# Building alternative indicators for schooling

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Two fatal vulnerabilities of most education reforms are vagueness of outcomes and a neglect of wider political mobilisation to hold schools or systems to account

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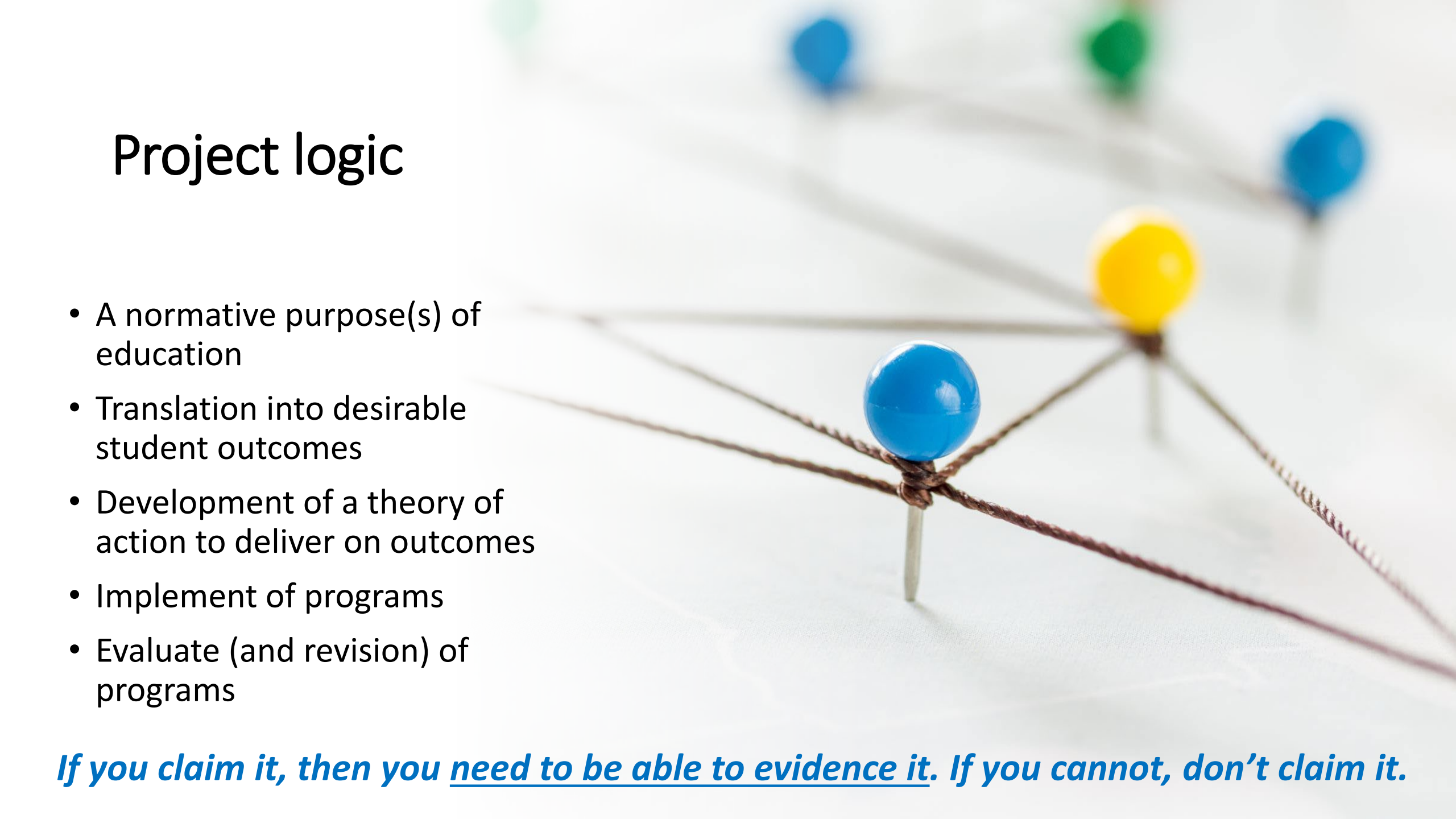
# Project logic

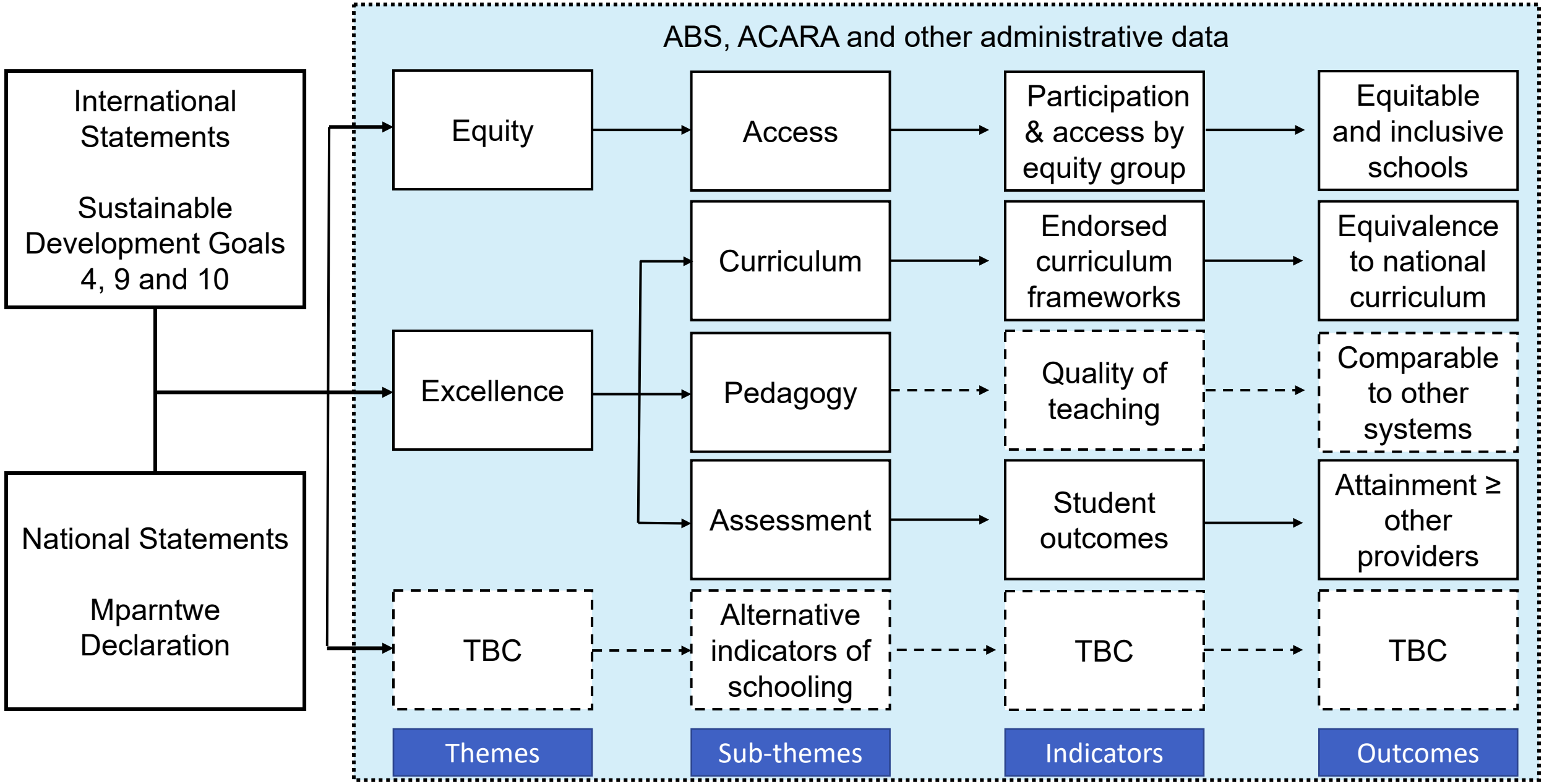


- A normative purpose(s) of education
- Translation into desirable student outcomes
- Development of a theory of action to deliver on outcomes
- Implement of programs
- Evaluate (and revision) of programs

***If you claim it, then you need to be able to evidence it. If you cannot, don't claim it.***

# Three key education policy questions

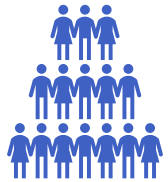
- Do you get the outcomes you claim?
- Is there stakeholder buy-in?
- Can it scale?


ABS, ACARA and other administrative data
International Statements
Sustainable Development Goals 4, 9 and 10
National Statements
Mparntwe Declaration
Equity
Excellence
TBC
Access
Curriculum
Pedagogy
Assessment
Alternative indicators of schooling
Participation & access by equity group
Endorsed curriculum frameworks
Quality of teaching
Student outcomes
TBC
Equitable and inclusive schools
Equivalence to national curriculum
Comparable to other systems
Attainment ≥ other providers
TBC
Themes
Sub-themes
Indicators
Outcomes

# Natural experiments

**Steiner**

- 47 schools (+ affiliates)
- 58% outside cities
- 1062 ICSEA, 4.5% ATSI, 15.2% LBOTE
- .10σ above national avg

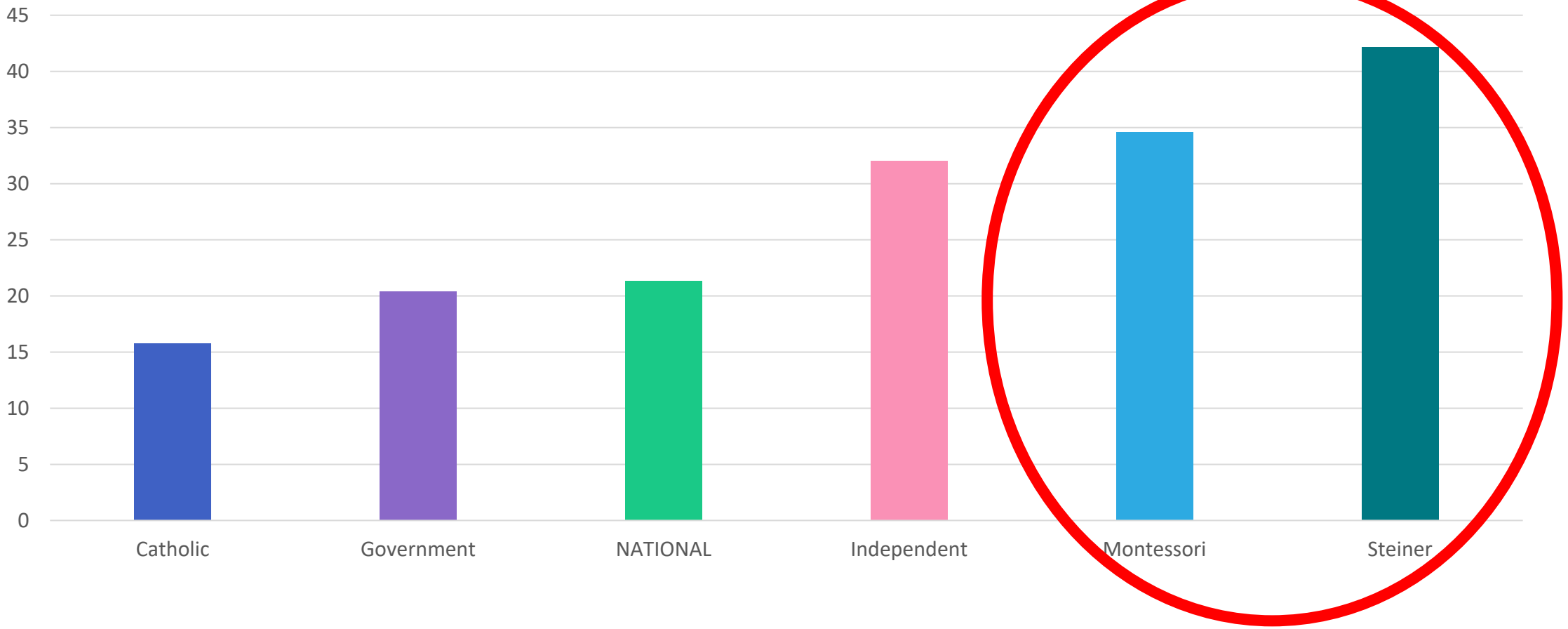


**Montessori**

- 39 schools (+ affiliates)
- 90% in major cities
- 1121 ICSEA, 0.9% ATSI, 26% LBOTE
- .20σ above national avg

# Stakeholder buy-in

***Fig. 2.*** Percentage of growth in enrolment by sector, 2008-2021



# Distinctions

New Metrics for Success is an opportunity for innovative school leaders to join with academic experts and international trailblazers to reimagine and influence schooling in Australia – to move away from the 'grammar of schooling' that continues to lock our schools into many of the distinctive features of the 20th century version of education.

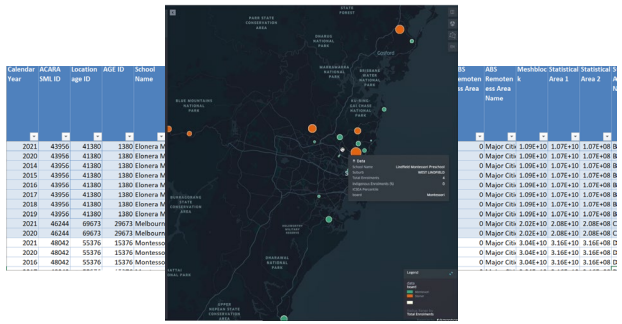
Australian schooling is ready for a paradigm shift and the development of new metrics to assess, credential and measure student and school success. Young people must now be educated and assessed in new ways so they are prepared for a very different future.

In this research-practice partnership, schools work with experts at the Assessment Research Centre to access University technology to support the creation and validation of new metrics.

In contrast, the BAIS project is about working ***with schools*** to evidence and demonstrate their impact.

# Building alternative indicators for schooling

# The project



*Building Alternative Indicators for Schooling – Montessori*

| Category | Indicator | Source | Evidence needed | Data generation / retrieval method | Strength of data |
|---|---|---|---|---|---|
| **ACADEMIC** | | | | | |
| Academic achievement | - NAPLAN outcomes | - Literature | - Student / school data | - ACARA / School-level | - National comparative |
| | - HSC (exit) examination | - Literature | - Student / school data | - ACARA / School-level | - National comparative |
| | - Annual Achievement | - Focus group [E] | - Student / school data | - School-level reporting | - School level data |
| **COMMUNITY** | | | | | |
| Community | - Education dis/advantage | - Literature | - Indices for communities | - ABS data (SA2 or SA1) | - National comparative |
| | - Participation / volunteer | - Focus group [E, C] | - Participation in events | - School-level data | - School level data |
| | - Parental occupation | - Focus group [E] | - Enrolment data | - School-level data | - National comparative |
| **NON-ACADEMIC** | | | | | |
| [Extra-]Curricular | - Subject choices | - Focus group [E] | - School-level data | - School-level records | - State comparative |
| | - Comprehensiveness | - Focus group [E] | - Non-academic courses | - School-level records | - State/Nat comparative |
| Environment (school) | - Physical space | - Focus group [E, S] | - Photographic | - Photos by researcher | - Novel* |
| | - Facilities | - Focus group [E, S, C] | - Building analysis | - Site map from school | - Novel* |
| Personal attributes | - Collaborate /cooperate | - Focus group [E, S, C] | - TBC scale | - Self-report questionnaire | - |
| | - Confidence / articulate | - Focus group [E, C] | - TBC scale | - Self-report questionnaire | - |
| | - Creativity | - Focus group [E, S, C] | - PISA (2022) scale? | - Creative task | - Nat / Int comparative |
| | - Hobbies | - Focus group [E] | - TBC scale | - Self-report questionnaire | - |
| | - Motivation | - Focus group [E, S, C] | - TBC scale | - Self-report questionnaire | - |
| | - Persistence / Cog fatigue | - Focus group [E, S, C] | - TBC scale | - Self-report questionnaire | - |
| Post-school destination | - Post-school destination | - Focus group & Lit | - PSD data | - School-level records | - Potential comparative |
| Outdoor education | - Engagement with nature | - Focus group [E, S, C] | - Participation (camp etc) | - School-level records | - Novel* |
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| | - Life skills | - Focus groups [E] | - Achievement data | - School-level records | - Novel* |
| Well-being / interpersonal | - Attendance | - Focus group [E] & Lit | - School (by grade) data | - School-level data | - National comparative |
| | - Anxiety | - Focus group [E] | - TBC scale | - Self-report questionnaire | |
| | - Buoyancy [resilience] | - Focus group [E, S, C] | - TBC scale | - Self-report questionnaire | |
| | - Relationships [Stud-Stud] | - Focus group [E, S] | - TBC scale | - Self-report questionnaire | |
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| | - Sense of belonging | - Focus group [E, S] | - PISA (2018) scale | - Self-report questionnaire | - Nat / Int comparative |
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| **INSTRUCTION** | - | | | | |
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| Professional learning | - Hrs of PL (or content) | - Focus group [C] & Lit | - School-level data | - School-level data | - National comparative |
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| | - Accreditation level | - Literature | - School-level data | - School-level data | - State/Nat comparative |

**Phase 1**
**Scoping provision nationally**

→

**Phase 2**
**Establishing alternative indicators**

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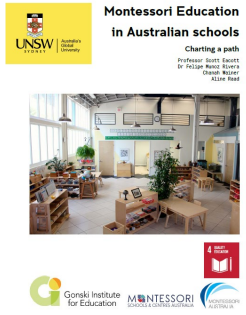
**Phase 3**
**Testing and scaling in sample schools**

→

**Phase 4**
**Testing in out-of-sample schools**

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| | - Accreditation level | - Literature | - School-level data | - School-level data | - State/Nat comparative |

# Data sources

**Steiner**

- 24 principal interviews
- 5 educator focus groups
- 2 community focus groups
- 1 student focus group

**Montessori**

- 20 principal interviews
- 4 educator focus groups
- 3 community focus groups
- 1 student focus group

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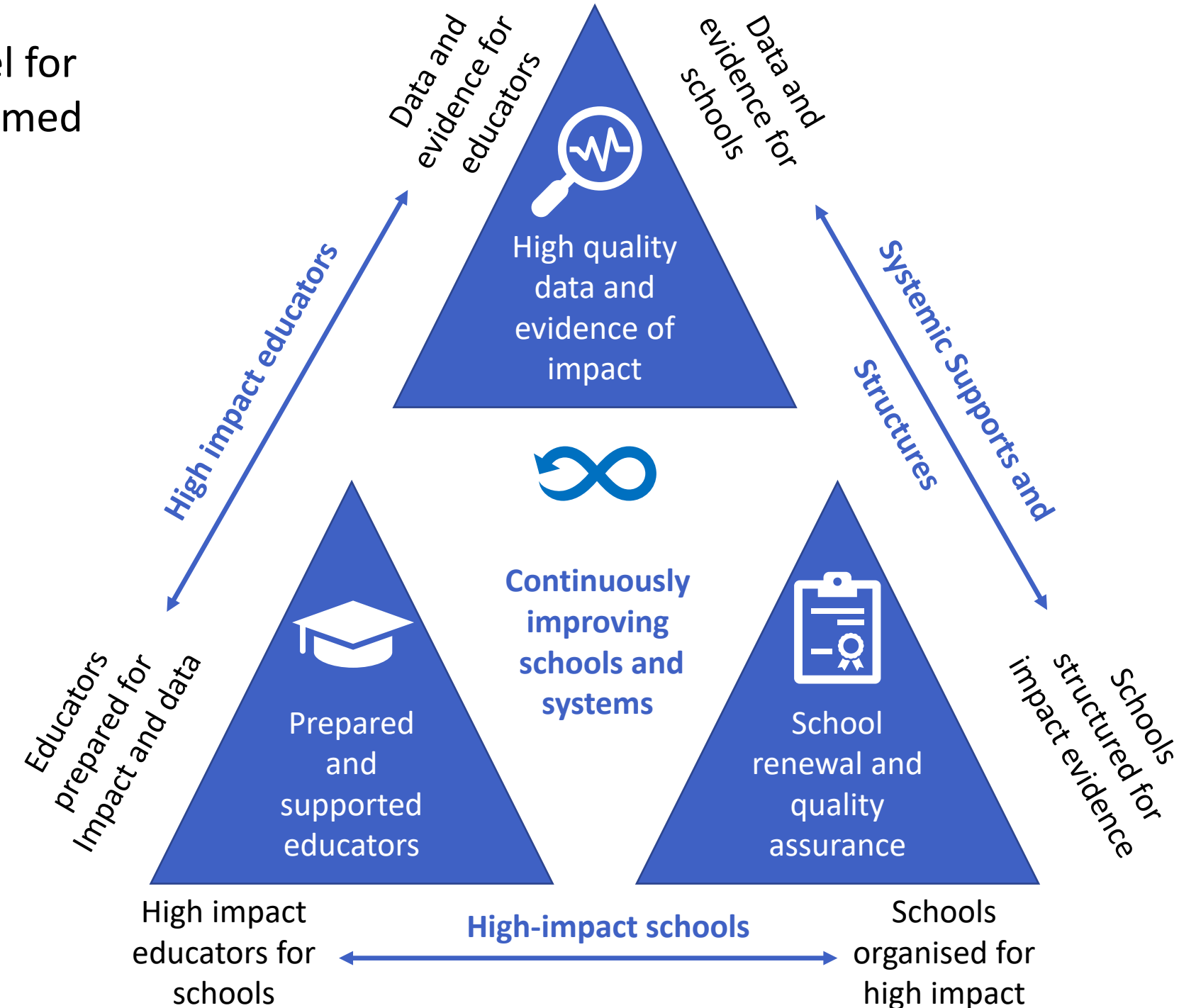
Evidence informed practice

# A model for schools

***Fig. 4.*** A model for evidence informed schooling



# Thank you