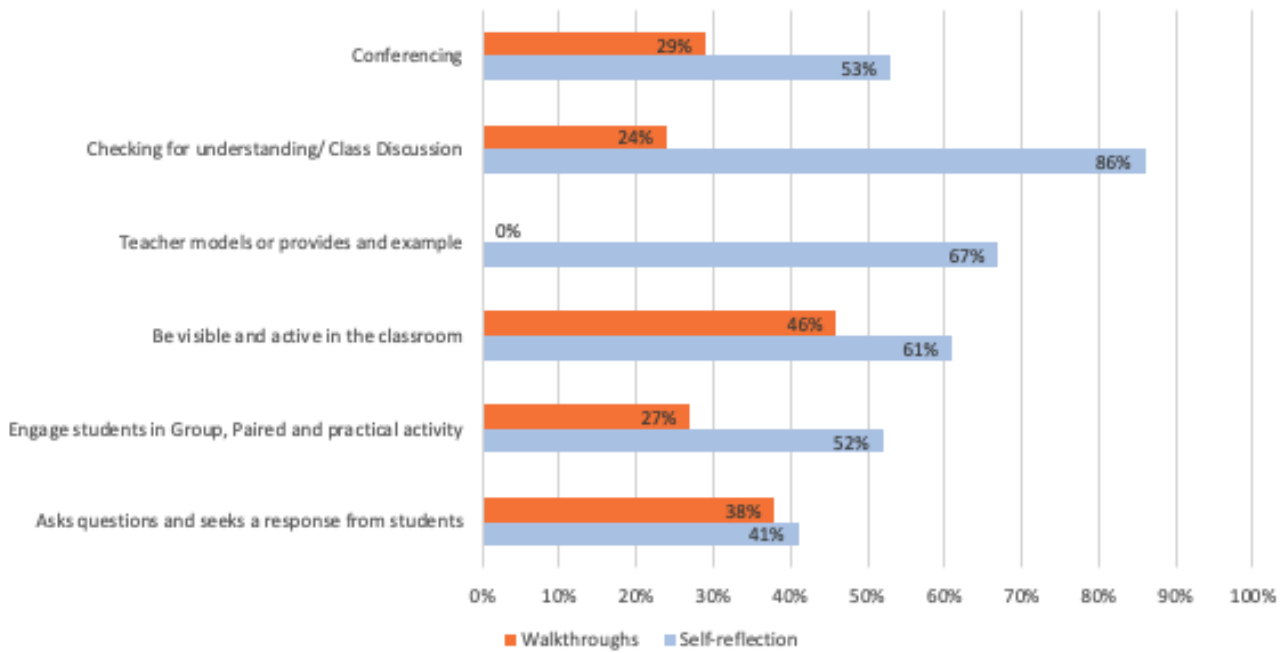
The Model for Teaching and Learning was created in Semester 1 2020 and this was rolled out to teachers in Semester 2 2020. This model has only just been rolled out and so teachers have not yet gained the knowledge, understanding and confidence in the use of this model and further training is still needed and will continue in 2021 and 2022.

The data sets collected in Term 1 2020 indicate that teachers self-reflections identified that they were completing a range of teaching strategies but did not assign or associate these strategies with any particular order or phases of learning. In 2021, the data shows that teachers are aligning their selected strategies with a particular phase of learning or in the case of Riverside Christian College, 1 of the 5 C's (clarity, check, connect, conceptualise, challenge). In making this change teachers are now deliberately selecting strategies for their effect whereas in the past the selection was focused on how to deliver the specific content alone rather than the effect it would have on the learner. This has resulted in lower percentages of certain strategies but a wider breadth of teaching strategies have been selected overall in 2021 (55 teaching strategies in 2020 and 70 teaching strategies in 2021).

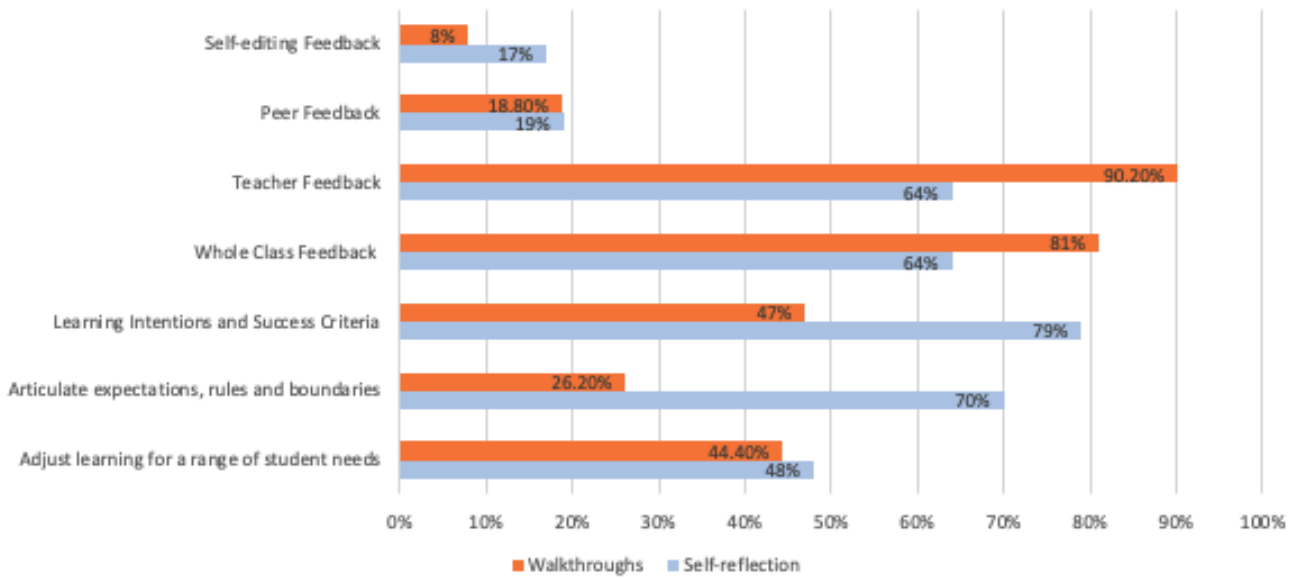
- When examining the data for learning support it should be noted that data was collected for the first time in 2021. The data collection was created specifically for the purpose of assessing the College learning support in order to develop an effective model for learning support for the College. This initiative will be undertaken over the next 2 years in partnership with Independent Schools Queensland (ISQ).
- When examining data sets across the College, cross-referencing or data triangulation has been used to establish if staff self-perceptions match walkthrough observations. The purpose of the data triangulation is to see complete alignment between staff self-views and other peoples observations. When alignment is achieved it indicates that staff views match observations from others and this is the aim of the data collection and triangulation.



Check



Feedback



Response to recommendations

Riverside Christian College implemented the following recommendations in 2021:

RECOMMENDATION:

- work on ways to engage in ongoing data collection methods in order to see genuine improvement across the College.

RESPONSE:

- Data collection was a focus across several areas of the College:
 - Student data was collected on student attendance, behaviour, relationships/connection and performance.
 - Student attendance and behaviour has been used by staff to collaboratively work on strategies for improvement, student support and engagement.
 - Student relationship/connection data has been used by staff to work with students to become more engaged and embedded into the community. Staff have been trialling specific strategies to work with students to feel more connected and develop relationships with others.
 - Student performance data has been used to assist students to improve in a range of areas.
 - PAT has been used to determine students current level of understanding in literacy and numeracy and staff work on strategies to improve student understanding. This testing process is used several times throughout the year and teachers use this key data to map current levels and then examine student progress and strategies for improvement.
 - Assessment mapping has been used via Track1 where student grades are mapped from semester to semester and teachers examine a range of data sets to determine student improvement strategies and create individual differentiation strategies for improvement.
 - Teaching and Learning Culture data was collected from the whole community (staff, student, parents and other stakeholders) and compiled into the *Education Trends – Teaching and Learning Culture* publication. This focused on changing trends in education and perceptions about Riverside Christian College's performance on a range of key factors such as support, relationships, Christian Faith, future work skills, flexibility in learning and learning pathways, skills beyond school etc.
 - This document has also been extended to include additional data on staff confidence, walkthroughs and inclusive education.

RECOMMENDATION:

- build teacher clarity by using verbal instructions in combination with learning intentions and success criteria which has 0.75 effect size for both strategies.

RESPONSE:

- This initiative was built into all unit templates across the College with all teachers implementing this in 2021. Data was collected in 2021 with 79% of staff implementing this strategy across the whole college.

RECOMMENDATION:

- motivating students by focusing on motivations that are student-directed (student reflection, feedback, and goal setting) which rate higher on Hattie's (2020) effect size.

RESPONSE:

- This initiative was implemented across both junior and middle college's as part of the drive to increase student motivation and engagement. In the junior college this focused on creating avenues for active learning, daily 5, learning walls, visual displays and focused instruction groups.
- For Middle College, opportunities were created focused on students showcasing their work to the community. The focus of this was to increase student engagement and motivation by including entry events at the start of units, co-creation of key learning tasks and student choice tasks at the end of units. The culmination event at the end of each unit also allowed for students to showcase to authentic audiences the work that they engaged with throughout the unit creating a sense of purpose and a higher level of engagement for students.

RECOMMENDATION:

- utilise a range of communication skills (effect size 0.82) on a regular basis with a particular focus on using language, symbols and texts, and addressing diverse audiences as well as oral and written communication. The key to effective communication skills is balance and range.

RESPONSE:

- This initiative was implemented for assessment across the College in 2021. The focus was on ensuring that students had an opportunity to work with a range of communication options ensuring that across the duration of the program the full range of requirements was offered.
- The Middle College, focused on the explicit teaching of formal and informal cooperative structures to build skills in communication and collaboration. The Junior College focused on developing project based learning and cooperative working together skills for all students. The Senior College focused on developing written, spoken and multimodal communication skills.

RECOMMENDATION:

- Broaden the collaboration and teamwork skills (effect size 1.20) to include recognising and using diverse perspectives and community connections. Both of these skills assist students to relate their learning to the wider world beyond the classroom.

RESPONSE:

- This initiative has been implemented in the Middle College as part of CAP21 and the Middle College Showcases. The students focus on collaboration, teamwork and work skills and focus on “real world” opportunities with the main showcase being open to the community. This included a detailed understanding of corporate roles, business teams, management practices, and human resources management practises, along with formal and informal cooperative structures.
- In the Junior College, students focused on developing teamwork skills for communicating their ideas to others, listening, building on one another’s ideas, discussing and debating, revising, rethinking and reflecting on theirs and others ideas and presenting their teams work to others.

Recommendations 2022:

Riverside Christian College recommendations for action. Riverside Christian College would be advised to encourage:

- Teachers to increase student-focused clarity strategies including students repeat/rephrase learning intentions and success criteria (79%), creating key learning questions (12%), and providing a range of feedback strategies (56%).
- Teachers to work together to refine common understandings of expectations, rules and boundaries (70%). This may include additional strategies for behaviour and classroom management and the College Care and Conduct policy.
- Student-focused check strategies including seeking student input (75%), KWL (0%), learning games (4%), checking for understanding / classroom discussion (86%), group, paired or practical activities (52%), student reflecting on their learning (26%), and sharing work/responsibility (35%).
- Teachers to extend on their teaching strategies for connecting learning to include more student-directed learning such as spaced practice (0.79) and graphic organisers (0.64) as well as summarising learning (0.79) and note-taking strategies (0.50).
- Teachers to consider new technology focused option of pre-recorded micro-skilling or micro-lessons with the effect size of 0.88 which is the highest rated connect learning teaching strategy to date.
- Teachers to use a range of conceptualisation strategies with a particular focus on cooperative strategies (1.20), group grid (1.20), round robin (1.20), synthesis (0.99), transfer learning (0.86) and critical thinking skills (effect size 1.29).
- Students to use a range of challenge strategies such as setting learning goals (20%), peer support (19%) and student planning, predicting and acting on innovative thinking (8%).
- An increase in explicit teaching of personal and social skills (effect size 0.69).
- An increase in confidence in their knowledge of the Australian Curriculum and Senior Curriculum (90.4%).
- An increase in confidence in who staff can speak to when they need help (91.6%).
- An increase in confidence in the subjects they are timetabled to teach (68.7%).
- An increase in confidence in Year Level Planning (Whole College Curriculum, Assessment and Reporting, Yearly Overviews).
- An increase in confidence in Schoology course creation practices (42.2%).
- An increase in confidence of how to complete a unit (81.9%).

- An increase in confidence of how to access assessment and knowing how to create it (75.9%).
- An increase in confidence in differentiation and how to create and complete a class copy (80.7%).
- An increase in confidence in moderation (62.7%).
- An increase in confidence in Track 1 (33.7%).
- Teachers to increase their knowledge of the College Pedagogical Model (47.5% highly and confident).
- Staff to improve learning support systems across the College (75%).
- All staff to increase adjustments to work to suit a range of learning styles, needs and understandings (64.6%).

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RIVERSIDE CHRISTIAN COLLEGE

EXCELLENCE | TEAMWORK | RESPECT | FAITH | COMMUNITY