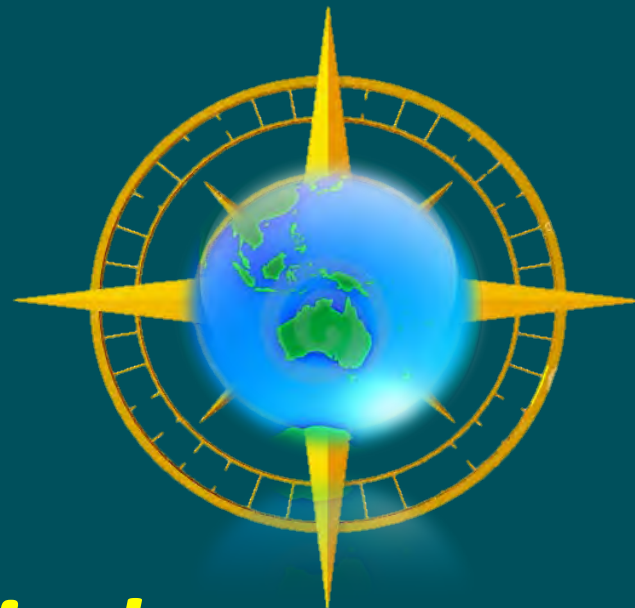




Education &
Communities

Public Schools NSW



Towards a growth mindset

Curriculum, assessment and reporting

Presented by Sally Hogan
Primary Principal Advisor for the Australian Curriculum

2014

Must work harder to keep up to the standard of the form.

NOTE—Reports are sent out at the end of each term, and should be returned, duly signed by the parents or guardians, as soon as possible. No comment is made upon conduct unless it has been such as to call for special remark.

KEY TO LETTERING—

- A signifies First Class
- B .. Of more than average quality, but not first class
- C .. Of average quality
- D .. Below average, but not bad
- E .. Bad work

The sign + after a letter indicates that the pupil's work is well up in the particular class.

The sign - indicates that the work is just good enough to secure admission into the class.

If no sign is added, the work may be taken as of average quality in that class.

At the end of the year, a certificate is awarded on the whole year's work.

An honours certificate is awarded to every pupil who obtains at least 80% in the general work for the course, and a pass to every pupil who obtains from 50% to 79%.

H. honours; P. pass; N. not awarded.

TERM 1., 1923

ATTENDANCE: Absent 0 days. Late — times.

HOME WORK: { Writing Work C
Learning Work C-

WORK IN CLASS: C

EXAMINATION WORK: D

PLACE IN FORM OF 30 PUPILS 28

SPECIAL REMARKS:

Must work hard to keep up to the standard of the form.

Henry W. Byrne. Head Master

D. Form Teacher

Signature of Parent or Guardian


Date June 5th 1923

Please return on or before first day of second term.

New thinking is essential to enable principals and teachers to effectively implement educational policy reforms in NSW government schools.

Masters, G. (2013), Australian Council for Educational Research

Re-Forming education in Australia



The **approaches** we take to assessing learning, the kinds of tasks we assign and the way we **report success** or failure at school **send powerful messages** to students not only about their own learning, but also about the nature of learning itself.

Assessment and reporting processes shape student, parent and **community beliefs about learning** – sometimes in unintended ways.

Masters, G. (2013), Australian Council for Educational Research

Communication is key

Communication is key

All great leaders think, act and communicate from the inside out.



Do you have a RSVP?

Shared Vision

- Long term goals
- Short term goals
- Outcomes
- Desired results

Plan

How will I get there?

Reason

Clarity of purpose

Where am I going and why is this important?

WHAT?

HOW?

WHY?

A

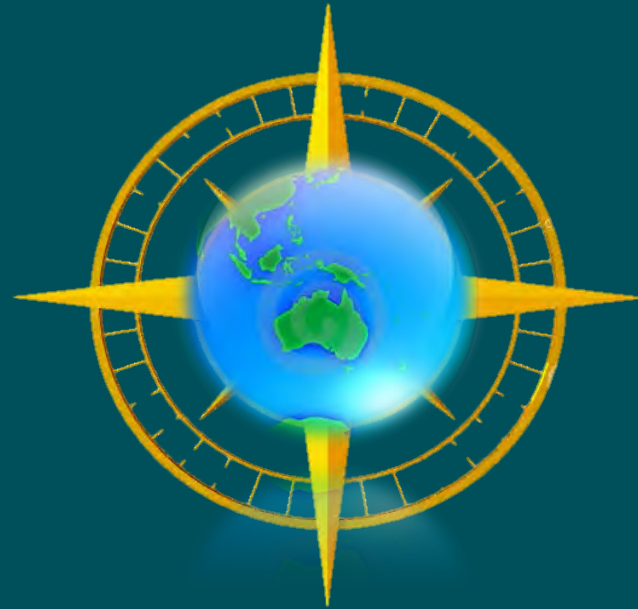
student

WHO?

Monitoring, assessing, evaluating and reporting on progress

Where am I now? How am I doing? Where to next?

**Where
are we
going and
why?**



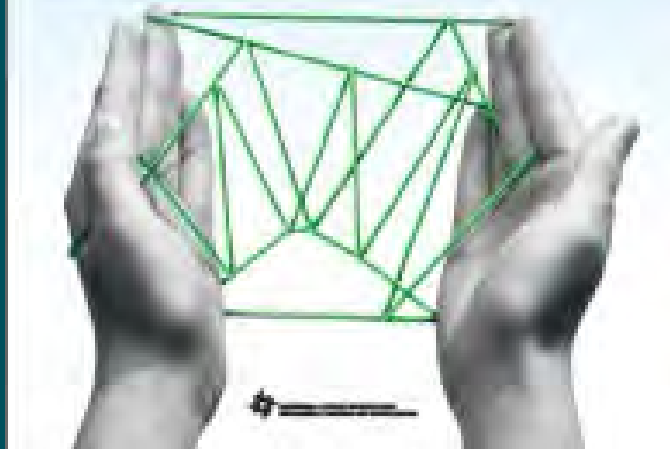
The big picture



Melbourne
Declaration
on Educational
Goals for
Young
Australians

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become: successful learners, confident and creative individuals, active and informed citizens.



A compelling reason, purpose, statement of intent

The 'big picture' (macro) plan

The National Plan for School Improvement begins in 2014 and is a plan to improve results of all schools and all students by introducing education reforms that evidence shows improve results. The plan is based on reforms in five core areas:

- Quality teaching
- Quality learning
- Empowered school leadership
- Meeting student need
- Greater transparency and accountability.



Aim: to take Australian schools into the top 5 in the world by 2025.

Realising the intent of the goals of the Melbourne Declaration is our main focus and priority.

5 Year Strategic Plan
2012-2017

NSW SYLLABUSES for the Australian curriculum

Melbourne Declaration
on Educational
Goals for
Young
Australians



English Mathematics Science History



Education &
Communities



Education &
Communities

Public Schools NSW

Local Schools, Local Decisions
Consultative decision making in schools



Early Action for Successful
Instructional Leaders

Rural and Remote Education
A blueprint for action

Teaching, Inspired Learning
for action



Education &
Communities

Connected
Communities Strategy

Every School Every School

Learning and Support

LMBR



Communication is key

Our Shared Vision as the DEC
Stronger partnerships for a better future



Engage hearts, minds and hands

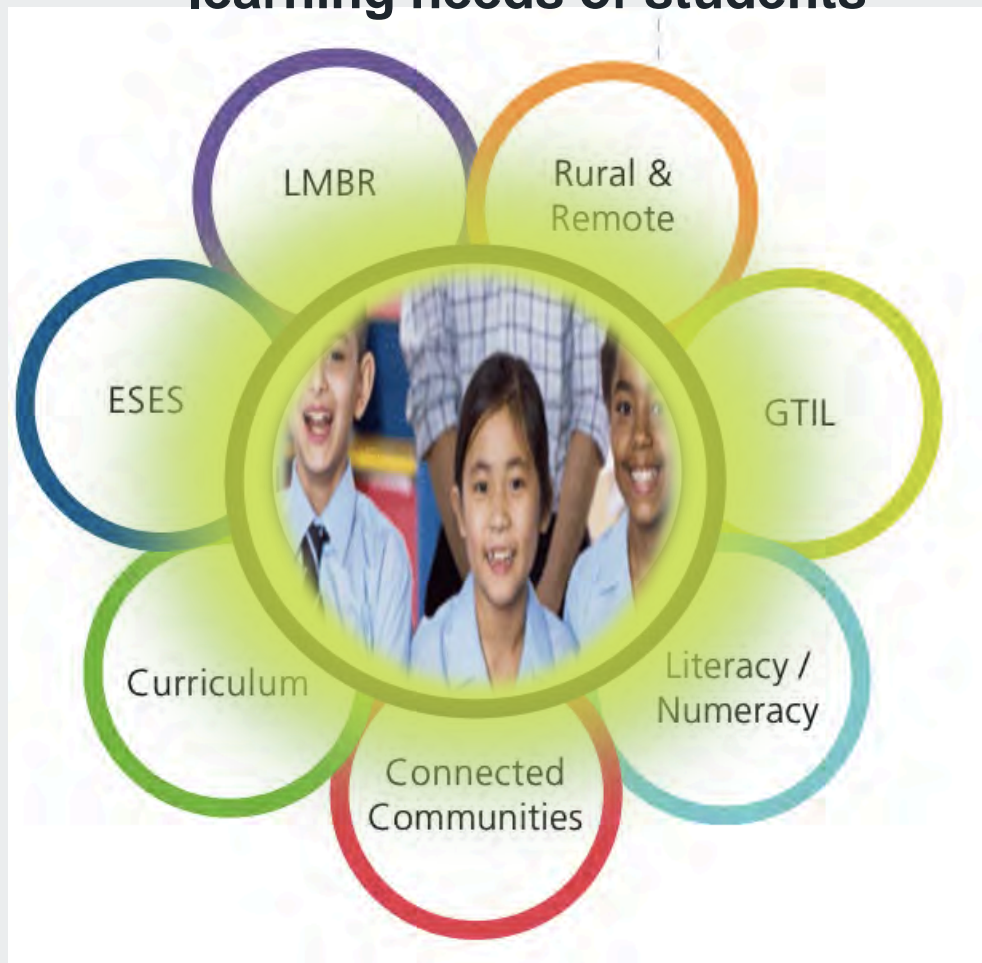
Purposeful collaborations and partnerships

Ask why? Clarify the purpose



All levels of the system working together to improve student learning outcomes

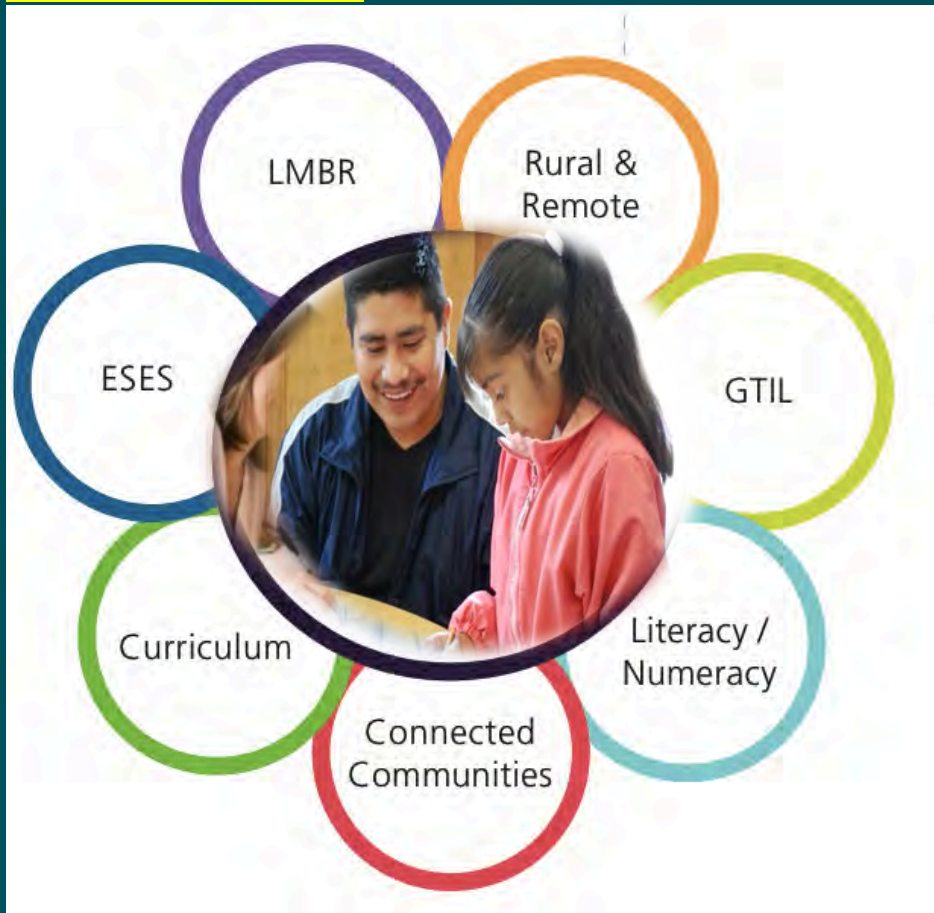
Local schools, local decision making – responding to the learning needs of students



Every young Australian will experience a sense of success, growth, achievement, well-being and belonging.







School as a community of engaged learners

G.R.O.W

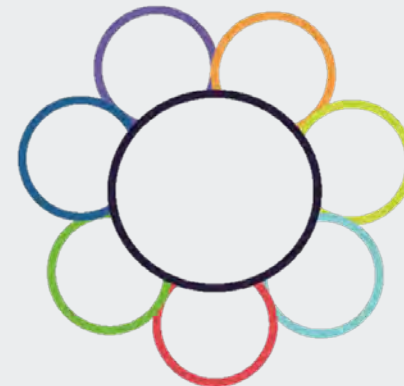
Goal(s) Where do you want to be and **why** is this important? **What** will success look like?

Reality – Where are you now?

Options – How are you going to there?

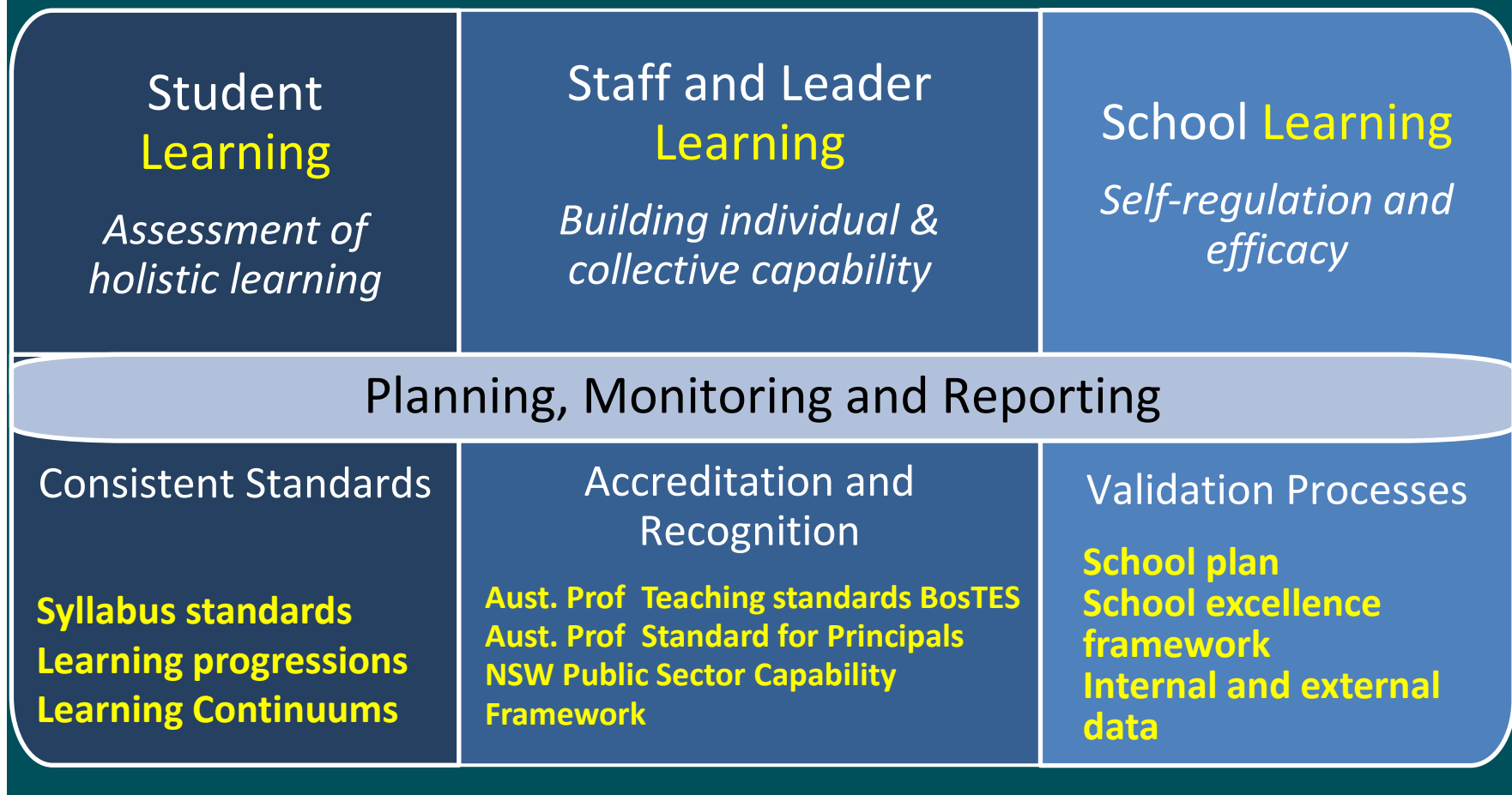
What actions will you take?

How do we measure growth?



<https://www.youtube.com/watch?v=cuyUv0vliXY>

Dynamic Learning System Learning Framework



How do we measure growth ?

Consistent standards, high expectations for all learners
Sustained and continuous growth student, teacher, staff and school

Fixed
mindset

Innate talent



Growth
mindset

Dedication and
practice

Mindset: a set of beliefs or a way of thinking that determines our behaviour, practices, outlook and mental attitude

Are you communicating a fixed or growth mindset?



Growth as a whole person

Sustained growth and improvement for all learners systemically



Geoff Master suggests we focus on three approaches

- Providing 'success' experiences
- Judging performances against 'standards'
- Assessing 'growth' over time

Masters, G. (2013), Australian Council for Educational Research

- How are you communicating the reform agenda with your community?
- How do you communicate your expectations of learners?
- What do you currently report on? Does it support a fixed or growth mindset?
- What symbols, cultural traditions and values could you 'reframe' to communicate to a culture of learning that supports a **growth mindset?**

Lead the way – be easy to follow

What will be different?

What will it look like in practice?



We have to develop in practice what this new work looks like, not in order to prescribe it, but to know what it **means** and to **be clearer** about **how to do it**, **assess it**, and **learn from it**.

Fullan

Melbourne Declaration on Educational Goals for Young Australians



Our students will need to

have a strong knowledge base in key disciplines

be literate and numerate in different contexts

engage with Aboriginal cultures and histories

engage with scientific concepts and principles

problem-solve in new and creative ways

collaborate, create & connect using technology

interact in different social/cultural contexts

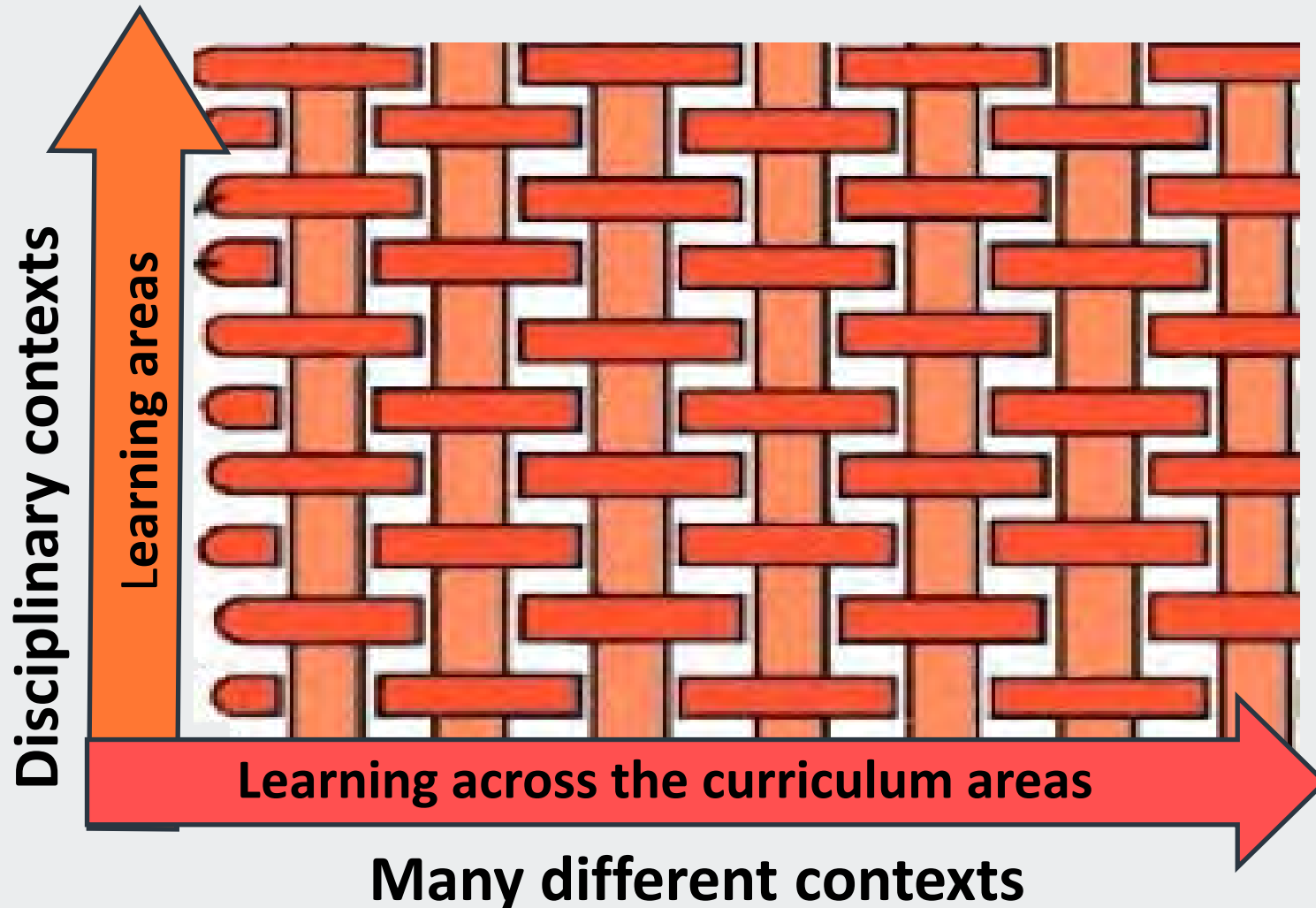
act with integrity, guided by shared values

learn skills to cope with change

What kind of curriculum will meet our students needs?

The NSW Syllabuses for the Australian Curriculum

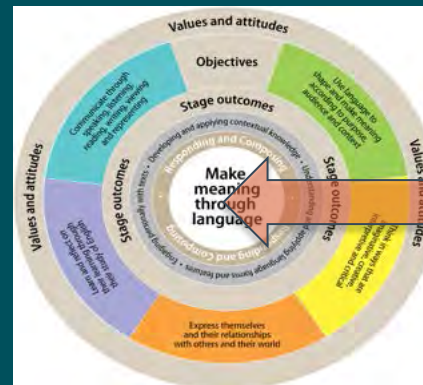
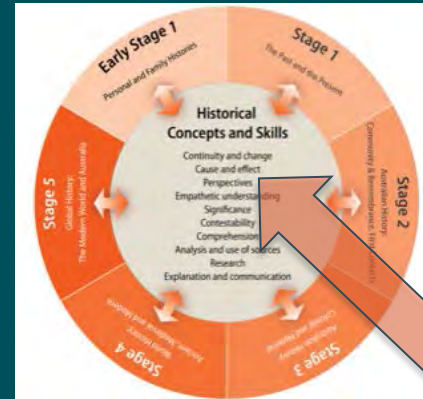
The learning areas include **disciplinary domains of knowledge** and knowledge, skills, behaviours that can be taught and applied in **many different contexts**.



Student at the centre of the learning process



Student engage with the concepts through the processes and skills.



The processes and skills lie at the centre of learning

Each body of knowledge has an underlying **conceptual structure** and **inquiry process**.

Higher order thinking and doing (performance skills) important for all students.

We can ask our students to adopt the methods of inquiry used by practitioners and specialists in the world beyond the classroom:

- historians
- designers
- artists
- actors
- engineers
- accountants
- musicians and so on.



Putting knowledge to use.

Tasks for real purposes and audiences - Connectedness


Thinking and working in authentic ways



r.a.f.t

- Role
- Audience
- Form or mode of communication
- Task/topic/stimulus

When you add a R.A.F.T learners have a purpose for learning which means that students apply knowledge and skills in an **authentic, contextualised situation** .

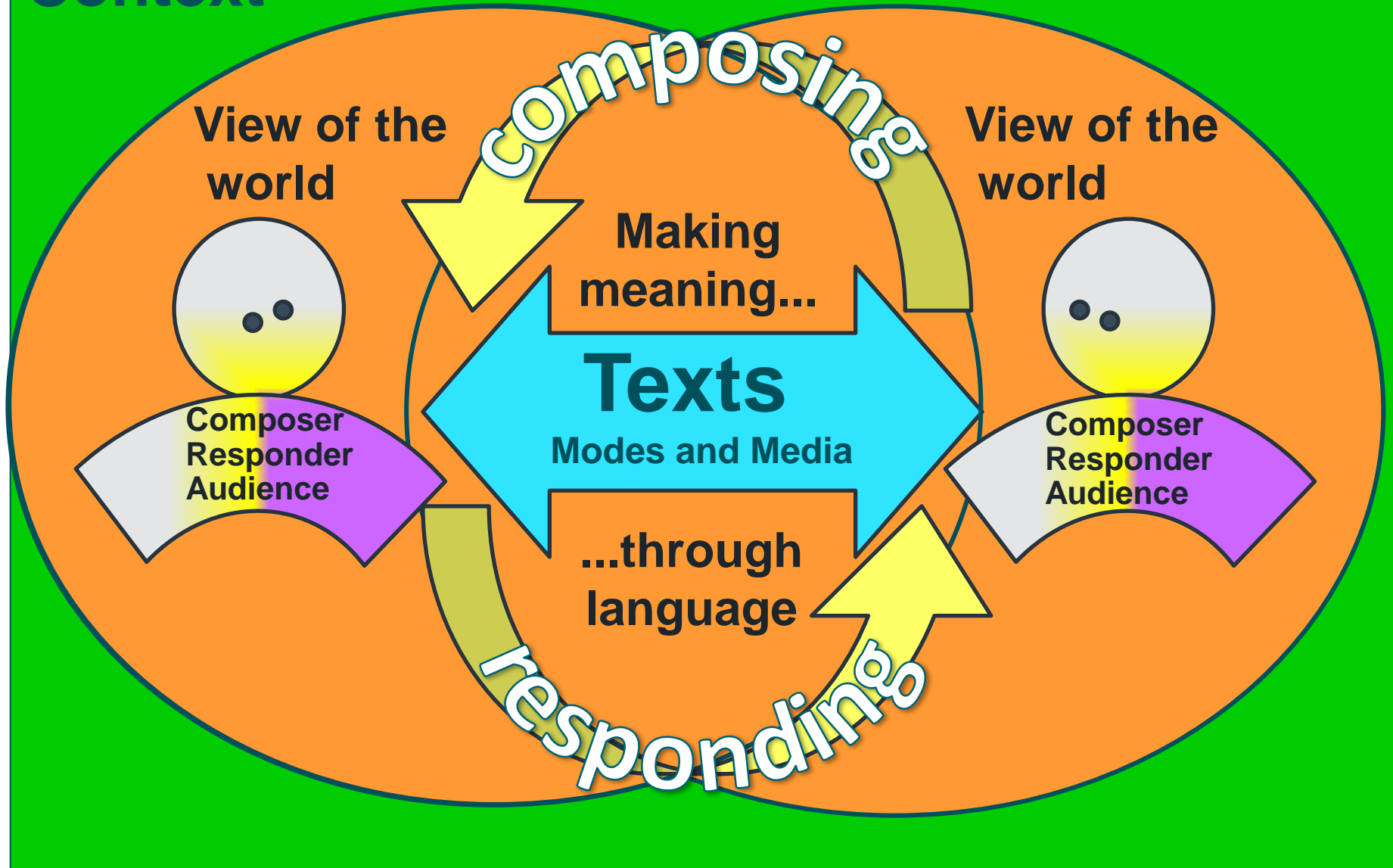


Focusing our assessment on the processes means we can see how well a student understands new knowledge (concepts) and skills by

- **observing what students**
- **say**
- **do and**
- **produce.**

Deep understanding is demonstrated understanding of key concepts and their relationships.

Context



Views of the world.

Different ways of being and seeing the world.

Whose view of the world is represented? How is the identity of my students reflected affirmed and valued in curriculum? (Texts)



What difference can I make to the world? Does this matter to me? What action will I take? (R.A.F.T)

Cross curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability



Other important learning areas

Work and enterprise



Difference and diversity










Civics and citizenship


















Learning across the curriculum areas

General capabilities	
Literacy	
Numeracy	
ICT capability	
Creative and Critical thinking	
Personal and social capabilities	
Ethical understanding	
Intercultural understanding	

Empower our students with the knowledge, skills, behaviours and learning dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

We need to get beyond the checklist

Learning across the curriculum areas

Priorities areas						General Capabilities						
												
blablal abalblab lablabal	blablalab alblablaba bal	blablalabal blablalabal	blablalab alblablaba bal	blablalab alblablaba bal	blablalab alblablaba bal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal
blablalab alblablaba bal	blablalab alblablaba bal	blablalabal blablalabal	blablalab alblablaba bal	blablalab alblablaba bal	blablalab alblablaba bal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal	blablal abalblab lablabal
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Building shared understandings

Choose one or more to discuss

In pairs,

How are the learning across curriculum areas being translated in your school?

How does the English Syllabus (page 12) provide opportunities for students to adopt a R.A.F.T?

How do the cross curriculum priority areas provide opportunities for students to see the world in different ways?


How do the cross curriculum priorities offer students opportunities to enact values and take action?

Progressions of learning

Disciplinary contexts: K- 10 curriculum in KLAs

Stage based	ES1	S1	S2	S3	S4	S5
e.g. English						

Many different contexts: Learning across the curriculum

Literacy	
Numeracy	
ICT capability	
Creative and critical thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	



Learning continuums and progressions

In any particular task, students themselves start at different points on a continuum. So the teacher is trying to start the students where they are on the continuum and move them along that continuum as fast and as far as they can.

Carol Ann Tomlinson, from an interview with Leslie J. Kiernan, 1996.

A different way to think about **acceleration**

Personal and social capabilities

Goal setting

follow class routines to assist learning

set goals in learning and personal organisation by completing tasks within a given time

explain the value of self-discipline and goal-setting in helping them to learn

Working collaboratively

contribute to groups and teams, suggesting improvements in methods used for group investigations

assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of

critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of

SELF

Self awareness

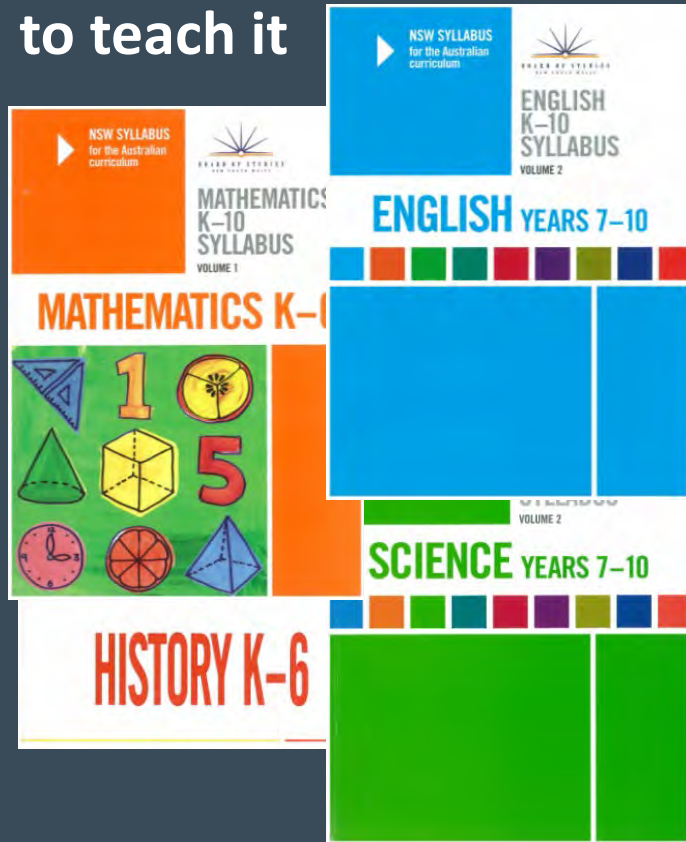
Self management

OTHERS

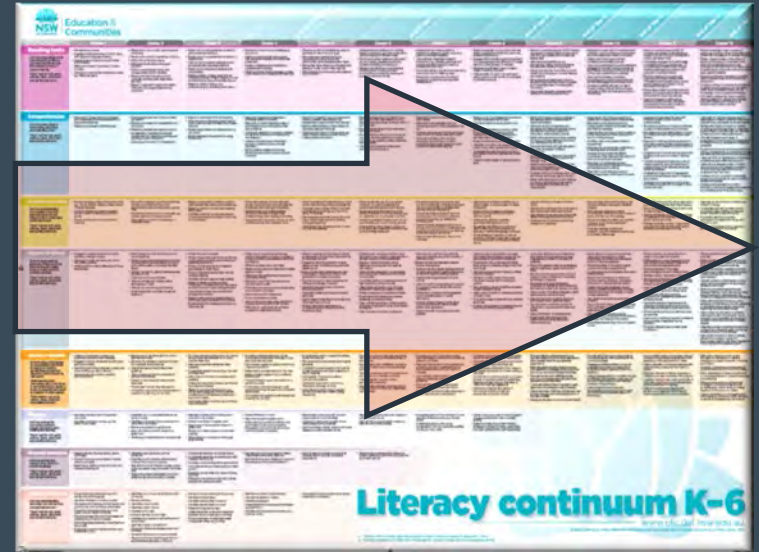
Social awareness

Social management

Know your content and how to teach it

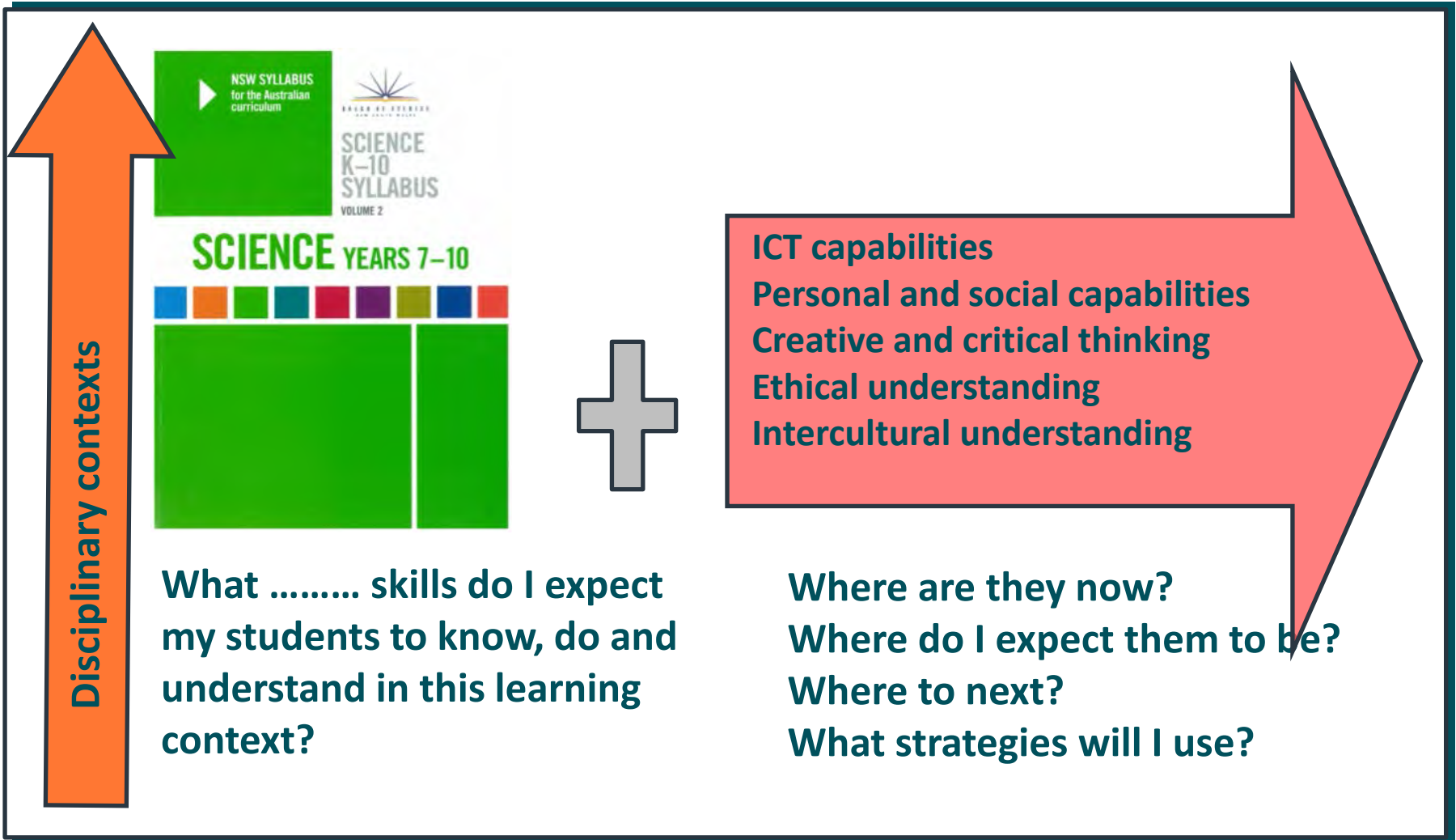


Know your students and how they learn



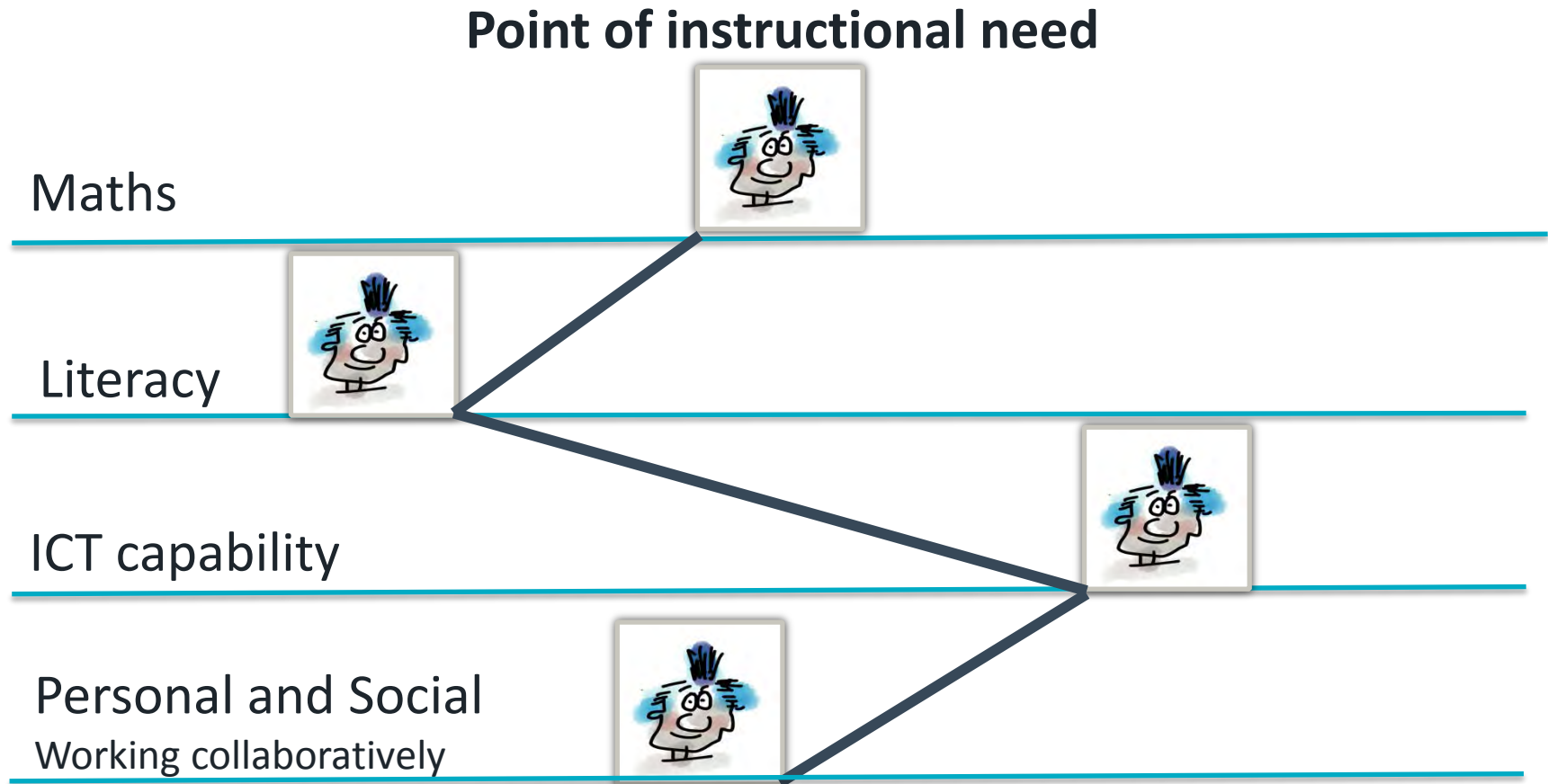
- Where are they now?
- Where to next?

Differentiating the core program



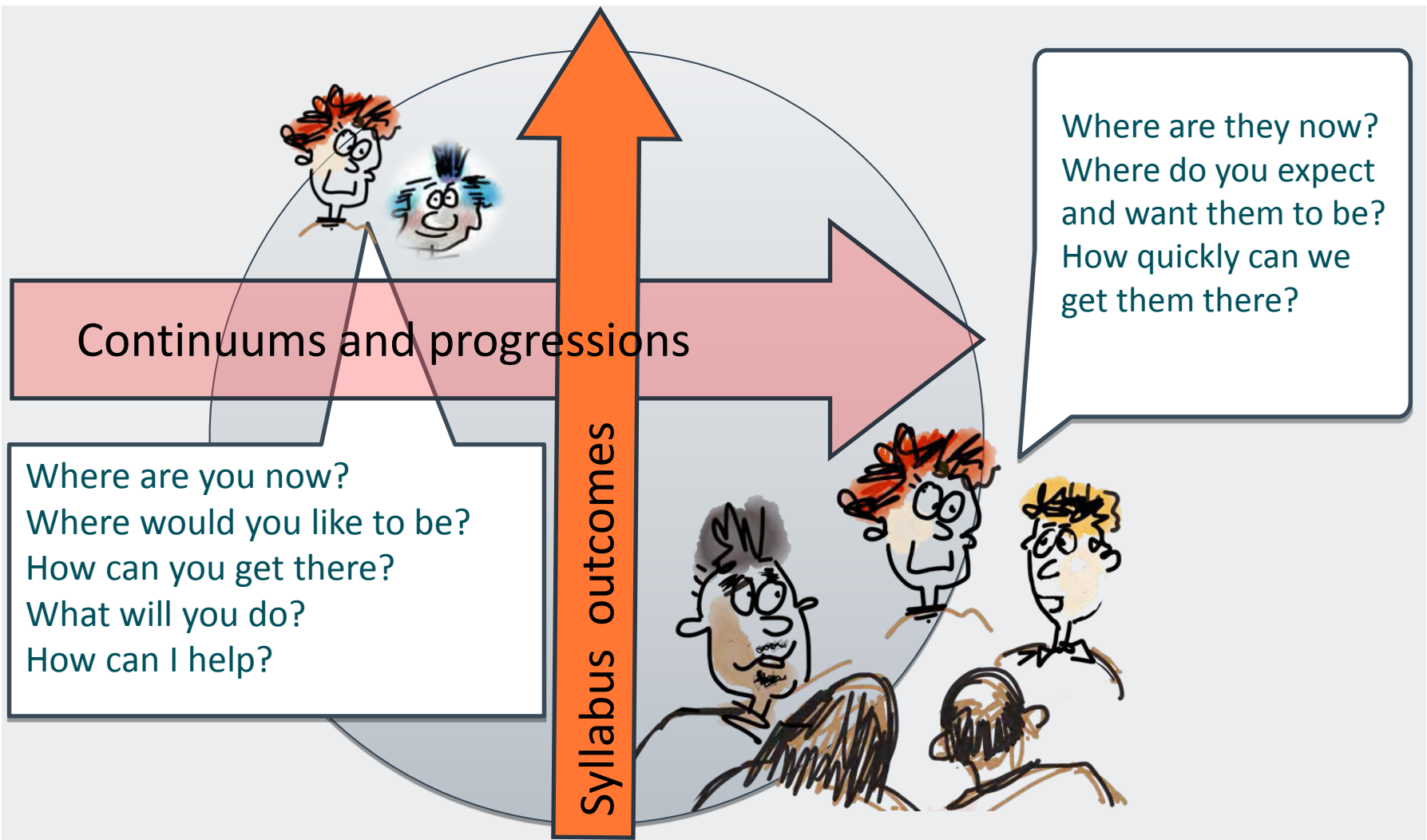
How do we find the point of need?

We are all learners, with different points of instructional need along different learning continuums.



The 'zig-zag' profile

One student can be a mixed ability group.



P.O.I.N.T Point Of Instructional Need Talk

Learning Areas

General capabilities

Make visible and explicit the behaviours, skills and capabilities that lead to engaged, productive and participatory learning dispositions that will serve our students now and in the future.

Disciplinary capabilities

Make visible and explicit what students do and produce to demonstrate understanding of key concepts (knowledge, skills and understandings) in key learning areas.

Explicit and systematic teaching



Improved engagement and achievement

How might you use the ACARA learning progressions to inform teaching and learning?

How might you use the literacy and numeracy continuums to differentiate learning?

How might you use the various continuums and progressions to set learning goals in consultation with students and parents?

How might you use technology to monitor, track and report growth?

**How do we
achieve our
goals?**



Leading change with the 'right' drivers

**Systemness
vs individualism**

Shared vision, common purpose

We need to see how the parts are connected to the whole. Communicate coherent, common terms and messages.

**Capacity
building
vs accountability**

Common mindsets. Building capabilities

We are all learners. We can all learn. We can learn with and from each other. Learning involves taking risks and making mistakes.

**Pedagogy
(vs technology)**

Common language, curriculum, standards

We can use the NSW *Quality Teaching* Model and AITSL standards as a common language for planning, evaluation and reflection. We can use research and evidence based practice to inform our action.

**Collaboration
vs competition**

Shared understandings ~ Common goals

We can work together to solve problems and find solutions.

Use the NSW *Quality Teaching Model*

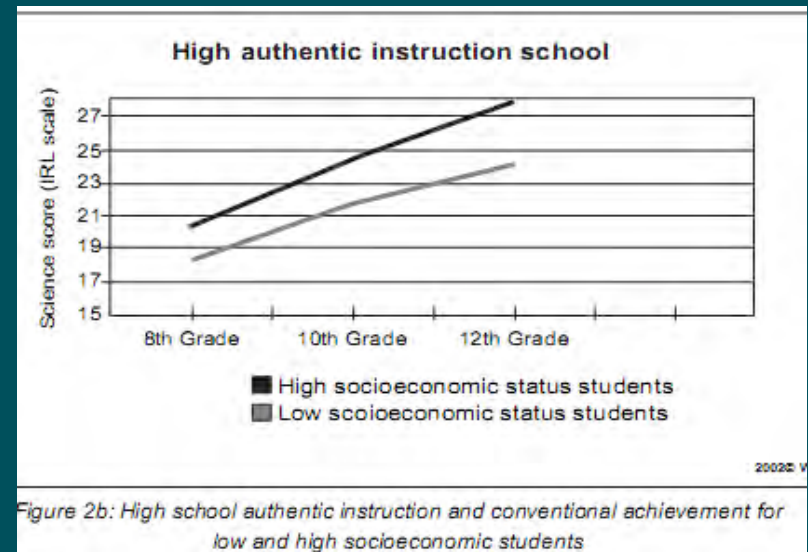
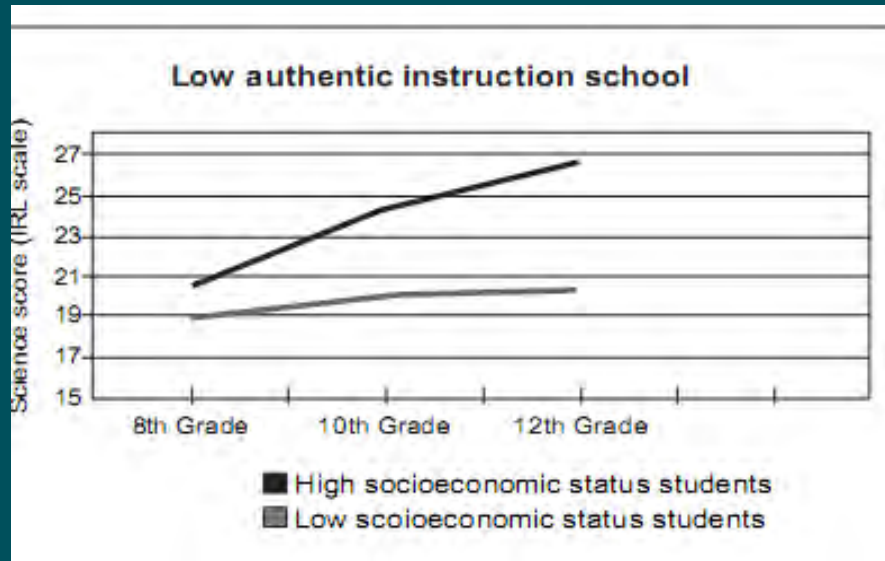


Figure 2b: High school authentic instruction and conventional achievement for low and high socioeconomic students

A tool for social justice
both Raising the Bar and Closing the Gap

Authentic pedagogies benefit all students

Using the NSW *Quality Teaching Model* to clarify the focus and purpose for learning

1. What do you want students to learn?

2. Why does this learning matter...

...to my students?

Background knowledge

What do they already know?
What do they bring to the table? How can I link new learning and what they already know?



...to the wider world?

Connectedness

How can I make this learning authentic and meaningful to my students?

NSW
SYLLABUSES
for the Australian
curriculum

...to the discipline?

Deep knowledge

What are the key concepts or key ideas central to understanding in this lesson, topic, KLA?

Deep understanding

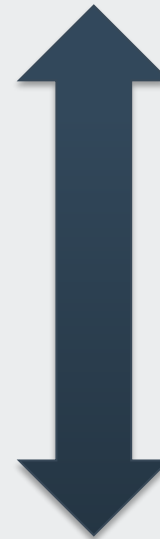
3. What will students say, do or produce to demonstrate understanding of key concepts and the relationships between concepts?

Explicit quality criteria

4. How well do you (and they) expect my them to do it?

Learning goal(s)

What will students do or produce?



Learning intention(s)

What do you want students to learn?

Are you leading with the 'right' drivers? Does your community know where they are going and why?

Why is the NSW Quality Teaching Model so important?

How are you currently using the NSW Quality Teaching Model as a scaffold and tool for designing quality curriculum, assessment and instruction?

Where to find support

Teachers should use the following web site as their main reference point <http://syllabus.bos.nsw.edu.au/>

Follow the links on your portal to curriculum resources <https://detwww.det.nsw.edu.au/australiancurriculuminnsw>

Add the icon to your portal by going to My web sites, locating link to AC and add to your essentials



DEC insight

Home

A-Z of DEC

The Buzz

School administration

TAFE & community education

Policies & procedures

Department resources

Curriculum resources

Employee essentials

Hello **Sally Hogan**

- Update your profile
- Change password
- Logout

Essentials

Staff mail

ICT service desk

TaLe

OMSEE

OASIS

Policies and procedures

eCPC

Google

ERN

PUBLIC SCHOOLS NSW

WWW.SCHOOLS.NSW.EDU.AU



Our Intranet

NSW Department of Education and Communities

[DEC insight staff portal login](#)

Search DEC Intranet

- Home
- Policies & procedures
- School administration
- TAFE & community education
- Employee essentials
- Department resources
- Curriculum resources
- The Buzz



New student wellbeing system

Staff from 229 LMBR initial implementation schools are now using the new student wellbeing system.

LMBR Student Wellbeing

- Great Teaching, Inspired Learning
- Side by Side

Curriculum resources [more](#)

- [NSW syllabuses for the Australian Curriculum](#)
- [Teaching & learning exchange](#)
- [Library & information service](#)
- [School Measurement, Assessment & Reporting](#)



- Professional learning modules
- Adobe Connect recordings
- Resources



Professional learning

Find professional learning for school leaders and teachers.

[Read on...](#)



Resources

Access resources to support planning and implementing the new syllabuses.

[Read on...](#)

Capacity building

The learner and the new curriculum

Teaching for the new curriculum

Your school and the new syllabuses

- English K-10, Mathematics K-10
- Science and Technology K-6, Science 7-10
- History K-6, History 7-10

Programming for quality teaching and assessing needs

- English K-10, Mathematics K-10
- Science and Technology K-6, Science 7-10
- History K-10

A process for programming a unit of learning

Adobe Connect sessions (30 minutes)

Our Intranet

NSW Department of Education and Communities

[Home](#) [Policies & procedures](#) [School administration](#) [TAFE & community education](#) [Employee essentials](#) [Department resources](#) [Curriculum resources](#)

[NSW syllabuses for the Australian Curriculum: Implementation support](#) > [Professional learning](#) > [Curriculum](#)

NSW syllabuses for the Australian Curriculum: Implementation support

Professional learning
Leadership
Curriculum

Curriculum

Implementing new curriculum

The registered courses below are designed to assist with the implementation of the new curriculum. They can be completed individually or in collaborative groups such as the whole school, a faculty or stage.

Each course focuses on a specific aspect of the implementation and includes:

- information on registering professional learning with the NSW Institute of teachers
- materials to support presenters in delivering the course.

Course title	Course Description
The learner and the new curriculum	Provides a focus on diverse learning needs in the 21st Century and introduces the new syllabuses. <i>Course duration: 2 hours at the key stage of Professional competence.</i>
Teaching for the	Assists schools to implement the new curriculum effectively by

so that images and text display correctly.
msupport.education.nsw.gov.au/primary/english/prolearn/index.htm

A process for planning and programming with the NSW syllabus for the Australian curriculum English K-10

Adobe connect session: Tuesday 22nd June 2013
Catherine Timmer and Aislinn Gao
Early Learning and Primary Education

Session 1: Planning and programming

[Planning and programming](#)

Syllabus PLUS: Planning for programming with concepts in English - what when and how?

ADOBE CONNECT 2013

Session 2: Conceptual Programming

[Conceptual programming](#)

Syllabus PLUS: Strategies for planning for teaching with the NSW English K-6 syllabus

ADOBE CONNECT 2013

Composing Plan

[Strategies for planning](#)

Syllabus PLUS: Assessment and reporting for English K-6

ADOBE CONNECT 2014

[Assessment and Reporting - An](#)

Coming in 2014

Integrated learning (5 hrs) A registered course for primary and secondary school executive and classroom teachers on understanding and applying processes that support an integrated approach to learning. It will specifically address integrated learning in the context of new NSW K–10 syllabuses.

Differentiated learning (5 hrs) A registered course for primary and secondary school executive and classroom teachers on understanding and applying processes that support a differentiated approach to learning that meets the needs of all learners. It will specifically address differentiated learning in the context of new NSW K–10 syllabuses.

Using the Literacy K-10 continuum

Using the Numeracy K-10 continuum

PPAAC

What's news?

All announcements

KLA Newsletters

DEC updates

Snack PPAACS

Advice & Support

The PPAAC role

State Advisors

Educational Services

Building Shared Understandings

Forum

▶PPAAC-IT

Current Projects

Curriculum planning and programming

Differentiated Learning

Integrated learning

Performance Development

Student Support

Research and readings

Leading learning

Curriculum Professional Learning

Course Overview

Adobe Connect English

Adobe Connect Maths

Adobe Connect Sci/Tech

Adobe Connect History

All courses and resources

Assessment

Links

Become a member of the P.P.A.A.C



Communities of schools
learning and working together



When we all work together, doing our best for the common good there is no limit to what we can achieve.

Send an email to Sally.Hogan@det.nsw.edu.au


In our hands lies the future of this great land, if we all work together, doing our best for the common good there is no limit to what we can achieve.





***It is the tasks that students
do that predict performance.***

Brophy 2008



What do we mean by success experiences?

Brophy, (2008) identified six components as central to scaffolding support for students carrying out challenging tasks.



WHY? (compelling reason)

Highly motivating long term goal or task



WHAT? (success criteria)

What does success look like?

A shared vision of the desired outcome, goal or ideal



WHAT? (component tasks as milestones)

What are my short term goals? S.M.A.R.T. goals

What does this look like when I chunk it down into smaller achievable tasks?

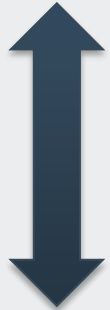
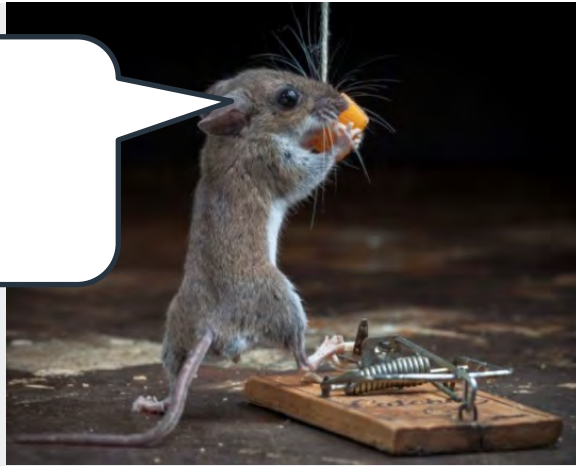


HOW?

How will I support the learning and the learner?

What scaffolding and support is required so that this learner can achieve the desired goal or end point task?

Where do I want to be?



Where am I now?



How am I doing?



Feedback
You can do this...

Feed forward
The next step is...

Feedback from the learner to inform the next step in teaching
Feedback from the teacher to inform the next step in learning

Motivate and direct the learner's activity to maintain continuous pursuit of the goal and aspire to new aspirational goals.



Affective precedes cognitive

Is it too easy?

Is it too hard?

Doesn't know
where to begin?

Prefers not to
stand out?

Tiredness?

Is it lack of
confidence?

Is it culturally
inappropriate?

Isn't interested?



Can't access
the language?

Fear of failure?

Overwhelmed?

Too many
instructions?

Gives up easily?

*If learning institutions are responsible for cognitive development,
they are automatically involved in emotional development.*

Hinton et al 2008



Tracking progress

The Australian Early Development Index (AEDI) results give communities a snapshot of how children in their local area have developed by the time they start school. The results can help communities understand what's working well and what needs to be improved or developed in their community to better support children and their families.

The checklist measures five key areas, or domains, of child development:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.