

## Recipient Details

Name of organisation or individual: [O] CIN Educational Consulting

Reference Type: Educational Consultancy

State or territory: NSW

Serial Identification Number: 477301

## Responses

Curriculum and assessment

Rating: 0

Teachers and teaching

Rating: 0

Leaders and leadership

**BUILDING EXECUTIVE AND TEACHER CAPACITY TO IMPROVE STUDENT LEARNING**

CIN Educational Consulting in partnership with Charles Sturt University has been trialling an innovative professional learning project in four rural and/or remote schools in 2017. The selected 2017 rural and/or remote NSW, public secondary schools share the following key features:

- a) Relatively high percentage of students who identify as Aboriginal or Torres Strait Islander (>20%)
- b) High percentage of students from low SES backgrounds
- c) Patterns of relatively low educational achievement
- d) Principals in their first three years in this position
- e) Relatively inexperienced executive (for example, a significant percentage in their first three years)

The four schools in the joint CIN/CSU Rural and Remote Project are:

- Moree Secondary College
- Wee Waa High School
- Nyngan High School
- Bourke High School

a) Key Innovative Features of the Project

ü INTENSIVE, IN-SCHOOL CAPACITY BUILDING FOR EXECUTIVE AND TEACHING STAFF in teams, pairs and one on one contexts which focuses on improving student learning and achieving enduring cultural change

ü AN EFFECTIVE, COLLABORATIVE and REPEATABLE CYCLE OF IMPROVEMENT which builds the capacity of executive staff and of faculty teams focused on helping improve the learning of all students

ü EVIDENCE BASED CLASSROOM PRACTICES (EBCPs) which help improve student learning across all stages

ü COLLABORATIVE LEADERSHIP PROCESSES which build a strong sense of ownership and inclusivity and result in the embedding of a new 'way of doing business'

ü THE FOCUS ON EVIDENCE BASED CLASSROOM PRACTICES BECOMES A CENTRAL PLATFORM OF THE SCHOOL PLAN OVER A THREE YEAR PERIOD and thus our shared work is built into, not bolted onto, each school's core operations

ü INITIAL, MID AND CULMINATING EVIDENCE GATHERING and REPORTS enabling a voice for all stakeholders

ü IN-SCHOOL PROFESSIONAL SUPPORT PROVIDED EVERY FIVE WEEKS BY HIGHLY EXPERIENCED EX SCHOOL LEADERS with a deep understanding of the needs of principals, executive and teachers in regional, rural and remote schools

Rating: 7

School and Community

Rating: 0

Information and Communication Technology

Rating: 0

Entrepreneurship and schools

Rating:

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 0

Rating for clusters: 0

Rating for distance education: 0

Rating for boarding: 0

Diversity

Rating: 0

Transitioning beyond school

Rating: 0

Additional Comments

b) Extracts from mid-year testimonials provided by each of the project's school leaders regarding it's innovative features and early impact

Impact:

"The strong focus on teamwork and collaboration and the demonstration that this results in strong decisions and real improvements in practice are powerful and we are excited at the potential real growth in our leadership team, our classroom practices and our student's educational outcomes."  
Annabel Doust, Principal, Wee Waa High School

“There has already been a noticeable change in the level of professional interest in our staff and a willingness to begin productive educational conversations, with a focus on positively influencing student performance..... the flow on reflective conversations focussing on teacher practice are more robust and received by teachers as a developmental process rather than a supervisory or coercive process.” Michael Gibson, Principal, Nyngan High School

“The most positive sign has been the increased sense of “purpose” within our school leadership team and the desire they are showing to work together as faculty leaders and as part of our college leadership team” Paula Barton, Principal Carol Av Campus, Moree Secondary College

“An overall positive in the Rural and Remote Project has been the resultant change of focus from problem-focussed around behaviour and a range of other distractions to more solutions focused purposeful dialogue around supporting teachers to improve teaching and learning in their classrooms” Andrew Ryder, Executive Principal, Bourke High School

Innovative features:

“We feel particularly lucky that our executive staff are able to have experienced educational leaders in our school, working directly with us for two whole days per term. To have regular intensive and ongoing support both individually and in teams from experienced school leaders is absolutely invaluable and previously unheard of.” Annabel Doust, Wee Waa High School

“The external eye process and the support of the CIN team has given the executive the confidence that they have the foundations and the support to succeed in putting in place the evidence based classroom practices that we identified as our core business” Peter Sheargold, Executive Principal, Moree Secondary College

“The effectiveness of this project is enhanced through, firstly, regular intensive visits by CIN consultants and, secondly, step by step support from the CIN consultants so that members of the executive and senior executive have a clear understanding of how to go about implementing each part of the process” Paula Barton, Moree Secondary College

“We have a high level of optimism (for success of the Project) largely in part due to the collaboration which has already occurred in each faculty and it is clear that all staff have had an input into decision making processes at faculty level thus developing a sense of ownership in each person” Michel Gibson, Nyngan High School

“The greatest benefit of the program to this point has been in lifting the effectiveness of leadership at all levels of the school by using the explicit tools and skills to maintain an unwavering focus on teaching and learning” Andrew Ryder, Bourke High School