CURIOSITY AND
POWERFUL
LEARNING
PROGRAM

PROFESSOR DAVID
HOPKINS &
WAYNE CRAIG

PRACTICAL
PROFESSIONAL
LEARNING
FOR TEACHERS AND
SCHOOL LEADERS
ABOUT THE PROGRAM

The Curiosity and Powerful Learning program is designed for school communities wanting to engage in a rigorous school improvement process focusing on improvement at a classroom, leadership and system level.

PROGRAM STRUCTURE

The Curiosity and Powerful Learning program is made up of the following program components:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 day face-to-face Introduction Workshop</td>
<td>• In-school support of school improvement processes</td>
<td>• Ongoing implementation of the Curiosity and Powerful Learning Program</td>
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<tr>
<td>• 1 day face-to-face Theory of Action Workshop</td>
<td>• On-going analysis of data and feedback from Year 1 to inform changes and developments in Year 2</td>
<td>• Invitation to join the Curiosity and Powerful Learning alumni (includes invitation to attend an ACEL conference, engagement in ongoing quality assurance processes)</td>
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<tr>
<td>• 1 day face-to-face Models of Practice Workshop</td>
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<tr>
<td>• In-school support of school improvement processes including the development and implementation of:</td>
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<tr>
<td>- School Improvement processes</td>
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<tr>
<td>- Teacher Planning</td>
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<tr>
<td>- Peer Observation Triads or Teams</td>
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<tr>
<td>- Network Collaboration structures</td>
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PROGRAM FOCUS

This program will provide schools with the opportunity to develop awareness of the big ideas of Curiosity and Powerful Learning:

- teaching for curiosity and learning skills
- inside out working
- intrinsic motivation
- the journey to excellence as a universal school improvement platform
- how and when to employ leadership frameworks during the school improvement process
- the importance of narrative across the classroom, school and system

SCHOOL EXCELLENCE FRAMEWORK

Curiosity and Powerful Learning will support schools to implement the NSW Department of Education School Excellence Framework. For mapping of connections between the NSW Department of Education School Excellence Framework and Curiosity and Powerful Learning, please see page 9.
FACILITATORS BIOS

Professor David Hopkins
David has recently completed his school improvement trilogy with the publication of Exploding the Myths of School Reform; the previous books being School Improvement for Real (2001) and Every School a Great School (2007). David is passionately committed to improving the quality of education for all and has worked in policy, research and practice, both in the UK, Australia and Internationally for over forty years. He has published around fifty books, helped to establish the National College for School Leadership in England and among a range of educational roles, he has been the Chief Adviser to the Secretary of State on School Standards in England and among a range of educational roles, he has been the Chief Adviser to the Secretary of State on School Standards in the UK, Dean of Education at the University of Nottingham (as well as a visiting professor at over a dozen international universities), a long-time consultant to the OECD and also as an International Mountain Guide. He is Emeritus Professor at the Institute of Education, Director of Education for the Bright Tribe Trust and founder of the Adventure Learning Schools Charity.

Wayne Craig
Wayne Craig has extensive practical experience at a range of levels – teacher, principal, regional director and schools adviser. He was the long-term principal of Box Hill Senior Secondary College where he led the mainstreaming of vocational education in senior schooling, initiated Victoria’s first specialised sports programs for talented athletes and developed innovative approaches to the use of technology.

As regional director, Wayne led the highly successful Powerful Learning approach that improved outcomes in at scale. He also orchestrated and led major regeneration projects like the one in Broadmeadows. As regional director, he also led the development of the Koorie Academy of Excellence, the IT think tank, ideasLab, and the teaching school partnership between Charles LaTrobe College and LaTrobe University. Wayne then became the schools adviser to the Victorian education department.

He is currently the Executive Director (Australia) for McREL International, a private, nonprofit organization that is dedicated to improving education for all students through applied research, product development, and service. In this role he led the development of the Curiosity and Powerful Learning school improvement suite and is working with 100 schools in Melbourne and Brisbane in the Powerful Learning and Teaching Project he initiated with the Sydney Myer Fund and Mitchell Institute.
# Year 1

## Session 1
**Introductory Workshop**
- **Presenter/Facilitator:** Professor David Hopkins + Wayne Craig
- **Location:** Central
- **Time:** 2 days
- **Date:** Thursday 18 and 19 Friday February 2016, Week 3 Term 1
- **Participants:** Principals + Leadership Teams

## Session 2
**School Development Structure**
- **Presenter/Facilitator:** Principal and school representatives (supported by Director)
- **Location:** School
- **Time:** Ongoing
- **Date:** Monday 22 February - Friday 29 April 2016
- **Participants:** School Staff

## Session 3
**Theory of Action Workshop**
- **Presenter/Facilitator:** Wayne Craig
- **Location:** Central
- **Time:** 1 day
- **Date:** Friday 29 April 2016, Week 1 Term 2
- **Participants:** Principals + Leadership Teams

## Session 4
**School Development**
- **Presenter/Facilitator:** Principal and school representatives (supported by Director)
- **Location:** School
- **Time:** Ongoing
- **Date:** Monday 2 May 2016 - Friday 20 May 2016
- **Participants:** School Staff

## Identify Quality Assurance Processes
- **Presenter/Facilitator:** Director
- **Location:** School
- **Time:** 1 day
- **Date:** Monday 2 May 2016 - Friday 20 May 2016
- **Participants:** Principals + Leadership Team

## Alignment with School Plan
- **Presenter/Facilitator:** Principal and school representatives (supported by Director)
- **Location:** School
- **Time:** Ongoing
- **Date:** Monday 2 May 2016 - Friday 20 May 2016
- **Participants:** School Staff

## Milestones as part of School Plan
- **Presenter/Facilitator:** Principal and school representatives (supported by Director)
- **Location:** School
- **Time:** Ongoing
- **Date:** Monday 2 May 2016 - Friday 16 December 2016
- **Participants:** School Staff

## Session 5
**Models of Practice**
- **Presenter/Facilitator:** Wayne Craig
- **Location:** Central
- **Time:** 1 day
- **Date:** Friday 4 November 2016, Week 4 Term 4
- **Participants:** Principals + Leadership Teams

# Year 2

## Session 6
**Reflections on Milestones**
- **Presenter/Facilitator:** Principal and school representatives (supported by Director)
- **Location:** School
- **Time:** Ongoing
- **Date:** 2017
- **Participants:** School Staff

## Engage in Quality Assurance Processes
- **Presenter/Facilitator:** Director and Principal
- **Location:** School
- **Time:** 1 day per term
- **Date:** To be negotiated between Director and Principal
- **Participants:** School Staff

# Year 3

## Invitation to join Curiosity and Powerful Learning Alumni
- **Presenter/Facilitator:** Meg Clarke
- **Location:** School
- **Time:** Ongoing
- **Date:** Monday 5 February 2018
- **Participants:** Principals

## Engage in Quality Assurance Processes
- **Presenter/Facilitator:** Director and Principal
- **Location:** School
- **Time:** 1 day per term
- **Date:** To be negotiated between Director and Principal
- **Participants:** School Staff
TARGET AUDIENCE
School principals (along with school representatives are invited to join) wanting to participate in rigorous school improvement processes.

UNIQUE FEATURES
1. Designed as a rigorous school improvement process for Leaders and Teachers
2. A 2+ year long program providing principals and systems with the process and tools to implement a rigorous school improvement process
3. Tools (including manuals) to guide the implementation of the processes
4. Ongoing implementation support

BENEFITS
1. 4 days of Professional Learning
2. Ongoing systemic support to implement school improvement processes
3. Hands-on Curiosity and Powerful Learning materials
4. Develop an infrastructure for continuous school improvement

LEARNING OUTCOMES
Participants will develop
1. A working understanding of the Curiosity and Powerful Learning school improvement process
2. Develop an infrastructure for a continuous school improvement culture
3. An understanding of the theory underpinning and embedded in the Curiosity and Powerful Learning program

TOOLS & FRAMEWORKS
1. Curiosity and Powerful Learning manuals and related frameworks
2. Clear Implementation processes

ROLE OF PARTICIPANTS
Principal and school staff
- Principal (and school representatives) to attend all 4 days of Workshops
- Principal to drive implementation of Curiosity and Powerful Learning at school
- See SCHOOL IMPROVEMENT (SESSIONS 2, 4 AND 6), Membership on page 8 for roles at school

Director
- Attend all 4 days of Workshops
- Mentor, support and coach quality assurance at each school Curiosity and Powerful Learning
PROGRAM MODULES

SESSION 1
Introductory Workshop

Session Outcomes
Participants will:
• Develop awareness of the big ideas involved in Curiosity and Powerful Learning
• Gain an awareness of the outline of the 2+ year implementation of school improvement processes
• Understand the components of the Curiosity and Powerful Learning process (including theories of action)
• Integrate Curiosity and Powerful Learning processes with the school plan
• Understand the theories, values and principles underpinning the school improvement
• Implement rigorous a school improvement processes and narrative

SESSION 2
School Development Structure

Session Outcomes
Participants will:
• Put in place the infrastructure for improvement to:
  - Monitor implementation of school improvement journey
  - Plan the ‘how’ of teaching
  - Organise Peer Observation Triads or groups and observation schedules
  - Develop network collaboration structures for teachers to coach each other on implementation
  - Identify the support and quality assurance processes to be implemented at the school

SESSION 3
Theory of Action Workshop

Session Outcomes
Participants will:
• Develop a detailed knowledge of Theories of Action by working through each of the theories in detail
• Develop an observation schedule for each Theory of Action
• Understand how the Theory of Action process is used across the school
<table>
<thead>
<tr>
<th>SESSION 4</th>
<th>SESSION 5</th>
<th>SESSION 6</th>
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</thead>
<tbody>
<tr>
<td><strong>School Development</strong></td>
<td><strong>Models of Practice Workshop</strong></td>
<td><strong>School Development (continues)</strong></td>
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<tr>
<td><strong>Session Outcomes</strong></td>
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<td><strong>Session Outcomes</strong></td>
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<tr>
<td><strong>Participants will:</strong></td>
<td><strong>Participants will:</strong></td>
<td><strong>Participants will:</strong></td>
</tr>
<tr>
<td>• Implement school development processes including school-based infrastructure:</td>
<td>• Understand the Models of Practice through direct instruction</td>
<td>• Implement School Development Plan including school-based infrastructure:</td>
</tr>
<tr>
<td>– Theories of Action</td>
<td>• Develop an understanding of how Models of Practice are linked to theories of action</td>
<td>– Theories of Action</td>
</tr>
<tr>
<td>– Models of Practice</td>
<td>• Integrate Models of Practice into the school plan</td>
<td>– Models of Practice</td>
</tr>
<tr>
<td>– Monitoring the journey</td>
<td></td>
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<tr>
<td>– Focusing on ‘how’ to teach</td>
<td></td>
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</tr>
<tr>
<td>– Peer Observation Triads or Teams to implement teaching observation schedules and practices</td>
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</tr>
<tr>
<td>– Network collaboration structures to coach/mentor implementation</td>
<td></td>
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</tr>
<tr>
<td>• Continue being involved in support and quality assurance processes at the school</td>
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<td></td>
<td>• Reflect on school data to analyse and evaluate the success of the program</td>
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SCHOOL IMPROVEMENT (SESSIONS 2, 4 AND 6)

School improvement requires dedicated effort and must become a continuous cycle and part of the daily actions within each school. School improvement is comprised of people who work together to develop, lead and coordinate the school improvement process. Their role is to drive and take responsibility for school improvement by engaging, motivating and influencing staff to create corporate responsibility for all students and to monitor the process of improvement and its impact on the learning, achievement and well-being of students.

CURiosity AND POWERFUL LEARNING MANuALS
USING EXISTING STRUCTURES

The goal of continuous improvement is to create a professional learning community – a team of learners that work together to use all available assets, manage the implications of change, and establish structures and processes that support them in finding solutions to the challenges they face.

It is important for school improvement efforts to strike the right balance between telling teachers what to do and respecting teachers’ intelligence, professionalism, and ability to create their own solutions for improving student performance. This means giving teachers enough guidance to make changes in their classrooms and providing them with opportunities to create their own demand for learning.

Curiosity and Powerful Learning has clear connections to the NSW Department of Education School Excellence Framework. Data gathered by the schools through the Curiosity and Powerful Learning can be used to measure progress on the NSW Department of Education School Excellence Framework. Refer to the table below for links between the NSW Department of Education School Excellence Framework and the Curiosity and Powerful Learning program.

<table>
<thead>
<tr>
<th>School Excellence Framework</th>
<th>Curiosity and Powerful Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Culture</td>
<td>Clear Evidence</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>✓</td>
</tr>
<tr>
<td>Curriculum and Learning</td>
<td>✓</td>
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<tr>
<td>Assessment and Reporting</td>
<td>✓</td>
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<tr>
<td>Student Performance Measures</td>
<td>✓</td>
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<tr>
<td>Effective Classroom Practice</td>
<td>✓</td>
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<tr>
<td>Data Skills and Use</td>
<td>✓</td>
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<tr>
<td>Collaborative Practice</td>
<td>✓</td>
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<tr>
<td>Learning and Development</td>
<td>✓</td>
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<tr>
<td>Professional Standards</td>
<td>✓</td>
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<tr>
<td>Leadership</td>
<td>✓</td>
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<tr>
<td>School Planning, Implementation and Reporting</td>
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<tr>
<td>School Resources</td>
<td>✓</td>
</tr>
<tr>
<td>Management Practices and Processes</td>
<td>✓</td>
</tr>
</tbody>
</table>
KEY CONDITIONS FOR SUCCESS

Active Leadership Participation and Support - From all school leaders, particularly the Principal, is vital in affirming and supporting the value of internal school improvement, providing the resources required for the school to be successful and encouraging cooperation between the school and the wider school community.

Time - The work of school improvement takes time. This means time to meet, plan and coordinate the work. For the school as a whole this means time to collect, organise and analyse data and to discuss action steps. It requires meeting time to be focussed on improving instruction - curriculum, pedagogy and assessment.

Realignment and coordination - To create space for new work, which may involve moving from some pre-existing practices that no longer serve the school well, to allow the time and resources to be allocated to the improvement agenda. Learning as part of this process will ensure the work of various committees and meetings are effective and aligned to the work of school improvement. It is essential that proper meeting procedures are followed with clear agendas and minutes that record outcomes and actions with timelines and allocation of follow-up tasks.

Evidenced Based - The work of school improvement will be based on research and evidence based practice.

Professional Learning - A high quality on-site professional learning program is required with a focus on classroom observation, feedback and action research in teams.

Will - A collective commitment to school improvement is required. Expectations and norms for collective action need to be explicit.

Student Voice - The school will establish a Student Advisory Team that will provide direct input into the SIT about school improvement.

Expectations - The representative group will lead and manage the improvement processes within the school. It will use a range of data sources to monitor improvement processes. They will ensure that school improvement strategies are coherent, integrated and aligned to ensure a whole school approach to improvement.

Accountability and Evaluation - The representative group will have responsibility for aligning school improvement processes into the school plan. The process of school improvement requires regular and systematic monitoring and evaluation throughout the year.
As Australia’s peak professional organisation for educational leaders, ACEL is a forward thinking, relevant and responsive agent of change and innovation. ACEL is a not-for-profit company and a 21st Century learning organisation that is continuously improving its practices to harness national and global opportunities. As the premier provider of resources and experiences for educational leaders, ACEL’s membership continues to grow with over 6500 members actively connecting and participating in regular professional learning opportunities.

ACEL is delivering McREL’s Curiosity and Powerful Learning programs in Australia.

www.acel.org.au

Through an active program of research and analysis McREL focuses on what matters most in raising student achievement. Schools and school systems access our valued, research-based guidance and solutions, including evaluation, professional development, and psychometric analytic services.

Headquartered in Denver, Colorado, McREL serves the global education community. McREL has offices and centres in Australia and the United States, and serves the Pacific region through our Pacific Center based in Honolulu. McREL Australia developed professional learning programs and resources for Curiosity and Powerful Learning.

To find out more about McREL, and how to contact us, visit www.mcrel.org

To find out more about Curiosity and Powerful Learning, visit www.mcrel.org/curiosity