High Impact School Improvement Tool

HIGH IMPACT CURRICULUM

Katherine Zollo and Mary Hudson
High Impact School Improvement Tool

Research, strategies and resources to support school leaders in their school improvement journey.

Introduction
AISSA Chief Executive, Carolyn Grant skalns

Click Here

Welcome to the High Impact School Improvement Tool
High Impact School Improvement Research List

The following research list identifies key research that explores current thinking about high impact school improvement. The research list is intended to assist leaders to connect with pivotal work that has shaped the global discussion.

The list will be regularly updated.

Access the Research List

Self-Assessment

In order to establish clear directions and goals, it is necessary schools undertake a process of self-assessment. A rigorous self-assessment should include an investigation of stakeholder perspectives, gather a range of data and provide opportunities for feedback. This process will pinpoint current strengths and identify areas for further improvement.

Self-assessment and reflective practice is the foundation of quality improvement planning and leads to the development of contextually responsive goals and actions.

A variety of tools can be accessed here to assist schools to review and reflect on their efforts to improve the quality of schooling.

Self Assessment Tools
Focus and small scale improvement efforts and avoiding distractors and scattergun effect by Fullan, Hattie, Hopkins, and Barber.

The enhancement of the quality of teaching and learning needs to be the central theme of any improvement strategy by Loader, Masters, Hattie, Hopkins, Hargreaves, and Bruniges.

Context specific solutions by Hargreaves, Fullan, Hopkins.

Leadership by Fullan, Hopkins, Hargreaves.

Evidence based, data driven by Bruniges, Hopkins, Hattie.
Self Assessment: Utilising Evidence

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Structure of High Impact School Improvement Elements

- Rationale
- Research
- Resources
- Strategies & Tools
- Case Studies
High Impact Curriculum

A rich, robust and rigorous curriculum is the core business of a high impact school. It ensures that students are able to apply their learning to a world beyond school which requires them to be able to apply 21st century skills and dispositions. High impact curriculum provides knowledge, skills and capabilities to enable students to become successful learners; confident and creative individuals and active and informed citizens.

The delivery of high impact curriculum is differentiated for diverse learners through choice, flexibility and negotiation. It is important that the curriculum is rewarding and provides the opportunity for growth as an individual.

The principles of equity, excellence and entitlement are foundational in the design of any curriculum and as such are core drivers of the Australian Curriculum. Curriculum in a school must establish and document what every child is expected to know, understand and be able to do.
High Impact Curriculum
Curriculum is.....
“a plan or program for all experiences which the learner encounters under the direction of the school” Jackson (1992, p.4)

“the totality of the experiences which a pupil has as a result of the provision made” Kelly (1999, p.7)

“a process involving the interaction of teachers and students in classroom and other social contexts, rather than as a set of documents. Thus curriculum covers what actually happens as students learn, as well as what teachers do to organise their learning” Reid (2005, p.11)
Different approaches to curriculum are based on beliefs about:

- Purposes of education
- Child development
- Epistemology
The Mission of Schooling

"The child is both the hope and promise of mankind." to support the natural development of the human being from birth to maturity enabling children to become the transforming elements of society leading to a harmonious and peaceful world.

Steiner education provides enjoyable and relevant learning through deep engagement and creative endeavour, to develop ethical, capable individuals who can contribute to society with initiative and purpose.

Nature of the IB learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should influence all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile is consistent with a broad-spectrum vision of education. It is a set of ideals that are inspiring, universal, transformative and applicable.
Forces Impacting Education

• Increasing global independence of people
• Changing job demands
• Changing social norms and values
• Global economy
• Rapid growth of knowledge
• Ecological concerns
• Expanding role of technology

Well educated = \( E(K+T+L) \)

Barber et al. (2012)
The Legislation: The Education Act 2013

Division 3—Ongoing policy requirements for approved authorities 46

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Subdivision C—National Assessment Program 47

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Subdivision D—School improvement planning 49

44........ School improvement planning 49

45........ School improvement plans for approved authorities for participating schools other than approved system authorities 51
What is worth learning?

Beyond basic skills
Beyond traditional disciplines
Beyond discrete disciplines
Beyond regional matters
Beyond mastering content
Beyond prescribed content
Principles of Curriculum Design

Focused
Balanced
Rigorous
Coherent
Vertically integrated
Appropriate
Relevant

Wiliam. D (2012)
Measures of High Impact Curriculum

6 Systematic curriculum delivery

Outstanding

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

Considerable attention has been given to ensuring ‘vertical’ alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.

A high priority in curriculum planning is given to the progressive development of students’ deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.

The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students’ existing knowledge and varying backgrounds.
DISCOVERING THE CURRICULUM CLIMATE

What is the current curriculum climate in your school?

What are the strengths?

What are the challenges?
The Fundamental Questions

1. What is the school’s mission?
2. What kind of learning is most likely to lead to achievement of the mission?
3. How should curriculum and assessment be organised to make schooling efficient and effective at achieving the mission?
4. By what process can we obtain feedback and adjust the system to make achievement of the mission most likely?

(McTighe & Wiggins 2007: 21)
“Too many curricula are crowded, not aligned with the assessment systems, have low or poorly articulated expectations of progress and assume all students progress in similar ways.”

If only we had more effective curricula, more rigorous standards, more tests and more alternative-shaped building.
High Impact Curriculum

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The delivery of high impact curriculum is differentiated for diverse learners through choice, flexibility and negotiation. It is important that the curriculum is rewarding and provides the opportunity for growth as an individual.

The principles of equity, excellence and entitlement are foundational in the design of any curriculum and as such are core drivers of the Australian Curriculum. Curriculum in a school must establish and document what every child is expected to know, understand and be able to do.
What are the key elements of HIC?

What is your school aspiring to in terms of curriculum?

What might be?

Why not?

High Impact Curriculum

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High Impact Curriculum Research

A high impact curriculum delivers on the mission of schooling. In Australia, the Melbourne Declaration (2006) reflects our education systems’ intentions for our young people’s personal, social and academic development as successful learners, confident and creative individuals and active and informed citizens. UNESCO (2016) defines the term curriculum in three broad areas: the ‘intended’ or ‘written’ curriculum, what societies envisage as important teaching and learning, the ‘implemented’ curriculum, what is actually delivered and the ‘achieved’ or ‘learned curriculum’, what learners really learn. In addition, curriculum theory points to a ‘hidden’ curriculum, the unintended development of personal values and beliefs of learners, teachers and communities.

An important element of a high impact curriculum is the development of a child’s social and emotional learning needs that will prepare them for life in the knowledge society. To that end contemporary curriculum design reflects an emphasis on Capabilities and Dispositions. Costa and Kallick’s (2014) seminal work Habits of Mind reminds educators to look to the future when enacting the curriculum of today. A futures orientation with a focus on developing internationally minded citizens also underpins the International Baccalaureate Learner Profile.

The need for a curriculum that develops social and emotional awareness and interpersonal skills is also reflected in CASEL’s research. It is reinforced by Dweck (2015) and also in Selman’s (2006) work on positive psychology. The development of all dimensions of the child are integral to the mission of schooling and this connects to Daniel Goleman’s work on Emotional IQ.

Activating the ‘How’ of a high impact curriculum is the focus of Wiggins and McTighe’s (2007) Schooling by Design: Mission, Action and Achievement provides a framework for curriculum development focusing on the mission of schooling and the creation of learning principles. Growther’s (2003) research into building a shared view of teaching and learning that is aligned with the school’s vision is critical to the development of a high impact curriculum.

A high impact curriculum plans purposefully to elicit deep understanding and encourage transfer as a goal for learning. Wiggins and McTighe’s (2012) ‘end in mind’ planning approach focuses on Big Ideas, Concepts and Essential Questions. Erickson’s (2012) research articulates the importance of a concept-based curriculum that is multi-dimensional in nature, steeped in concepts, principles and generalisations that lead to deep understanding.

Perkins’s (1993) Teaching for Understanding complements this research and highlights the need to ensure a High Impact Curriculum teaches for deep understandings beyond the facts. Wigfield (2005) provides a research framework that engenders deep thinking and cultivates deep understandings.

Research is clear that a well-executed and robust curriculum must incorporate highly effective classroom practices. Wiliam (2011) leads a significant body of research which states that curriculum works at its best when assessment for learning strategies are central to teaching and learning. Marzano’s (2012) High Reliability Schools Framework offers clarity and focus on the key elements of effective practice which include (1) a safe and collaborative culture, (2) effective teaching in every classroom, (3) a guaranteed and viable curriculum, (4) standards-referenced reporting and (5) competency-based education. Movement of a school through these levels is intended to produce a system that has “high reliability.” Master’s (2014) synthesis of research through the National School Improvement Tool, indicates a high impact curriculum requires a shared vision for curriculum practice supported by a coherent, sequenced plan for curriculum delivery. Both Self-Evaluation Tools for schools as they reflect on what level of impact their curriculum is having.

Central to highly effective curriculum is the crucial interplay of highly effective teaching that attends to meeting the needs of all learners, ensuring that equity is at its heart. A leading thinker in this area, Carole Ann Tomlinson (2000) states that Differentiated Instruction should be central to a quality curriculum.
Habits of Mind

- Applying best knowledge to new situations
- Thinking about your thinking (metacognition)
- Thinking flexibly
- Listening with understanding and empathy
- Managing impulsivity
- Persisting
- Questioning and problem solving
- Striving for accuracy
- Innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning
- Gathering data through all senses
- Creating, imagining, and reinventing
- Ethical understanding
- Literacy
- Numeracy
- Personal and social capability
- Critical and creative thinking
- Information and communication technology capability

Academic learning + social-emotional learning = national priority

Successful learner, confident and creative individual, and active and informed citizen

Policy makers need to understand what researchers and educators already know.
Structure of Knowledge

- Two or more concepts stated in a relationship
- Generally timeless
- Generally universal
- Abstract to certain degrees
- Supported by different examples

- Timeless
- Universal
- Abstract
- Examples Share Common Attributes

- Do not transfer
- Locked in time and place
- Organizes a set of facts
“Interdisciplinary – a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem or work.”

- Heidi- Hayes Jacobs
Differentiation

Is a teacher’s response to learner’s needs

Shaped by mindset & guided by general principles of differentiation

Respectful tasks  Quality Curriculum  Flexible grouping  Continual assessment  Bldg. Community

Teachers can differentiate through

Content  Process  Product  Affect/Environment

According to students’

Readiness  Interest  Learning Profile
SOLO TAXONOMY
(after Biggs and Collis 1982)

1. Misses the point!
2. Who painted Guernica?
3. Outline at least two compositional principles that Picasso used in Guernica.
4. Relate the theme of Guernica to a current event.
5. What do you consider Picasso was saying via his painting of Guernica?

Prestructural Unistructural Multistructural Relational Extended abstract
5 Belief Sets

- Focusing students on the learning vs work
- Teaching for understanding vs knowledge
- Encouraging deep vs surface learning
- Promoting independence vs dependence
- Developing growth vs fixed mindset

Ron Ritchart “Creating Cultures of Thinking” (2015)
Assessment for Learning Strategies

- Sharing learning intentions with students
- Sharing success criteria with students
- Effective teacher feedback
- Peer Feedback
- Strategic questioning
- Student self-assessment
- Making formative use of summative assessment
Schooling by Design

Building code = content standards

Reform blueprint = Learning principles and beliefs derived from Mission

Wiggins & McTighe (2007)
Toward Institutional Purpose

Without this we lack not only a common target but also a set of criteria for:

1. Evaluating how schoolwide learning should best occur, given our goals
2. Prioritizing content, instead of just indiscriminately marching through it; and
3. Judging which of our practices as (isolated) teachers and teams are most and least effective and what must be changed in order to honour mission.

(Wiggins and McTigue, 2007)
Pedagogy and Curriculum Frames and Approaches

High Impact Elements

- Feedback
- Concepts
- Big Idea
- Understanding as Goal
- Metacognition and Thinking

Mission of Schooling

- Differentiation
- Capabilities

Alignment and Coherence

- Interdisciplinary
- transdisciplinary
- Inquiry
- Project/Product/Problem
- Skills Driven

Guaranteed and Viable Curriculum

School Philosophy
Strategies & Tools

To access the latest research on high impact data please click the button below

Download
High Impact Curriculum Improvement Strategies & Tools

The Australian Curriculum General Capabilities can frame a school's approach to establishing 21st Century dispositions. A succinct approach as articulated in General Capabilities: A starting point, attends to some key questions for schools considering strengthening their use of the General Capabilities. A basic overview of the purpose and articulation of the General Capabilities is also provided in this pdf.

The process of establishing Learning Principles and developing a School Wide Pedagogy is central in Schooling by Design developed by Wiggins and McTighe. The resource is excellent for establishing foundations. It details the importance of alignment with Vision and Mission and then articulates an accessible process for establishing guiding principles to frame the curriculum.

The Principles of Learning and Teaching P–12 are at the centre of the PoLT initiative. They form a framework for describing effective pedagogy in Years P–12 and provide excellent resources to enact this process in a school.

Frank Crowther and the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Team take this work of alignment and shared pedagogical practices to a higher level.

As previously signalled, the SACE Self Review Tool, along with ACER School Improvement Tool and Marzano’s High Reliability Tool are excellent for providing a suite of reflection points which can then be reimagined as strategies in moving schools forward with the delivery of High Impact Curriculum.

Perkins and Wiske’s, Teaching For Understanding Framework, as described here and practically presented in this PowerPoint and Ritchart’s Making Thinking Visible and Cultural Forces are foundational in establishing a high quality curriculum.

A High Impact curriculum provides the conditions for Assessment for Learning and Differentiation to be embedded. Dylan Wiliam provides a how to on establishing effective PLC’s to improve teacher practice in Assessment For Learning. Jan Chappuis and this Study Guide unpack those 7 Strategies. Other effective lists of strategies and Tomlinson in this resource from NSW DOE.

In this presentation, Lyn Erickson outlines the basic elements of working with a concept-based curriculum and moving from what she refers to as a ‘two dimensional – three dimensional’ curriculum.

Wiggins and McTighe also provide great resources in these links to support the consideration and development of Big Ideas and Essential Understandings.

The Structure of the Observed Learning Outcome, SOLO, by Biggs, is a means of classifying learning outcomes in terms of their complexity, enabling us to assess students’ work in terms of its quality not of how many bits of this and of that they have got right.

When considering the enactment and the lenses in which to organise curriculum, Heidi Hayes Jacoba and Kath Murdoch provide excellent insight into the areas of inquiry and Interdisciplinary approaches as drivers for curriculum. This article from Kath Murdoch aptly called Inquiry learning – journeys through the thinking processes, attends, to powerful inquiry and ensuring that it makes Thinking evident in this work.
Research

Strategies & Tools
To access the latest research on high impact data please click the button below

Case Studies
To access the latest case studies on high impact data please click the button below

Resources
To access the latest resources on high impact data please click the button below
Good Shepherd Lutheran:
High Impact Curriculum
THE LARGEST BARRIER TO STUDENT LEARNING: WITHIN SCHOOL VARIABILITY

HATTIE, J (2015) THE POLITICS OF COLLABORATIVE EXPERTISE
How did we establish these LP’s?

Consultation

Engaged with research and Futures Thinking

Picture the graduate

Review of Mission

Values Analysis

Learning Beliefs

Refinement and endorsement

Alignment

Review of Mission Values Analysis Learning Beliefs Refinement and endorsement
Research

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Download

Association of Independent Schools of South Australia
High Impact Curriculum Resources

1. Declaration on Education for Life

This declaration is co-authored by Art Costa, Bena Kallick and Guy Claxton and includes seven considerations for creating a Global groundswell for real learning.

2. Melbourne Declaration

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers. In recognition of this collective responsibility, the Melbourne Declaration. In contrast to earlier declarations on schooling, has a broader frame and sets out educational goals for young Australians.

3. Curriculum Planning in a Context of Change: A Literature Review

This literature review by Professor Rob Gilbert, has been undertaken for the Department of Education and Early Childhood Development (DEECD) the Department of the Victorian Government as part of a broad ranging process, prompted by the transition to the Australian Curriculum, to review current practices and understanding around curriculum design and delivery, assessment and reporting practices.

4. Curriculum 21

Curriculum 21 is the outgrowth of the work of a dynamic group of educators worldwide attempting to help colleagues transform curriculum and school designs to match the needs of 21st century learners. The impetus originated from the Curriculum Mapping work developed by Dr. Heidi Hayes Jacobs.

5. Victorian Curriculum

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

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The interactive self-assessment tool has been designed to support a school leadership team to review the four essential interrelated layers of the whole school curriculum plan and identify any areas that require further improvement.

6. Project Based Learning – Buck Institute for Education (BIE)

For teachers, BIE offers professional development on how to design, assess, and manage projects that engage and motivate students. For schools, BIE helps bring coherence to PBL practices across grade levels and subject areas, and supports the creation of school-wide processes and structures to support PBL.

7. The Global Education Leaders’ Partnership (GELP)

GELP comprises system leaders seriously committed both to transforming education in practice and to developing the skills they need to lead the changes required. At the heart of GELP’s mission is the development and implementation, at scale, of new pedagogies, curricula and assessment that enable every student to develop and to demonstrate higher order capabilities.

8. The Center for Curriculum Re-design

The Center for Curriculum Redesign (CCR) is a non-profit global organization dedicated to improving Education via answering the question: “What should students learn for the 21st century?” The CCR brings together international organizations, jurisdictions, academic institutions, corporations, and non-profit organizations including foundations. It focuses on both designing and propagating new curricula.

9. Positive Education Schools Association (PESA)

The Positive Education Schools Association is a group of Australian schools who have identified the benefits that will come from greater collaboration and sharing of knowledge in the area of Positive Psychology.

10. The SACE Self Review Tool

The SACE Self Review Tool (SRT) supports schools to continuously improve factors that facilitate student success in the SACE. The SRT outlines criteria and performance indicators that schools can use to evaluate and identify potential areas for improvement in quality management systems and assessment practices. Schools that identify areas for improvement can use various support materials — including presentations, advice, and activities — that relate to the four criteria in the SRT.
Designing for High Impact Curriculum

What will our students need to learn to be successful in 2030?

“What the coming of age of a modern context is shaped by digitisation, connectivity, mobility of talent, knowledge and capital; and disruption of traditional models”

Australia’s Innovation Imperative, Business Council of Australia

“...providing opportunities may not be enough if young Australians have not developed the disposition for innovation and continue to show high levels of risk-aversion.”

What is your school doing to prepare students for their globalised future?
Thank you to the following schools for contributing clips to the Tool

• Good Shepherd Lutheran School, Para Vista

• The Hills Christian Community School, Verdun
High Impact Teaching

Wednesday 3 August
4.00pm to 5.30pm
AISSA Boardroom

High Impact Collaboration

Tuesday 23 August
4.00pm to 5.30pm
AISSA Boardroom

High Impact Community Partnerships

Monday 19 September
4.00pm to 5.30pm
AISSA Boardroom

High Impact Future Schooling

Wednesday 26 October
4.00pm to 5.30pm
AISSA Boardroom

High Impact Student Agency

Wednesday 16 November
4.00pm to 5.30pm
AISSA Boardroom
Reflexion

What is the potential of the tool for propelling High Impact Curriculum in your school?

How might our school contribute to the tool?