



LUTHERAN EDUCATION QUEENSLAND

THE 5 P CHALLENGE: CRUCIAL CONVERSATIONS

Preparing for the Australian Curriculum

Presentation for PALS, Deputies
and Curriculum Leaders

October 2009

Revised: Jan 2010 May 2011

Meg Noack

TABLE OF CONTENTS

1. **The LEQ framework: Preparation for Curriculum Reform**
 - Preparation documented relationally (with reference to a companion resource: *LEQ's Australian Curriculum Preparation Toolkit*)

2. **A Nested Model of Change**
 - A research-based model that underpins the importance of preparation when undertaking curriculum reform

3. ***The 5P Challenge: Crucial Conversations***
 - 5 Crucial Conversations - Strategic questions to consider and discuss under the key headings (**People, Priorities, Pace and timing, Processes, Philosophy**)

4. **5P Challenge Strategic Planning Tool**
 - A document to map and summarise key conversations

5. **5P Challenge 'Hot Potato' Strategy**
 - An alternative resource to document conversations (more suitable for large leadership teams)

The LEQ framework: Preparation for Curriculum Reform

Core:

Lutheran Schools seek to nurture individuals who are:

- Aware of their humanity
- Open to the influence of the Holy Spirit
- Growing in and living according

Values

Individuals live in community and reflect characteristics of God through core values:

- Love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

Attributes and Abilities

Students contribute to their communities by being:

- Self-directed, insightful investigators and learners
- Discerning, resourceful problem solvers and implementers
- Adept, creative producers and contributors
- Open, responsive communicators and facilitators

EARLY CONVERSATIONS

A. Leadership Conversations to develop a strategic plan:

Preparing:

- People
- Priorities
- Pace and timing
- Processes
- Philosophy

(Use the 5P Challenge resource and conversation tools)

B. Staff Conversations to explore together:

- what is important about your school culture and shouldn't be changed
- how professional change occurs

(Use the Preparation Toolkit Section A & B)

C. Parent conversations to inform them about change:

(Use Parent Information Powerpoint [with commentary included])

D. Other conversations:

- Regional (e.g. list-serves, networks)
- National
- Independent Schools Assns
- Local

IDENTIFYING EXISTING QUALITY

A. Site-based work to enhance quality:

- Celebrating existing pedagogical excellence (especially Maths, English, Science, CS & History)
- Mapping, analysing and reviewing whole-of-school assessment data

(Use the Preparation Toolkit Section D)

B. Networking

- LSA clusters

C. Identification of subject-specific teacher expertise

- Mentoring/Critical Friend roles
- Teachers who belong to professional associations

INTERACTING/ENGAGING WITH THE AC PHASE 1 (DRAFTS & FINAL DOCUMENTS)

A. Feedback processes:

- Commenting on Phase 2 shaping papers (Geography – closed; The Arts - open)
- Commenting on Phase 1 Senior Studies documents (Round 2 comments & trial pending)
- Reviewing Phase 1 penultimate drafts (English Mathematics Science and History) *(Preparation Toolkit Section C has useful strategies for meetings and discussions)*

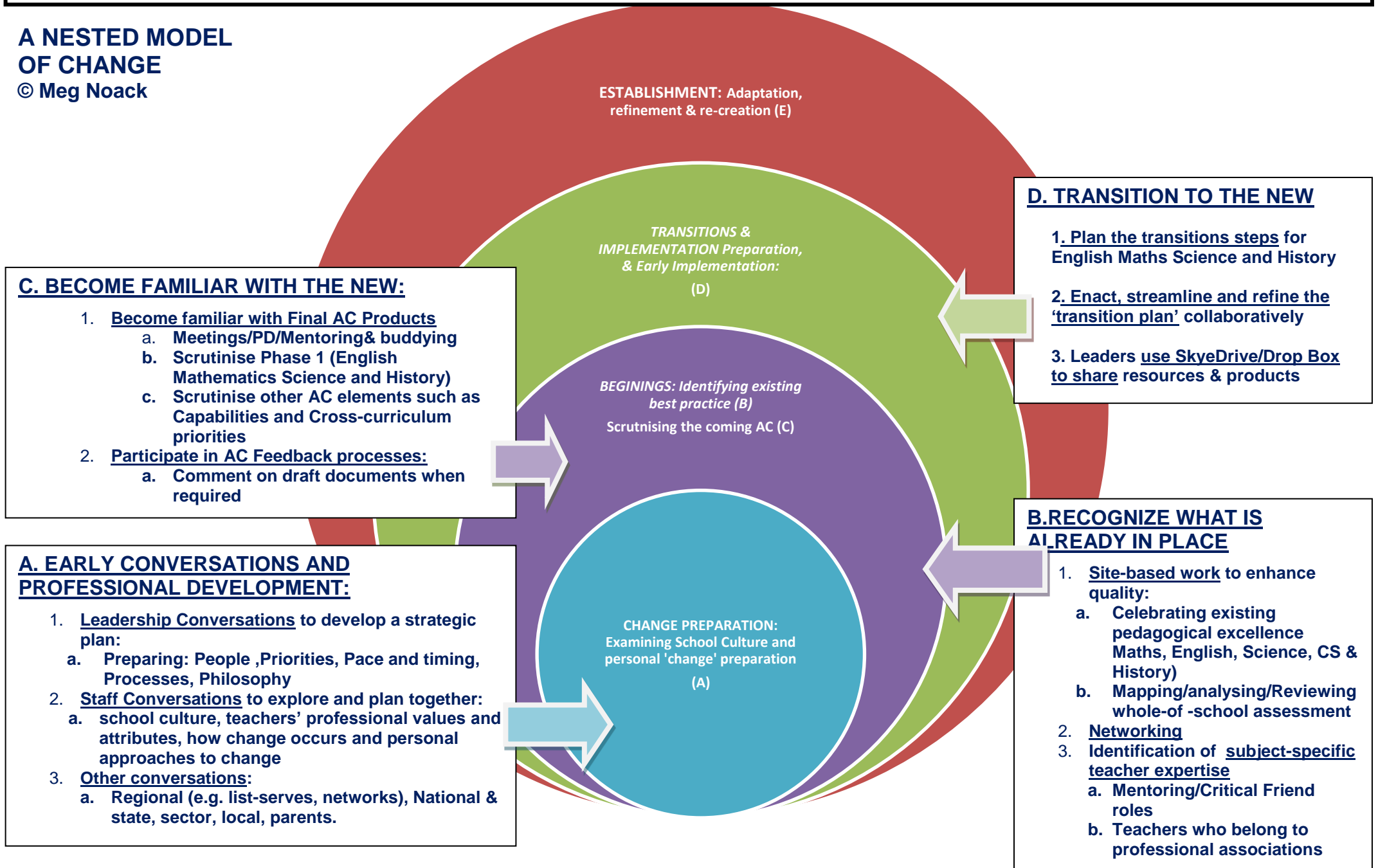
B. Planning to support site-based engagement

- Complete Strategic planning documents as part of the AC kit

PREPARING FOR THE AUSTRALIAN CURRICULUM

A NESTED MODEL OF CHANGE

© Meg Noack



5 Ps that are important during LEQ's year of preparation are:

1. **People**
2. **Pace & Time**
3. **Process**
4. **Priorities**
5. **Philosophy**

1. The 'People' Challenge:

Change is always stressful for people. Adequate preparation can build collegiality, develop professional resilience and personal self awareness.

The FIRST question-set to discuss at your admin meeting includes:

- *What is the impact of change upon individual staff members?*
- *What do teachers see as their most significant personal attributes when undertaking change?*
- *What strategies do they use to cope with change?*
- *How can we best build collegiality and support during times of change?*
- *How do we receive teachers' feedback during this process?*

(Completing **activities in Part B of the Preparation Tool-kit will provide additional insights** for this conversation)

The SECOND question to consider as an admin team is:

- *How will teachers recognize (and continue) current best practice in Phase 1 Subjects?*

(Completing **activities in Part D of the Preparation Tool-kit will provide additional insights** for this conversation)

The THIRD question to consider as an admin team is:

- *How can we affirm people as effective teachers whilst in a transition phase?*

As a result of discussing the questions above (and also completing activities in Section B of the Preparation Tool-kit), you will be able to map how teachers will be:

- Part of decision making processes concerning the Australian Curriculum preparation and implementation (e.g. school committee structures, teacher-feedback processes)
- Developing personal and collegial strategies to learn new syllabi content and expectations (e.g. documents/plans of how teachers will internally/externally access teacher-requested PD for English, Maths, Science and History, pastoral care for teachers)

NOTES

2. The 'Pace & Timing' Challenge:

Research suggests that pace and timing are of vital importance when undertaking curriculum reform and change. Conversations with staff as well as in admin team meetings will help devise the best site-based timetable.

The **FIRST** question-set to discuss at your admin meeting includes:

1. *What will be the key timelines for our school to implement the Australian Curriculum? What resourcing is required if we consider different time-line options?*
2. *How will we agree with staff about the timing for implementation in our school?*
3. *How much flexibility will we need? Do we have?*
4. *How will this impact upon our current curriculum reform cycles? Will our teachers be change-ready or change-weary in 2010?*

The **SECOND** question-set to discuss at your admin meeting includes:

How much **time** will be needed

- *For Middle Management to organize changes?*
- *For Teachers to understand what is going to be required?*
- *To inform parents of curriculum changes?*

As a result of completing the questions above and by conducting conversations with teachers, your school will have/be developing:

- A teacher-negotiated (and flexible) time line for preparation and implementation of the Australian curriculum (Phase 1)

3. The 'Prioritisation' challenge:

Whilst 2010 is the Year of Australian Curriculum Preparation, other initiatives such as Better Schools, Accreditation and building programs will also demand attention. The questions below will assist schools to determine priorities in 2010 and beyond.

The FIRST question-set to discuss at your admin meeting includes:

1. *What other initiatives will be competing with the Australian Curriculum Implementation?*
 - *Government compliance? (e.g. School Improvement Plan/Accreditation etc)*
 - *Other Government priorities (e.g. Digital Education Revolution, Building Education Revolution)*
 - *Lutheran Education Australia priorities (e.g. teacher accreditation, Better Schools etc)*
 - *Lutheran Education Queensland priorities (e.g. service learning, relational management)*

The SECOND key question to discuss at your admin meeting:

2. *How will we determine our school's priorities?*

As a result of completing the questions above your school will:

- Have a list of all important activities for your school in 2010 with priorities indicated.
- Strategies to manage different priorities (e.g. staff meeting cycles to include a curriculum focus etc)

4. The 'Process' Challenge

Designing new processes and re-evaluating existing processes is a complex task when change occurs.

The FIRST question-set to discuss at your admin meeting includes:

1. What processes will need to change/be modified:
 - *BUDGETARY?*
 - *Curriculum Planning time for teachers?*
 - *Timetabling? Tweaking or complete review?*
 - *Restructuring or re-organising? In the Early Years?/Year 7?/Year 10? History to Year 10?*
 - *How will we make decisions about new resources? E.g. For Literature? For History? For Science?*
 - *Printing and distribution of web-based documents?*

Processes and structures we will need to change/modify are.... By when?

Processes and structures to maintain are.... By when?

Resourcing issues to address? By when?

The SECOND question-set to discuss at your admin meeting include:

- *How will we all work together with our **parents to recognize the** effort and time required to change effectively?*

Parent Preparation will include...

- *How will our **students** be affirmed as they respond if they begin to struggle with the year level content at Prep? By Year 3, 5, 7, 9 and recognise what is truly important as the subjects change around them?*

Student preparation will include...

As a result of completing the questions above your school can:

- Collate all information related to the above and previous challenges (e.g. structures for teachers' feedback and involvement, time-lines and priorities, processes and communication to create AN AUSTRALIAN CURRICULUM IMPLEMENTATION STRATEGIC PLAN

5. The 'Philosophy' Challenge:

Understanding subtle philosophic shifts when change occurs is important. (**Part A** of the Tool-kit helps teachers to articulate their educational philosophy so as to be better prepared to understand the coming Australian Curriculum). Further points for noting at your admin meetings include:

- In the first draft for each subject, the **focus was on 'what to teach'**... this demands us to ask: *"How will we know that the students are learning?"*
- **The 'big 4' subjects:** As the intensity focuses on 'what' we are teaching... our stated ethos in Lutheran Education is focused upon the whole child and a well-rounded education
- **The increased focus on NAPLAN results:** We need to be deliberate (and confident) about our ability to progress map all students' learning. We need to be scrutinizing how all your students demonstrate they are learning (during NAPLAN – and in other situations!). We need to be confident of our evidence based practices and celebrate CTJ as a system-wide opportunity to work collaboratively as assessors
- **As subjects are organized by year level with associated achievement standards,** we need to encourage students to appreciate the progress they ARE making
- **Time allocation for the writers creates a 'full' week for teachers.** We need to remember that Christian Studies, chapel and class devotions are vital anchors in a world full of busy-ness
- **We need to re-visit LEA's aspirational life-long qualities for our learners:**
 - **Self directed, insightful** investigators and learners
 - **Discerning, resourceful** problem solvers and implementers
 - **Adept, creative** producers and contributors
 - **Open and responsive** communicators and facilitators
 - **Principled, resilient** collaborators and leaders
 - **Caring, steadfast** supporters and advocates

When our learners leave the school gate for the last time... what do we hope they will aspire to be and do?

Readings

Fullan, M. (2008). *The Six Secrets of Change*.
Jossey-Bass, San Francisco, CA.

Hargreaves, A. (2009). *The Fourth Way of Educational Reform*.
ACEL N.S.W. Monograph 45

Leithwood, K., & Beatty, B. (2008). *Leading with Teacher Emotions in Mind*.
Hawker Brownlow Education, Moorabbin, Vic.

Caldwell, B., & Harris, J. (2008) *Why not the best schools?*
ACER Press, Camberwell, Vic.

YEAR OF PREPARATION - MAPPING PREPARATION

	Action Strategies	Accountability (Who will be responsible for leading/implementing activities?)	Pace and Timing (Timeline) (When will activities occur?)	Comments (What else?)
Philosophy: Identify what is most important for your learners and learning (Activities that highlight key documents and philosophies (e.g. LQL activities, reviewing school mission statement, collaborative goal-setting for AC etc)				
Priorities: List the complete array of school initiatives and their associated key tasks (e.g. Better Schools, Grants, ICT projects, Staff Professional Learning, School promotion)				
Personnel: Identify activities already undertaken by school Leaders, Staff, Parents to become familiar with AC (e.g parent information evenings, staff curriculum meeting topics, briefings attended, ACARA web activities etc)				
Processes: Mapping processes to prepare for AC (e.g. Budgeting, Teacher release organisation, Pupil Free Day allocations, Staff meeting cycles, OTHER, etc)				

1. The 'People' Challenge:

What are the biggest challenges when managing people and change?

What are strategies to overcome these challenges?

2. The 'Prioritisation' challenge:

<i>What are the other school initiatives (and associated key tasks) to consider alongside the Australian Curriculum</i>	<i>Discuss which will be your priorities in 2011.</i>
---	---

2. The 'pace and timing' challenge:

<i>What are realistic timelines – to complete important and existing initiatives? To celebrate existing excellent practice? To scrutinize and learn about the new? To map 'hot spots'/gaps?</i>	<i>When will activities occur?</i>
---	------------------------------------

4. The 'Process' Challenge

<p><i>Identify the processes that may need to be changed or modified when introducing the Australian Curriculum (e.g. budgeting, Teacher release, PD days etc)</i></p>	<p>Discuss how you could manage these changed or altered processes effectively</p>
--	--

5. The 'Philosophy' Challenge:

What do you think are the most important philosophic challenges associated with the Australian Curriculum?

What do you do to assist teachers to understand that learners and learning are centre-stage?