

Scope of Works 2013

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Introduction

Quite often schools have asked us to put together proposals to support them in the implementation of curriculum or improving performance within the school. The following is a guide to some of the work we do and some of the suggested approaches we recommend schools undertake as they:

- implement frameworks for effective learning, or
- develop performance oriented learning, or
- embed the Australian Curriculum into their schools, or
- design school-wide strategic plans and cultures for teacher performance development

Whilst we can do one off workshops in schools, we prefer to spend time over a number of terms with the schools that we are coaching and partnering. Our commitment is to embed great learning habits and practices within the teaching teams and management structures. This cannot be done with a one off workshop.

Our range as a consultancy is extraordinary. We not only work with pedagogy but our scope ventures into coaching and leadership development. As our website states:

***"We don't just talk, we do. We empower, not tell.
We have teachers and school leadership think and come up with solutions best for them."***

Testimonials

"Thanks once again for your really skilful facilitation last week. The feedback from staff has been overwhelmingly positive. People REALLY appreciated walking away from the day with a plan for IBL for the term. As a leadership we definitely appreciated the balance of the educational philosophy side of things to challenge staff thinking and the practical support provided. It was great to have the refresher of concepts introduced last year, as we know it will take time to embed the thinking. As I said to you on Thursday, I think the pacing of your presentation stuff and your tone (authoritative balanced with "I'm still learning") were really appropriate and well received by staff."

Mary Verwey, Principal, Heatherhill Primary, VIC

"I just want to reiterate how refreshing it was to attend a PD that I was able to come away from saying that I gained some valuable insights from it. I look forward to being able to attend more of your PD sessions".

Deputy Principal, Shailer Park State High School, QLD

"Thank you again for presenting and working with our staff over the past two days. I spoke at length with Gary Foster (Head of Science) last night and he was very pleased with yesterday's session. In particular, the opportunity to spend time with his faculty discussing their ideas for Science curriculum development which he also believed bolstered the faculty dynamic. He also commended you for your facilitation. A good start for Science teachers!"

Graham Lawson, Acting Deputy Headmaster for Curriculum, Senior School, Guildford Grammar, WA

"Tim Smith (Head of Science) was at Catherine's workshop today on Visible Learning and has just been to me to rave about it."

Annette Butterworth, Deputy Principal, Mt Alvernia College, QLD

Areas of Expertise

A. Embedding the Australian Curriculum

We relate to the arrival of the Australian Curriculum as an extraordinary opportunity for schools, as it provides an opening for shifting and updating teacher pedagogical practice as well as developing new curriculum units.

All the work we do in schools relating to the Australian Curriculum begins with giving teachers a 21st century or contemporary context in which to frame the professional learning they are about to do. The teachers themselves generate the discussion on the importance of creating performance oriented learning and what would lead to that occurring in their school.

The following are some of the steps we suggest for schools to take as part of creating a coherent and workable curriculum, as well as developing staff buy-in. *Please note: Queensland schools would use the Queensland ELs documents and the Australian Curriculum documents rather than the AUSVELS. Similarly Western Australian Schools would use their State's curricula documentation along with the Australian Curriculum documentation.*

Step 1: Auditing the Curriculum

One early step we suggest is for the teachers to audit the most recent AUSVELS curriculum against the school curriculum so as to gain clarity about how the school currently delivers the combined curriculum. The more we work with schools on implementing the Australian Curriculum the more we realise that this is an important step for teachers. Clarity makes a PROFOUND difference.



We recommend that the teachers in each grade level audit their current curriculum against the AUSVELS achievement standards and progression points. What they can do is go to the AUSVELS website (<http://ausvels.vcaa.vic.edu.au/>) and download the AUSVELS (Learning Focuses and Standards) for their year level. They could then cut and paste the appropriate elements into a Word document and honestly assess the current curriculum against the AUSVELS. [Email: adrian@intuyuconsulting.com.au for some examples]

In discussing and facilitating this process with schools from both primary and secondary sectors, we have found that the process of auditing the current school curriculum gives both clarity and certainty to teachers. They come to a greater understanding of what they are currently doing but also start to become aware of the bigger picture of how the curriculum fits together. This is an important context that sets staff up for step 2 which involves mapping the curriculum. Teachers have also expressed to us that they feel more confident after doing this work as they have identified not only how much they already do but also which areas, learning focuses and standards they are currently missing or only delivering upon in a weak fashion.

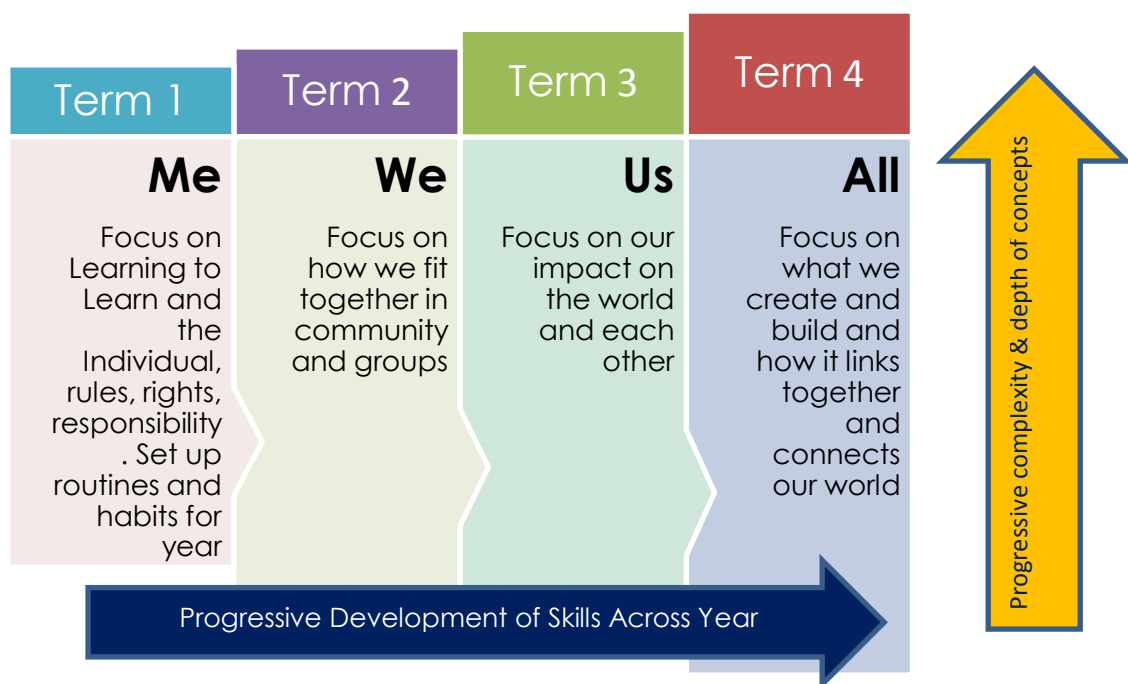
Intuyu Consulting Can Provide:

Narelle Wood is our expert in assessing current curriculum practices and designing future directions. As a critical friend, she can facilitate a series of sessions in KLA areas (or whole staff) so teachers can begin to audit and reflect upon their own curriculum. The intention would be for the teachers to get the context of why and how they can go about auditing their own curriculum documentation in the simplest and most efficient way. Alternatively Narelle could go through a year level's or whole school documentation of units to give an independent assessment of what the school is (or is NOT) currently delivering. We are currently doing this with a select number of primary and secondary schools around Victoria. Narelle will provide a comprehensive list of recommendations and future directions for the school to consider.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expenses
Expected time of Work (negotiated with the school - dependent on needs)

In Primary Schools, due to their nature of delivering integrated curricula as part of their pedagogy, we can also support schools to develop what we call Throughlines. One of the pitfalls that primary school teachers tend to fall into when they are planning units for coming terms is that of focusing on activities or what excursions or incursions they can book into. Over time the curriculum devolves into “doing stuff” rather than having a coherently flowing designed curriculum that builds knowledge, understandings, skills and dispositions through the year and across year levels.

In our work with a range of primary schools, and some P – 10 schools, we have found that the following model for throughlines works best developmentally. When you map this against the AUSVELS or other state curricula you see that it fits quite nicely with all of them and allows the teachers to cover activities like school concerts, student leadership, etc. [Email: adrian@intuyuconsulting.com.au for an example throughline from a primary school]



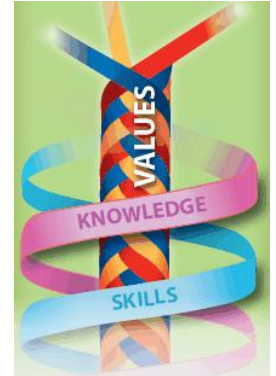
Intuyu Consulting Can Provide:

A facilitated series of sessions can be run with a school working party to develop the throughline. Our intention would be to map the AUSVELS (or Queensland Essential Learnings, etc.) in a similar way such that there is a throughline document that creates a reasonably coherent flow of learning focuses and standards. This creates a structure that begins to address the current teacher focus on activities and “bookings” and move it towards developing a coherent development of skills and understandings across the years.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expense
Expected time of Work (4 – 6 hours)

Step 2: Mapping the Curriculum

Some schools have gone to the extent of using Atlas software or other programs to create curriculum maps. Whilst we think that these are fabulous tools and do make a profound difference there is an alternative cheaper, hands-on step one can take to create curriculum maps.



Step 2A: Creating an Understandings Development Map

Using the AUSVELS (or Queensland ELS plus the Australian Curriculum) extract all the achievement standards from the documentation, print them out in their domains, cut each standard out, and lay them out on a table.

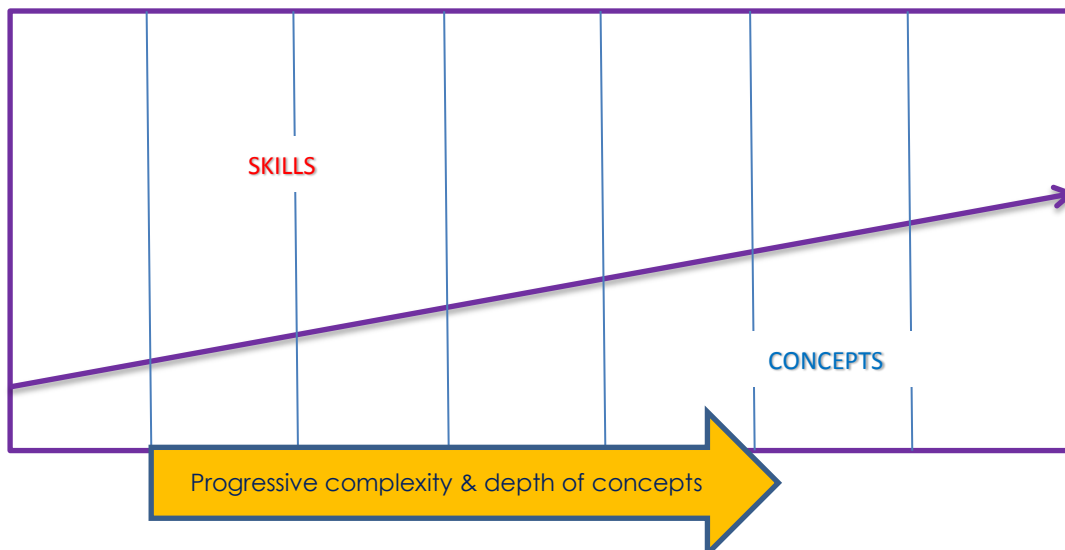
- The teachers can then sequence the achievement standards in a coherent structure that allows for increasing complexity of understandings across the years of education at the school.
- The scope and sequence charts available in the Australian Curriculum can assist in this process.

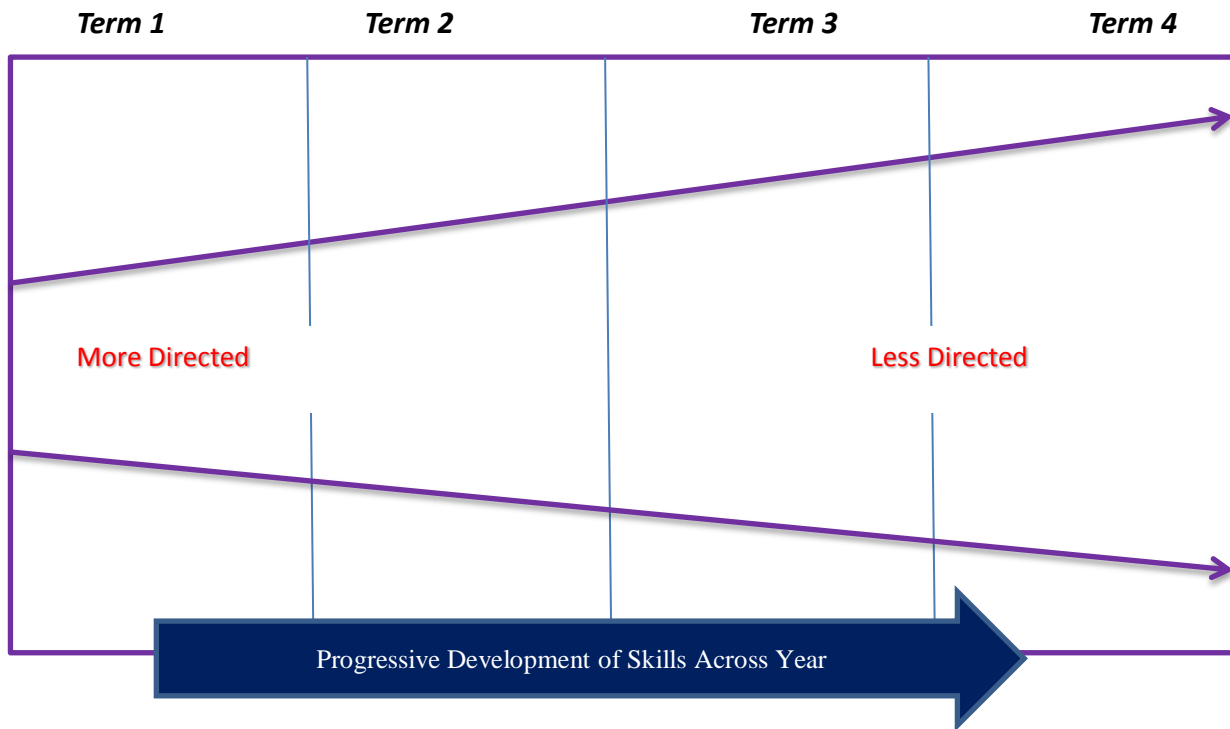
The purpose of this is to create a coherent and clear roadmap of understandings across the years and when and what will be focussed on and achieved. This allows for teachers to be crystal clear about when concepts will be introduced, what concepts are important, and when and what concepts they will be consolidating in later years.

Step 2B: Creating a Skills Development Map

Again using the AUSVELS (or Queensland ELS plus the Australian Curriculum), plus the knowledge and experience of the teachers, create a progressive skill map from across the schooling years which captures what skills will be developed when and to what level. This will involve unpacking what those skills mean, evidence of those skills, and the structures, strategies and approaches that will ensure that the identified skills and competencies are explicitly developed. It is expected that the teachers will also define benchmarks for each year level to act as milestones for themselves.

- The purpose of this is to have a coherent and natural flow of skill development to support the conceptual understanding development being articulated in the curriculum mapping.
- This mapping should also assist in differentiation as well as new students to the school as it allows for a clear progression of skill development across the years.
- The skill mapping should take into account the subject specific skills as well as general capabilities and the skills required for a student to perform in life.





At the end of the process of mapping we will have two levels of roadmaps that will allow for coherent and consistent planning across KLA areas and across year levels.

1. Whole School Maps of KLA areas (e.g. Year 7 – 10 Science Understandings and Skill Maps)
2. Year Level Maps within KLA areas so that teachers have clarity about what will be taught within that year, what skills are being developed and the developmental milestones, how the understandings, skills, and learning fits all together.

Doing this work is critical to developing a performance oriented learning culture.

- It creates a cohesive flow of skill and understanding development across the student's years
- It allows for integration of units because the teachers can see the connections between understandings and skills in different KLAs
- It allows for structures to be set up to initiate the gradual release of responsibility of learning from teachers to students.

Intuyu Consulting Can Provide:

A facilitated series of sessions can be run with a school working party or school KLA teams to kick-start the process and enable the teachers to not only grasp the process but to independently perform the work. We provide some sample templates and examples from other schools so that teams can move quickly into mapping. We also recommend that one of the final sessions involve the team discussing how they will roll out the maps to the broader staff (i.e. how they can be used, how the teams can monitor and refine the maps, creating staff buy-in, etc.)

Approx. Costing: **Charge for 2013 work = \$242 per hour plus travel expenses**
Expected time of Work (negotiated with the school - dependent on needs)

Step 3: Planning Units that meet State and Australian Curriculum requirement

The majority of the work we do with schools is around supporting teachers and teams to develop high quality authentic units that deliver the required understandings and skill development. Our intention when working with teachers is to empower them to think and operate from 21st Century or Contemporary Learning best practice as they plan. The process we go through with the teachers naturally updates their pedagogical approach to planning and setting up structures for student-centred learning, differentiation, assessment for learning, and higher-order thinking skills.

The format we follow includes workshops and longitudinal coaching across year as they develop and run their units and implement practices and routines that develop high performance learning communities. The coaching / workshops will involve:

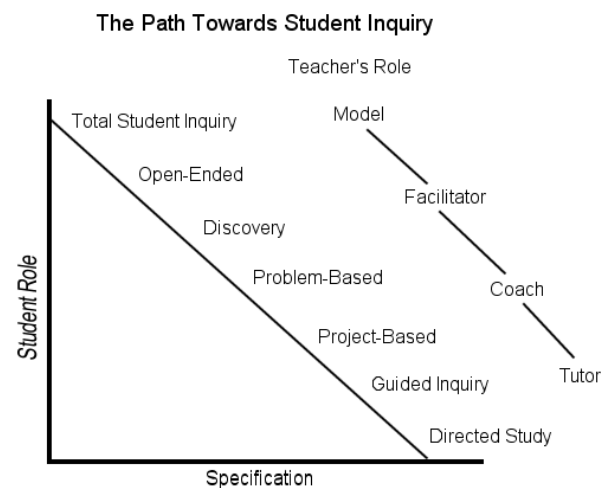
- Initial clarification of the horizontal year level learning goals (skills, learning focuses, etc.) of the staff
- Development of authentic units that are student-centred, allow for a breadth of learning styles, Bloom's taxonomy, and points of need.
- Debriefing the teachers on previous units they have run
- Reflecting and examining what worked and what didn't work and continually developing staff capacity to develop and lead authentic units.
- Developing formative skill rubrics for explicit student skill development
- Building powerful student-centred learning communities
- Coaching the teachers on their thinking and developing innovative approaches with the areas they have concerns about
- Facilitating the development and resourcing the next unit to be delivered in the following term in detail
- Brief coverage of the I.D.E.A concept, certain aspects of Visible Learning, and Differentiation – CHUNK, CHEW and CHECK.

The intended outcomes include:

- innovative community oriented learning units
- a detailed plan for what teachers will deliver over a coming term
- students connected to their community and making a difference to what matters to them
- teachers planning from the AUSVELS
- teachers are reinvigorated and actively share their professional learning with their colleagues

Example Plan:

- **First Workshop** – Full Day workshop where teachers are introduced to the concepts of building powerful student-centred learning communities and plan units for the following term (6 hours)
- **Second Workshop** – debrief previous Term's units, plan next term's units and deepen understanding of Australian Curriculum and building learning communities (3 hours)
- **Third Workshop** – debrief any previous units, plan next units, develop greater Differentiation (3 hours)
- **Final Workshop** to complete the year's work and review and plan for the next steps based on lessons learnt from the year of professional development (4 hours)





Intuyu Consulting Can Provide:

Each school generally requires something different so we negotiate the detail of what we cover and how we support staff directly with the school management. With primary schools we generally work with whole staff cohorts (for small schools) or year level teams (for larger primary schools). With secondary schools we generally work in specific KLA areas using facilitators who have expertise in those domains. While it is preferable to work in small high-powered teams where we can get in-depth work done quickly, we have and do work with entire staff cohorts. Our intention in working with small teams is that we can quickly develop those individuals to consolidate their pedagogical practice and then become the lead sharers and mentors for other staff in your school.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expenses
Premium Rate for First 2 PD Days at start of year \$286 per hour
2013 Cost if following 4 workshops plan \$3872-\$4136 (includes GST) plus travel expenses
Expected time of Work (negotiated with the school - dependent on needs)

Example Planned Units from other schools are available upon request

B. Implementing Frameworks for Effective Learning

A school is filled with habitual practices, rituals, processes, structures, and endemic thinking. John Hattie's research, amongst others, has created an evidence-based challenge to schools about their learning practices. We have been facilitating conversations with a wide range of schools to explore what their unconscious rituals, habitual practices and structures are so that that staff can become conscious about how that are consciously and unconsciously building learning. This is not so they throw out the great stuff - because we believe they do an enormous amount of great stuff! The purpose is two-fold: to enable them to operate thoughtfully and intentionally to develop powerful learning, and to enable them to catalogue and give away great pedagogical practices that works. You cannot give away that which you are not conscious about.

Inside of this context we then support teachers to expand their capacity to implement appropriate frameworks for effective learning. The following areas indicate some of the workshops we can run to support the school in setting up evidence-based frameworks that naturally develop effective learning.



Frameworks for Effective Learning

Intention: To have the staff implement Learning Practices and Structures that develops student meta-cognitive skills and empowers students to become independent learners.

Consultant: Cathryn Stephens has been practically implementing frameworks for effective learning that have produced remarkable results in both secondary and primary schools across Australia for the past 2 years.

The coaching/workshops will involve:

- Facilitation of an inquiry into implementing individual goal setting, and success indicators.
- Getting very clear about what Success Indicators are – modelling and practice opportunities for the staff. We do this using practical examples and with opportunities for staff to workshop the process
- Coach staff around how to transfer Success Indicators into formative rubrics
- We will frame the conversation with a focus on growth mindset, constantly challenging teachers to teach from a 21st century paradigm
- Exploring and practicing using a range of explicit feedback mechanisms to dramatically improve student learning
- We are able to support teams of staff in developing rubrics using the learning continuum approach: Beginning/ Consolidating (Developing)/Establishing



Intuyu Consulting Can Provide:

Facilitated workshops that support staff in implementing a framework for effective learning. Workshops will include a range of hands-on practice, coaching and examples from other schools. Teachers developing Feed-Forward, Feedback, and Feed-up systems are key to the learning we provide.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expenses
Expected time of Work (negotiated with the school - dependent on needs)

Differentiation

With the increasing importance of meeting the diverse points of need of our students, we can no longer rely on teaching to the middle anymore. Teachers know this, and struggle with this, but how can differentiation be done without it being overly taxing and time-consuming?

Intention: To not only facilitate the staff's understanding of differentiation strategies and monitoring student point of need, but to have them develop practical and usable approaches and structures that will allow them to differentiate for differing learning styles, differing competency levels, and differing understandings.

Consultant: Narelle Wood has been developing practical differentiation approaches as part of her teaching in Science and English for years.

The coaching/workshops will cover aspects such as:

- What is differentiation?
- Strategies to track student progress and determine student point of need
- Formative Feedback
- Chunk, Chew and Check strategies for the classroom
- Facilitated planning for differentiation



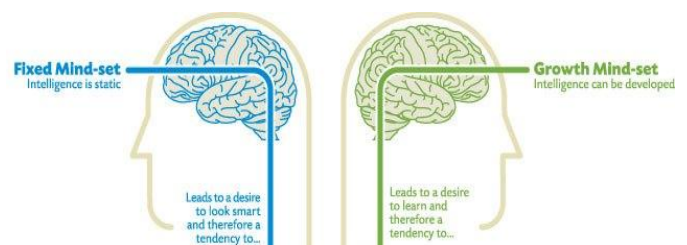
Intuyu Consulting Can Provide:

Facilitated workshops that support staff in implementing differentiation. Workshops will include a range of hands-on practice, coaching and examples from other schools.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expenses
Expected time of Work (negotiated with the school - dependent on needs)

Developing Growth Mindsets

Research shows that 50% of the learning performance of a student lies with the student themselves. What would be possible if we could empower our students to want to learn, to motivate themselves, to be responsible for their learning? How can we as teachers support our students to develop the attitude and the desire to want to learn and perform?



Intention: To support the staff to design habitual practices and classroom strategies that will create learning environments that naturally build growth mindsets

Consultant: Dr Adrian Bertolini has been coaching principals, staff, and adults in building growth mindsets for the past 15 years. These workshops will use the research of Carol Dweck, David Logan and Stephen Zaffron amongst others.

The coaching/workshops will cover aspects such as:

- A practical understanding of how mindsets develop
- Explore some of the latest research and theories on how setting up a learning environment can empower performance
- Developing a list of practical approaches to support your students to create and build a growth mindset



Intuyu Consulting Can Provide:

Facilitated workshops that support staff in implementing growth mindset practices and structures. Workshops will include a range of hands-on practice, coaching and examples from other schools.

Approx. Costing: **Charge for 2013 work = \$242 per hour plus travel expenses**
 Expected time of Work (negotiated with the school - dependent on needs)

C. Building High Performance Professional Learning Cultures

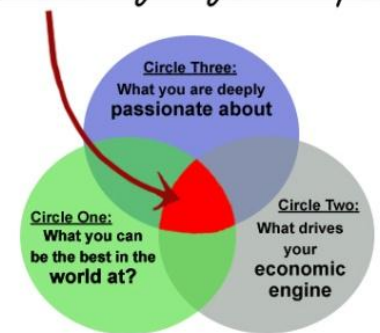
One of the clear issues we have been personally experiencing in schools, and a number of principals and system leaders have acknowledged, is that school culture can hamper the embedding of pedagogy and performance. We'd go even further than that and say ... **Culture eats strategy every day of the week**. Given that schools are increasingly being publically measured for performance it is important that schools explore and develop high performance professional learning cultures.

The following range of offerings cover a gamut of approaches schools can support the development and consolidation of a high performance culture.

Developing a School Strategic Plan and Annual Implementation Plan

School strategic plans quite often devolve down to a list of things to do. Whilst they ARE things that must be done we have found that schools miss the point that they are fulfilling a vision. We have worked intensively with both primary and secondary schools to develop clear visions (normally in the form of a Jim Collin's Hedgehog concept) as well as implementation goals such that they can design a cohesive and coherent plan that not only honours the school's review goals but honours staff, parents and creates performance. The normal format of the work is facilitated planning sessions with a working party where the facilitator initiates particular discussions and inquiries that lead to the filling out of set planning templates. Templates are designed with the school's planning documents and discussions with the leadership team goals and aspirations.

The Hedgehog Concept



Leadership Coaching

Principals and the school leadership team lead the way in creating the culture and performance within the school. A great leadership team inspires and empowers staff, creates powerful structures, and makes a profound difference to the quality of learning and working that occurs within the school. However, unless you have a team that has been specifically built around these ideas, great leadership will normally not occur naturally. We act as expert critical friends with senior leadership teams and principals to provide an independent viewpoint that supports the development of leadership in the areas the individual needs. Much of our coaching and mentoring arises in one-on-one meetings and facilitated team conversations that support the team in gaining clarity about decisions and actions.

Developing the Leadership of Staff in Positions of Leadership

Staff who have positions of leadership (POL) within the school are critical to the overall school performance. You may have a fabulous senior leadership team but if the message is not getting through to the teachers via particular POL, or it is distorted or incomplete, then the building a high performance environment will be thwarted. Also, if there are gaps in leadership capacity of POL members, this will also thwart progress. The intentions of any work done with staff in positions of leadership include:

- The POL Team experiences having more power in their roles and in their ability to support staff to deliver on their specific and measurable performance goals

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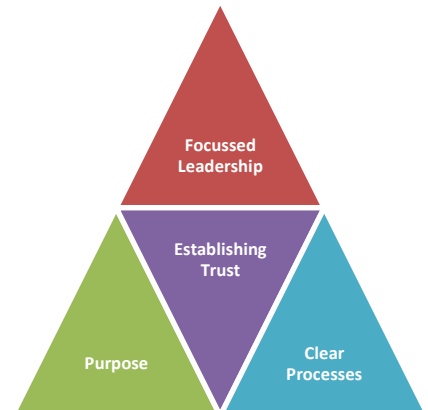


- Each POL member creates a clear direction and action plan for their area of responsibility
- A self-sustainable coaching and mentoring model is developed by the POL team

There are a variety of workshops and coaching that can be provided to staff in positions of leadership including:

- One-on-one coaching to build the individual's capacity to lead
- Building the POL team's capacity to lead, mentor, and coach
- Building Trust and Relationship with Team Members
- The Cultural Stages of Performance
- Situational Leadership and effective mentoring of others
- Developing Functional Teams

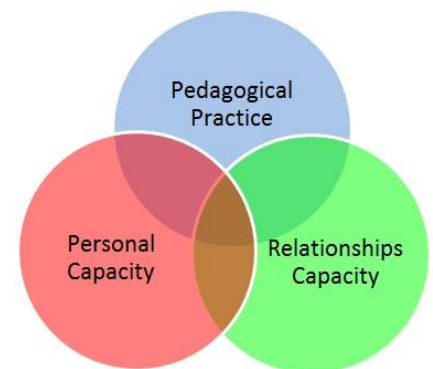
Workshops are all tailored to the specific needs of the school.



Developing a Teacher Performance Framework

One of the greatest barriers to school performance is that there are very few clear structures for holding staff accountable for performance. Part of this arises because schools are built on relationships. This is a great thing for schools, unless people break trust and persistently underperform. Another source of the lack of accountability structures is ... what do you measure? With the advent of performance measures being set by the Federal Government, and the desire of State governments to bring in pay tied to productivity, we have worked with a number of schools to develop teacher performance frameworks. These frameworks are based upon the AITSL National Standards for Teachers and support the following:

- teacher self-evaluation
- clarity around expectations, key work tasks and the necessary capabilities
- the identification, link to resources, and structured supportive coaching for areas requiring improvement
- the acknowledgement of excellence
- the development of a formal policy for managing unsatisfactory performance
- the alignment of employee behaviour with organisational behaviour
- the building of capacity that leads to outstanding performance



The process not only supports a school working party to develop the framework, but the working party create a scaffold or resources and approaches to support teacher development and growth, as well as supports the roll-out of the framework to the entire staff.

Intuyu Consulting Can Provide:

Facilitated workshops that support the development of a high performance professional learning culture.

Approx. Costing: Charge for 2013 work = \$242 per hour plus travel expenses
Expected time of Work (negotiated with the school - dependent on needs)

Sample Performance Rubrics and notes from work with other schools are available upon request.



Intuyu Consulting has worked with over 200 Government, Catholic and Independent schools around Victoria, Queensland, Western Australia, and New Zealand. They are currently working with a range of schools including Marcellin College (VIC), Guildford Grammar (WA), Tauranga Boys College (NZ), Padua Boys College (QLD), Our Lady of Sacred Heart (Bentleigh), Mt Alvernia College (QLD), Epping Secondary (Epping), Catholic College Wodonga, and St Aloysius College (VIC).



[Dr Adrian Bertolini](#) is the Founder & Director of Learning of Intuyu Consulting. He is one of Australia's foremost thought leaders on practical and real education that empowers and develops resilient, independent learners. Whilst his journey began as an engineer and Senior Lecturer in Aerospace Engineering at RMIT University, Adrian has worked across Australia, with students and teachers in primary, secondary and tertiary environments, to create authentic learning structures and experiences. He redeveloped the ruMAD? (aRe yoU Making A Difference) program for the Education Foundation and it is now acknowledged as one of the pre-eminent inquiry-based learning models in the country. In 2009 it won the **Garth Boomer Award** for curriculum development.

Adrian is much sought after by schools and businesses for his simple and effective presentations that not only challenge people to think deeply but also provide listeners with the practical "hows" to move forward. He is constantly acknowledged for being an engaging, passionate and knowledgeable speaker and facilitator.



[Cathryn Stephens](#) is our Lead Educational Designer. She has taught in secondary schools across all major sectors and at both co-educational and girls' schools. During her time in the classroom, Cathryn worked on a broad range of both government and independent initiatives focused on Inquiry Based Learning, Thinking Curriculum, student leadership, and student engagement.

She has expertise in designing innovative, in-depth inquiries that challenge students to develop the key competencies set out by curriculum authorities and to assess these competencies authentically and explicitly.

Cathryn has high-level coaching skills and is experienced in supporting teaching teams – both in the classroom, and in planning and preparing to teach the twenty-first century learner. She is a highly creative personality who is able to assist teams to find solutions that suit their school context – and to reflect purposefully on teaching practice. Cathryn maintains her contact with young people in the community through volunteer work with youth-driven environmental groups and coaching her netball team on Saturdays!



[Narelle Wood](#) has completed her Bachelor of Science, with Honours, majoring in both English and Genetics. Having an unusual combination of subject methodology has enabled her to work creatively on a number of integrated curriculum initiatives through out her teaching career. Narelle has also been a student manager, as well as developed and implemented a number of general curriculum and school wide literacy initiatives. She completed her *Masters of Education* in 2004 and has taught in a variety of Government schools through out Melbourne, most recently as the *Head of English and Literacy* at a high performing all girls school.

At the moment she has been working in the area of implementing the National Curriculum and how to empower schools in the transition process between the old and new curriculum outlines.

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