

NETWORKED LEARNING: THE SCIENCE OF COMMUNITIES OF PRACTICE

SCHOOL COMMUNITY FORUM

SCHOOL EFFECTIVENESS:

The drivers and indicators of highly effective learning communities.

ANDREW JONES

Learning Intentions

1. To identify key drivers for school and system level effectiveness.
2. To discuss ways to enhance student outcomes for students at OUR school.



TUMULTUOUS BUT EXCITING TIMES

The last one hundred years...

Air pollution - dramatically reduced

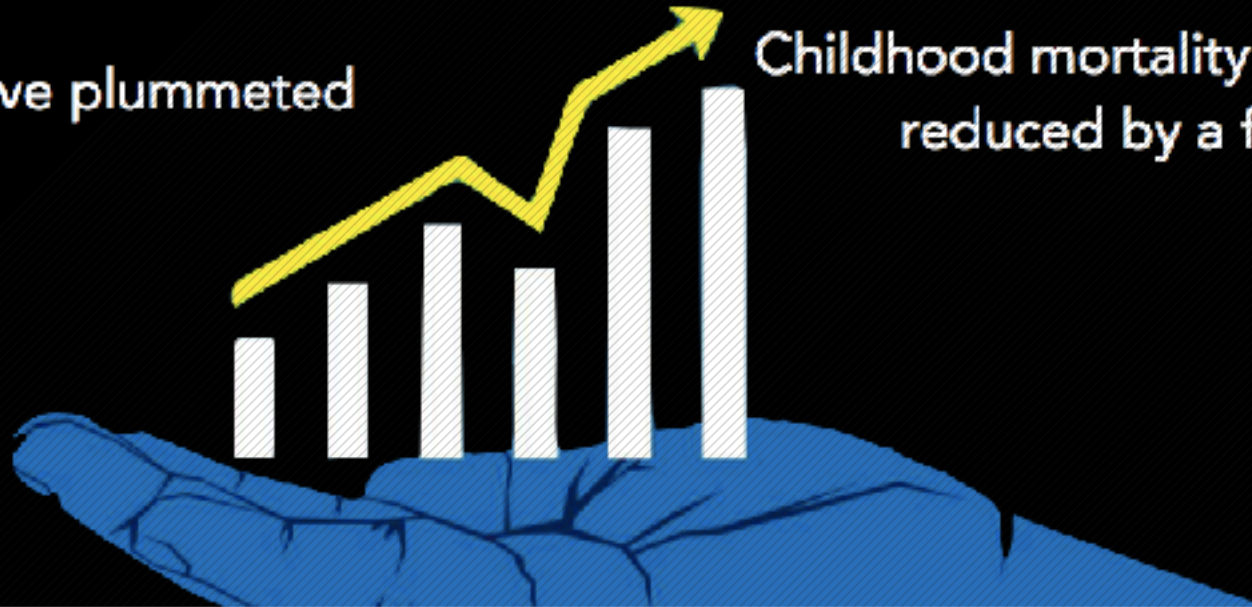
Average life span - doubled

Ozone depletion - halted and reversed

Average income - tripled

Illiteracy rates have plummeted

Childhood mortality and cost of food -
reduced by a factor of ten



Routine Manual Tasks:

can be performed with precise, repetitive movements
(assembling book orders, testing computer chips,
inserting windshields on automobile bodies)

Routine Cognitive Tasks:

can be accomplished by following a set of rules
(maintaining expense reports, accepting bank deposits,
calculating tax liabilities)

Non-Routine Manual Tasks:

tasks that are NOT well described by deductive or
inductive rules OR that require optical recognition and
fine muscle control
(hairdressing, bus driving)

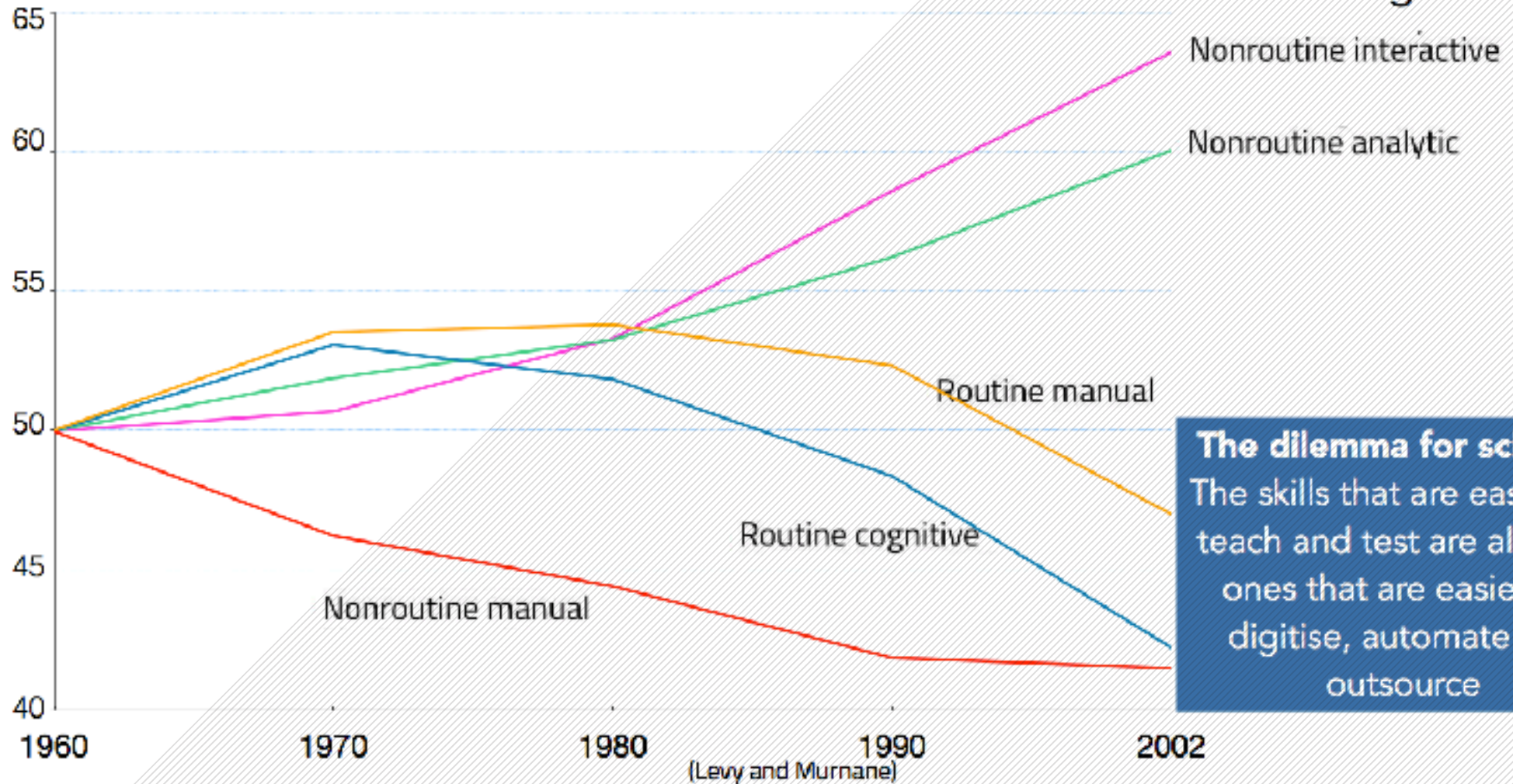
Non-Routine Cognitive Tasks (Expert Thinking):

solving problems for which there are no rule-based
solutions
(law and medicine, scientific research, architecting
software, managing complex organizations, diagnosing
tough auto repair problems)

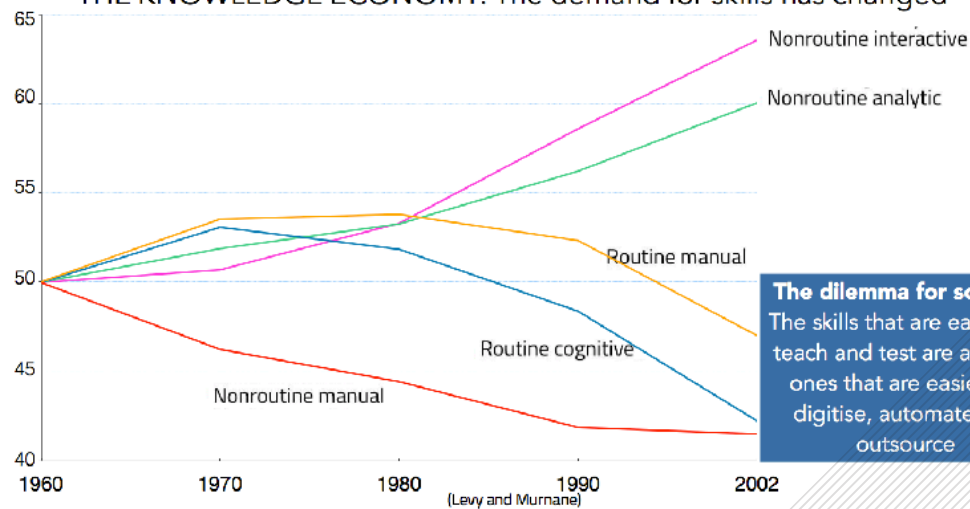
Non-Routine Interactive Tasks:

interacting with people to acquire information, to explain
it, or to persuade others of its implications for action
(motivating the people, gauging a customer's reaction
to a piece of clothing, a teacher explaining a complex
concept)

THE KNOWLEDGE ECONOMY: The demand for skills has changed



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The dilemma for schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource

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Discussion Time



Statement	Agree/Disagree	Our school does a lot in this area?	
We need the most knowledgeable generations ever?			
Our students need to leave school with an explicit set of learning skills?			
Critical thinking skills will be vitally important for all citizens in the future?			
Curiosity and creativity - new keys to future success?			
Wisdom - old heads on young shoulders - an impossible dream?			



RECOGNISING, MOBILISING AND IMPLEMENTING EVIDENCE-BASED PRACTICES IN SCHOOLS

Classroom observations

Test interpretation WITH teachers

Instructional focus

Ensuring a coordinated instructional program

Communication of high academic standards

Ensuring culture is conducive to learning



TOP-DOWN vs INSIDE OUT

Policy-based practice

Countries that do not rely on top-down, compliance driven systems that also tend to be world's top performing education systems.

They

- Believe that teachers that have the largest impact on student outcomes.
- Increase teacher expertise, esteem and collaboration.
- Develop mindsets that improved teacher effectiveness leads directly to improved student development, growth and achievement

Instructional leaders can be instrumental in fostering sustainable EBP that becomes PBE:

- Developing a clear definition and;
- Coherent steps on **how** this may be achieved.

This mitigates the risk that staff may dismiss evidence-based practice as not fit for purpose thus missing an opportunity to improve outcomes for all

(Write, Horn & Sanders 1997; Hanushek, Kain and Rivkin 1998, Hattie 2003).



A background image showing a group of students in a classroom. A student in the foreground is wearing a blue beanie and a patterned shirt, looking down at a device. Other students are visible in the background, some looking at a screen. The image is overlaid with a semi-transparent grey triangle and a white text box.

**The main thing is to make the main
thing the main thing**



1. Structural Reform

A photograph of three students sitting at a desk, focused on their work. The student on the left is a young woman with dark hair in a braid, wearing a plaid shirt. The student in the middle is a young man with short brown hair, also in a plaid shirt. The student on the right is a young woman with blonde hair, wearing a dark top. They are all looking down at papers or devices on the desk. A large, semi-transparent grey triangle with a fine diagonal line pattern is overlaid on the right side of the image, partially covering the students. The title '2. Leadership' is centered over this triangle.

2. Leadership



3. Professional Development



The background of the slide is a photograph of children in a classroom. A diagonal line runs from the bottom left to the top right, creating two triangular sections. The top-right triangle is semi-transparent, allowing the text to be visible over the image. The image shows a young girl with blonde hair in a ponytail, wearing a blue plaid shirt, sitting at a desk and writing with a pencil. Other children are visible in the background, slightly out of focus.

4. Teacher Teams



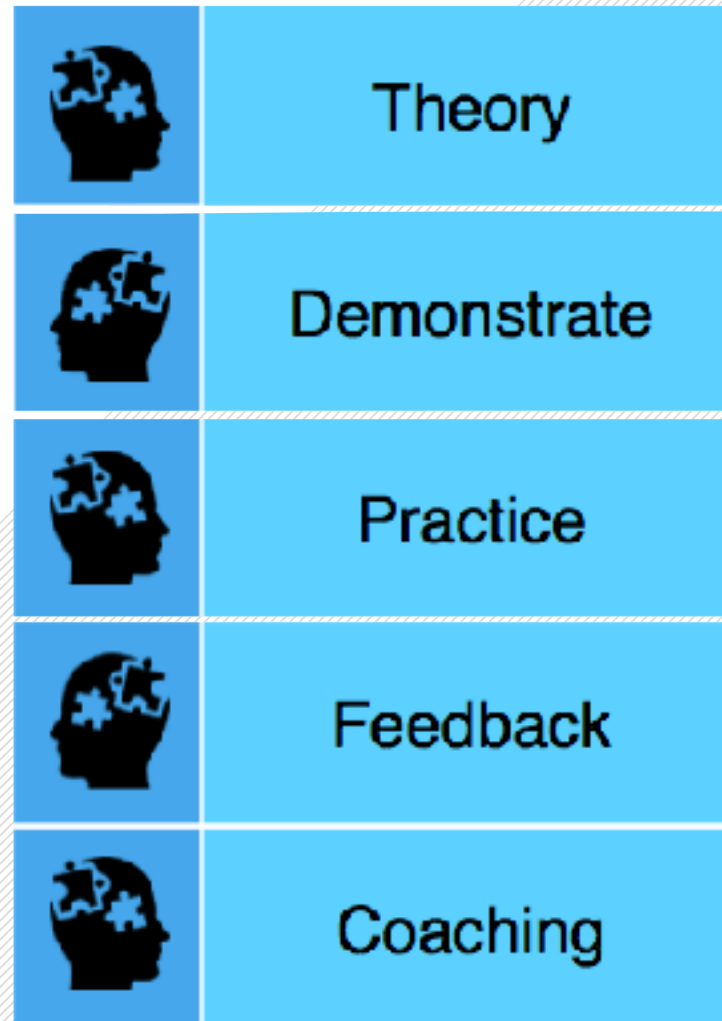
5. Powerful School/Home Relationships

VIDEO



6. Peer Observation

Professional Learning Continuum





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