

Learning Behaviours that Lead to
Success
Pilot Schools Project

November 2005

A DE&T LMR Partnership
Approach

Loddon Mallee Region: Overview

The School Improvement Agenda:

- Needs-focused: equity; safety net
- Whole-school approach: integrated
- Data driven: evidence-based research and practice
- Student learning focused: improving outcomes
- Teacher effectiveness: relationships, skills, practice
- Longitudinal: change takes time; ongoing and sustainable

The Pilot Schools Project

- Implementation of the DE&T *Social Competencies Initiative*
- Schools requesting additional professional learning support
- 'Challenging behaviours' identified as a need across a number of schools
- Research & Development Branch involvement
- A collaborative approach between Research & Development Branch and the Region
- The establishment of a collaborative research project

Setting the Context

A Pilot Schools Project that:

- identifies key learning behaviours that lead to success
- aims to address 'challenging behaviours' through a school transformational approach
- is underpinned by evidence-based research and practice
- is guided and informed by Principles/Key Statements
- provides a range of professional learning experiences to develop deep knowledge, skills and processes
- involves the trialling of a range of tools and strategies
- allows pilot schools to share their learnings and practice

The Process

The Steering Committee:

- Regional staff: Learning & Teaching
Student Wellbeing
Project Officers
- Researcher
- Coach/Critical friend
- Central staff: Research Manager and support staff

The Process

- Identification of schools and core teams
- Provision of resource support (from multiple sources)
- School Grant: student-based project
- Environmental scan of literature and provision of a comprehensive research data-base
- Provision of a range of publications
- Professional learning training days for core team members

Process

Research Questions

- What are the essential elements of a professional learning package that will assist schools to:
 - integrate social emotional learning into teaching and learning practice;
 - increase self-regulating behaviours;
 - reduce 'challenging behaviours';
 - develop a sense of connectedness and engagement of students;
 - improve student learning; and
 - have the potential to contribute to a socially cohesive community?

Process

Research Questions (cont.)

- How can the Learning Behaviours Model be most effectively applied in practice to achieve whole school improvement and positive student outcomes?

Process

Research Methodology

Qualitative Data Gathering

- Interviews
- Focus Group work: core teams
- Observations – classroom, staffroom, parents' rooms and school grounds
- School-based documentation e.g. School Charter, Codes of practice, Student Code of Conduct etc.

Process

Quantitative Data

- Developmental surveys: parents, staff, students (factor analysis to be undertaken)
- Attendance data
- Behaviour incidents records
- Literacy & numeracy data
- School organisational health data
- Other data identified by the school as relevant to the project

LEARNING BEHAVIOURS MODEL

A Community of Collaboration

STAFF
Reflective Practitioners



STUDENTS
Powerful Learners



PARENTS & COMMUNITY
Active Supporters

Guiding Principles

1. Learning, social functioning and wellbeing are intrinsically linked
2. Integrating social emotional learning into classroom practice leads to improved educational outcomes
3. School culture influences the way people think, feel and act
4. 'Connectedness' builds resilience
5. Learning occurs best in an educationally challenging and supportive environment
6. Schools have the capacity to contribute to socially cohesive communities

Outcomes

Students who can:

Build and maintain relationships
Communicate effectively
Self-regulate their behaviours

Students who are:

Team players & problem solvers
Multi-literate
Critical thinkers
Respectful and compassionate
Actively engaged in their learning

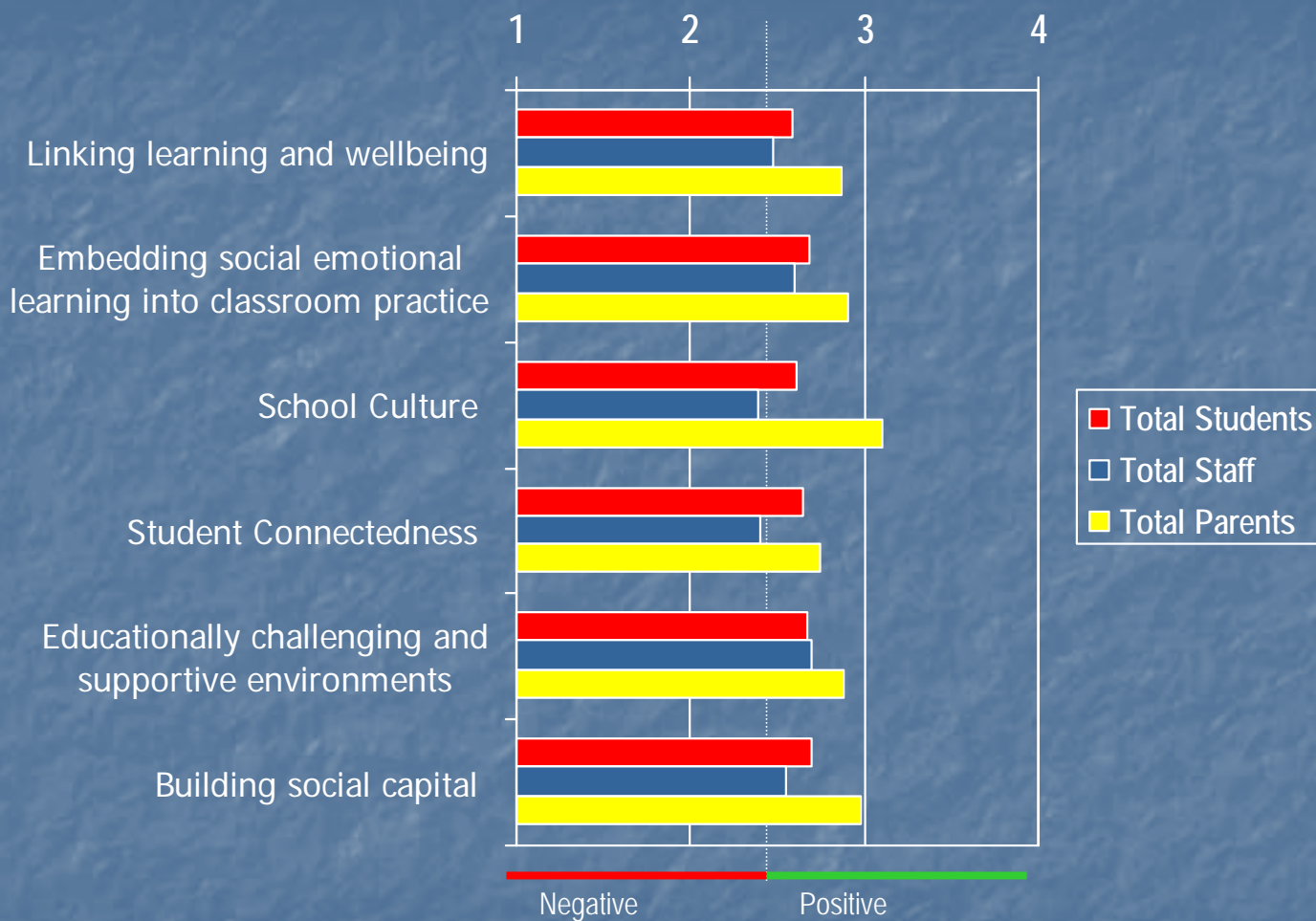
Productive and contributing citizens

Students who feel:

Supported and empowered
A sense of belonging and significance
Involved in decisions and have a 'voice' that is valued

Aggregated Theme Summary – Parents / Staff / Student Comparison

School A



STAFF SURVEY RESULTS: SECONDARY

School Culture

Staff in this school 'walk the talk' to create a Supportive and inclusive school environment.

Student Connectedness

Staff actively work with students who are Disconnected or disengaged.

Educationally challenging & supportive Environments

Enquiry learning and problem solving are normal classroom practice.

Building Social Capital

The school facilities are made available to Community members and organisations

SD	D	A	SA	DK
12%	28%	56%	-	4%
4%	16%	68%	12%	-
8%	32%	60%	-	-
4%	20%	36%	24%	16%

Student survey results: primary schools

School 1: School Culture

Young students are sometimes scared of older students.

Student Connectedness

I look forward to going to school

Building Social Capital

The teachers and parents at this school are friendly to each other.

School 2: School Culture

Young students are sometimes scared of older students.

Student Connectedness

I look forward to going to school

Building Social Capital

The teachers and parents at this school are friendly to each other.

SD	D	A	SA	DK
5%	12%	53%	28%	2%
2%	16%	54%	26%	2%
-	6%	46%	34%	14%
7%	3%	49%	48%	-
6%	33%	33%	28%	-
3%	20%	46%	18%	13%

Key Learnings for the Steering Committee

- The challenges of sustaining a valid and disciplined trial of a model of whole school functioning – requires the integration of multiple perspectives within a unified research framework
- The power of choice for schools: Opting in; Key focus of their work
- The difficulties associated with undertaking professional reading and reflective practice
- Moving from a program to process
- The importance of leadership support
- The importance of a professional writer/researcher and critical friend
- The importance of the partnership

A Community of Collaboration Approach



Student Project

- Team players & problem solvers
- Multi-literate
- Critical thinkers
- Actively engaged in their learning
- Productive and contributing citizens
- Supported and empowered
- A sense of belonging and significance
- Involved in decisions and have a 'voice' that is valued
- Build and maintain relationships
- Communicate effectively
- Self-regulate their behaviours

A Community of Collaboration Approach



Classroom Initiative

- Team players & problem solvers
- Multi-literate
- Critical thinkers
- Actively engaged in their learning
- Productive and contributing citizens
- Supported and empowered
- A sense of belonging and significance
- Involved in decisions and have a 'voice' that is valued
- Build and maintain relationships
- Communicate effectively
- Self-regulate their behaviours