Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’
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Dr. Stephen Brown worked with Principals, School and Regional Commissioners from across all 6 participating NTLC schools on Monday 8th August to review the reality and experiences of leaders throughout ‘Phase 1’.

An important part of the work of the NTLC was to refine and develop the model for the work of the commission to support other regions to undertake similar work in the 2017 year and beyond.

Our initial Key Inquiry Question ‘How might we develop positive relationships between students and staff with an inclusive culture of high expectations?’ and the Role, Purpose and Legacy of the NTLC were also reflected on to ensure this commitment remained strong across all participating schools.

The reflections of the Harris federation in their own journey was also important here as schools considered the following, ‘At the start of phase 2 the commission is essentially agreeing not to keep collecting more and more new ideas. It is the right time to pause and look back at what you’ve learnt by bringing together the range of evidence and information you’ve collected and spending time identifying the ideas about learning you want to explore further.’ (Harris, NESTA, 2011:15)
As a leader of learning...

Some of the key challenges shared identified **burnout, a difficulty in aligning programs to avoid overload, understanding what this would mean for commissioners as leaders** and also in **knowing the opportunities that may already exist** across NTLC schools.

Leaders also shared that there was a risk of school leaders seeing the learning opportunity as being for students rather than all commissioners. The challenge of **turnover and change of students and staff** involved in the NTLC was also shared as a feature of our community and region which would need to be considered.

To support in meeting these challenges, leaders identified a range of responses including; more opportunities away from formal NTLC sessions to speak with colleagues about shared problems of practice, de-privatising the whole process at the very beginning to allow schools and teams to move forward at their own pace and seize on momentum when it is apparent. The ability for schools to also align the structure and planning processes of work within the NTLC with those already in place across schools and the system would ease a feeling of ‘more work’ or ‘another innovation’ and make the connection of the work of the NTLC clear for schools to embed in existing improvement processes.

Central to the ideas of leaders were the expectations that not only would Principals and Regional Directors be involved, but that they would be heard, present and demonstrating a commitment to action through their involvement in line with that demonstrated by student commissioners.

**In your school...**

Some of the challenges identified in participating schools were identified as **building student and community investment, overcoming current school structures and values which connect permission to lead to designated ‘leadership positions’** and ensuring commitment and visibility of the work of the NTLC for all members of the community.

Responses to these challenges included **a greater regularity in opportunities for all commissioners to connect back in school** and a **clear alignment to a system wide ‘Visible Learning’ strategy** to ensure that connections to everyday practice are made with the work of the NTLC. A key recommendation centered around an **urgent and immediate opportunity for student commissioners to present and share their work and findings with their entire school community**, including and particularly with those who had yet to connect with the idea of the Learning Commission. It was identified that making time and space for the voice and agency of students to be heard was a commitment that had not been made in all cases and was central to the success of the NTLC in Phases 2 and 3.

**For the whole commission...**

A risk of exclusivity ‘I’m in, I’m not’ was shared as a risk for the NTLC and work to build a greater understanding across the 21 Katherine region schools still to join was identified as important work in the Phases to come. **Sharing the work of the NTLC both across regions and at a system level with clear models for increasing the partnership of a greater number of schools** in 2017 was also identified as urgent. All Commissioners agreed that the role of the Principal in demonstrating a clear commitment, both in terms of time, energy and support for the work of their commissioners and as a commissioner, was identified as one of the key factors in the ongoing success of the work being undertaken in schools and for the NTLC as a whole.
Phase 2: Getting Started

Commissioners identified ways of working and recommendations for Phase 1 in 2017, including the development of an online platform to build opportunities for schools to share and amplify success within and outside of the current NTLC.

The de-privatisation of the process and connection to clear and measurable targets and demonstration of impact of the prototypes and improvement strategies developed as part of the NTLC, were identified as a key component in building the commission beyond the Katherine region as a result of the clear demonstration of its impact in 2016.

‘3 Key Questions’

1. What evidence (written, oral, video) have you captured from phase 1 of the commission’s enquiry?

In reflecting on the ‘3 Key Questions’ as School Leaders, all NTLC schools identified both the evidence, themes and successes from their work with student commissioners to date and also reviewed the structure of the Harris Federation at a similar point to make comparisons with the timeline extending to 18-24 months from the initial 12 months that had been planned for the Key Inquiry Questions schools had chosen. This extension provided schools with the opportunity to begin to plan for the continuation of prototypes and enquiry as part of Annual School Improvement plans (ASIP) in the year ahead. How will a continued commitment to your student led prototype be maintained?

2. What key themes or ideas have emerged as the most important?

3. What has excited/interested students, teachers and leaders so far?

Overview of a student commission
Phase 1 (see toolkit part 1)

Set up and launch term 1
- define and plan your commission (sections 2 and 3)
- secure senior leadership support (A.1)
- identify commission leaders (2.2)
- recruit and train student commissioners (level of learning) (5.1)
- launch the commission with staff and students (4.2, 4.3, 4.4)
- design early engagement activity (4.2, 4.3, 4.4)

Early engagement and initial in-school enquiry projects term 2
- define early engagement activity (4.2, 4.3, 4.4)
- learn about your students (5.1, 5.2, 5.3, 5.4)
- plan external engagement (5.3, 5.4)
- provide further training for student commissioners (understanding enquiry) (5.1)
- update students and staff (6.3)

Initial external engagement and early classroom enquiry projects term 3
- learn about learning from external sources (e.g. external expert witness sessions, desk research) (5.3, 5.4)
- provide further training for student commissioners (inviting others) (4.3)
- share commission work with senior leaders and secure ongoing support
- process ideas about learning from initial enquiry and apply focus for early classroom enquiry projects (5.3, 5.4)
- design and implement early classroom enquiry projects
- update students and staff.

A new approach to student engagement
A toolkit for delivering a student commission on learning

A new approach to student engagement
A toolkit for delivering a student commission on learning

Consolidate and share the outcomes of initial inquiry projects term 4
- set out and share the outcomes of the inquiry into learning from phase 1 (2.3)
- design and deliver ways to communicate your early findings with students, staff and leaders (2.3)
- secure and train additional student commissioners and co-leaders (2.3)
- train student commissioners further (2.3)
- continue with initial classroom enquiry projects - focusing on involving more teachers and students (2.3)
- engage with rates of resilient practice from where you may be learning, e.g. diverse, contrasting or exciting others schools (2.3)
- plan further engagements with ideas of excellent practice

Design and deliver significant enquiry projects term 5 and 6
- design and deliver significant enquiry projects that will test trial and research new approaches that explore the commission’s early findings further (5.1, 5.2)
- train student commissioners in research techniques and approaches (5.3)
- focus on involving the most disadvantaged students and the most influential teachers
- maintain a dialogue with wider learning leaders ensure you build support for the initial enquiry projects and the focus for the projects (5.3)
- explore models of excellent practice from other schools and sectors and further develop research that could be adopted (5.4)

Make recommendations for change and celebrate achievements term 7
- consolidate and share learning from significant enquiry projects (5.4)
- develop policy recommendations for change and disseminate these with students, staff and senior leaders (5.4)
- facilitate recommendations and share these at high profile events that celebrate the work of the commission (5.4)
- a plan for implementation of the change and for the next phase of the commission (term 8)

Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’
The NTLC team worked with Dr. Simon Breakspear to think about ways to connect the recommendations and reflections of student commissioners to ongoing whole school improvement priorities. How can this prototype connect to an existing priority and how can its impact be measured and for whom?

**Connecting the dots**

1. Review question - What have you identified as examples of your existing state?
2. Identify any long term priorities in your SIP that connect with the question your students have generated for enquiry.
3. Identify actions and priorities in your ASIP that connect with this question.
4. What are existing and possible examples of measures of success/improvement that you could connect to this area of focus?

*ASIP- Annual School Improvement Plan, SIP- Strategic Improvement Plan

Keep narrowing your goal until you feel uncomfortable with its size...

“But this won’t have an impact on enough people and I care about this…”

But it will, in time. When you prove that it works.

**Phases 2 and 3**: ‘Getting Started’ and ‘Establishing Impact and Recommendations’
Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

School leaders and teachers worked together with colleagues across the NTLC to define an enquiry brief and commitment ahead of their work with student commissioners on 9th August and the presentation of their findings and early recommendations.
NTLC School Presentations - what have we found out so far?

Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

Day 2: All Commissioners

| 8:30-8:45 | Welcome to Country |
| 8:45-10:00 | NTLC Schools Presentations – What have we found out so far? | TBC |
| 10:00-10:30 | Break and Morning Tea |
| 10:30-12:30 | So what? Now what? | School Leaders and John to facilitate |
| 12:30-1:15 | Lunch – Team Building Games | Damien O’Brien (MIPS) |
| 1:15-2:00 | Looking back: Looking forward | John to lead, School Commissioners to share |

NTLC School Presentations – what have we found out so far?

- Clydhope PS
- Katherine South PS
- MacFarlane PS
- Katherine School of the Air
- Casuarina Street PS
- Katherine High School

A big welcome back to all Commissioners! Please arrive at the Godinymayi Cultural Arts Centre at 8:25 a.m. at the latest to be ready to begin the day. Both days will be interspersed with interactive opportunities for Commissioners to make connections with others outside of their own school, but will also centre around the opportunity for school teams to think and plan deeply for the Semester ahead to ensure the energy and commitment of all Commissioners is realised in action and impact.

Food is provided for all Commissioners, but it will be worthwhile for students to bring a water bottle with them and to be dressed in School Uniform as we will be collecting footage and student reflections throughout the day.

3 aims of today

- To share and learn from what each school is doing
- To celebrate the work undertaken by Commissioners to date
- To plan future activity that will get more students and staff involved

During each presentation, all commissioners identified affirmations, ideas and questions to share in order to provide feedback to their colleagues but also to learn from the work being completed across all NTLC schools.

NTLC - Presentation Record – Tuesday 9th August

<table>
<thead>
<tr>
<th>School</th>
<th>Affirmations</th>
<th>Ideas</th>
<th>Questions</th>
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KHS identified the question - ‘**What if feedback between everybody was given regularly?**’ This marked a change in question focus following work with their peers at KHS and included surveying students and working directly with teaching staff to more deeply understand their findings. **The KHS Student Commissioners shared their work with all KHS staff** as part of a whole school Professional Development Day and also with Principals and school leaders from across the region as part of a regional Principal Business Day (27 schools).

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**Core competencies**

Student commissioners decided that the core competencies at KHS were:

- Numeracy and Literacy skills
- Life and Job ready skills
- Understanding others and being able to build new relationships
- Set an achieve goals for yourself
- Persistence and resilience

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**What is working well with feedback?**

- New teachers are more enthusiastic and will communicate more with you more.
- Students feel more connected to the teacher and are more engaged.
- Good relationships with students.
- Students feel more engaged and comfortable.

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**What isn’t working with feedback?**

- **Feedback is too general.**
- Students feel that feedback is not specific enough.
- Learning Intentions and success criteria aren’t working, teachers don’t know what the students understand.

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**Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’**
Suggestions for change:

- Report comments for students as well as parents
- Put rubrics in kid friendly language
- Give us an example of what an A,B,C looks like
- Help us to understand peer assessing- could we have a peer assessing kit? With kid friendly rubrics, examples of work and can we cover the names of students so there is no bias.
- Put learning intentions and success criteria in language we understand and link it to the task
- On Demand testing- don't just tell us the score- give us strategies to improve

Learning Commission@Katherine High School

On Demand Testing Uncovered

Our idea would work by:
- Informing Teachers
- Changing the method for giving feedback for On Demand testing
- Students will know, understand and be able to apply their knowledge to improve

The people involved:
- Teachers
- Students
- Data Collectors
- Learning Commissioners

Needs and Opportunities:

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<tr>
<th>Needs:</th>
<th>Opportunities:</th>
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<tr>
<td>Communication</td>
<td>Clear feedback</td>
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<tr>
<td>Kid friendly language</td>
<td>Students and staff feeling content</td>
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<tr>
<td>Feedback</td>
<td>Increased communication</td>
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<tr>
<td>Teamwork</td>
<td>Parents understanding students learning</td>
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<tr>
<td>Responsibility</td>
<td>better</td>
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Value and Benefits:
- Better feedback
- Student voice being heard and valued
- Clarity around testing
- Improved test results

“Making On-Demand testing relevant, understandable and useful for students.”

Tom, KHS Commissioner
From our work at the last Learning Commission days, Clyde Fenton’s Commissioners decided to investigate the question...

“What if feedback was given regularly?”

The Clyde Fenton team worked with their SRC to identify what they already knew about Feedback and then interviewed a selection of students about their understandings of feedback and its purpose, identifying 3 desired states as a school for how they would like to answer this question in the future.

Student Commissioners shared their findings with both their Senior Leadership team, other students across the region and DoE Chief Executive Mr. Ken Davies.
Our Plan

Our next challenge was to devise our plan of how we are going to progress from our existing state to our desired state...

We came up with the idea of ‘Feedback Buddies’

Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

CFS Feedback Buddies: Time and support to teach students how to successfully provide feedback to one another

Student Commissioners and Leaders identified some important next steps for their work including:
- Developing Feedback formats for students to use
- Teaching students about effective feedback
- Deciding on a class / students to begin with
- Working with the teacher to help them understand

The Leadership Team also made the following commitments to students in the year ahead:

Desired States:
- For students to know and understand the purpose of feedback
- To understand what is the most effective type of feedback
- For students to know what to do with feedback

“Supporting our students to have the knowledge and opportunity to give each other effective feedback.”

Tyler Johnston, CFS Commissioner
MPS identified the question - ‘What if we could decide how to demonstrate our own knowledge?’ The student commissioners and school leadership team undertook a range of enquiry including student interviews and work sample observations to inform their existing and desired states, but also presented and shared these findings with their whole school staff leading to the commencement of an ‘Assessment Capable learners at MPS’ project in conjunction with the Katherine Regional Office in Semester 2, 2016. This project continues into the New Year with the intention of improving assessment design and student choice and ownership in deciding how they will choose to demonstrate their understanding of a concept or element of the achievement standard they have been learning about.

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**IDENTIFIED WHAT WE FELT KNOWLEDGE IS.**

- Showing the teacher what you can do.
- Show what I have learnt.
- Doing tests.

Google says ‘Knowledge’ is: Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.
Surveying Other Students

“We found that:
• 45% of the students we asked would like to type their work.
• 35% would like to show their knowledge through drawings.
• Other popular answers were Drama and just writing.’

After completing the survey the MPS team were surprised that many students still chose to show their knowledge by writing and typing. They decided that a reason for this may be because they didn’t really understand what things like ‘making models’ or ‘Claymation’ were. As a team they then decided that our project could be to demonstrate in more detail what these choices mean.

MPS Commissioners decided to share their reflections with the Commission by designing a ‘time-machine movie’ to travel back and share with their younger selves the lessons they had learned as commissioners during 2016. This also began the question for the school of ‘How do we future-proof the improvements made and ensure commitment in 2017 for a new team of Commissioners coming through?’ This was shared with school leaders from MPS but also the region as a vital question for the success of the NTLC.

“To make learning better for students and teachers, let’s share ideas to make learning fun.”

Siara Hill-Nakata- MPS Commissioner
As a result of the work and the feedback of our Student Commissioners, Christine Sutherland (Regional Commissioner) and her team began to build a ‘Transition to High School’ Program for the first time in the Katherine Region. Alongside more traditional High School site visits, the program was designed to provide students with a chance to reflect on themselves as a learner, to acknowledge the changes that would be ahead of them and solutions to meet those challenges and also to meet hundreds of new friends and classmates BEFORE starting KHS.

The program also provided the chance for students to work with representatives from the Northern Territory Police (Constable Dani Mattiuzzo- School liaison Officer and Commissioner!), Youthworx, Dr Andrew Fuller, Principals and KHS Teaching staff, but most importantly provided the opportunity to hear from and meet KHS students, student leaders and commissioners who could answer their questions and concerns honestly and directly.

On the following page we have included the questions, concerns and also the things that our transitioning students are looking forward to. With so many questions and concerns often left unanswered by more traditional orientation programs which focus on the what, it is no surprise that many of our students find this change difficult, particularly if the unanswered questions that they have might be all they can focus on.
Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

Concerns

- Tests
- Mean teachers
- Naplan
- Drugs
- Peer pressure to take drugs/smoke
- Getting in with the wrong crowd
- Getting yelled at
- New Rules (different from primary school & we might not know them)

Any questions?

15

Concerns

- Bullying
- Being little kids
- More people
- Homework
- Assessments
- Fights
- Big kids
- Harder work
- Large classes
- Teasing
- Behaviour
- More work
- Different teachers
- Leaving body stuff
- Science equipment
- Using plus

Any questions?

- Not knowing as many people
- Getting lost
- Might get bashed
- Having different teachers
- Might not make friends
- Might get picked on
- Might get teased/bullied
- Someone might steal your stuff

Any questions?

15
KSPS investigated the question ‘What if we could decide how to demonstrate our own knowledge?’ Commissioners surveyed classes, making observations both in work samples and lesson observations of the different ways that students were able to demonstrate their knowledge, sharing their findings with members of the school community but also reflecting on their school policy as a ‘Bring Your Own Device (BYOD)’ school and the use of ICT across the Curriculum at KSPS.

Commissioners presented to all schools and leaders across the NTLC but also journeyed to Darwin to share their findings with the Deputy Chief Executive, Mrs. Marion Guppy.

KSPS Commissioners designed methods of collection and then gathered information from classes across the school (Transition – Year 6). They interviewed two or three students from each class in the school and also spoke to teachers and their leadership team to identify a number of examples of the ways that students currently demonstrate their knowledge at KSPS.

Next, students spoke with students to find out ways they would like to demonstrate their knowledge and also to find examples of the ways in which they feel this question could be answered in the most fun way (See outcomes presented by students on following page).
Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

When students looked at the results they found:

“...They do not have a lot of choice in how they demonstrate knowledge.”

“These were the same things that students identified as the most fun at school.”

“...If students were able to choose they chose activities that were fun, hands on, creative, involved technology and collaborative.”

“This has great implications for engagement and achievement of our students at school.”

Re-enacting: The team at KSPS began work in Semester 2, 2016 to build the understanding and confidence of all teachers in their use of a range of options and opportunities for students to present their knowledge in a different way. This began with work as a school on deepening effective assessment design but also in coaching and feedback relationships for staff to understand and be supported in developing their understanding of what is possible when thinking about the range of forms that evidence can take.

“Reenacting is demonstrating knowledge by performing it in a fun way that the students choose such as play, puppets, movies, animation, drawing, decoding and robots.”

Erin Dahl- KSPS Commissioner
Commissio

Commissioners at CSPS changed the focus of their question following feedback and work with a wide range of students and teachers across the school. Student Commissioners focused on the questions ‘What if feedback was given between everybody regularly?’

Students undertook observations in classrooms to identify the types of feedback being provided. They interviewed teachers and team members as well as students from across the school to find out more about their experiences with feedback. Finally, they designed prototypes to make an understanding of feedback, how it looks and what it looks like when done well to be available to all members of the CSPS community.

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What did people say?

Commissioners found an understanding of the types different of feedback and how to identify them to be the most empowering part of their work and the area they felt would most empower others at CSPS. Learning walks and classroom observations to identify these different types in action were shared as the most successful outcome of the research designed and undertaken by the team.
Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

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<thead>
<tr>
<th>Teacher HotSeat Activity</th>
<th>Commissioner</th>
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<tr>
<td>How do you give feedback to your students?</td>
<td>Which type of feedback do you give the most?</td>
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<td>How regularly do you give feedback?</td>
<td>What does your feedback look like?</td>
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<tr>
<td>How do you know what feedback to give?</td>
<td>Do your students always understand the feedback you give?</td>
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I would like to know more about...

3 things we have learned...

1. Teachers and students get feedback.
2. Students get feedback, but they don’t know what it is and they don’t understand why they get it.
3. There are different types of feedback.

“To teach students and teachers about what feedback is and how to use it.”

Holly Iszlaub - CSPS Commissioner
As a key part of building the skills and competencies of ‘assessment capable learners’ in 2017, the CSPS Commissioners also identified 6 Core Competencies which they wanted to see included across both Whole School Curriculum and Assessment Planning, but also in teaching students about the importance of understanding and providing different types of feedback on a daily basis.

The CSPS team identified and designed artwork to be shared across the school and also planned opportunities for students to focus on a core competency each semester as part of their work across a number of curriculum areas.

**Core Competencies@CSPS**

1. Understanding others and being able to build new relationships
2. To set and achieve goals for yourself
3. Self-Confidence
4. Teamwork - to collaborate successfully with others
5. Persistence/Resilience
6. Problem solving for responsible citizenship in the future

**CSPS 2017 - What are our commitments?**

*We want to create a photo montage to place around the school similar to the behaviour matrix and this will also be used in classes. We will hold a competition across the school and we will pick five pictures that we will include in the montage. The criteria will be that it needs to have a picture and a caption. As commissioners we believe that there needs to be colour and pictures, sometimes students get bored with reading lots of words* (June 1, 2017)

*We want to create a video for both upper and lower primary. The video explains the four types of feedback. Could our grammar or another program.*

*We want to run a session at a staff meeting using the video to help teachers understand the four different types of feedback.*

*We want to present the videos at assemblies. We want the commissioners to talk about feedback at each assembly and we want to have a fortnightly feedback focus so we can make sure it is ingrained in their heads and it is effective.*

Survey again and check to see if there has been growth.
As the NTLC reflected on the outcomes of their enquiry and also their initial response to their selected question, we asked Commissioners to identify and share their existing state and now to design one prototype and idea that would bring them closer to achieving their desired state.

This prototype will continue for each NTLC school into 2017 as Principals and school leadership teams include these as part of their Annual School Improvement Plans (ASIP).

As we stepped into ‘Experimentation’ mode, the work of Phase 3 had begun and teams were asked to define and ‘describe their idea’. We also introduced our 7 Brainstorming Rules in line with the work of IDEO and the Design Thinking Process to support schools in their own creative process!
Phases 2 and 3: ‘Getting Started’ and ‘Establishing Impact and Recommendations’

Re-cap and review- 7-10 mins

- Teacher and Principal Commissioners to share work they completed on Day 1
- What are the connections to the work of the NTLC so far?
- Add ideas already underway in school or in school plans for 2016 to chart on green post-it notes

Select Promising Ideas- 30mins

Ideate- What might be possible? (10 mins)
Refine to 3 possibilities as a group (5 mins)

For each one (answer Qs):
- What gets you excited about it?
- Why would this be important to other people in our school?
- What is the need or problem this would be responding to? (20 mins)

Let go of ideas... (10 mins)

- Let go of ideas that feel too difficult to create, or that you are not excited about...
- Vote- Sticky dots and choose-
- Time to read the three ideas and those of other groups before returning to select the one of their own that they feel most connected to.

Describe Your Idea - 45 mins

Choose a title for your idea
- Summarize your idea in a single sentence
- Describe how your idea would work
- Name the people it involves, both to build as well as to use it
- Explain the needs and opportunities identified through your research
- Illustrate the value and benefit for each person involved
- List questions and challenges
Phase 3: Sharing our reflections and a commitment to action

All NTLC Schools shared both their reflections and an ongoing commitment to responding to the findings of Commissioners in the year ahead with the following...

**Macfarlane PS – ‘Assessment Capable Learners Project’**
A project in conjunction with the Katherine Regional Team to improve the assessment design of teachers and the understanding of students through ongoing coaching and professional learning opportunities in 2017

**Clyde Fenton PS – ‘Feedback Buddies’**
A project which provides the time and training for students to provide structured and supported feedback to their peers each day.

**Katherine South PS – ‘Assessment Design and Re-enactment @KSPS’**
Whole school ‘learning days’ (with a focus on a new method of demonstrating knowledge for all) and building the training commitment provided to teachers to improve the range of ways in which students have the opportunity to demonstrate their learning each day.

**CSPS – ‘Feedback@CSPS’**
Teaching all (Teachers and Students) about the 4 different types of feedback and continued student observations as a part of ongoing improvement work to measure the increase in these across the school.

**KHS – ‘ON Demand Testing Uncovered’**
A project designed with the aims of informing teachers, changing the method for giving feedback for On Demand testing and ensuring students will know, understand and be able to apply their knowledge to improve their performance.

**KSOA – ‘Student Leadership @KSOA’**
A project to redesign and renew the role and work of the Student Representative Council in a school whose primary mode of delivery is via distance learning with students spread across an area of more than 800,000 sq. kilometres.

**‘The Katherine Transition Project’**
In partnership with ‘The Learning Project’, all participating NTLC schools made a commitment at the end of 2016 to participate in the Katherine Transition Project in the coming year. The NTLC secured a $50,000 grant with the kind support of ‘Schools Plus’.

The project is designed to ensure a successful transition for all students moving from Year 6 to Katherine High School and also to build both the ‘data literacy’ and ‘transparency and exchange’ of data by schools across the township of Katherine.

The team at GradeXpert have also come on board to support the use of a consistent data management system across each of the Katherine township schools with a commitment to ensuring both the visibility and transfer of student data can be achieved to ensure that students who move will be accompanied by their own data story, and an assurance that they will not be starting over.

The transition of this data and its impact for students transitioning to High school is also key in ensuring that student achievement is recognised and learning needs are met. Consistent areas of focus and benchmarks across schools will also provide an opportunity for all participating schools to work collaboratively on common areas of focus and to identify how to respond collectively rather than individually, to this need.

Finally, access to Progressive Achievement Testing results in Maths and Reading (PAT R/M ACER) and putting faces on this data at school, class and individual levels will provide teachers with the understanding and confidence to be both targeted and specific in their intervention for all of their students.

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**The Learning Project@NTLC**

**School**

- Year 6: 123.3, 129.9 (10.4, 8.0)
- Total Class: 129.9, 120.7 (8.2, 8.6)

**Class**

- Student Data: 123.3, 129.9 (10.4, 8.0)
- Teacher Data: 129.9, 120.7 (8.2, 8.6)

**Schools Plus**

**PAT-M/R Student Reports**
Phase 3: Understanding our Impact

Over 400 students across 6 schools were sampled as Commissioners returned to the initial provocations and ‘finding out’ statements of Phase 1, now at the end of the first cycle of the NTLC. This was to understand the impact that our work had made when comparing student reflections in Phase 3 to those that had shaped our priorities earlier in the Commission.

The NTLC was encouraged to see a significant improvement in the number of students who were able to identify that a conversation with their family was underway ‘about their learning’ and not simply their behaviour. This shift in focus for students and schools was one of the key reflections of the NTLC and students were unanimous in the overwhelming importance of their belief and trust that teachers are not only focused on their learning, but communicate this to the important people in their lives. With the decline in the use of technology and its alignment with the findings of schools who chose to focus on ‘demonstrate knowledge’ as their question; students also told us that they feel more confident about talking to someone about their concerns, that they are expected to do their best, but a large proportion of our students (29%) identified that they feel significantly unprepared for the challenge ahead of life in a new school.

The importance of building a response to this statement in the coming year is central to the success of the NTLC in 2017.
2017 sees the NTLC partner with a number of providers including ‘Education Changemakers’, ‘ACEL’ and ‘Contender Charlie’ to build an opportunity for Principals, Teachers and most importantly students, to lead real and impactful change in their school communities.

As well as opportunities for NTLC schools to come together at different times during the year, the second cycle of the NTLC model will include an online platform for schools to move at their own pace and to share and learn from the work they are undertaking more easily and with deeper connections between our NTLC commissioners.

2017 will also see Ngukurr School join the NTLC as well as visiting schools from the Palmerston and Darwin regions and a partnership with schools in Victoria who will be travelling to Katherine to share with and learn from our student leaders.

NTLC Principals and Teachers will join Ben Walden (Contender Charlie) on 23rd August to understand their own leadership journeys more fully and for the first time, student commissioners will have an opportunity to undertake a leadership camp together to further develop the ideas and connections they have made.

With a range of coaches and contributors to the NTLC, participants will have access to internationally recognised educational leaders to support them throughout the year to turn the ideas and solutions presented by their commissioners in to real and meaningful change for their school communities.
Phase 1

Mid Term One; TWO DAY WORKSHOP (23rd & 24th February.)
A gathering of all schools, leaders and teacher together to determine the specific direction of the 2017 cohort.

End of Term One; TWO DAY WORKSHOP (13th & 14th March.) All Commissioners - Deeply understanding issues and scoping the environment for who else is working to solve similar challenges. The participants will also engage with concepts related to strategy, disciplined innovation, prototyping, leadership, mentoring, coaching, known impact, building learning communities and change theory. By the end of the two days the participants will not only understand their role and the role of the team, but be able to communicate this effectively to other members of their learning community about the role, direction and their part in the NTLC.

Phase 2

Across April - July A 60 minute online check in with each of the schools to mentor their journey from idea, to prototype to test on a pathway to scaling what works.

Phase 3

Mid Term Three: A ONE DAY WORKSHOP All Commissioners (11th OR 12th August) to pivot or persevere on ideas. We focus on teaching the tools needed to make change sticky and sustainable. Participants engage with further leadership principles and scale strategy as well as engaging with the communication tools needed to share these ideas with other schools and groups.

Late Term Four: A ONE DAY CELEBRATION AND FUTURE CASTING WORKSHOP All Commissioners (23rd or 24th November)
This workshop closes with a celebration of the positive changes that have been created, with the participants creating learning opportunities for each other. Working to understand impact and recommendations of work presented by students/possible design questions from outcomes for 2018. There is potential to also bring this session into the evening as a community forum session.
With thanks to our partners, contributors and all those who gave their time and expertise throughout 2016 to support the NTLC including: NT Department of Education, Katherine Regional Office, Dr. Stephen Brown, Dr. Andrew Fuller, Agile Schools, Queensland Educational Leadership Institute (QELi), The Learning Project, Ryan Martin, Professor John Hattie, Helen Butler, NT Police, Katherine Regional Arts, Katherine Town Council, YouthworX, Schools Plus, Education Changemakers and the incredible schools and leaders of Katherine (especially the future ones...)