# QDAI modelled examples

**Purpose:** the modelled examples illustrate how to apply the QDAI framework to curriculum implementation initiatives.

## School processes for professional learning and curriculum implementation

**Initiative:** effective teaching practices for curriculum implementation

**SEF:** Curriculum, Learning and Development, Data Skills and Use, Effective Classroom Practice

Table 1 – modelled example 1

|  |  |  |  |
| --- | --- | --- | --- |
| Q – Question | D – Data | A – Analysis | I – Implications |
| To what extent did the collaborative sessions develop staff understanding of the new curriculum? | * Entry and exit slip survey data from collaborative PL sessions [Likert-scale, quantitative, self-report data]. * Brainstorm [qualitative data] ‘What are the barriers or enablers for staff to develop an understanding of the changes to the new curriculum?’ * Focus group – sample of teachers across stage/faculties [qualitative data]. | * 96% of staff contributed feedback (entry slips, 92% completed exit slips). Pre and post comparison showed an increase in understanding of the new curriculum (65% of responses moved from ‘limited’ understanding to ‘sound’ understanding). Confidence in understanding the requirements of the new curriculum increased for 58% of staff, with 75% rating themselves with ‘high’ confidence. * Brainstorm themes: * lack of regular ‘new pedagogy’ discussions for some stage/faculty teams * curriculum agenda items about ‘reporting’ not collaborative discussion. * Focus group theme: * inconsistency across stage/faculty re: inclusion of reflection sessions. | * School executive collaborative planning sessions required to ensure consistent whole school processes. * Exploration: Why did some leaders implement collaborative sessions and others did not? Is there opportunity to strengthen [collaborative inquiry](https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/intranet-documents/2023-guide-to-models-of-collaborative-inquiry.pdf) in team meetings? How can a whole school structure/plan be developed to support changes to the new curriculum? |

Table 2 – modelled example 2

|  |  |  |  |
| --- | --- | --- | --- |
| Q – Question | D – Data | A – Analysis | I – Implications |
| To what extent did the collaborative sessions develop staff understanding of the changes to the English syllabus and how these will inform curriculum planning for literacy in Stage 4? | * Entry and exit slip staff survey data from collaborative PL sessions [Likert-scale, quantitative, self-report data]. * Brainstorm [qualitative data].   Q1: ‘What are the barriers/enablers for staff to develop an understanding of the changes to the English syllabus?’  Q2: ‘What are the barriers/ enablers to inform curriculum planning for literacy across stage 4?’ | * 100% of staff contributed feedback via entry slips and exit slips. Pre and post comparison showed an increase in understanding of the new curriculum (62% of responses moved from ‘moderate’ understanding to ‘deep’ understanding). Confidence in understanding the requirements of the new English syllabus to plan and program, increased for 80% of staff, with 85% rating themselves as having a ‘high’ level of confidence. * Brainstorm responses for Q1 indicated that collaborative discussion at the whole school PL session enabled deeper understanding of the English syllabus. * Brainstorm responses for Q2 were varied across stages/faculties. XX faculty/stage are not confident in their understanding on how to embed grammar skills into their programs. Inconsistency with post exit slip data. | * Continue collaborative whole-school PL sessions. * Draft literacy implementation plan for Stage 4. * Additional PL sessions for XX faculty/stage team on grammar. * School executive to consider identifying literacy leaders for each stage/faculty to guide literacy strategies for the new syllabus in Stage 4. |

Table 3 – modelled example 3

|  |  |  |  |
| --- | --- | --- | --- |
| Q – Question | D – Data | A – Analysis | I – Implications |
| To what extent did collaborative sessions to explore, [Curriculum planning for every student in every classroom (AC00180)](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8), develop staff understanding of curriculum planning to optimise learning for the full range of students? | * Entry and exit slip staff survey data from collaborative PL sessions [Likert-scale, quantitative, self-report data] * Follow up survey to identify future PL [Likert-scale, quantitative/qualitative data] * Student background data [SCOUT/Sentral student data] | * Entry slips identified 70% of staff required additional support to plan for the full range of students in their class(es); 30% of staff were confident planning for the full range of students. * Pre and post comparison of staff confidence to plan for the full range of students increased to 65%. * Exit slips showed 85% of staff were confident to apply learning; 70% felt there were actionable strategies in the PL. * Follow up survey identified 25% of staff lacked confidence to plan for specific student cohorts. | * PL sessions to focus on modules for specific student cohorts. * School leadership team to plan PL sessions to explore the evidence base for [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8). * School leadership team plan a SIP initiative to enhance equitable outcomes for students by reflecting on the ‘Leading for equity in student outcomes’ research thread in the Leading Collaboration for School Improvement [Toolkit](https://education.nsw.gov.au/content/dam/main-education/inside-the-department/strategic-school-improvement/ssi-intranet/Leading-collaboration-for-school-improvement-toolkit.PDF). |

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