

Empowering Local Learners Project

Annual Report 2016

“What I value has changed,
I now value thinking, struggle,
more than one way, and
open-ended questions.

I value depth over pace
and understanding
over memorisation”

2016 Focus Teacher

Recognition



This year has seen project participants presenting four sessions at two national conferences (ACER EPPC Conference and Education Changemakers Educhange Conference), including one keynote presentation. We have also had a focus teacher present their work on 'community of inquiry' at Flinders University.

The project was also a finalist in the 'Partnership Innovation' category of the public teaching awards. Although we didn't not come away with the win, it is strong acknowledgement of our work.

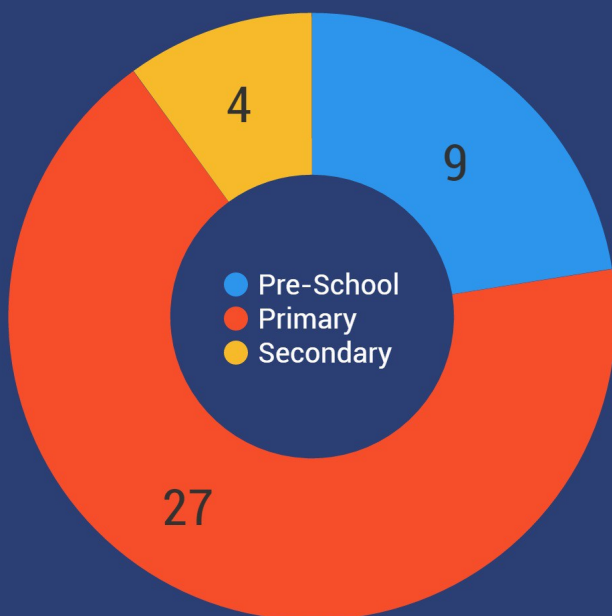
Project Composition

Site and Focus Teacher

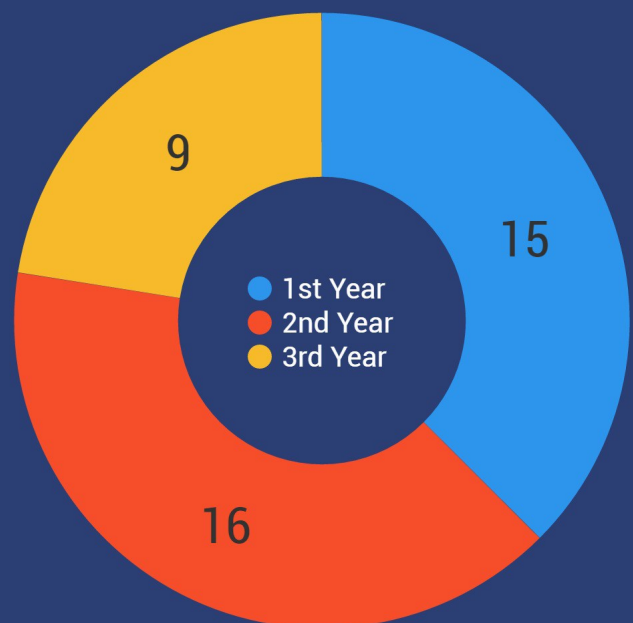


14 of 16 school and pre-school sites have a focus teacher attending ELL sessions.

Focus Teachers by Level of Schooling



Focus Teachers by Years in the Project



"Children are enjoying challenge now rather than being threatened by it."

Focus Teacher Survey



The ELL Project has changed the types of tasks and thinking I ask the children I work with to engage in. The project has also changed the types of questions that I ask during learning activities.



The ELL Project has had a significant positive impact on my teaching practice.



I have seen significant improvements in the understanding of numeracy concepts for the children I work with as a result of the ELL Project.



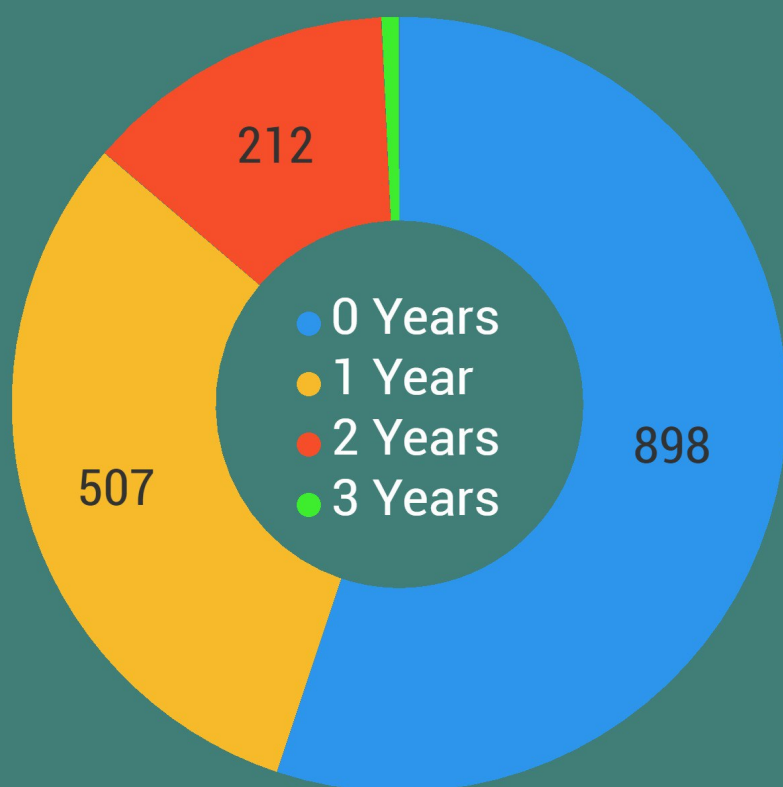
The ELL Project has impacted positively on other staff members at my site.

SUGGESTIONS FOR IMPROVEMENT

- More peer observation to allow the sharing of ELL practices.
- Focus teachers to mentor and team-teach with other staff in their sites.
- Greater time for planning both collaboratively and independently.
- Greater sharing of the ELL work within sites.
- Leaders to develop a stronger understanding of ELL pedagogy.

Students With a Focus Teacher

Number of years with a focus teacher



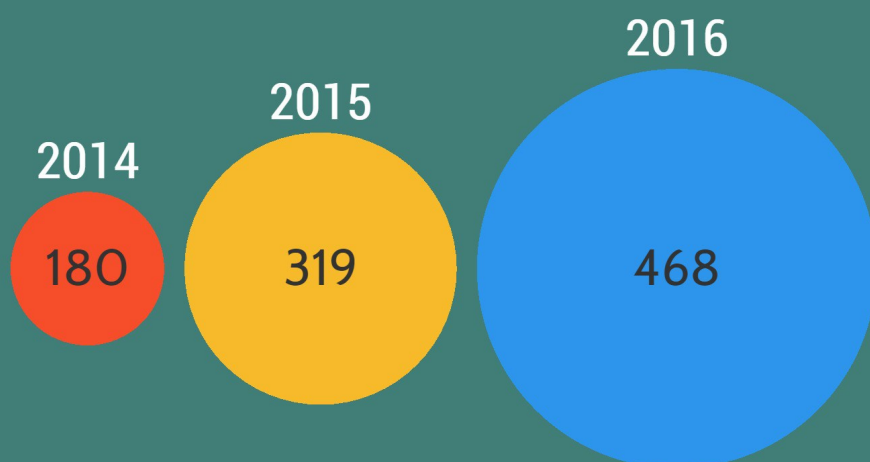
Currently there is more than 50% of students across the partnership who have never had a focus teacher.

12 students have had a focus teacher for all three years.

Number of students with a focus teacher

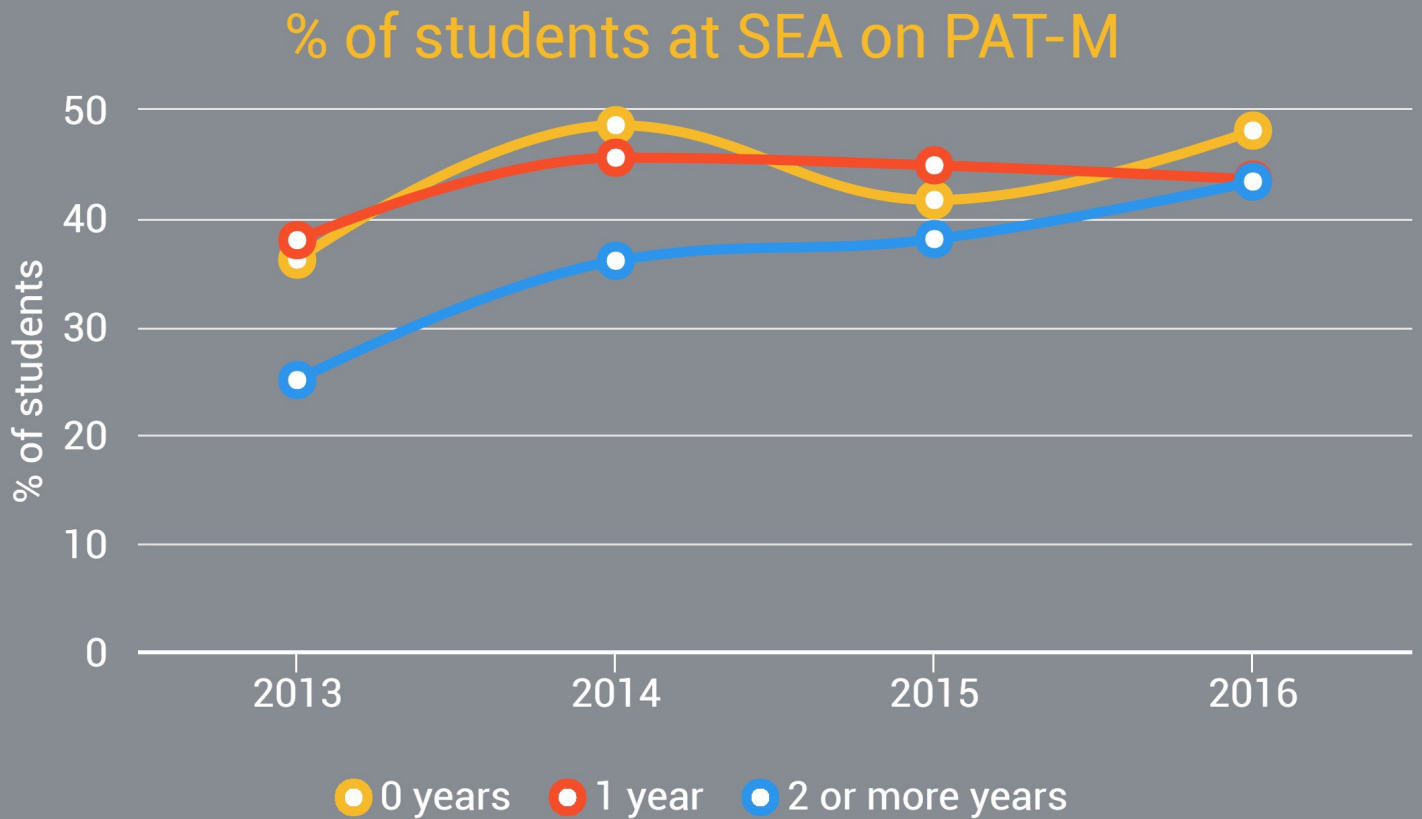
In 2016 there are 272 students who have a focus teacher for the first time.

There are 168 students who no longer have a focus teacher after having one last year.



This numbers on this page are for school sites only, no data was collected on pre-schools. Numbers do not take into account those who may have left our partnership.

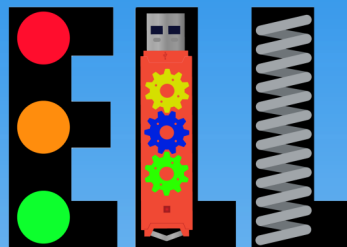
Student Achievement Data (PAT-M)



Across the partnership, there has been a general improvement trend in relation to PAT-M data with a higher proportion of students achieving the 'Standard of Educational Achievement' (SEA) level of stanine 4.

For those students who have had a focus teacher for two or more years this growth has been continual and significant. For others this growth has been inconsistent.

"I have given myself permission to allow more time to observe and question students, to let them struggle with challenging questions rather than rescuing them."



A pre-school to secondary project aimed at improving the executive function skills of children and young people through a numeracy lens.

The ELL Project is made possible by the following partnership



Government of South Australia
Department for Education and
Child Development



Flinders University
Centre for Science Education
in the 21st Century



**SCIENCE OF LEARNING
RESEARCH CENTRE**