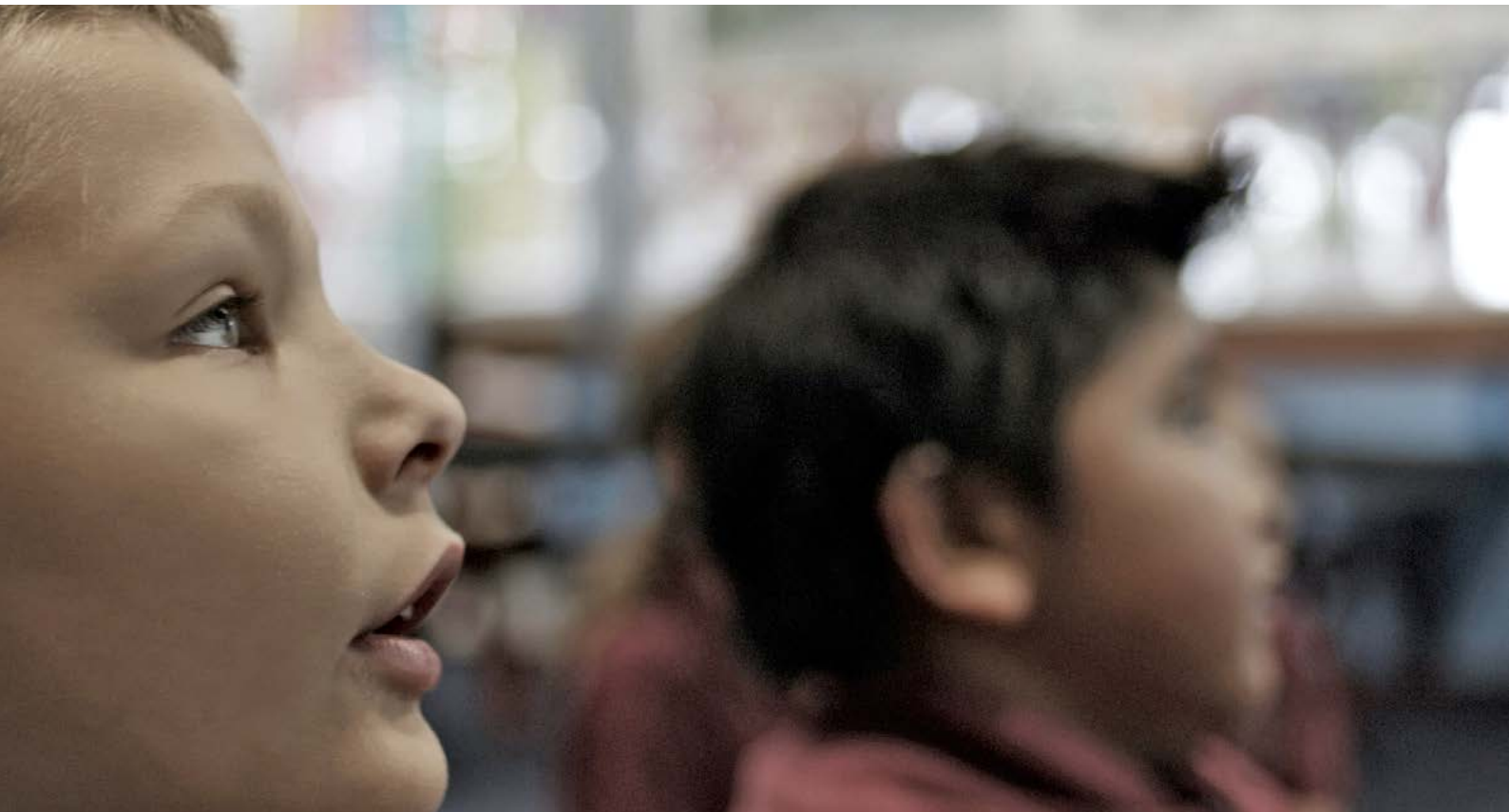




Curtin University

CENTRE FOR EXCELLENCE  
LITERACY  
IN THE EXPLICIT TEACHING OF  
*Round One*



THE CENTRE FOR EXCELLENCE  
IN THE EXPLICIT TEACHING OF  
LITERACY: ROUND ONE

2019-2020



**The 'Centre for Excellence' is a collaborative project between Curtin University, the WA Department of Education and five exemplary primary school known as the Centre schools - Ballajura Primary, Calista Primary, Kingston Primary, Wattle Grove Primary and West Beechboro Primary**



## CONTENTS

**PROJECT OVERVIEW**

**2**

**INTRODUCTION**

**4**

**WHAT MAKES THE CENTRE FOR  
EXCELLENCE PROGRAM UNIQUE?**

**8**

**PROJECT REMIT**

**12**

**RESEARCH**

**16**

**PROFESSIONAL LEARNING**

**24**

**OUTCOMES FROM ROUND ONE**

**30**

**RECOMMENDATIONS FOR ROUND TWO**

**36**

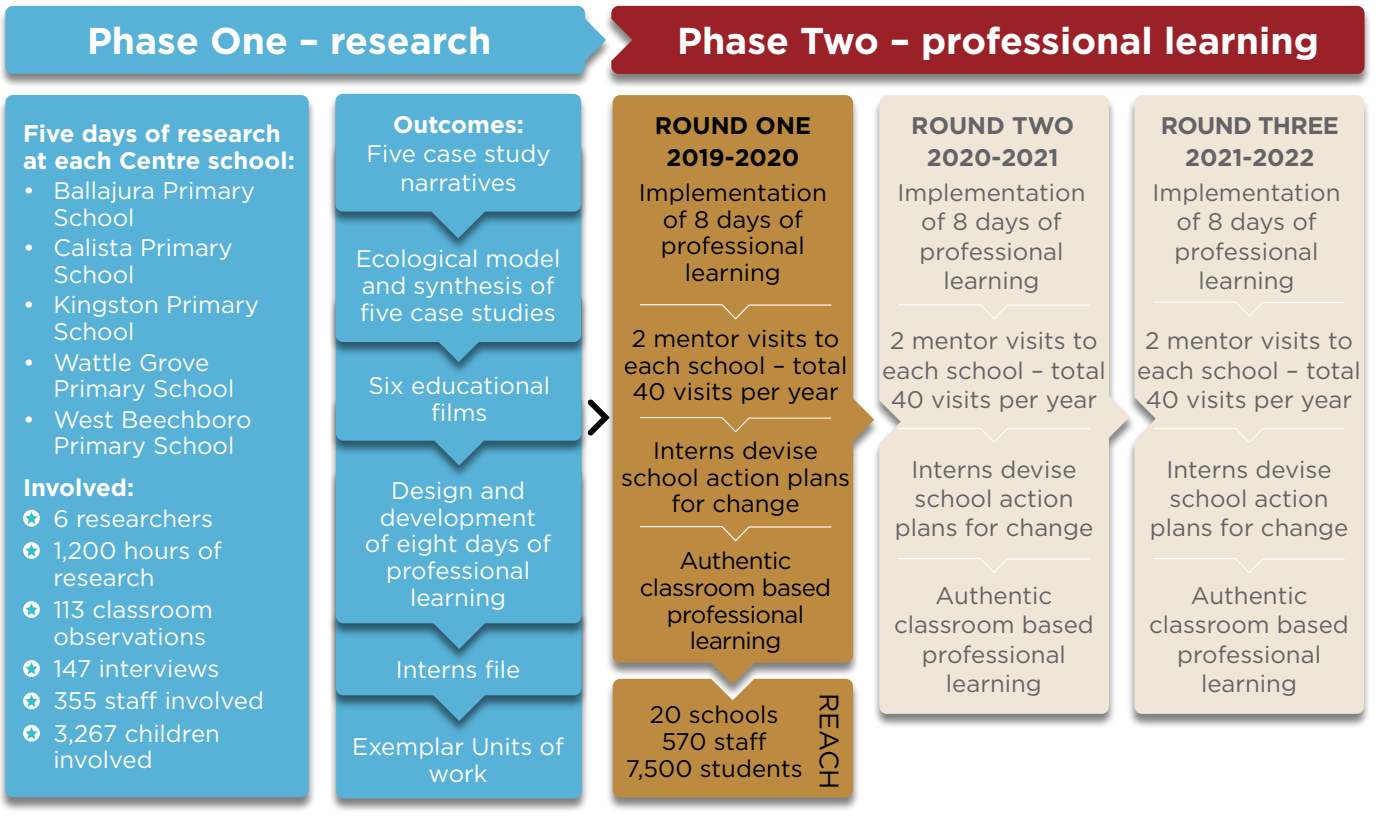
Written by: Dr Paul Gardner, Dr Sonja Kuzich and Von Sawers

# PROJECT OVERVIEW

## INTRODUCTION

The aim of the Centre is to strengthen and extend explicit literacy teaching in public primary school classrooms across Western Australia.

The Centre project has two phases:



## SCHOOLS IN ROUND ONE

Round One schools:

- 1 Ashfield Primary School
- 2 Aubin Grove Primary School
- 3 Bannister Creek Primary School
- 4 Bull Creek Primary School
- 5 Connolly Primary School
- 6 Creaney Primary School
- 7 Endeavour Primary School
- 8 Falls Road Primary School
- 9 Goollelal Primary School
- 10 Koondoola Primary School
- 11 Mosman Park Primary School
- 12 Rockingham Beach Primary School
- 13 Amaroo Primary School
- 14 Donnybrook District High School
- 15 Hannans Primary School
- 16 Kukerin Primary School
- 17 Northampton District High School
- 18 O'Connor Primary School
- 19 Parkfield Primary School
- 20 Wongan Hills District High School



**Metropolitan schools**

Perth

**REACH: 20 SCHOOLS**

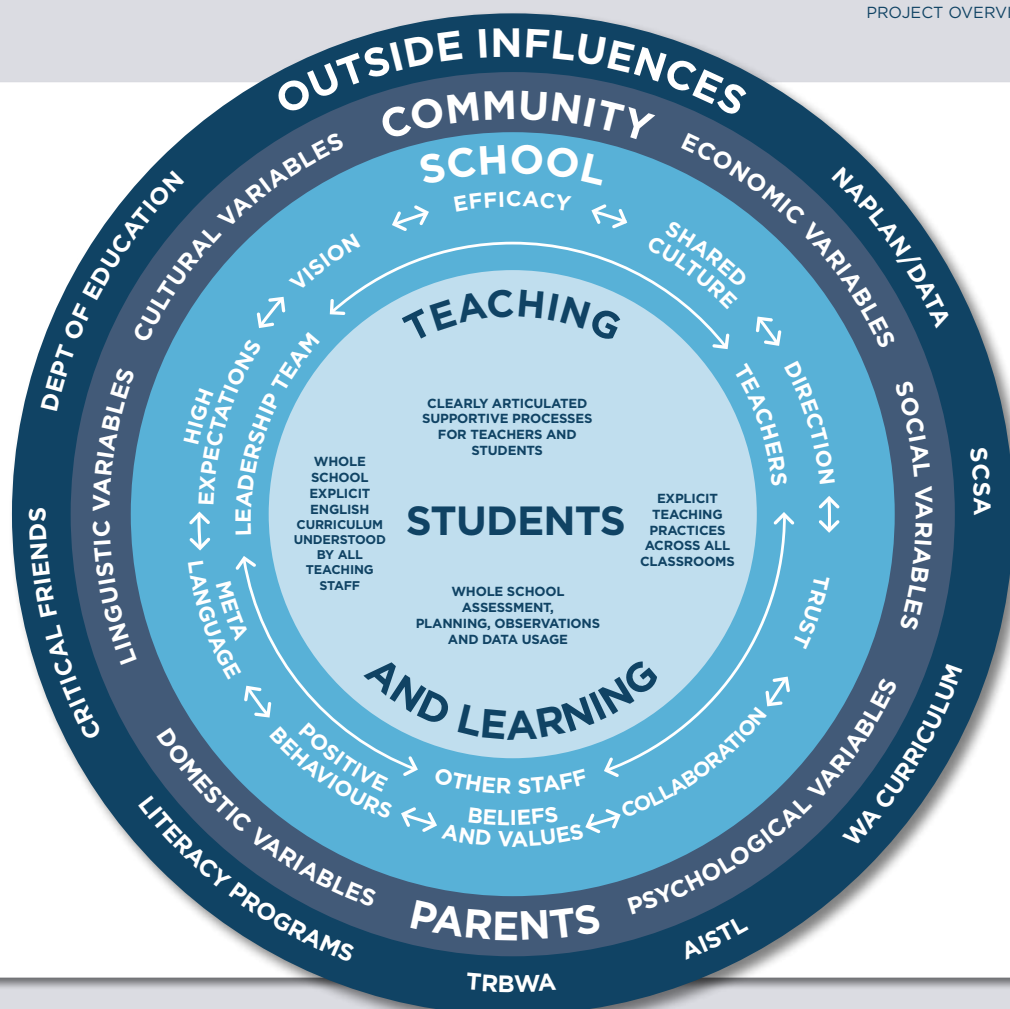
**570 STAFF**

**7,500 students**

## RESEARCH

Research findings show that effective literacy requires:

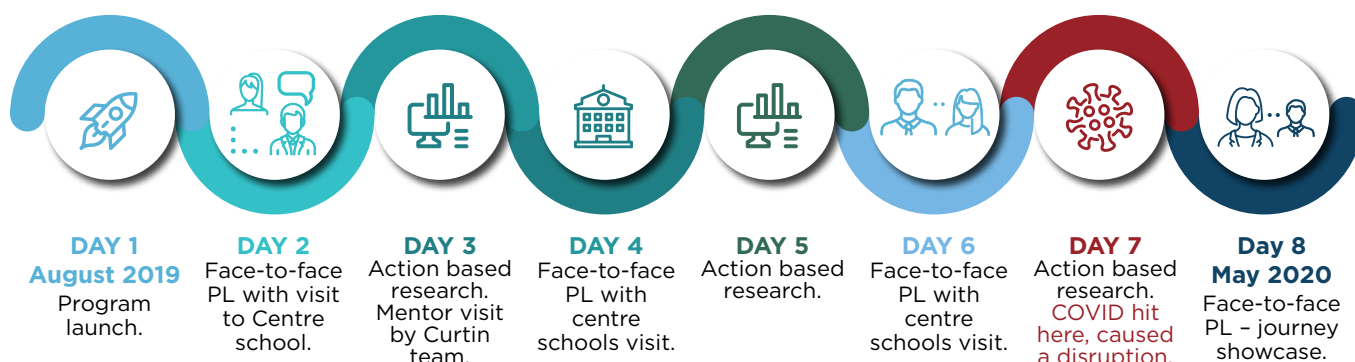
- common whole school practices
- professional collaboration
- a shared vision, beliefs and values
- co-ordinated programs for learning
- systematic planning for, and assessment of, learning
- a common language for instruction



## OUTCOMES OF THE PROFESSIONAL LEARNING

2019-2020 Round One Professional Learning (PL) Program

Note: Round One only had 10 months (shortened due to COVID-19)



## Snapshot of findings

Cohort one interns were asked "How effective was the professional learning"

**100%** of Interns reported growth in their schools over the year program

98% of interns highly rated the PL program.

93% and over of interns stated the PL program strongly met the needs of their school.

82% of interns significantly increased their knowledge of explicit teaching of literacy.

# INTRODUCTION



**Vale Jane Schorer (1965 -2021)**

Associate Principal at Ballajura Primary School (pictured).

We are deeply saddened by the loss of Jane Schorer and are grateful for the outstanding contribution she made to the Centre for Excellence Internship Program. Jane was a dynamic and innovative educator who gave unconditional commitment to the learning of both her students and her colleagues.



The Centre for Excellence in the Explicit Teaching of Literacy (CfEETL) is a unique research and professional learning project, premised on ‘customised’, authentic evidence-based research, conducted in five Western Australian Public Primary Schools.

## INTRODUCTION

The Centre for Excellence in the Explicit Teaching of Literacy (CfEETL) is a unique research and professional learning project, premised on and informed by 'customised', authentic evidence-based research, conducted in five Western Australian Public Primary Schools.

The Centre was officially launched on the 20th August 2019; however, the practical work of the project began in January 2019. The initiative, funded by the State Labor Government, is a tripartite project, involving the School of Education at Curtin University; The Western Australian Department of Education, and the following five public schools known as the 'Centre schools':

- Ballajura Primary School;
- Calista Primary School;
- Kingston Primary School;
- Wattle Grove Primary School; and
- West Beechboro Primary School.

The ICSEA level of these 5 schools ranged from 947-1073.

The Centre schools were selected by the Department on the basis of their proven record of student achievement, exemplary teaching of literacy, and the following criteria:

- ICSEA level (in the range 947-1073);
- NAPLAN data (consistently better than like schools);
- Quality of reporting to parents;
- Compliance with Department Policy; and
- Consistently strong school leadership teams.

The aim of this project is to strengthen and improve the explicit teaching of literacy in public primary schools across Western Australia.

The three year project includes 3 rounds, totaling 60 schools. The schools were selected by the Department of Education through an expression of interest. Each school nominated one person, known as the intern, to attend the CfEETL professional learning program. The principal of the nominated school was also engaged in a leadership session and supported by State Wide Services (SWS).

In practical terms, the project entails two phases. This First Annual Report covers Phase 1 (the research and development phase) and the initial part of Phase 2 (professional learning phase being Round One with 20 schools participating).





## Phase One – The Research

Phase One of the project consisted of two elements: systematic research, and the production of six educational films. A team of four Primary English-specialist researchers from Curtin University undertook a five-week intensive research project in the five Centre schools, spending a week in each to inform the development of a case study of each school. The research, involving interviews and classroom observations, enabled the researchers to identify themes common across the schools. These findings were synthesised into the Ecological Model (See page 21).



## Phase Two – Professional Learning – Cohort 1

Based on the findings of the research, three members of the research team (with extensive experience in the design and delivery of professional learning in schools) devised an eight-day program of professional learning. This Round One PL was delivered during Terms 3 & 4 of 2019, and Terms 2 & 3 of 2020. The program was interrupted by the COVID-19 pandemic, causing school closures during Term 1, 2020, resulting in the Round One program spanning 10 months as opposed to the intended one year. Therefore, outcomes of Round One need to be seen in this context.

A unique feature of the Centre for Excellence in the Explicit Teaching of Literacy project is the way in which the professional learning is grounded in original, empirical research conducted in five Centre Schools.

The Centre schools continue to be an integral and essential component of the PL. This enables interns and school leaders to observe first-hand the authentic classroom teaching and leadership of whole school practices from which the research findings were derived.

This constitutes a new and innovative form of professional learning using an action research model. This approach to professional learning provides an effective design for future programs of PL for teachers.

“The case studies of each of the centre schools have given a real life story of what is possible....We chose a case which was similar to our school.”

*Round One Intern*

“My eyes have been opened going in to other schools this is a real positive for me.”

*Round One Intern*

# WHAT MAKES THE CENTRE FOR EXCELLENCE PROGRAM UNIQUE?





“Teachers have identified the need for systematic change and are beginning to use common whole school structures to plan and design lessons.”

*Round One Intern*



**ORIGINAL EMPIRICAL RESEARCH IN HIGH PERFORMING WA SCHOOLS INFORMED A SCAFFOLDED PROGRAM OF PROFESSIONAL LEARNING FOR INTERNSHIP SCHOOLS.**



**A BESPOKE MODEL OF PROFESSIONAL LEARNING THAT ENABLES EACH INTERNSHIP SCHOOL TO CONTEXTUALISE THE PRINCIPLES OF EXPLICIT TEACHING OF LITERACY FOR THEIR OWN SCHOOL.**

**BUILDS UPON THE STRENGTHS AND EXPERTISE IN EACH INTERNSHIP SCHOOL.**



### **Collegial Development**

There is an emerging reciprocal relationship between the Internship schools and the Centre schools. In which Interns and their Principals/admin team observe first-hand expert teachers in the Centre schools, plus the Centre school teachers visit and demonstrate explicit teaching of literacy in situ at the Internship schools.

**Is cost effective** for WA schools as it does not rely on costly commercial programs.



**A COMMUNITY OF PRACTICE EXISTS BETWEEN THE CURTIN TEAM, CENTRE SCHOOLS, THE DoE AND THE INTERNSHIP SCHOOLS.**

### **LEADERSHIP INVOLVEMENT**

Principals and admin are supported by Centre school principals in the implementation of the explicit teaching of literacy across the school.



### **MENTORING**

IN ADDITION THE INTERNS ARE ALLOCATED A MENTOR TEACHER FROM THE CENTRE SCHOOLS WHO IS AVAILABLE FOR ADVICE AND WHERE POSSIBLE, VISITATIONS.



WATTLE GROVE

# PROJECT REMIT





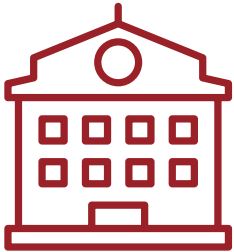
“Looking at the strengths and challenges at our school has been so helpful as a starting point.”

“I have loved visiting the Centre schools and seeing explicit teaching in action.”

*Round One Intern*

**Curtin University research team responded to a request for tender in October 2018. The project requirements and additional outcomes are outlined below.**

## Research



**REQUIREMENT:** TO VISIT EACH CENTRE SCHOOL 3 TIMES

**ADDITIONAL OUTCOME:** CURTIN TEAM VISITED 7 TIMES

**Requirement:** To visit each Centre school for a minimum of 3 hours to collect data

**Additional outcome:** Curtin team spent 54 hours in each school collecting interviews, testimonials, digital materials and photographs of explicit English teaching to enhance the PL



**Curtin team devised file contents used within the PL that:**

- delivered a consistent message that informed explicit teaching pedagogies and how these applied across a range of contexts
- provided background notes, research and evidence to support explicit teaching practices

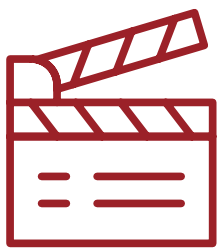
8  
DAYS

**Requirement:** To devise and implement 8 days of professional learning for intern schools, including an action research model

**Additional outcome:** Further PL support via video conference



TO PROVIDE SUPPORT FOR INTERNS VIA 2 MENTOR VISITS TO EACH INTERN'S SCHOOL



## 6 VIDEOS

**REQUIREMENT:** TO PRODUCE 6 X 3.5 MINUTE VIDEOS OF EXPLICIT LITERACY

**ADDITIONAL OUTCOME:** CURTIN TEAM PRODUCED 6 X 6-8 MINUTE VIDEOS

## Units of Work



**Requirement:** To produce 6 units of work

## Case Studies

**Requirement:** To create case studies of five Centre schools

**Additional outcome:** Curtin team devised five rich narratives for Internship schools which were made integral to the PL



**REQUIREMENT:** TO HOST A FORMAL CENTRE LAUNCH

**ADDITIONAL OUTCOME:** CURTIN TEAM ORGANISED THE OFFICIAL LAUNCH ATTENDED BY:

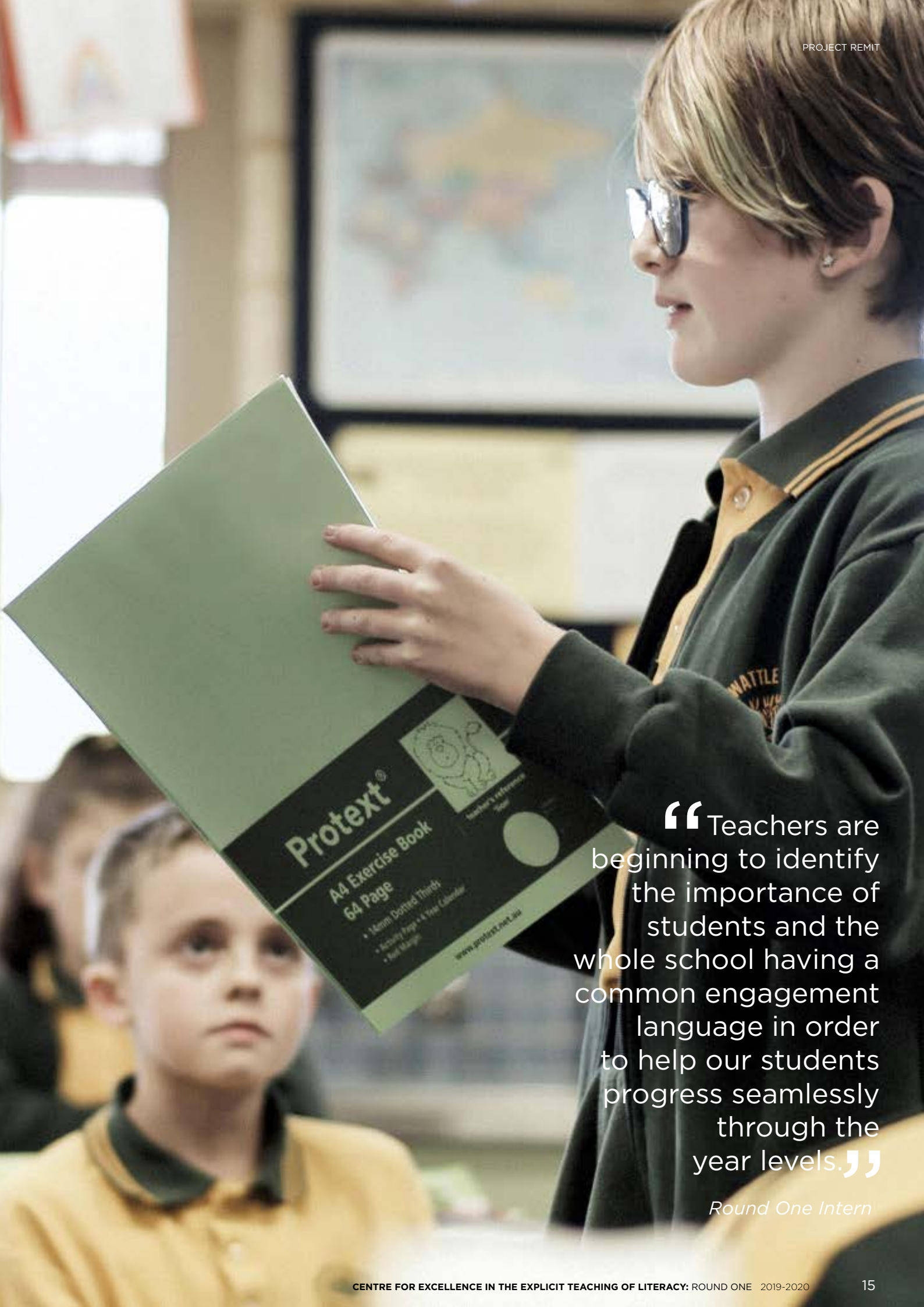
- THE STATE MINISTER FOR EDUCATION;
- SENIOR DOE STAFF;
- CURTIN TEAM;
- INTERNS AND PRINCIPALS; AND
- COLLEAGUES FROM CENTRE SCHOOLS.



DEVELOP 4 FEEDBACK SURVEYS TO BE COMPLETED BY THE INTERNS







“Teachers are beginning to identify the importance of students and the whole school having a common engagement language in order to help our students progress seamlessly through the year levels.”


*Round One Intern*

## RESEARCH

“The children were really engaged, everything is integrated over the morning.”

*Round One Intern*

Mr Stilian



The major findings of the research demonstrate that the Centre schools shared common practices and procedures, including clearly structured individual lessons based on programs of learning in which skills, knowledge and concepts had been systematically sequenced across the whole school.

## RESEARCH

The Curtin research team visited each of the Centre schools during Term One 2019, spending a week in each school to gather data on the planning, teaching, assessment and reporting of literacy, in relation to the Western Australian Curriculum: English.

The Curtin research team visited each of the Centre schools during Term One 2019, to gather data on the planning, teaching, assessment and reporting of literacy, in relation to the Western Australian Curriculum: English.

Early in the first term of the project the Curtin research team made initial visits to meet all staff in each school and collect baseline data. This was followed by a full-week of data collection in each school later in the term, with subsequent follow up visits as required.

In total, the Curtin research team conducted 113 classroom observations and undertook 147 interviews. The majority of interviews were conducted with the classroom teachers who had been observed, as well as with Administrative teams. In some schools, additional interviews took place with: educational assistants, librarians, parents, board members and leading members of community organisations. In addition, focus groups of representative students also contributed to the data collection process.

The Internship Program of professional learning was informed by these rich data, which captured the exemplary explicit literacy teaching practices, and whole-school approaches. In this way the professional learning was both current and relevant to the Western Australian educational context.



## Key findings

The major findings of the research evidenced that the Centre schools shared common practices and procedures that included:

- clearly structured and planned individual lessons based on a whole school approach in which skills, knowledge and concepts are systematically taught;
- clearly defined explicit teaching practices;
- a positive whole school culture, with informed community engagement and consultation.

These systematic programs of teaching and learning were determined through careful analysis of assessment data. All teaching staff in each school examined the data, thereby enabling all colleagues to take collective ownership of achievement within, and across, each year cohort of students. Colleagues in each school worked collaboratively to plan sequences of lessons, moderate student outputs and impart professional learning. Teaching and allied staff were supported by Administrative Teams who championed learning through whole school explicit teaching practices. Colleagues were accountable for students' achievement and given the means to develop their expertise and confidence.

The ethnographic case study approach to research in each school revealed that the explicit teaching of literacy could not be isolated from broader institutional systems and practices both being embedded in a clear philosophy and ethos. The heart of this philosophy and ethos included high expectations, social justice, student well-being and the promotion of positive, respectful interpersonal relations. These schools were characterised as effective 'communities of practice', conceptualised in the Ecological Model (See page 21).

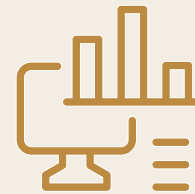
These findings also indicate that professional learning models with a single focus on pedagogic practice in individual classrooms are inadequate. The effective delivery of the explicit teaching of literacy is dependent upon whole school practices and procedures. To be fully effective, these practices and procedures are mutually supportive of one another. The CfEETL PL required each Internship school to contextualize the learning in order to enact change at the 3 levels: individual intern, a small cohort of teachers working with the intern, and whole school initiatives, replicating the best practice identified in the Centre schools.

“As researchers we were privileged to have the opportunity to be immersed in exemplary school literacy practices.”

*Curtin research team*

“The CfEETL project provided a unique opportunity for strong collaborations between teacher academics and teacher professionals. In terms of research and professional learning the project provides an excellent model for future improvements in education.”

*Curtin research team*



## Ecological model

The ecological model is a visual synthesis of the findings of the Centre school case studies.

It identifies all the elements of school life that work together in successful schools.

### STUDENTS - TEACHING & LEARNING

Students are at the centre of the model, surrounded by the explicit curricular and pedagogic practices, along with other supportive institutional features, that enable effective learning to occur. In successful schools, learning is effective because these explicit features are supported and promoted by factors operating at the school level.

### SCHOOL

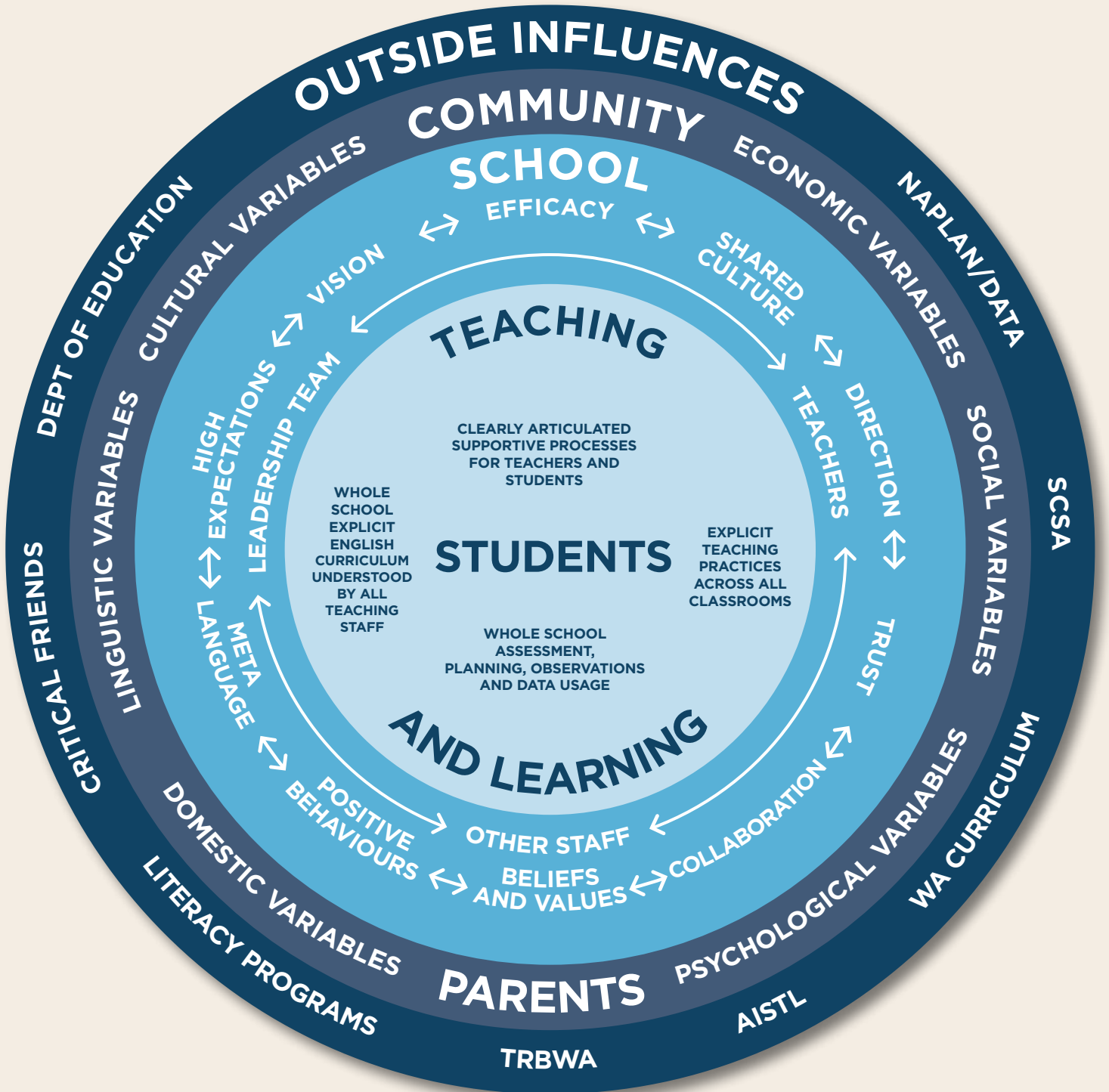
The school ring consists of the whole-school institutional factors common to all five Centre schools. These were the cohesive 'bonds' that created the shared pedagogic and affective culture for successful education.

### COMMUNITY

Schools are not 'islands'; they exist in and are an integral part of their community. The five schools in the study were located in socially and culturally diverse communities. These variables, along with economic pressures on families (often causing psycho-social problems) were taken into account as these schools constructed their internal practices and procedures.

### OUTSIDE INFLUENCES

Just as schools are part of a communal ecosystem, they also exist in a social ecosystem, beyond the level of community. At the societal level, there are groups and institutions, some of which are supportive of schools, but as a whole, are not exclusively so. They can compete with one other, making conflicting and contrary demands on schools. All schools have to negotiate their way through competing demands, but successful schools manage this well because they are institutionally strong and have systems in place to accommodate change.



## Films

The Curtin team worked closely with cinematographers to create six short films that highlight aspects of effective practice and procedures used by the Centre schools to achieve outstanding results.



### Film One - Communities of Practice

Overview of key elements that support explicit teaching of literacy across the whole school.



### Film Two - Literacy - A Mosaic of Practices

Benefits of teacher coaching and involving the whole school in student councils and decision-making.



### Film Three - Explicit Teaching

Identifies effective explicit teaching of literacy practices.

These films have been used in the Professional Learning Program and are now on the Connect portal. There are three main purposes for these films:

- for use in the CfEETL professional learning program
- for use by interns when they coach and mentor staff in their own school
- for use by the intern when working with a partner school.



### Film Four - Striving for Excellence

Establishing a culture of high expectations for literacy.



### Film Five - Supportive Literacy

Identifying literacy support mechanisms within the school.



### Film Six - Community and Culture

Home-school literacy including parent engagement and cultural diversity.





# PROFESSIONAL LEARNING



Photo: Round One Interns.



The eight days comprised of transformative and practical strategies such as, collaborative and/or differentiated approaches. They also include classroom observations, guided practice and opportunities for feedback, between session tasks, as well as opportunities for reflection.

# PROFESSIONAL LEARNING

The Professional Learning Program in this project is both distinctive and unique, being premised on current, relevant and authentic research, undertaken in Western Australian schools.

Additionally, the schools in which the research was undertaken are integral to the on-going professional learning. Interns received both the theoretical perspectives around explicit literacy teaching and they actually see it in practice, through observing expert teachers from the Centre schools.

The eight days of professional learning within the Internship Program were constructed around the research findings from the Centre schools. During the research phase, each Centre school outlined the strengths and challenges they have faced along with a chronological journey of their school so far.



Whilst the PL program is coherent and cohesive it should be recognised that effective, sustained school change is a long-term operation. Evidence from the Centre schools suggests it can take up to 12 years to make significant changes in student outcomes. This critical finding has important ramifications for the internship schools suggesting that a one-year program, even at its best, is only the introduction to change.



## Face-to-face PL

The professional learning days focus on the explicit teaching of literacy by combining the research from the five Centre schools along with evidence based literature. Included in the professional learning are a number of observational visits to the Centre schools to witness the various teaching techniques in practice.

The eight days comprised of transformative and practical strategies such as, collaborative and/ or differentiated approaches. They also included classroom observations, guided practice and opportunities for feedback, between session tasks, as well as opportunities for reflection.

The professional learning component is a bespoke, individualised and ever changing part to the program. This is necessary as all the internship schools involved are beginning at a variety of different points.

## Three days in school action research

A key feature of successful pedagogic and curriculum change in the Centre schools was their trialling of initiatives by small groups of teachers, followed by evaluation before embarking on whole school because this process resembled what successful schools did. In effect, teachers in successful schools are teacher-researchers, who recognise that new ideas and methods need to be scrutinised and evaluated by means of systematic processes.

In this program Interns become the teacher researcher for their own school by carrying out the action research. Each intern focussed on three levels of action research: individual, small group and whole school.

This results in individualised change for each participating school, another way this program is not just distinctive and unique but context specific.



## Mentor visits from Curtin University

Each Internship school was visited twice by the Curtin staff during Round One. These visits involved the Intern and a member of the leadership team, usually the school principal. The Curtin Team emphasised that these visits were to offer support for the school, rather than checking their progress. Discussions followed a common framework of questions and foci to ensure continuity across all the Internship schools.

School discussions included:

- Whole school planning;
- Current examples of explicit teaching across the school;
- Action planning;
- Priorities for whole school, small team and individual teachers;
- Evidence gathering;
- The nature of support required by the intern;
- The explicit lesson conducted by the intern or a member of the school staff.

Findings from these visits include:

- Some schools were already well advanced in implementing whole school literacy processes;
- Other schools were yet to adopt whole school processes and, therefore, had a greater task ahead of them;
- A small number of interns were employed on a fractional basis, which impacted their ability to effect change across their school;
- In the smaller Internship schools there was a perception that the workload for the intern was sometimes greater with some already having multiple roles;
- There was a concern expressed by some schools about established staff would engage with these new practices;
- Upskilling staff in effective literacy pedagogies was determined as a necessity;
- The requirement for leadership to support the Intern in progressing the explicit teaching of literacy practices was identified as imperative;
- The principals/deputy principals informed the team that it would be valuable for them to be included in the same professional learning, so they could better support the interns;
- The Interns overwhelmingly felt that the Centre school visits with classroom observations were most beneficial, as they were able to see the theory in practice;
- The supportive nature of the Curtin Team visits were appreciated by the Internship schools.

## Centre school support

A mentorship program was developed to assist interns and principals to get the most from the project. It is important that the whole school becomes involved in the process, in particular the leadership team, so change is brought about at a whole school level.

At 4 months into round one of the project, the Reference group strengthened the Centre by implementing an additional mentoring arrangement. Each Internship school was partnered with one of the Centre schools.

This strengthened the professional learning by allowing Interns to see the exemplary teaching of literacy firsthand. It also gave Internship school Principals continual access to expert advice from the Centre principals.

The expectations are that each Centre school will:

- Mentor several Interns and their Principals/ leadership team
- Identify a contact person for all communication between the Centre and Internship schools
- Allocate a mentor teacher for each intern
- Advise and support Internship school Principals in relation to whole school literacy improvement.



“ I felt that the standards were very high and that there was a lot of pride taken by the children in their work and therefore there was a strong desire to make further progress. It was a really quality morning (at the Centre school), I am really grateful for the experience. ”

*Round One Intern*

“ There was no doubt in my mind that all the kids were engaged and that no-one was going to get left behind - everything was so explicit and so well sequenced that everything could be covered. ”

*Round One Intern*

## Oversight and Governance of the project

Prior to the selection of the first round of Internship schools, Michelle Kriening, Manager Literacy and Numeracy branch (DoE), Dr Paul Gardner (Curtin Team), David Wanstall (Ballajura Principal) and Dr Pat Kiddey (Principal Consultant, Centre for Excellence) met with the Director General and Department executives to provide an overview of the project, including expected outcomes. From the program commencement the meeting groups were established.

The Governance group is for contract management and members include representatives from Curtin University and SWS. The Governance meetings ensure that the project is on schedule, as per the Request Agreement. They also provide the Curtin team the opportunity to update the Department on the progress of the project, propose changes that the Curtin Team feel would benefit the Internship schools, and to evaluate the journey thus far and discuss how to improve the expected outcomes.

The Reference group oversees co-design management and member include representatives from Curtin University, SWS and the Centre school principals.

These meetings are used to update all participants on the various parts of the project, along with discussion of changes necessary to improve the journey and outcomes for all the Internship schools.

The Curtin team has held, and currently holds, weekly meetings where resources are developed; professional learning is refined and revised according to feedback; contact is made with the Centre and the intern schools and progress of the Interns and the mentoring program is monitored.

## Resources

All resources created for use within the Centre for Excellence program are stored on a secure Connect Portal accessible by the interns and leadership teams involved in each round.

Resources for the professional learning included a file for each intern as well as digital resources. The file included:

- Centre school case studies
- Research Articles
- Action Research Templates
- Information and support materials for each of the 8 days of Professional Learning.

Digital Resources were uploaded to the Department of Education Connect Portal:

- 6 professionally made films that depict explicit teaching of literacy at the 5 Centre schools
- Units of work - examples of explicit literacy practices over a sequence of lessons - these are currently under development
- Other useful resources gathered for sharing.

These resources have been created by the Curtin team for use not just in the professional learning component, but are also available for the Internship schools to use in the second part of their journey when they are working with a neighbouring school to further the reach of the program.

All of the films created are on the portal along with the content of each in the intern file. Each Intern is supplied with a file at the start of the round, and it is added to throughout the year. These resources are made to deepen the interns understanding of explicit teaching and the research behind its success.

Another aspect to the resource portal is the case studies written on each of the Centre schools. These documents are a very valuable resource for the leadership teams to take inspiration and direction from when starting their whole school explicit teaching journey.

# OUTCOMES FROM ROUND ONE









## Action research

In keeping with the collegial model of professional learning, interns received support from the Curtin team to devise a three tiered action research project to be implemented in their own schools. This research involved the identification of solutions to 'problems' by applying and evaluating ameliorative actions. The three levels of action research involved the intern's own class; a group of teachers and the whole school. The intern planned, recorded and monitored the progress of their actions at each level. These action plans were sent to the Curtin team prior to professional learning Day 4 and provided the basis for grouping interns' in discussion groups around common themes.

At the culmination of Round One, the major action for change across many intern schools was the implementation of daily reviews, often in a single aspect of literacy, such as spelling. However, some interns had successfully implemented change in several areas of the subject and had even extended new found knowledge to numeracy.

## Professional learning

At the end of each professional learning day interns completed a feedback sheet to provide valuable information about what is working and what needs refinement. Going out to Centre schools to observe teachers in action and practical classroom-based activities have proven to be a favourite of the round one interns and so have made their way into round two.

## Creating Communities of Practice

Curtin's empirical research showed that Centre Schools were effective because they were powerful communities of practice of highly committed staff who operated as a collegial professional community. In an ethos of trust and confidence, colleagues supported one another, sharing knowledge, expertise, experience and resources, thereby creating high expectations and consistent whole school practice.

This model of high-level collegial practice influenced the design and delivery of the Centre's Professional Learning Program (PLP), as well as its project management. Hence, the Centre became a true professional community enterprise, integrating Curtin, the DoE and the Centre Schools through the Reference and Governance groups, as well as through the collegial mentoring network. Communities of Practice are evolutionary in nature and, as a consequence, Centre Schools became an integral part of the PLP by providing informed advice about data analysis, differentiation, pedagogic practice, in relation to reading and writing, coaching and additional instructional films.

Collegiality was also celebrated informally at the premiere screening of the six instructional films, when colleagues from Centre Schools received their 'awards' for being exemplary practitioners.

“ It was a privilege to see how schools were taking the key aspects from the case study schools and adapting them to their own school context in such an exemplary way. ”

*Research Team*

“ Looking at the strengths and challenges at our school has been so helpful as a starting point. ”

“ I have found the action research model really helpful. ”

*Round One Interns*

# WHOLE SCHOOL PRACTICES

The empirical research undertaken by Curtin University found that effective schools implement consistent school wide practices, including: collaborative planning for learning; common teaching methods and lesson structures; instructional language shared by all teachers; the systematic sequencing of skills, knowledge and concepts; continuity and progression in learning; and use of assessment data to progress learning. These findings have been an integral feature of the professional learning program devised and delivered by the Curtin team. The following graphics show the significant advances made by Round One interns in relation to whole school practices.



## Common DOTT planning time

**91%**

of respondents showed a significant change in the implementation of this whole school practice



## INDUCTING NEW STAFF INTO EXPLICIT TEACHING PRACTICES

**78%**

of respondents showed a significant change in the implementation of this whole school practice

## COLLECTIVELY ANALYZING STUDENT DATA

**83%**

of respondents showed a significant change in the implementation of this whole school practice



## Sharing student data

**91%**

of respondents showed a significant change in the implementation of this whole school practice



# ROUND ONE INTERNS

The following graphics exemplify the progress made by round one interns. This progress, which shows where interns were at the beginning of the year compared to after the professional learning program, demonstrates how the project added value to schools.

## COACHING AND MENTORING



**+100%**

Before PL 33%  
After PL 60%



**ACTIVELY ENGAGED LEADERSHIP TEAM**

**+40%**

Before PL 50%  
After PL 70%

## USE OF EXPLICIT TEACHING PRACTICES



**+75%**

Before PL 40%  
After PL 70%

## HIGH EXPECTATIONS

**+75%**

Before PL 40%  
After PL 70%



## HAVING VISION

**+75%**

Before PL 40%  
After PL 70%

## USING DATA TO INFORM TEACHING AND PLANNING

**+75%**

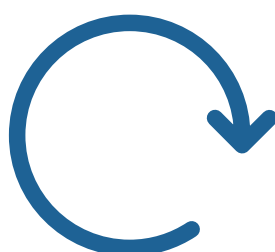
Before PL 40%  
After PL 70%



## CONTINUAL REVIEW OF TEACHING PRACTICE

**+133%**

Before PL 30%  
After PL 70%



## EARLY INTERVENTION PROCESS

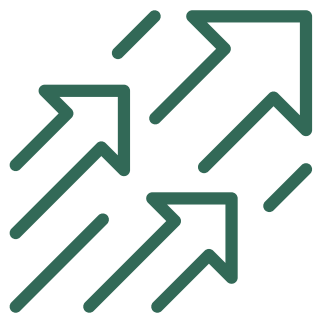


**+50%**

Before PL 40%  
After PL 60%

# RECOMMENDATIONS FOR ROUND TWO





Throughout the Reference, Governance and Research team meetings we reviewed the evolution of the CfEETL project, the following recommendations were made for rounds two and three.



## IMPORTANCE OF LEADERSHIP

Early in Phase 2 of the project the team (including staff from Curtin, SWS and Centre schools) identified the imperative for school leadership teams to engage in the Professional Learning Program, Centre school visits and school based support.

This was supported by the empirical research of the Curtin team that strongly demonstrated the leadership teams in effective schools are actively engaged in the promotion and implementation of explicit literacy. This includes a collective vision, accountability, clear direction and support for colleagues. Therefore, we recommend a greater alignment between the DoE Leadership Institute Program for Principals and the Centre for Excellence Internship Program.

## CENTRE SCHOOL MENTORING

Mentoring by the Centre schools should be an integral part of the program from the outset. Internship schools are allocated a Centre school to assist them in their action planning and ongoing implementation.



## Continuing the community connection

eg: social media, online meetings, email, connect, networking.



## RESOURCE BANK

A resource bank of instructional videos designed as exemplars to support the development of explicit teaching of literacy in schools.



## Connecting with the CFE team

Online sessions in-between professional learning days to support Interns if and as required.

At the end of the professional learning program, interns presented a video of their journey. Future interns will be asked to include up to two aspects that they consider pivotal in their journey, to create videos that are more individual rather than a general overview of the whole journey.





## Centre for Excellence in the Explicit Teaching of Literacy

Phone: 08 9266 3902

Email: [excellenceinliteracy@curtin.edu.au](mailto:excellenceinliteracy@curtin.edu.au)