



An ongoing journey

Evaluation of the **Junior Secondary Leading Change** Development Program

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Abbreviations and key terms

Term / abbreviation	Definition
Active Learning	The opportunity to engage in discussion, planning and practice
Coherence	Connection between professional development activity and day-to-day classroom experiences
Collective Participation	The opportunity to undertake professional development with colleagues
Content Focus	Necessary knowledge and skills for day-to-day classroom work
CQ	Central Queensland region
DDSWQ	Darling Downs South West Queensland region
Duration	Was the professional development of sufficient length
ECM	Educational Change Model
FN	Far North Queensland region
JS	Junior Secondary
Leximancer	Qualitative or text analysis software
<i>M</i>	Mean
ME	Metropolitan region
<i>N</i>	Total number of participants two day 685, one day 421
<i>n</i>	Number of participants who responded
NC	North Coast region
NQ	North Queensland region
PD	Professional development
<i>SD</i>	Standard deviation
SE	South East region
SPSS	Statistical analysis software
Teacher efficacy	The ability and belief of teachers to be effective
webinar	Presentation delivered remotely and recorded for later viewing

Executive Summary

The Junior Secondary Leading Change Development Program was commissioned by the Department of Education, Training and Employment. It aimed to provide state high school leadership teams with a comprehensive program that built on their already strong capacity to lead effective change for the shift in 2015 of Year 7 into high school and the implementation of the Junior Secondary initiative. Seven hundred and ninety-five participants comprised of 3 person leadership teams including the school principal from 265 schools from across the state were expected to participate. The Department of Education, Training and Employment showed a commitment to being well-prepared and ready to welcome Year 7 students as well as ensuring continuity and growth in the area of Junior Secondary philosophy and development. The Leading Change Program was designed to deliver quality materials and facilitation based on:

- building on school leadership team capacity to lead change
- supporting leadership teams in introducing Junior Secondary in all high schools
- providing support to leadership teams in further developing Action Plans for this transition
- ensuring all high schools are ready for the commencement of Year 7 from January 2015

The program was delivered in three stages: 1) two day professional learning conferences for school leaders; 2) implementation with coaching support; 3) one day workshops for school leaders.

This final report provides: a summation of attendees and schools; collation and analysis of information from final workshops; issues raised throughout the program; recommendations for improvement; findings of the Interim Evaluation Report; level of readiness for enrolling Year 7 students to high school in 2015; and level of readiness for the introduction of Junior Secondary.

The two day conference was designed to enable leadership teams from across the state to participate in planned sessions based on the above aims. Two hundred and fifty-nine (259) schools were involved in the 7 conferences held in the 7 regions around the state. For the purpose of the conferences, the delivery team developed a comprehensive suite of resources that were made available to all schools via provision of a loaded USB device for each school and access to a purpose-built interactive website. Resources provided theoretical information and evidence related to adolescent learners, the Six Guiding Principles, the Educational Change Model, and quality teaching that could be shared and implemented within their schools and communities. Information, PowerPoint presentations and activities were developed for 28 topics. Leadership teams were informed that they were able to use or adapt these resources to best suit their contexts. During the two day conference, evaluation tools were administered to gather evidence regarding: each leadership teams' perceptions of a) the efficacy of their teachers to teach in Junior Secondary; b) their school's stage of reform based on the Educational Change Model; and c) the effectiveness of the conference program itself as a form of professional learning.

Overwhelmingly, the majority of positive feedback from the two day conferences referred to the high quality and usefulness of the resources developed for the project. Other constructive comments related to leadership teams valuing the opportunity to spend quality un-interrupted time with their colleagues from their own schools, from their clusters and within their region—something they do not often get to do. The chance to share and network with other schools was well received. Of particular note was Pilot Schools' sharing of their own journeys in relation to implementation of Junior Secondary. However, the participants noted that time out of school, particularly for those who had to travel large distances, was difficult. The timing was also noted to be problematic, with some pointing to the lateness of the initiative in the Junior Secondary planning journey and some highlighting the short notice given to attend the event. The overall satisfaction for the two day conference from all participants who completed the conference evaluation survey ($n = 465$) resulted in an overall mean of 6.91 out of 10 and mode of 8 out of 10. This indicates that the most common

response for overall satisfaction was 8 out of 10, indicating participants were satisfied with the two day conference.

Participants were also asked about a number of key elements pertaining to the two day conference. These elements were: duration, content focus, active learning, collective participation, and coherence. Generally the positive responses focused on the benefit of having the time to work with colleagues on Action Plans for the Junior Secondary Initiative, the effective resources that focused on the adolescent learner, and the flexible structure allowing effective team work. The least effective aspects of the two day conference were reported as time away from schools (including large travel distances for some regions), uncertainty of task expectations, timing of the conference, and generalisability of some of the materials for school contexts.

In relation to the survey of the leadership teams' perceptions of their teaching teams' efficacy, the participants were asked to rate their teachers in terms of their readiness to teach Junior Secondary. Six dimensions were measured, namely: instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges. Generally the leadership teams showed positive perceptions of their teaching teams in most areas, with cooperating with colleagues and parents being the highest and motivating students the lowest ranking scores.

The implementation phase supported by coaching followed the two day conferences. Each school had the opportunity to participate in a coaching process though the original design was mandatory participation. All 259 schools were placed in 22 clusters that were negotiated with regional representatives. Each cluster included approximately 10 schools and was allocated two professional coaches. For 3–4 months the coaches were available for direct support and, in particular, to assist schools with their Junior Secondary Action Plans as well as providing feedback and advice on three structured milestones. These documents were designed as a focused reflection tool for schools to consider progress to date, revisit goals and responsibilities and seek feedback. Once schools uploaded their documents to the Leading Change Website, coaches would access the documents and provide written feedback which included comments, recommendations for future direction, or provided additional resources. In addition to the coaching process, four webinars were presented on topics that were most frequently requested by school leaders during the two day conferences. Of the 259 schools, 114 (44%) engaged in Milestone 1; 71 (25%) in Milestone 2; and 60 (23%) in Milestone 3. Regional engagement ranged widely, from 71% to 10% on various milestones. The overall satisfaction for the coaching from participants who completed the survey administered at the one day conference (88 responses) was an overall mean of 7.2 out of 10 and mode of 8 out of 10. This indicates that the most common response for overall satisfaction was 8 out of 10, indicating participants were satisfied with the coaching program.

The one day workshop delivered in 7 regions constituted the final phase of the Leading Change. The one day workshops were structured around the concept of Best Practice, with a focus on three key themes: Transition; Quality Teaching; and, Evidence-based Practice. Sessions throughout the day were structured around Best Practice for the theme followed by presentations from selected schools in each region to share effective practice on the theme. Following school presentations, school leadership teams engaged in activities that provided them with the structure and tools to reflect on different aspects of their school's progress in each area and to consider other strategies that may further support or enhance their Junior Secondary program. Schools were given opportunities to network and to share their successes in their program implementation efforts.

During the one day workshop, evaluation tools used in the two day conference were utilised again to develop a longitudinal understanding of: a) each leadership teams' perceptions of the efficacy of their teachers to teach in Junior Secondary; b) their stage of reform based on the Educational Change Model; and c) the effectiveness of the conference program itself as a form of professional learning.

Survey data around the effectiveness of the one day workshop highlighted the value of schools networking and sharing ideas and stories around their individual Junior Secondary Journey. The majority of respondents referred to schools sharing stories as the most effective aspect of the one

day conference. Other positive feedback from the one day workshop referred to the activities and resources developed by the Leading Change Development team that provided direction and opportunities for school leaders to reflect on their progress and revisit their Action Plans to determine future directions. The participants found that these tools were an effective way to assess current practices and use as an audit tool to measure progress to date and set further goals for improvement practices. School leaders also reported the value in the strong links between the theory and practice reported by schools. The timing of the one day workshop was mentioned again as being too late in the Junior Secondary planning journey, however, despite the lateness of the program, many reported that the information was affirming and helpful in consolidating their Action plans for the implementation of their Junior Secondary programs.

With regard to readiness, one day workshop participants were asked to rate their school's preparedness for Year 7 and Junior Secondary on a scale of 1 (completely unprepared) to 10 (completely prepared). Darling Downs South West Queensland region self-reported the lowest mean rating ($M = 8.0, SD = 1.3$) and North Coast region the highest mean rating ($M = 8.7, SD = 0.8$) with an overall mean of 8.3. An ANOVA analysis revealed no statistically significant difference in perceived school preparedness by region (Darling Downs SWQ, Metropolitan, South East, Far North Queensland, Central Queensland and North Coast), position (Principal, Deputy Principal, Head of Junior Secondary and other) or school type (P—9/10, P-12, 7-12, 8-12 and other).

Also related to readiness, participants were asked their opinion, with supporting evidence, of their school's stage in the Educational Change Model. Two-hundred and forty-seven (247) schools provided a response with 54 (22%) at Initiation; 152 (61%) at Development; and 42 (17%) at the Consolidation stage. They also self-reported the level of preparedness of their teachers with regard to their efficacy to deliver Junior Secondary. A total of 245 and 145 responses were collected at the two day conference and one day workshops respectively. The items on the six subscales were scored ranging from a minimum score of 0 to a maximum score of 6. A higher score indicates the belief on the part of the leadership team that their staff are more capable in each subscale. At the beginning of the program (i.e., at the two day conference) overall, leadership teams across the state rated their teachers lowest ($M = 3.4, SD = 0.9$) on their ability to motivate students, and highest ($M = 4.4, SD = 0.83$) on their ability to cooperate with colleagues and parents. At the end of the Program (i.e., at the one day workshop) the lowest overall mean had risen to 3.7 and was observed in the dimensions of motivating students, and adapting education to individual students' needs. No statistically significant difference was detected between regions in any of the six scales.

Finally, during the one day workshop, school leaders participated in an activity that scaffolded reflection, analysis and evaluation of school activities against what is considered to be best practice to enable Quality Teaching. The activity was designed by aligning best practice, key elements and the Guiding Principles for Quality Teaching in Junior Secondary against Leadership practices, Teaching practices and Student learning behaviours. School leaders determined an agreed rating (1 None/minimal; 2 Solid progress; 3 Embedded; provide example) as to how embedded each of the identified features was in their school. Results for each school were then collated onto a wall chart which combined the feedback for each region. A number of trends emerged within and across regions that are worth noting: leadership practices across all regions were reported to have made more solid progress or be more embedded than teaching practices and student learning behaviours; the specific practices that were perceived to be embedded most successfully at the time of the one day workshop for all regions were: *sustained individual attention in a safe and healthy school environment; extended contact with a small number of teachers a consistent school cohort; and authentic and reflective assessment with high expectations*; and, the specific practices that were perceived to be embedded least successfully at the time of the one day workshop for all regions were: *higher order thinking strategies; integrated and disciplinary curricula that are negotiated, relevant and challenging; and parent and community involvement in student learning*.

The overall satisfaction for the one day conference from the 262 participants who completed the evaluation survey was an overall mean of 7.2 out of 10 and mode of 8 out of 10. This indicates that the most common response for overall satisfaction was 8 out of 10, indicating participants were satisfied with the one day workshop. Participants were again asked about a number of key elements

pertaining to the one day workshop with positive responses focused on the benefit of listening to other schools' strategies for effective practice around Junior Secondary, an awareness and access to the theory underpinning the practices, and opportunities to work with colleagues and network with other schools. The least effective aspects of the one day conference were reported as to be *time* including the timing of the workshop, and insufficient time to work on some of the activities.

Participants were also asked to rate their overall satisfaction of the whole Leading Change Program including: the two day conference; the coaching process; webinars; and the one day workshop. Overall, the 278 respondents were satisfied with the program with a mean rating of 6.9 out of 10 and mode of 7 out of 10. This indicates that the most common response for overall satisfaction was 7 out of 10. Respondents' explanations of their rating overwhelmingly valued the content of the program including the balance between theory and practice as well as perceiving that the process provided valuable opportunities for reflection and constant monitoring and updating of Action Plans. However, respondents noted that the timing of the overall program was late in the process of reform and time away from schools to attend the two day conference and one day workshop was also too late to be arranged.

Final recommendations, developed from the data collected across all stages of the program, recommend that: (1) the model of delivery worked effectively and that the Leading Change Program design be considered to be an exemplar for future projects; (2) similar projects be delivered as soon as practicable, maximising benefits; (3) support be provided throughout all stages of reform and not only in the preliminary stages; and (4) ongoing study and analysis of initiatives should be implemented concurrently with reform implementation to ensure the effectiveness of reform initiatives and improvement in student outcomes.

The Leading Change Development team would like to thank the Department of Education, Training and Employment for the opportunity to work with Queensland's State High School Leadership Teams in the important phase of implementing the Junior Secondary initiative.

1 Introduction

1.1 Context

The Flying Start initiative (ACER, 2011) mandated that all Year 7 students in both government and non-government schools move into high school from 2015. As part of this initiative, a series of professional development programs has been rolled out for both teachers who will be teaching in Junior Secondary, and for school leaders who are responsible for the successful implementation and effective sustainability of programs. The introduction of the Australian Professional Standards for Teachers (AITSL, 2011) and the subsequent release of The Australian Charter for the Professional Learning of Teachers and School Leaders (The Charter) (AITSL, 2012), Continuing Professional Development (CPD) has become an integral part of the professional lives of Australian teachers and school leaders. The Charter affirms that there is “clear evidence that purposeful professional learning for teachers and school leaders is one of the most effective strategies for improving student outcomes in our schools” (p. 6).

To ensure a smooth transition, the Queensland Government has planned a comprehensive and integrated package of measures to ensure that school leaders have the skills and resources necessary to implement and sustain the successful introduction of Junior Secondary. One significant measure is the delivery of the Junior Secondary Leading Change Program. This Program is a key element designed to support school leaders as they work through the reforms in Junior Secondary.

The Department of Education, Training and Employment commissioned a team from Griffith University and including external partners, the Leading Change Development team (see Appendix A), to deliver the Junior Secondary Leading Change Development Program.

1.2 Project objectives

The key objective of the Junior Secondary Leading Change Development Program was to provide state high school leadership teams with a program to build their capability to lead effective change processes in schools, specifically in preparation for the transition of Year 7 to Junior Secondary by the start of 2015.

The approach was designed to deliver a quality program which:

- built school leadership team capability to lead change in transitioning Year 7 to high school;
- built school leadership team capability to lead the introduction of Junior Secondary in all state high schools;
- provided support to school leadership teams with the schools’ development and implementation of Action Plans for transitioning Year 7 to high school and introducing Junior Secondary in all state high schools; and
- ensured that all state high schools were ready for inclusion and integration of Year 7 students into high school from January 2015.

1.3 Project phases

The Department of Education, Training and Employment provided a six phase project plan, as outlined in Table 1.1.

Table 1.1 Project Phases

Phase	Phase description	Timeframe goal
A	Program design and development	February—March 2014
B	Delivery of two day conferences	April—June 2014
C	Interim evaluation of program	July 2014
D	Delivery of ongoing support strategies / services	June—September 2014
E	Final one day workshops	September—October 2014
F	Final program evaluation	November 2014

This report constitutes Phase C of the project.

1.4 Project stages and expected participation

Within the six Phases of the Project, the Program had three operational stages for delivery of services (see Table 1.2). Details of these stages, including the two day conference program and the one day workshop program, are outlined in Appendix B. This process is represented visually in Figure 1.1.

Table 1.2 Project Stages

Stage	Activity	Timing, 2014
Stage 1	Two day Professional Learning conference for school leaders	April—June
Stage 2	Implementation with coaching support	May—September
Stage 3	One day workshop for school leaders	September—October

The Program was designed for schools commencing this journey and preparing for Year 7 in 2015, as well as for purpose-designed schools and those that had been involved as pilot schools of the implementation. In this way the Program aimed to work with all schools to further progress the development of their Junior Secondary program, using the Educational Change Model as the key underpinning framework.

1.4.1 Stage 1—Two day Professional Learning conference for school leaders

According to the Project specifications, it was envisaged that in Stage 1 three (3) participants from each high school would participate in the Program, including the school principal, a leader in Junior Secondary e.g. a head of department, and one other person who may be a teacher. The expected total number of Participants was approximately 795 from 265 schools across seven regions (see Table 1.3). The approved delivery model was for one conference in each region.

Table 1.3 Expected participants by region

Region	Major regional city	Number of high schools	Number of participants from each school
Central Queensland	Rockhampton	41	123
Darling Downs South West Queensland	Toowoomba	46	138
Far North Queensland	Cairns	25	75
Metropolitan	Brisbane	50	150
North Coast	North Coast	43	129
North Queensland	Townsville	23	69
South East	Gold Coast	37	111
Total		265	795

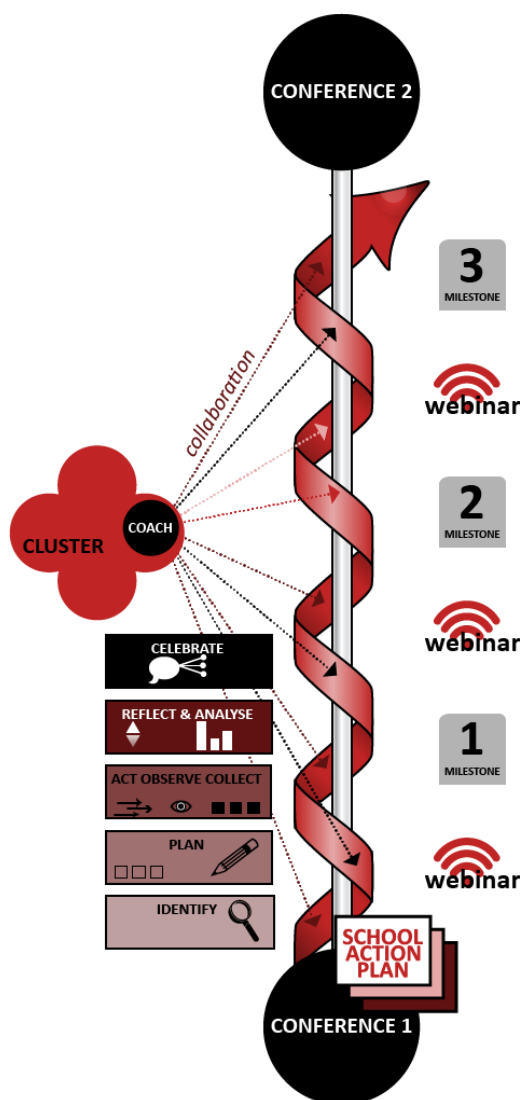


Figure 1.1 Overview of Junior Secondary Leading Change Development

The delivery team developed a comprehensive suite of resources that were made available to all schools via provision of a loaded USB device for each school and access to a purpose-built interactive website. Resources provided theoretical information and evidence related to adolescent learners, the Six Guiding Principles, the Educational Change Model, and quality teaching that could be shared and implemented within their schools and communities. Information, PowerPoint presentations and activities were developed for 28 topics. Leadership teams were informed that they were able to use or adapt these resources to best suit their contexts. During the two day conference, evaluation tools were administered to gather evidence regarding: a) each leadership teams’ perceptions of the efficacy of their teachers to teach in Junior Secondary; b) their stage of reform based on the Educational Change Model; and c) the effectiveness of the conference program itself as a form of professional learning.

1.4.2 Stage 2—Implementation with coaching support

The coaching support program was provided through the interface of the purpose-built Leading Change website. Each school had a unique site for sharing resources with their team of two coaches in a cluster model typically with up to ten schools. Although a three-stage milestone process built around Action Learning was part of the original design in order to maximise engagement, the requirement to participate in the coaching process and the use of the elements of the coaching model was subsequently not mandated.

All 259 participating schools were placed in 22 clusters that were negotiated with regional representatives. Clusters comprised approximately 10 schools each and each were allocated two professional coaches. For 3–4 months the coaches were available for direct support and, in particular, to assist schools with their Junior Secondary Action Plan as well as provide feedback and advice on three structured milestones. These documents were designed as a focused reflection tool for schools to consider progress to date, revisit goals and responsibilities and to seek feedback. Once schools uploaded their documents to the Leading Change Website, coaches would access the documents and provide written feedback which included comments, recommendations for future direction, or additional resources.

In addition to the school based coaching, four webinars on the topics of most interest to participants were delivered during this time.

1.4.3 Stage 3 –One day workshop for school leaders

The one day workshop delivered in each of the 7 regions was originally designed as a sharing of the Action Learning undertaken by each school. In order to respond to the complexity and needs of the schools and regions, and recognising that not all schools opted to engage in the coaching with the associated Action Learning and Milestone completions, the one day workshop program was modified to focus on Best Practice in Junior Secondary, with the key priorities of: Quality teaching; transition; and evidence-based practice. While the expected number of participants was the same as in Stage 1, the number of attendees was 421. Sessions throughout the day were structured around Best Practice for the theme followed by presentations from selected schools in each region to share effective practice related to the theme. Following school presentations, school leadership teams engaged in activities that provided them with the structure and tools to reflect on different aspects of their school's progress in each area and to consider other strategies that may further support or enhance their Junior Secondary program. Schools were given opportunities to network and to share their successes in their program implementation efforts.

During the one day workshop, evaluation tools used in the two day conference were utilised again to develop a longitudinal understanding of: a) each leadership teams' perceptions of the efficacy of their teachers to teach in Junior Secondary; b) their stage of reform based on the Educational Change Model; and c) the effectiveness of the conference program itself as a form of professional learning.

1.5 Structure of this report

The Junior Secondary Leading Change Program was evaluated in terms of its effectiveness:

- as a form of professional development (both mode of delivery and content),
- in improving school leaders' sense of efficacy, and
- in facilitating systemic change throughout Queensland high schools' Junior Secondary programs.

An interim report was provided at the completion of *Stage 1–Two day conference for school leaders*, the findings of which are incorporated in this final report. As required by contract, this report provides: a summation of attendees and schools; collation and analysis of information from final workshops; issues raised throughout the program; recommendations for improvement; findings of the Interim Evaluation Report; level of readiness for enrolling Year 7 students to high school in 2015; and level of readiness for the introduction of Junior Secondary.

The remainder of this report is comprised of the following sections:

- Section 2 provides an overview of the instruments used to collect data;
- Section 3 provides an analysis of the satisfaction of respondents of the: two day conference; one day workshop; coaching; and the overall program;

- Section 4 provides an analysis of the professional learning survey for both the two day conference and the one day workshop. This is a theorised framework for determining the effectiveness of these events;
- Section 5 combines the various sources of evidence which provide self-reporting data about the readiness of schools for Year 7 in 2015 and the implementation of Junior Secondary across Years 7-9. Data sources include: stage of the Educational Change Model of each school; teacher efficacy for Junior Secondary of each school; embedded practice of Quality Teaching with respect to: leadership practice; teacher practices; and student learning behaviours;
- Section 6 provides a summary and recommendations; and
- Section 7 is a list of references.

2 Evaluating the Program

This section of the report provides details of the instruments used to evaluate the effectiveness of the Program and the readiness for schools for Year 7 in 2015 and the implementation of Junior Secondary across Years 7-9.

2.1 Data collection instruments

The evaluation has been undertaken through data collection in two phases, as specified in the DETE contract—Phase C: Interim evaluation of Program, which follows completion of the two day Leading Change workshops; and Phase F: Final Program Evaluation, which follows completion of the Coaching Phase and one day Leading Change follow-up workshops.

Instruments used for data collection are as follows:

1. Overall Satisfaction Survey—Two Day Conference

(See Appendix C)

This instrument was administered to all participants at the conclusion of the two day conference. It comprised an overall satisfaction rating, with an opportunity to provide an explanation of the rating. This overall satisfaction score was followed by questions regarding least and most effective aspects of the two day event, along with comments about how the conference has benefitted the participants.

2. The Effectiveness of Professional Learning Survey

(See Appendix D)

This instrument is a standardised Professional Development Scale (Main & Pendergast, under review). It was administered twice during the project to collect data related to the effectiveness of the separate professional learning programs. It was first administered at the end of the two day conferences and then again at the one day workshops. This instrument is a Likert type scale (strongly agree, agree, neutral, disagree, strongly disagree) to measure participants' responses. The scale consists of five dimensions with between 6 and 9 items, namely: duration (6), collective participation (6), coherence (8), content focus (9), and active learning (9).

3. Teacher Efficacy Survey

(See Appendix E)

This instrument is the standardised Norwegian Teacher Self-Efficacy Scale (Skaalvik & Skaalvik, 2010). It was administered to all participants during both the two day conference and the one day workshop. This 24 item Likert type scale consists of six dimensions with four items in each dimension (clustered as 24 questions). The dimensions are: instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges. Responses were given on a 7-point Likert scale from *Not certain at all* (1) to *Absolutely certain* (7). The six sub-scales are extensively described and validated elsewhere (Skaalvik & Skaalvik, 2007). It also includes a section on collective efficacy (working in teams—seven questions), and a section on personal beliefs around the attributes of the learner (five questions). These responses were given on a 6-point Likert scale from *False* (1) to *True* (6).

4. Quality Teaching—School leaders' perceptions of embedded practices

(See Appendix F)

This instrument was administered at the one day workshop to participants in their school groups. Respondents were asked to assess their Quality Teaching in terms of leadership practices, teacher practices, and student capabilities on a range from none to fully implemented. A regional score was used to provide an overall insight.

5. Evaluation Junior Secondary Leading Change Program—One Day Workshop

(See Appendix G)

This instrument was administered to all participants at the conclusion of the one day workshop. Parts A, B and C evaluated the Coaching program, the one day workshop and the entire Leading Change Program respectively. Part C also had respondents evaluate their school's preparedness and evaluate their school's stage of the Educational Change Model (i.e., initiation, development or consolidation). Part C also included the Effectiveness of Professional Learning Survey.

2.2 Data analysis

In general, the demographic data collected were: respondent's position (Principal, Deputy Principal, Head of Junior Secondary, other) and region (Metropolitan, Central Queensland, North Coast, Far North Queensland, North Queensland, Darling Downs South West Queensland, and South East Queensland). These categories provided useful means of further exploring the data allowing comparisons to be made between regions and position. The lack of identifying information enabled respondents to provide anonymous ratings and comments, thereby enhancing the validity of the responses.

For the standardised Norwegian Teacher Self-Efficacy Scale (Appendix E), school names were recorded so that a direct comparison could be made to determine changes from the one day workshop compared to the two day conference. The reporting however groups the responses to that no school is identified in the evaluation.

This report utilises a mixed methods approach to data analysis whereby SPSS (Version 22) was used to analyse the quantitative data and Leximancer was used to analyse the qualitative data.

3 Satisfaction Ratings

This section presents the analyses of the overall satisfaction ratings for the:

- Two day conference
- One day workshop
- Coaching program, and the
- Program overall.

Each section begins with the quantitative analysis of the respondents' ratings based on a scale from 1 (completely unsatisfied) to 10 (completely satisfied) to provide a big picture overview of respondents' satisfaction for that component of the Program. This rating is then followed by the qualitative analysis of respondents' comments giving a finer grained view explaining their rating.

3.1 Respondents

A total of 465 (total participants $N = 685$, response rate = 68%) and 278 (total participants $N = 421$, response rate = 66%) responded to the evaluation instruments for the two day conference and one day workshop respectively. Table 3.1 shows the respondent demographics by position and region for each component of the Program. The demographic data collected were the respondent's position (Principal, Deputy Principal, Head of Junior Secondary, other) and region (Metropolitan, Central Queensland, North Coast, Far North Queensland, North Queensland, Darling Downs South West Queensland, and South East Queensland).

Table 3.1 Respondent position and response rates by region for the two day conference and one day workshop

Event	Region ^a	Position				Totals		
		Principal	Deputy Principal	Head of Junior Secondary	Other ^b	Respondents	Participants	Response Rate
Two Day conference	ME	34	27	18	17	96	134	72%
	CQ	27	12	19	19	77	115	67%
	NC	16	21	14	9	60	97	62%
	FN	20	10	9	6	45	70	64%
	NQ	20	12	12	8	52	60	87%
	DDSWQ	29	10	15	27	81	121	67%
	SE	18	15	14	7	54	88	61%
	TOTAL	164	107	101	93	465	685	68%
One Day workshop	ME	5	19	17	11	52	91	57%
	CQ	10	14	7	20	51	55	93%
	NC	2	10	9	9	30	65	46%
	FN	13	5	10	6	34	40	85%
	NQ	5	6	10	11	32	46	70%
	DDSWQ	10	7	10	15	42	63	67%
	SE	7	12	9	9	37	61	61%
	TOTAL	52	73	72	81	278	421	66%

^a ME—Metropolitan. CQ—Central Queensland. NC—North Coast. FN—Far North Queensland. NQ—North Queensland. DDSWQ—Darling Downs South West Queensland. SE—South East. ^b includes year level coordinators, heads of department, classroom teachers and not specified.

Table 3.2 below shows the number of respondents by position who indicated they had participated in the coaching program and/or rated the program overall. The total number of participants and the response rate are not shown for these two evaluations. Surveys in relation to the overall program, the two day conference and the one day workshop were conducted anonymously. As such, there was no way to match respondents' surveys to prevent double counting the number of responses so, in order to more accurately reflect the data, only the number of schools that participated in any aspect of the program was recorded.

Table 3.2 Number of respondents for the Coaching program and Program overall evaluations

Event	Region ^a	Position				Totals respondents
		Principal	Deputy Principal	Head of Junior Secondary	Other ^b	
Coaching program	ME	0	2	6	0	8
	CQ	3	4	2	5	14
	NC	0	2	2	1	5
	FN	2	0	2	1	5
	NQ	0	0	4	1	5
	DDSWQ	4	4	3	4	15
	SE	2	1	2	1	6
	TOTAL	11	13	21	13	58
Program Overall	ME	5	17	16	10	48
	CQ	9	13	6	18	46
	NC	2	6	9	8	25
	FN	11	4	9	2	26
	NQ	5	6	9	9	29
	DDSWQ	10	5	9	12	36
	SE	7	10	8	8	33
	TOTAL	49	61	66	67	243

^a ME—Metropolitan. CQ—Central Queensland. NC—North Coast. FN—Far North Queensland. NQ—North Queensland. DDSWQ—Darling Downs South West Queensland. SE—South East. ^b includes year level coordinators, heads of department, classroom teachers and not specified.

The analyses that follow were either conducted in SPSS where the data were quantitative or Leximancer where the data were qualitative. Leximancer theme maps have not been generated for all open-ended responses, only those that added value and depth to this evaluation. In the Leximancer concept maps, the relevance of the themes is portrayed through heat mapping. That is, the most prominent theme is coloured red and responses grade through the spectrum (orange, yellow, green, blue, violet) to violet which represents the least prominent theme.

3.2 Two day conference satisfaction

Conference participants were asked to rate their overall satisfaction on a scale from 1 (completely unsatisfied) to 10 (completely satisfied) of the effectiveness of the two day conference in preparing them to lead the implementation of a Junior Secondary program in their school. Participants were also asked to explain their rating. Table 3.3 shows the number of respondents per rating category by region, the total number of respondents for each region, means and standard deviations. Regions are listed by the date order of conference presentation. The highest mean rating was achieved in the Far North Queensland Region ($M = 7.8$, $SD = 1.5$) and the lowest in the North Coast region ($M = 5.5$, $SD = 2.4$). The overall mean satisfaction rating was 6.91 (with a modal rating of 8) indicating that in general participants were very satisfied with the conferences.

Table 3.3 Two day conference satisfaction ratings, number of participants, means and standard deviations by region

Region	Number of respondents										Statistics		
	1	2	3	4	5	6	7	8	9	10	n	M	SD
Metropolitan	1	0	1	3	5	9	18	30	12	5	84	7.4	1.6
Central Queensland	0	2	3	5	4	4	21	23	8	1	71	6.9	1.8
North Coast	2	5	7	7	1	10	8	7	5	1	53	5.5	2.4
Far North Queensland	0	1	1	0	0	0	10	22	4	5	43	7.8	1.5
North Queensland	0	1	4	3	3	6	9	16	7	3	52	6.9	2.0
Darling Downs SWQ	0	0	4	5	0	9	15	26	11	5	75	7.3	1.8
South East	1	4	2	4	4	7	10	9	6	0	47	6.2	2.2
Total	4	13	22	27	17	45	91	133	53	20	425*	6.9	2.0

* Note: 41 participants did not answer this question.

This data is presented graphically in Figure 3.1 using a cumulative display. The image clearly highlights the fact that there was polarity in the responses, with the majority of respondents generally very satisfied with the two day conference (hence the modal value is 8), but with a second and less substantial peak being reported at the unsatisfied end of the scale.

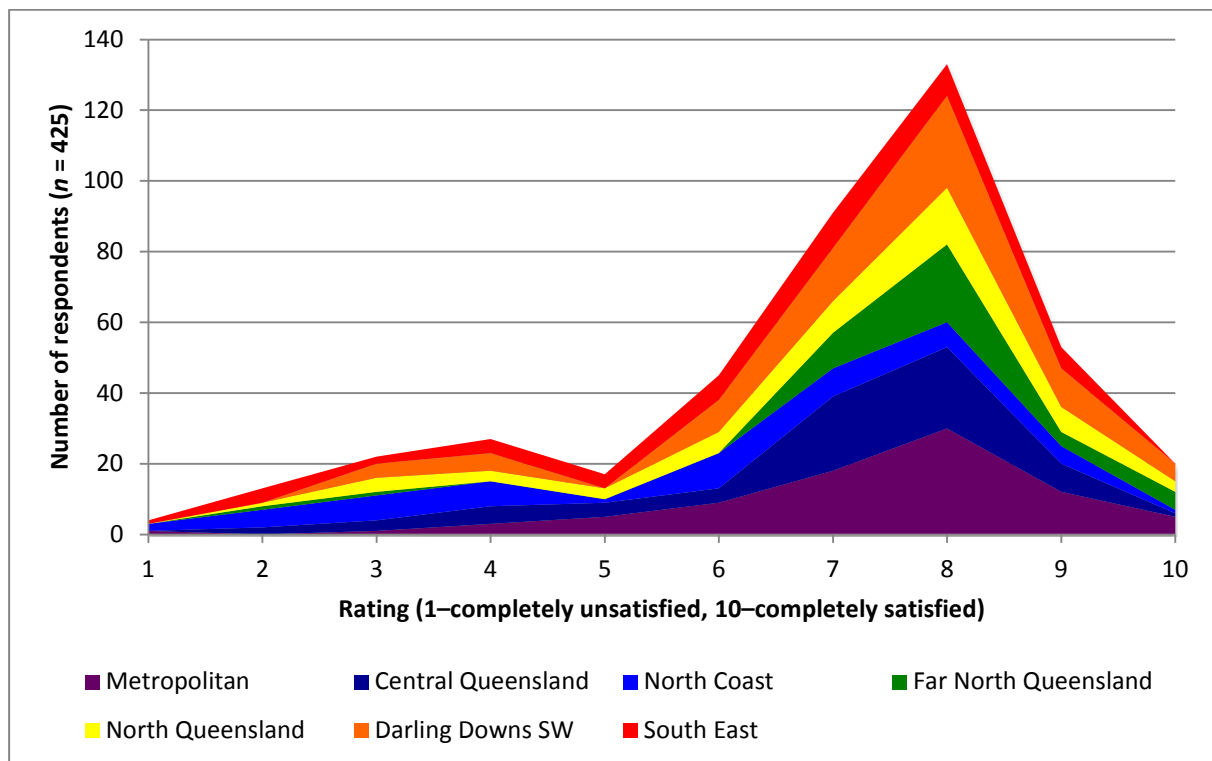


Figure 3.1 Two day conference satisfaction ratings by region

A one-way between-groups analysis of variance was conducted to detect statistically significant differences in overall satisfaction ratings by region. Conference participants were divided into seven groups according to their region (Group 1: Metropolitan; Group 2: Central Queensland; Group 3: North Coast; Group 4: Far North Queensland; Group 5: North Queensland; Group 6: Darling Downs SWQ; Group 7: South East). There was a statistically significant difference at the $p < 0.01$ level in overall satisfaction ratings for the seven regions: $F(6,418) = 9.032, p = 0.01$. The calculated effect size was $f = 0.15$.

size using eta-squared was 0.12 indicating a large effect size. Cohen (1998) defines an eta squared of 0.14 as being a large effect meaning the differences in overall satisfaction ratings between regions is real.

The mean differences between each region's mean overall satisfaction rating as well as indicating statistically significant differences in overall satisfaction ratings between regions is shown in Table 3.4 below. Mean differences were calculated by subtracting the mean overall satisfaction rating of the region in the column from the region in that row. A positive difference indicates the region in the row has a greater mean overall satisfaction rating than the region in the column. For example, participants at the Metropolitan region ($M = 7.1$, $SD = 1.7$) conference overall were more satisfied with the conference than participants in both the North Coast ($M = 5.5$, $SD = 2.3$) and South East ($M = 6.2$, $SD = 2.2$) regions. Participants' overall satisfaction ratings of the Metropolitan region did not differ significantly from Central Queensland ($M = 6.8$, $SD = 1.8$), Far North Queensland ($M = 7.7$, $SD = 1.6$), North Queensland ($M = 6.9$, $SD = 1.9$) or Darling Downs SWQ ($M = 7.3$, $SD = 1.7$).

Table 3.4 Mean differences between regions' two day conference satisfaction rating

Region	Metropolitan	Central Queensland	North Coast	Far North Queensland	North Queensland	Darling Downs SWQ	South East
Metropolitan	-	0.468	1.841*	-0.468	0.427	0.062	1.220*
Central Queensland	-0.468	-	1.373*	-0.936	-0.041	-0.405	0.752
North Coast	-1.841*	-1.373*	-	-2.309*	-1.414*	-1.778*	-0.621
Far North Queensland	0.468	0.936	2.309*	-	0.895	0.531	1.688*
North Queensland	0.427	0.041	1.414*	-0.895	-	-0.364	0.793
Darling Downs SWQ	-0.062	0.405	1.778*	-0.531	0.364	-	1.158*
South East	-1.220*	-0.752	0.621	-1.688*	-0.793	-1.158*	-

* Note: Indicates a statistically significant difference between the mean overall satisfaction ratings ($p < 0.02$).

3.2.1 Overall satisfaction by position

Other demographic data collected were the respondents' position. Four variables were identified on the response sheet: Principal, Deputy Principal, Head of Junior Secondary, and Other. A significant number of respondents provided further detail regarding their positions and hence six variables were utilised gaining greater insight of the effectiveness of the two day conferences by position.

A one-way between-groups analysis of variance was conducted to detect statistically significant differences in overall satisfaction ratings by position. Conference participants were divided into six groups according to their position (Group 1: Principal; Group 2: Deputy Head; Group 3: Head of Junior Secondary; Group 4: Heads of curriculum and year level coordinators; Group 5: Teachers; Group 6: Other). There were no statistically significant differences at the $p < 0.01$ level in overall satisfaction ratings for the six position: $F(5,419) = 0.402$, $p = 0.848$.

These data indicate further analysis is required on two levels, and will be discussed in turn. First, what were the differences in perceptions between the conference participants who had a high overall satisfaction rating (ratings from 6 to 10) versus those with low overall satisfaction ratings (ratings from 1 to 5) (See Figure 3.2), and second, the differences between the North Coast and South East conference participants, who rated their overall satisfaction with the conference lower than the other regions (see Table 3.4).

3.2.2 Satisfaction rating differences

Respondents were asked to explain why they selected the rating (1-10). This qualitative data was then analysed using Leximancer to better understand why there were polarised views from respondents.

Leximancer identified four major themes in a comparison of participants who rated their overall satisfaction with the conference as low (ratings 1-5) compared to high (ratings 6-10). Figure 3.2 represents the analysis in a diagrammatic form. The most prominent themes in descending order were: the *time to plan*; *planning, sharing and networking*; the materials and conference being *useful and practical*; and, the conference being *too late*. The two groups will be referred as the low satisfaction and high satisfaction groups.

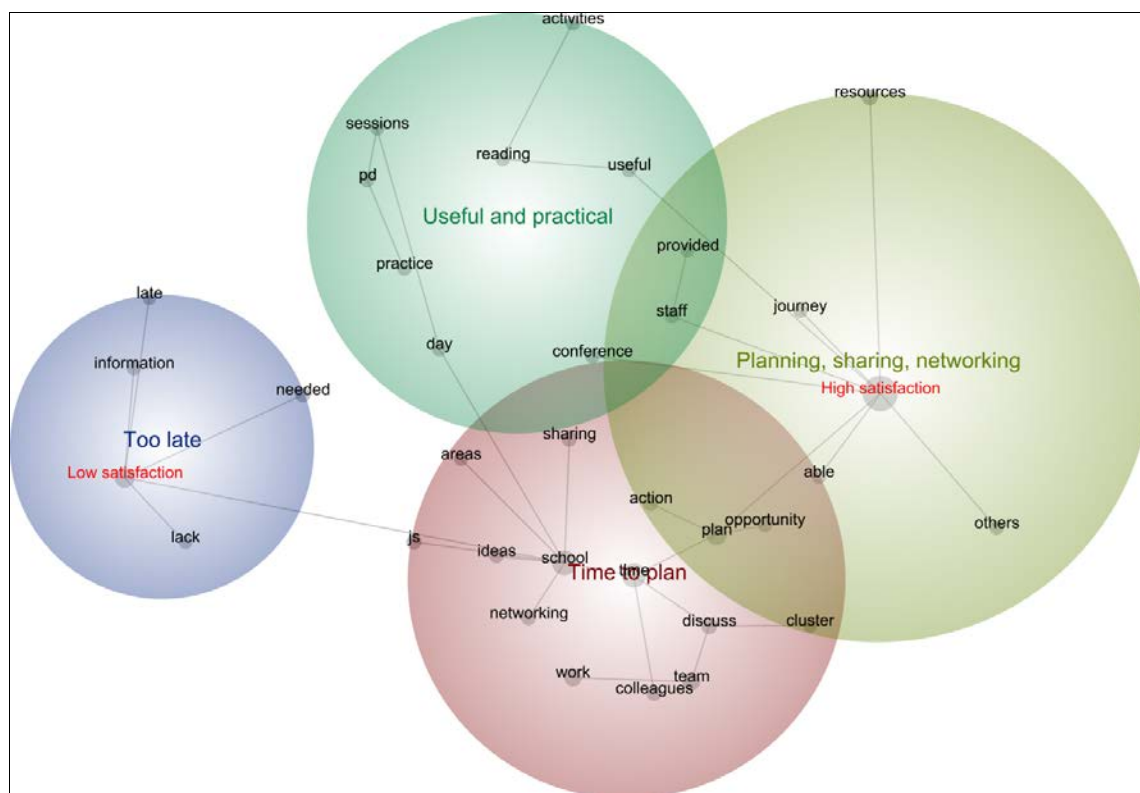


Figure 3.2 Thematic analysis of two day conference participants with low (ratings 1–5) and high (ratings 6–10) overall satisfaction

Being given the *time to plan* was the major theme identified by both groups, but due to its proximity to the high satisfaction node (on the right in Figure 3.2) indicates that respondents who rated their satisfaction as being higher were more likely to state this as a reason for their higher satisfaction rating. The next most prominent theme, *planning, sharing, networking*, was centred around the high satisfaction group. The main issue identified by the low satisfaction group was *too late*. That is, the low satisfaction group were more likely to identify that the two day conference occurred too late within their Junior Secondary journey and that the information provided was needed earlier in the reform process. Table 3.5 provides insight into the strength of the nodes in association to each other.

Table 3.5 Emergent themes, connectivities and the underlying concepts in comparing low and high satisfaction ratings

Theme	Connectivity (%)	Concepts
Time to plan	100	school, time, plan, team, work, discuss, action, sharing, JS, opportunity, colleagues, networking, ideas, cluster, areas
Planning, sharing, networking	48	High satisfaction, resources, able, journey, others
Useful and practical	20	useful, day, PD, staff, sessions, practice, reading, conference, activities, provided
Too late	19	Low satisfaction, needed, information, late, lack

With regard to the overall satisfaction ratings, there were some key commonalities between the respondents' comments in both the low and high brackets of responses respectively. The respondents who rated the two day conference overall in the high bracket commented positively about a number of factors including: the resources provided; the time provided to work together collegially; the sharing from the Pilot schools; as well as some of the processes used by the Leading Change Development team. In relation to the resources, the participants felt that they would be able to draw on these substantially in their own schools and apply the knowledge and content effectively with their staff, students, and community. The following comments are typical examples from the feedback provided:

The resources provided [will be] brilliant for sharing with staff (Head of Junior Secondary, North Coast)

The very well developed resource package—USB (Other, North Queensland)

Activities to compare in each module (Head of Junior Secondary, North Coast)

Large bank of well organised resources (Deputy Principal, Central Queensland)

Some of the models were very good at helping to highlight the gaps and areas for further development (Deputy Principal, North Coast)

Another strength commented on consistently was that participants were able to spend time with colleagues from their own school and also from other schools within their cluster and region, and this was revealed to be an opportunity they do not often get, particularly given the busy-ness of their management roles. This was highly valued by the participants, as evidenced in a number of comments, for example:

Spending time with my team to think (Principal, Central Queensland)

Allocated time for collegial discussion and action planning (Head of Junior Secondary, Central Queensland)

The integration between the whole group sessions and the within school discussion time (Other, North Queensland)

Networking opportunities, listen to what others had to say (Principal, Central Queensland)

Discussing the progress made with each of the other schools at our table and I our cluster (Deputy Principal, North Coast)

Ample time to talk and plan with colleagues (Head of Junior Secondary, Darling Downs SWQ)

Time to discuss with colleagues—fantastic! (Head of Junior Secondary, Darling Downs SWQ)

Opportunities to network with other schools (Other, Far North Queensland)

Time to work as a team out of school work commitments (Principal, South East)

A substantial number of affirmative comments focused on the sessions where the Pilot Schools shared their Junior Secondary journeys so far. In these sessions the Pilot School teams were asked to report on the types of challenges as well as what they felt was successful with the implementation of Junior Secondary at their schools. It was apparent that leaders from the schools which were yet to welcome Year 7 students into their schools enjoyed hearing these stories and were able to take note of some of the suggestions and recommendations made by these Pilot Schools, as indicated by the following comments:

Pilot school success stories (Other, Darling Downs SWQ)

Feedback from pilot schools (Other, Darling Downs SWQ)

Pilot schools sharing their implementation of year 7 and JS (Head of Junior Secondary, Central Queensland)

Checkpoint examples from pilot schools (Deputy Principal, Darling Downs SWQ)

Best practice/sharing from pilot schools (Head of Junior Secondary, Metropolitan)

With respect to this aspect of the conference, there were also a few comments praising the sessions where regional staff presented.

Implementation of the Junior Secondary initiative is clearly a complex process and participants appreciated being provided the chance to reflect on their journey to that point. There were a number of comments made about the opportunity to re-visit the Six Guiding Principles and have the chance to continue the development of their school's individual Action Plans. A number of positive comments were made about the activities provided in the resource bank that assisted in the planning process, particularly in terms of applying theory to practice, including the Educational Change Model (ECM). The respondents appreciated the clear direction provided in terms of working through the materials provided with the aim of developing their school's Action Plans by the end of the second day of the conference.

It was evident that the strategies underway outside the scope of the Leading Change Program varied in effect and intensity around the state. The Leading Change Team attempted to make connections and to reinforce these activities wherever that was possible.

Most of the responses in the low sector of the overall satisfaction focused on the timing of the conference within the term. However, some aspects related to the structure of the Program and the fact that some of the participants felt they already knew a lot of information presented. For example:

The info presented would have been useful 2 years ago (Deputy Principal, North Coast)

Poor timing—close to NAPLAN. Should have been held at end of 2012 beg 2013 (Head of Junior Secondary, North Coast)

The timing is awkward—we are beyond this level—maybe split groups (1. Beginner, 2. Intermediate, 3. Advanced) (Deputy Principal, Metropolitan)

This PD is great in content; however it is poorly timed and NOT an effective use of resources at this time—SORRY! YOU NEED TO KNOW IT'S ABOUT 18 MONTHS TOO LATE!! (Principal, Darling Downs SWQ)

Although these comments reflect the notion that the conference was *too late* and that they *already knew the content provided*, they indicate that some respondents felt confident about their progress with the Junior Secondary planning and preparation within their own particular context. However, it could also indicate that others were discontent that this opportunity was not provided to them earlier in order to support the development and progress of their school's planning towards Junior Secondary implementation.

Some of the feedback focused on the timing of the sessions during the day, despite a substantial amount of the feedback that focused on the time working with colleagues being a positive aspect of the conference. However, there were some contradictions appearing in the comments across the board. For example:

Too much time in some sessions (Head of Junior Secondary, Far North Queensland)

Not enough clarity of instruction about what to achieve in sessions (Head of Junior Secondary, Central Queensland)

Some of the activities (Deputy Principal, Metropolitan)

Would have been better delivered as conference with breakout sessions on things like reading, vocabulary, and what other schools are implementing (Deputy Principal, Metropolitan)

3.2.3 Regional differences

There was a notable difference between two of the regions (North Coast and South East) and the remaining five regions (Metropolitan, Central Queensland, North Queensland, Far North Queensland, and Darling Downs South West Queensland) in terms of overall satisfaction. These two groups will be referred to in the analysis as the Low regions (North Coast and South East) and High regions (all other regions) respectively. The most prominent themes identified by Leximancer in descending order of prominence were: the *Nature of the activities*; the *Opportunity to network*; the *Nature of the information*; and, the *Useful resources* (see Figure 3.3). These comments may be attributed to a number of reasons depending on the context of each of these two regions including the peer review process, the phase of the Junior Secondary reform initiative within these regions, as well as other impacting factors.

The high regions appreciated the time to share and collaboratively plan for the transition but at times felt the activities lacked structure and that at some stages, too much time was devoted to *free time*.

The low regions predominantly felt the information was too basic or that they had already engaged with the information before:

We have already engaged in this information before (Other, North Coast)
There was a lot of information I knew (Other, North Coast)

but nevertheless appreciated the opportunity to share ideas and resources with other schools:

Access to expert advice/sharing (Principal, South East)
Sharing with other schools (Other, Darling Downs SWQ)

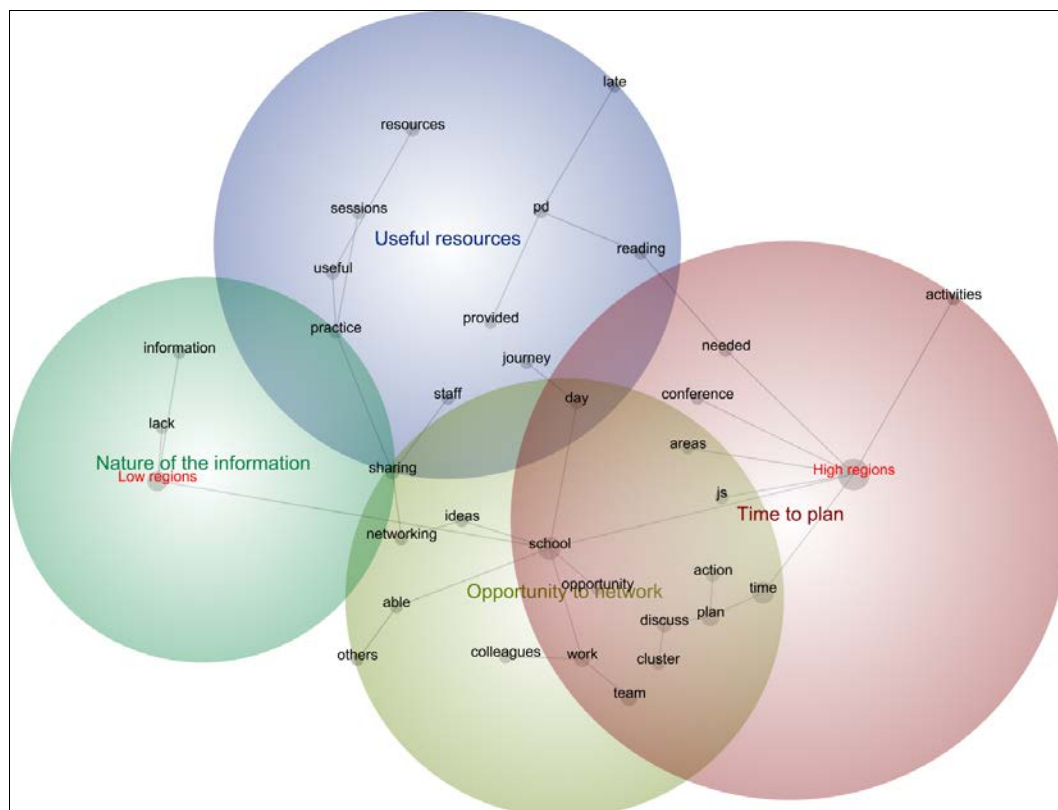


Figure 3.3 Thematic analysis from the low and high rating region groups

3.2.4 Agreement with comments

With respect to the two day conference, respondents were asked to rate their agreement with three statements: *I have a greater understanding of Junior Secondary; the content and delivery of the workshops met my needs; and, the processes and activities used by the facilitator/s were effective.* In each case, the response category with the greatest proportion of respondents has been highlighted (see Table 3.6). Respondents, both by region and overall, on the whole agreed with each statement, that is, they have a greater understanding of Junior Secondary (see Table 3.7); the content and delivery of the workshops met their needs (see Table 3.8); and, the process and activities used by the facilitators were effective (see Table 3.9). Percentages are based upon those participants who responded to the respective items.

Overall, 73.5 percent of all participants agreed or strongly agreed they have a greater understanding of Junior Secondary; 70.1 percent agreed or strongly agreed that the content and delivery of the two day conference met their needs; and 67.7 percent agreed or strongly agreed that the processes and activities used by the facilitators were effective.

Table 3.6 Participant agreement with the three items seeking feedback on the two day conference

Statement	Percentage of respondents (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a greater understanding of Junior Secondary	17.8	55.7	15.3	8.9	2.3
The content and delivery of the workshops met my needs	12.6	57.5	16.8	9.7	3.4
The processes and activities used by the facilitators were effective	12.5	55.2	17.3	12.2	2.8

Overall, 11.2 percent of all participants disagreed or strongly disagreed they have a greater understanding of Junior Secondary; 13.1 percent disagreed or strongly disagreed that the content and delivery of the two day conferences met their needs; and 15 percent disagreed or strongly disagreed that the processes and activities used by the facilitators were effective (see Table 3.7).

Table 3.7 Participant agreement with *I have a greater understanding of Junior Secondary*

Region	Percentage of respondents (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Metropolitan	14.9	67.8	11.5	3.4	2.3
Central Queensland	17.6	56.8	16.2	9.5	0.0
North Coast	7.1	46.4	17.9	19.6	8.9
Far North Queensland	45.5	43.2	4.5	6.8	0.0
North Queensland	19.6	54.9	17.6	7.8	0.0
Darling Downs SWQ	19.5	57.1	15.6	5.2	2.6
South East	6.1	53.1	24.5	14.3	2.0
OVERALL	17.8	55.7	15.3	8.9	2.3

Table 3.8 Participant agreement with *The content and delivery of the workshops met my needs*

Region	Percentage of respondents (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Metropolitan	16.5	64.7	12.9	4.7	1.2
Central Queensland	5.4	58.1	24.3	9.5	2.7
North Coast	5.4	39.3	21.4	25.0	8.9
Far North Queensland	25.0	63.6	4.5	2.3	4.5
North Queensland	13.7	60.8	15.7	7.8	2.0
Darling Downs SWQ	15.8	55.3	19.7	7.9	1.3
South East	8.2	59.2	14.3	12.2	6.1
OVERALL	12.6	57.5	16.8	9.7	3.4

Table 3.9 Participant agreement with *The processes and activities used by the facilitators were effective*

Region	Percentage of respondents (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Metropolitan	15.1	64.0	12.8	7.0	1.2
Central Queensland	9.7	52.8	20.8	12.5	4.2
North Coast	1.9	13.3	8.2	8.9	2.5
Far North Queensland	22.7	54.5	15.9	4.5	2.3
North Queensland	11.8	68.6	9.8	7.8	2.0
Darling Downs SWQ	9.5	43.2	17.9	8.4	1.1
South East	12.2	51.0	14.3	20.4	2.0
OVERALL	12.5	55.2	17.3	12.2	2.8

3.2.5 Three most effective aspects of the two day conference

Figure 3.4 is the resultant concept map of a content analysis of the 450 responses to *List the three most effective elements of the conference*. Leximancer identified the major theme of *team planning* (100% connectivity) and the minor themes of *sharing and networking* (16% connectivity) and *resources* (3% connectivity). Each theme will be discussed in turn.

The most dominant theme in response to this question was the effectiveness of the opportunity for team planning provided by the conference. This is illustrated by the following comments:

School time together (Principal, Metropolitan)

Time to discuss with colleagues—fantastic (Head of Junior Secondary, Darling Downs SWQ)

Team planning opportunity, a luxury that we don't have at school (Principal, North Coast)

Extended blocks of time (uninterrupted) in which to have meaningful conversations with colleagues (Deputy Principal, Metropolitan)

A minor, but closely related theme, as indicated by its close proximity to the theme of team planning (see Figure 3.4), was the opportunity for sharing and networking with other schools:

Discussing and sharing with other schools (Principal, South East)

Inter school sharing of experiences and learning (Deputy Principal, North Coast)

Sharing with other schools (Deputy Principal, North Coast)

Sharing of best practice (Deputy Principal, Far North Queensland)

School stories (I have not heard before) (Principal, Darling Downs SWQ)

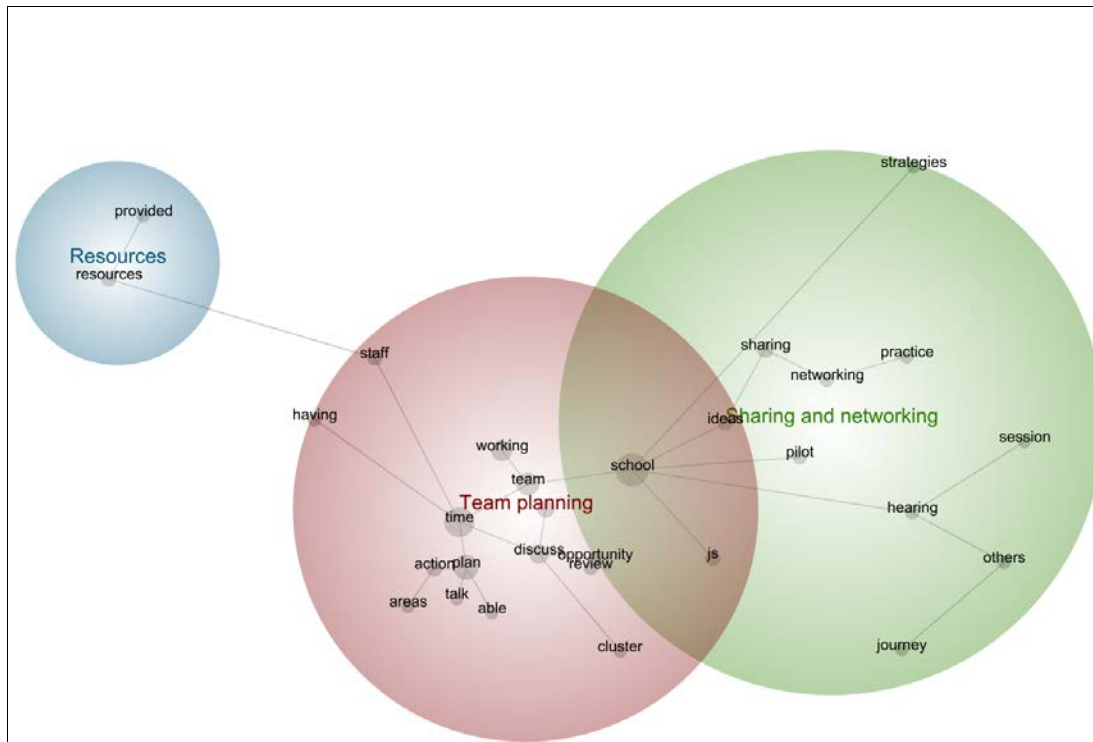


Figure 3.4 Thematic analysis of the most effective elements of the two day conference

The second minor theme among the most effective elements of the conference was the resources, as indicated by the following responses:

Wide bank of resources (Head of Junior Secondary, North Coast)

Access to resources (Principal, North Queensland)

Great resources (Principal, Metropolitan)

The very well developed resource packages (USB) (Other, North Queensland)

Large bank of well organised resources (Deputy Principal, Central Queensland)

It is interesting to note that while some conference attendees commented that they appreciated the resources, in the following section on the least effective elements of the conference, the resources also emerged as a minor theme, suggesting that some participants felt they were not effective.

3.2.6 Three least effective aspects of the two day conference

Figure 3.5 presents the resultant concept map of a content analysis of the 237 responses to *List the three least effective elements of the conference*. It is interesting to note the smaller response rate (just over 50%) to this question, which suggests that more than half of the respondents had no comment with regard to *least effective elements*. The point here is that more than half of the respondents were unable to identify any aspect that was ineffective.

Leximancer identified two major themes and three minor themes among respondents who provided some responses. *Timing* (100% connectivity), with subthemes of the *timing of the conference* and *timing of the activities*, and *school presentations and clustering* (42% connectivity), with subthemes of *presentations by schools* and *school clustering*, were the two major themes. The *Nature of the activities* (12% connectivity), *Sessions* (10% connectivity) and *Resources* (6% connectivity) were identified as minor themes. Each will now be discussed in turn.

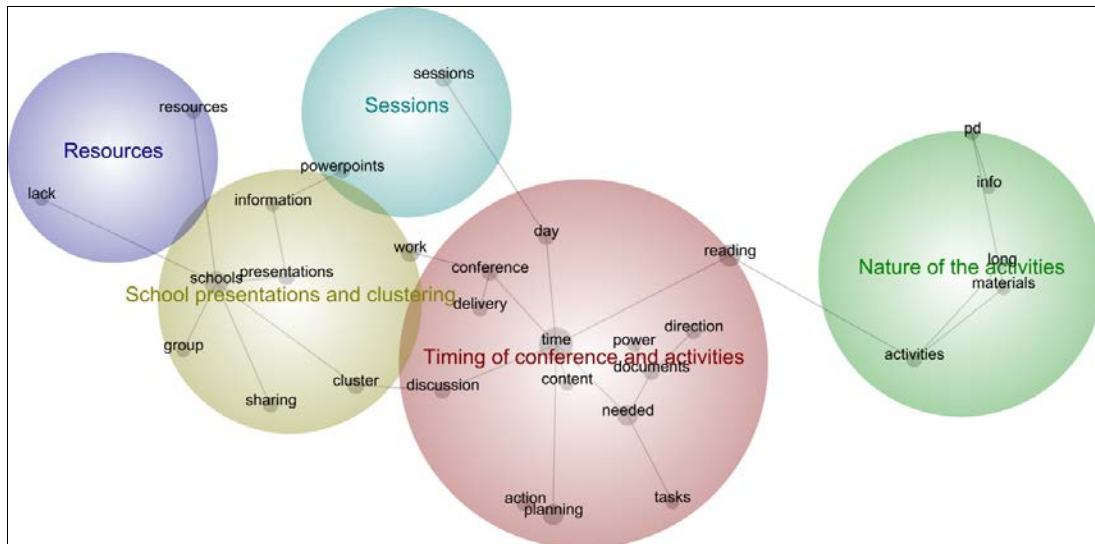


Figure 3.5 Thematic analysis of responses to the least effective elements of the conference

Of this small number of respondents, some felt that both the timing of the conference and the timing of the activities were the least effective elements of the conference. Comments such as:

Timing—12 months too late! (Principal, Metropolitan)

Timing. Would have preferred to have it term 1 (2014) or term 4 (2013) (Head of Junior Secondary, Far North Queensland)

Timing—it's really too late!! (Principal, Darling Downs SWQ)

The timing was hideous and the notice was unacceptable (Principal, Metropolitan)

Would have been more useful 18 months ago (Principal, North Coast)

Comments around the timing of the activities were polarised with some conference participants responding:

Not enough time for each section (Principal, Central Queensland)

Reading requirement in time allocated (Other, Far North Queensland)

Other respondents indicated that too much time was devoted to some activities:

*Time to complete activities was **too** long for us (Principal, Darling Downs SWQ)*

Too much planning time (Deputy Principal, Metropolitan)

Too much time in discussion (Other, Darling Downs SWQ)

The second major theme of the least effective elements centred on the school presentations and clustering. Some respondents felt:

Sharing of case study schools was very dry but sharing itself is useful (Head of Junior Secondary, Central Queensland)

and

Having all the presentations of the pilot school one after the other (Principal, Darling Downs SWQ)

were the least effective elements, whilst other respondents felt the clustering of schools required more consideration, as indicated by comments such as:

Not being grouped with like schools (Head of Curriculum, Darling Downs SWQ)

Grouping of cluster 1—too wide a range of contexts (Head of Junior Secondary, Central Queensland)

Would prefer to organise cluster review groups myself (Principal, Metropolitan)

Another minor theme identified by respondents was the nature of the activities with comments such as:

More structured activity needed (Head of Junior Secondary, North Queensland)

Clarity of activity—too distracted by reading the volumes of helpful literature provided! (Principal, Darling Downs SWQ)

Ambiguity of some activities (Teacher, Central Queensland)

The second theme focussed on the perceived ineffectiveness of the sessions:

Having mentors interrupt to monitor progress in the break-out sessions was annoying and impeded work flow and progress—not helpful (Head of Junior Secondary, South East)

A little too much time in some sessions (Head of Junior Secondary, Far North Queensland)

Some sessions seemed overlong (Deputy Principal, Metropolitan)

Limited outcome to break up session (Deputy Principal, Central Queensland)

In contrast to the large number of respondents who felt the resources were an effective aspect of the conference, a similarly small group of responses criticised the resources with comments such as:

More illustrations needed (Deputy Principal, Darling Downs SWQ)

More explanation of some resources, particularly in PowerPoint presentation (Other, Central Queensland)

Folders of documents and PowerPoints that were hard to understand the terminology and intent of the writers (Principal, Darling Downs SWQ)

3.2.7 Question 5—Three strategies to utilise in your school to implement Junior Secondary practices

Figure 3.6 presents the resultant concept map of a content analysis of the 544 responses to *what three strategies will you employ on your return to school?*. A Leximancer analysis identified the major theme of *staff professional development* (100% connectivity) and the minor themes of *feeder and cluster school engagement* (36% connectivity) and *a focus on student needs* (6% connectivity).

The dominant strategy participants indicated they would employ upon their return to school was staff professional development. Many comments indicated the opportunity for a more inclusive, collaborative approach, such as:

More staff involvement (Deputy Principal, North Queensland)

Expanding JS committee to include more teachers with an identified interest (Other, North Queensland)

Raise awareness of all teachers of our journey thus far and 5 year journey ahead (Principal, South East)

Actively support staff for smooth implementation (Other, Central Queensland)

Collaborate with staff and train staff (Head of Junior Secondary, Central Queensland)

Supporting my key staff—appreciating we are all in this together (Other, Far North Queensland)

Other respondents indicated specific areas they felt needed attention, for example:

PD for staff on adolescent development (Head of Junior Secondary, Far North Queensland)

Greater emphasis on integrating staff knowledge or adolescent brain into range of guiding principles (Head of Junior Secondary, Darling Downs SWQ)

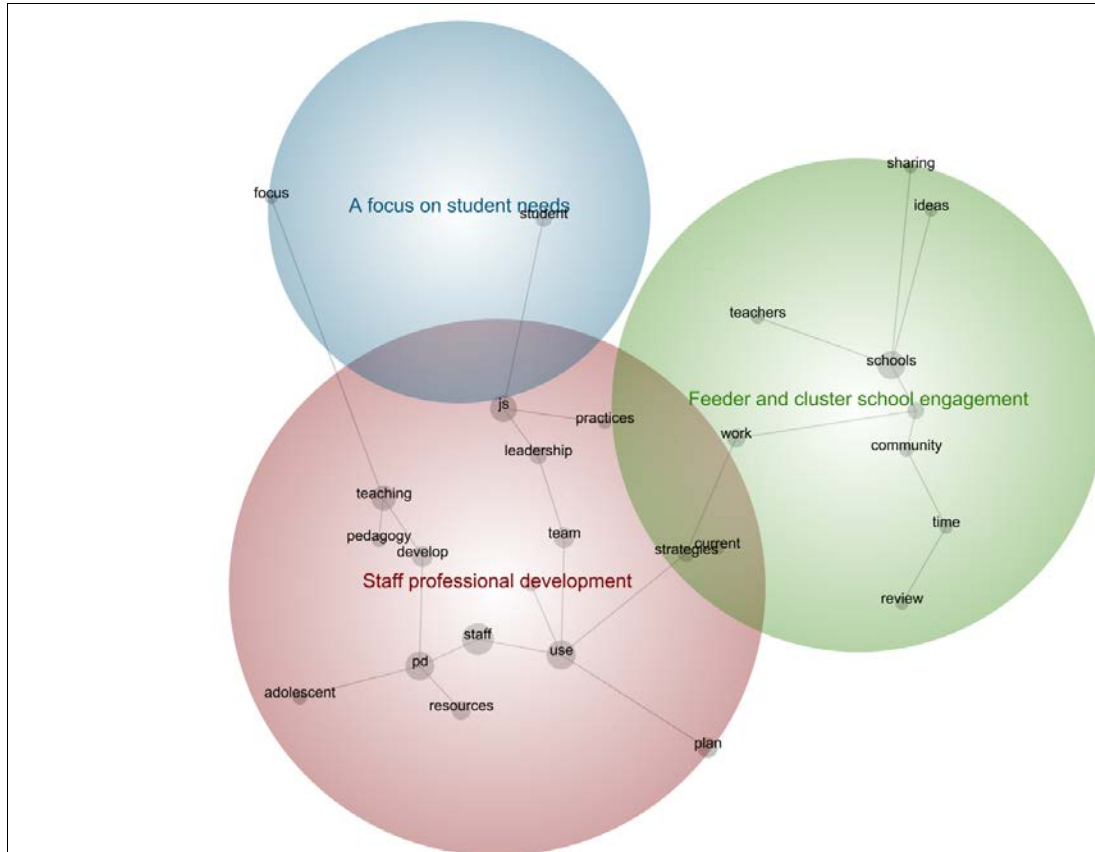


Figure 3.6 Thematic analysis of responses to what schools will focus on when they get back to school

Continuing in the vein of a more collaborative approach to professional development and staff engagement were those responses indicating a desire to reach and engage not only their feeder schools, the whole school community, but also schools within their clusters, for example:

Emphasis on relationship; staff, students, parents, community (Deputy Principal, South East)

Parent and community engagement (Principal, North Queensland)

Work with primary schools (Head of Junior Secondary, Central Queensland)

Link with schools from conference (Principal, South East)

Coaching and discussion with cluster schools (Deputy Principal, North Coast)

Teacher swaps with local cluster school (Deputy Principal, Far North Queensland)

Teacher exchange with primary school (Deputy Principal, Central Queensland)

Effective communication with school community by using some of the diagrams from the PowerPoint (Principal, Darling Downs SWQ)

The second minor theme was a focus on students' needs. Some comments focussed directly on addressing student welfare and wellbeing, for example:

Continue with student wellbeing agenda (Head of Curriculum, Darling Downs SWQ)

Student wellbeing programs (Deputy Principal, South East)

Lunchtime clubs and activities (Deputy Principal, South East)

Student workshops—what does a JS teacher look like? (Deputy Principal, Central Queensland)

Focus on student well-being structures (Deputy Principal, North Coast)

Year 7 leadership roles (Other, North Coast)

3.3 One day workshop evaluation

Workshop participants were asked to rate their overall satisfaction on a scale of 1 (completely unsatisfied) to 10 (completely satisfied) of the effectiveness of the one day workshop in preparing them to lead Junior Secondary implementation in their school. They were also invited to explain their rating.

Table 3.10 shows the number of respondents per rating category by region, the total number of respondents for each region, means, and standard deviations. Regions are listed by the order of conference presentation. The highest mean rating was achieved in the Far North Queensland region ($M = 7.7$, $SD = 1.3$) and the lowest in the Metropolitan region ($M = 6.6$, $SD = 1.8$). The overall mean satisfaction rating was 7.2 ($SD = 1.6$) indicating that participants were satisfied with the one day workshop.

Table 3.10 One day workshop evaluation ratings, number of respondents, means and standard deviations by region

Region	Rating (Number of respondents)											Statistics		
	1	2	3	4	5	6	7	8	9	10	<i>n</i>	<i>M</i>	<i>SD</i>	
Metropolitan	0	2	1	3	6	7	10	16	2	2	49	6.7	1.8	
Central Queensland	0	0	2	1	2	5	5	24	6	2	47	7.5	1.5	
North Coast	1	0	1	0	2	4	5	10	2	1	26	6.9	1.9	
Far North Queensland	0	0	0	1	1	2	10	11	6	2	33	7.7	1.3	
North Queensland	0	0	1	0	2	0	9	14	5	0	31	7.5	1.3	
Darling Downs SWQ	0	1	1	0	1	7	15	9	6	1	41	7.1	1.5	
South East	0	0	0	2	4	5	5	13	4	2	35	7.2	1.6	
Total	1	3	6	7	18	30	59	97	31	10	262	7.2	1.6	

Despite the regional differences in ratings stated above, an ANOVA analysis by region and by position revealed no statistically significant differences in respondent ratings of the one day workshop. This lack of difference between regions (and position) meant the respondent explanations of their ratings were treated as an homogenous sample when analysed in Leximancer. The homogeneity of the sample can be seen in Figure 3.7 with the cumulative graphing and a clear modal rating of 8.

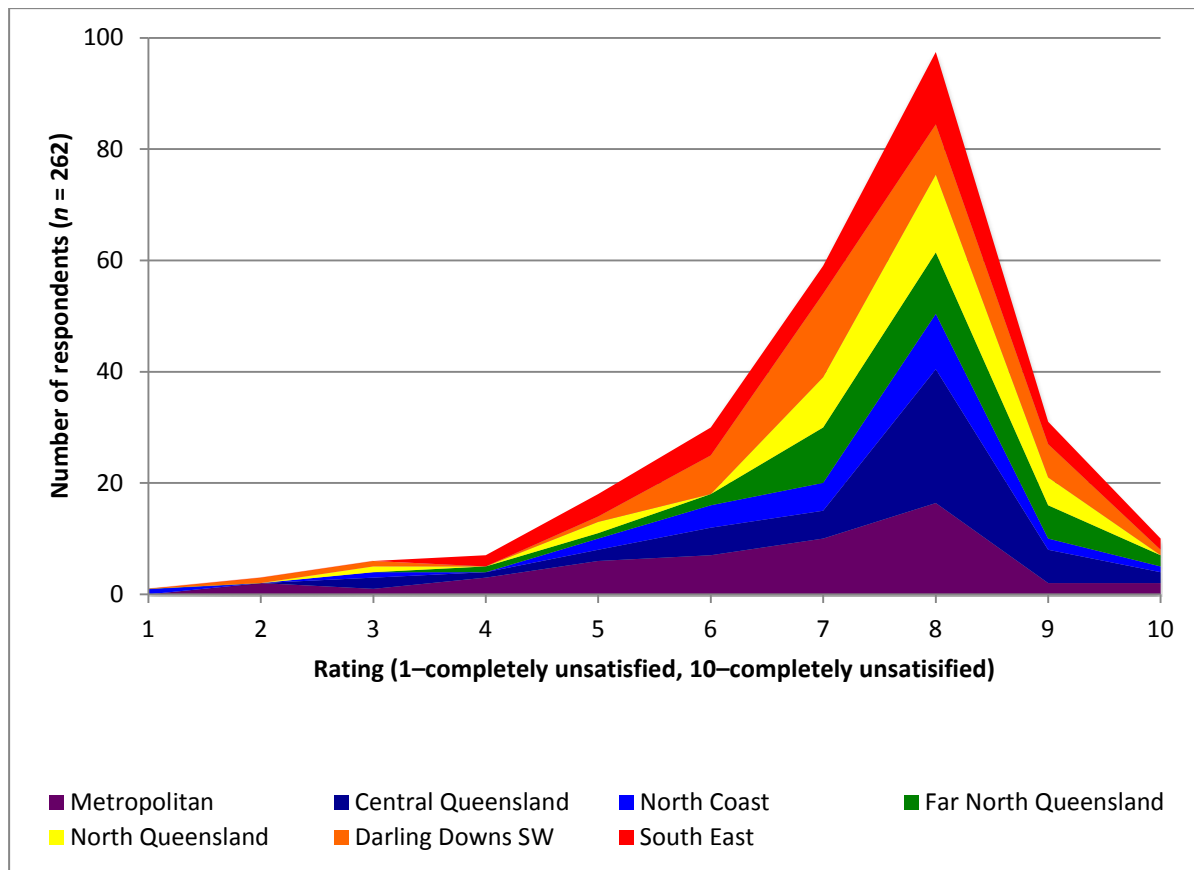


Figure 3.7 One day workshop ratings by region

3.3.1 Overall rating and comments for one day workshop

Figure 3.8 presents the resultant concept map of a content analysis of the 544 comments explaining respondents’ ratings of the one day workshop. A Leximancer analysis identified the major theme of *School presentations* (100% connectivity), *Examples* and *Ideas* most closely associated with higher ratings (i.e., ratings between 6 and 10) and the themes of *two day workshop more effective* (30% connectivity) and *timing* (4% connectivity) being most closely associated with lower ratings (i.e., ratings between 1 and 5).

It was evident in the overall ratings of the one day workshop that the majority of respondents valued and appreciated the school presentations around different aspects of their Junior Secondary journey and also recognised the need for the theory to practice nexus. Leadership teams in schools valued working collaboratively and sought to learn from other colleagues and the good work that was being done in other or similar contexts. The respondents particularly appreciated the explicit examples provided on what was being implemented in other schools and the evaluations of its effectiveness. Opportunities to learn how other schools were applying elements of the Guiding Principles in their schools provided a range of ideas and solutions to common concerns around the implementation of the Junior Secondary initiative. It was clear that leadership teams in each of the regions believed that the implementation of a Junior Secondary program was an ongoing journey and needed to be focused on both a philosophical and structural change within their school.

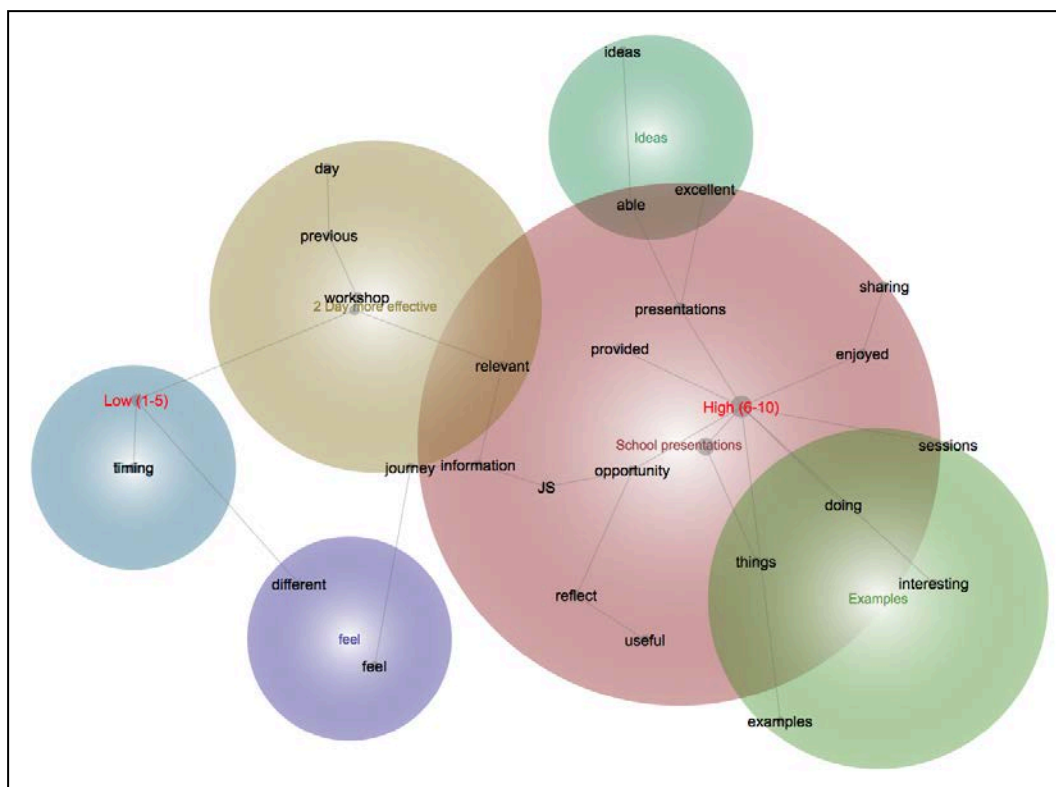


Figure 3.8 Thematic analysis of responses explaining the One day workshop ratings

With the focus of the one day workshop on sharing effective practice and engaging in activities around reflection of progress to date, comments on the overall effectiveness of the workshop reflected positively on the presentations and activities provided. Despite there being definite high and low satisfaction ratings from schools, comments from all respondents around the value of sharing experiences were positive. The difference between the high and low satisfaction ratings were more in relation to the timing of the delivery of the information, not the information per se. The following comments typify those received by those respondents giving high and low satisfaction ratings:

3.3.1.1 High rating responses

Very good balance; reinforced theory along with showcasing examples; sessions were short, sharp and engaging. I could take something from every session (Principal, Central Queensland)

Some great information presented by Donna that clarified my thinking and priorities. Lovely to hear from other schools! (Deputy Principal, Metropolitan)

It is always useful to hear how other schools are doing things and the information is a good reminder of how to get success in JS (Head of Department, Central Queensland)

School presentations highly valuable, theoretical understanding highly valuable (Principal, South East)

3.3.1.2 Low rating responses

Whilst some of the topics were interesting, I felt a lot of data was common sense—maybe this just reflects our school’s readiness (Head of Department, North Coast)

Presentations were not always relevant to every school setting. Options may have provided choice and ensured schools were able to connect with experiences that were more relevant to them (Principal, Central Queensland)

As a member of a high performing, planned and organised school, there was nothing new that I took away (Head of Junior Secondary, Metropolitan).

3.3.2 Agreement with comments

Respondents were asked to rate the degree of their agreement (strongly disagree—strongly agree) to the following comments: *The content and delivery of the workshop met my needs*; and, *The processes and activities used by the facilitator/s were effective* (See Table 3.11). Percentages are based upon the number of respondents to the each item and are shown in brackets. Overall, 80 percent and 83 percent of respondents strongly agreed or agreed with the statements *the content and delivery of the workshop met my needs* and *the processes and activities used by the facilitator/s were effective* reinforcing the high overall satisfaction rating with the one day workshop.

Table 3.11 Participant agreement with the comments related to the one day workshop

Item	Number of respondents (percentage)					n
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
The content and delivery of the workshop met my needs.	35 (13)	179 (67)	40 (15)	12 (4)	2 (1)	268
The processes and activities used by the facilitator/s were effective.	37 (14)	182 (69)	36 (14)	9 (3)	1 (0)	265

Sixty-seven percent of respondents *agreed* that the one day workshop met their needs. Sixty-nine percent also *agreed* that the processes and activities implemented by the facilitators were effective. These ratings were also supported by the aspects that were listed by respondents as being the most effective during the one day workshop.

3.3.3 Three most effective aspects of the one day workshop

Figure 3.9 presents the resultant concept map of a content analysis of the 477 responses to *List up to three of the most effective aspects of the one day workshop*. A Leximancer analysis identified the major theme of *sharing by the schools* (100% connectivity) and the minor themes of *time to discuss, reflect and collaborate* (32% connectivity) *school presentations* (22% connectivity) and *information provided*.

As highlighted in Figure 3.9, the three most effective aspects of the one day workshop centred around the overarching goals of the workshop which were: the formal and informal sharing of effective practice through the school presentations and networking; providing activities for leadership teams to reflect on their school's progress to date; and reiterating the research literature around implementing effective and sustained change.

The most effective aspect of the one day workshop was reported to be schools sharing their best practice experiences and strategies around transitions, quality teaching, and evidence-based practice. Across all regions, typical comments included: *hearing from other schools; listening to other schools; presentations from other schools; school examples; school presentations; sharing from schools*, and *networking*. Of the 477 responses, 254 (53%) of the total comments referred to the school presentations and/or networking, demonstrating that this type of sharing was an integral part of the effectiveness and a highly valued aspect of the one day workshop.

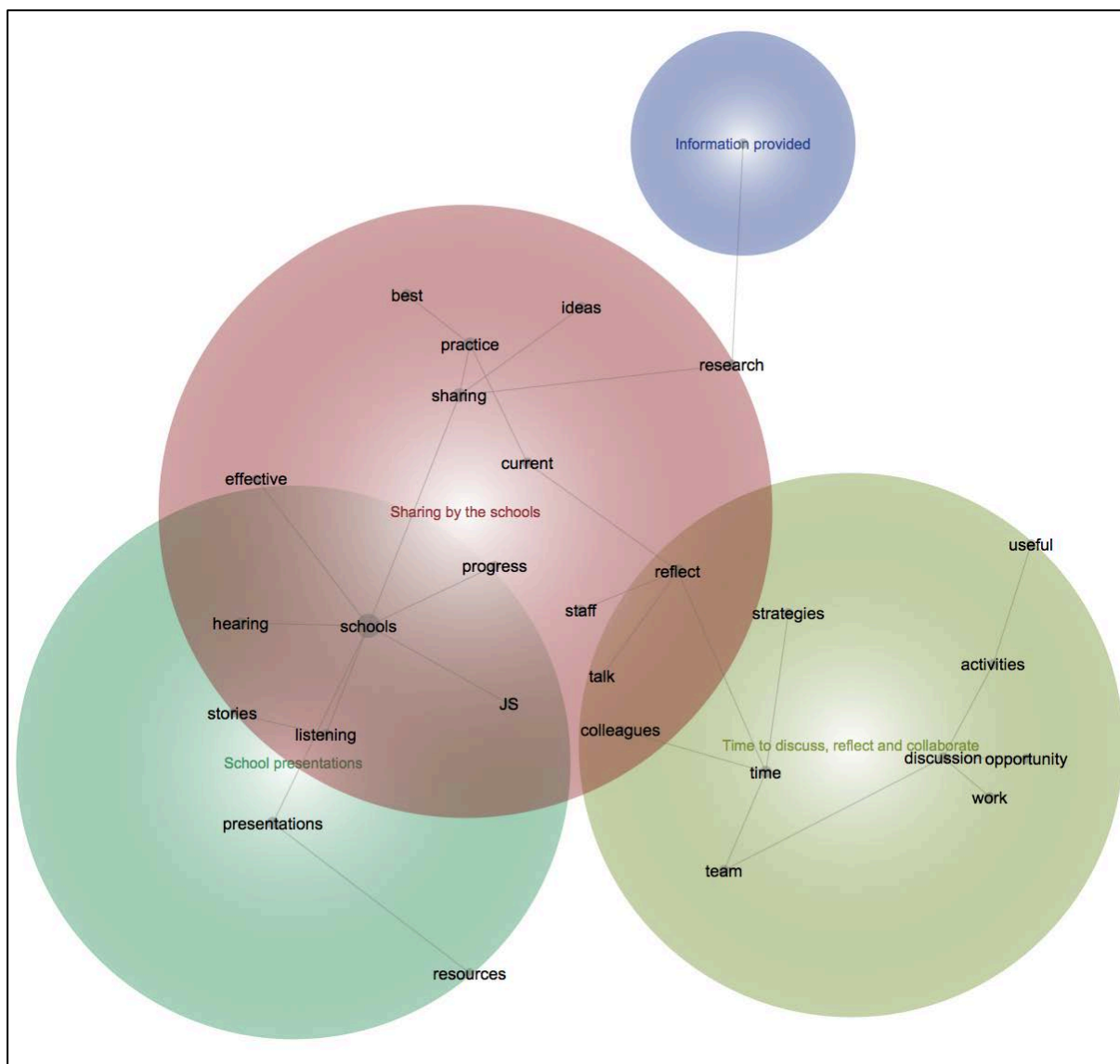


Figure 3.9 Thematic analysis of responses regarding the three most effective aspects of the one day workshop

The second most effective aspect reported was around the activities that were conducted throughout the workshop that had school leaders reflect and evaluate their current practices and programs in preparation for Year 7 moving into High School and in the implementation of their Junior Secondary programs. Single word comments or short phrases included activities and reflection tools (resources), reflection time, and the brag wall, each of these being activities built in and delivered by the Leading Change Program team. Eighty-nine comments (19%) referred to this aspect of the workshop as being effective. Further comments expressed how important this aspect of the one day workshop was for their school:

Chance to reflect on and evaluate school’s practice and journey (Deputy Principal, North Queensland)

Being able to showcase and celebrate our strategies (Head of Junior Secondary, Darling Downs SWQ)

Reflection—identify and celebrate success (Head of Department, South East).

Throughout the Leading Change Program, school leaders were also encouraged to ensure that they took the time to celebrate their successes. A short activity was provided for schools to ‘brag’ about aspects of their Junior Secondary journey that they felt they were doing well by placing a post-it note

on a Brag Wall chart. The opportunity to celebrate and share effective practices was appreciated by a number of respondents with comments such as:

Being able to showcase and celebrate our strategies. (Head of Junior Secondary Darling Downs SWQ)

and

Brag wall—celebrate the wins! (Head of Department, Darling Downs SWQ).

The third most effective aspect reported was the theory to practice links and reference to the importance of evidence-based practices or information. Comments referred to the:

Theory/research behind the JS agenda (Principal, Far North Queensland)

Theory underpinning best practice (Teacher, Metropolitan)

School talk, vs. Research talk was good mix (Head of Junior Secondary, North Coast)

as being a valuable part of the workshop.

A comparison of comments by high satisfaction respondents and low satisfaction respondents demonstrated that the effective aspects of the one day workshop were the same. For example, the following comments were provided from high satisfaction respondents:

Schools that shared their successes (Deputy Principal, North Coast)

Tools to take back and use (Head of Junior Secondary, North Coast)

Activities—to direct and reinforce focus (Principal, Central Queensland)

Table activities where we discussed opportunities for improvement (Principal, Far North Queensland)

Theory then practice (Head of Department, Far North Queensland)

Effective tools for reflection and evaluation (Head of Junior Secondary, Far North Queensland)

Similar comments were provided by low satisfaction schools, including:

Effective sharing of other schools' experiences (Principal, Central Queensland)

Nice to hear from other schools about their JS journey (Head of Department, Metropolitan)

Supported our position on what work we have done. Great time to reflect (Deputy Principal, Metropolitan)

Resources (Principal, Darling Downs SWQ)

Tie research to school examples (Deputy Principal, North Coast)

3.3.4 What suggestions do you have for improvement of the one day workshop

Figure 3.10 presents the resultant concept map of a content analysis of the 157 responses to *what suggestions do you have for improvement of the one day workshop?*. A Leximancer analysis identified the major theme of *more time for discussion* (100% connectivity) and the minor themes of *timing* (13% connectivity) and *information delivery* (2% connectivity).

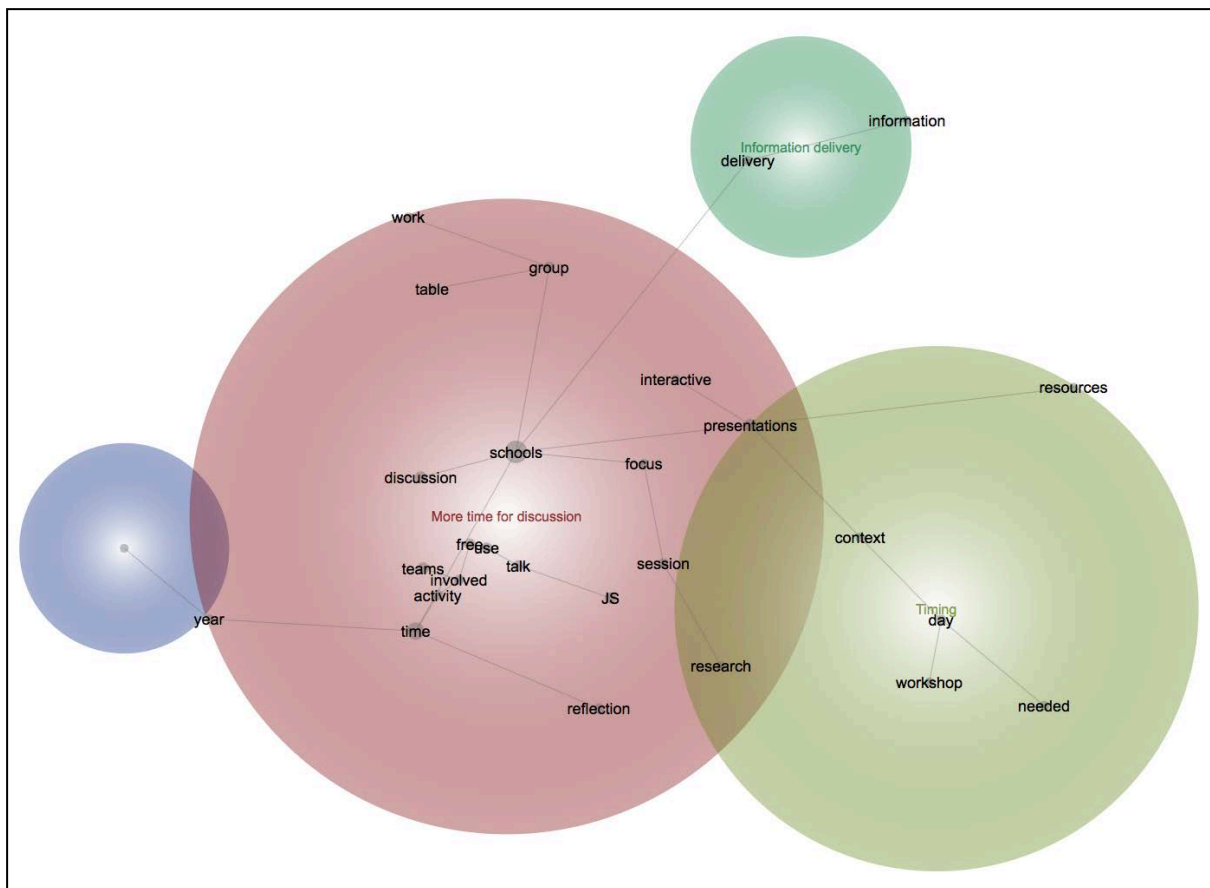


Figure 3.10 Thematic analysis of responses for improvement of the one day workshop

The main focus of comments for improvements was in relation to schools wanting more time to discuss and share information. More time to reflect on their practices through the activities, and a number of suggestions around administrative or facilities improvements such as the Leading Change Team collating and providing hard copies of school presentations and booklets of all resources, the air-conditioning, food, venue facilities and even the rudeness of other participants. However, there was also a strong message from schools across all regions that the timing of the whole program was late. However, this was not a suggestion for improvement to the program but, rather, a message to the Department that major initiatives take time and schools have struggled with the lateness of training and resources reflected in comments such as:

Timing too late, needed this in 2012 (Principal, Far North Queensland), and

This PD was far too late for a 2015 introduction—decisions have been made (Deputy Principal, Metropolitan).

Other suggestions for improvements were around meeting the specific needs of schools by differentiating the professional development or by organising like schools together so that sharing of ideas has the ability to be transferred more easily across similar contexts. Comments such as:

Base the delivery on regional ratings of school preparedness. High readiness schools need a different approach (Principal, Metropolitan) and

Differentiate according to our needs—thus respecting our abilities, capacity and where we are on our journey (Deputy Principal, North Coast).

3.3.5 What specific strategies from today might you utilise in your school

Figure 3.11 presents the resultant concept map of a content analysis of the 146 responses to *What three strategies will you employ on your return to school?* A Leximancer analysis identified the major themes of *Focus on teachers* (100% connectivity) and minor themes of *Apply new ideas learnt* (69% connectivity) and the minor themes of *focus on students* (32% connectivity) and *focus on transition* (17% connectivity). However, due to the smaller number of responses and, in many instances, one or two word responses, these automatic themes do not reflect the richness of ideas and learnings that participants felt were take home essentials.

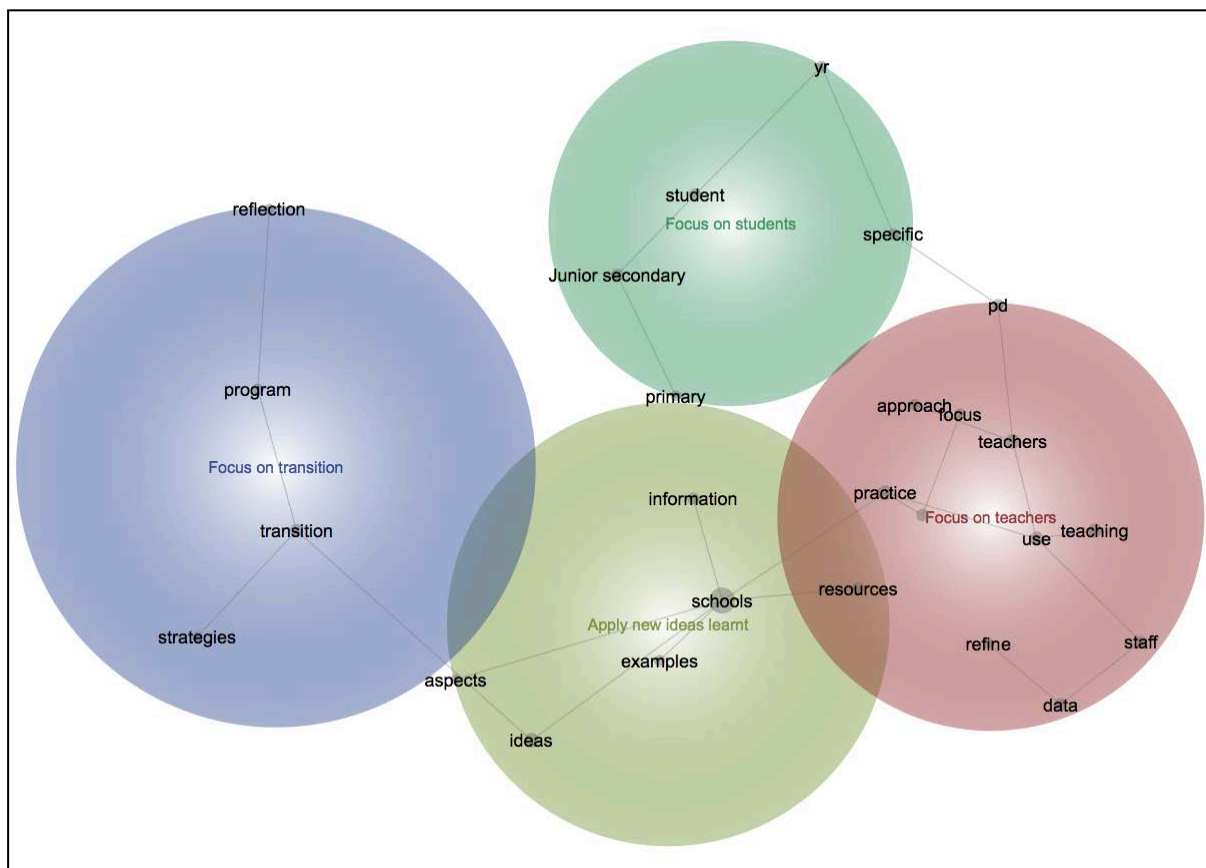


Figure 3.11 Thematic analysis of responses: What specific strategies from the one day workshop might you use in your school?

Participants were asked what strategies learned from the one day workshop they might use in their own schools. With the Junior Secondary initiative well on its way in most schools (either already implemented or to be consolidated in 2015 with the introduction of Year 7 into High School), school leaders comments focused on the key messages of transitions, quality teaching and evidence-based practice with school presentations and activities centred around these three key themes. Many of the take home strategies referred to a focus on strategies that supported student transition programs and activities. However, single word responses were most common rather than reference to specific strategies. Comments such as *transition* and *transition checklist* were made as well as reference to specific strategies that were delivered through school presentations, for example, *transition from school stories*. It was also recognised that schools need to be aware that the transition from Junior Secondary into the Senior Secondary years needed to be considered with comments such as *Thinking around 9/10 transition* and *Awareness of the 3 transition aspects*. Another strong theme to come from the strategies that would be implemented in schools related to Quality Teaching and supporting teachers. The term *coaching* was used repeatedly and referred to *Coaching linked to pedagogy and quality teaching (Head of Junior Secondary, Metropolitan)* using a *coaching model (Deputy Principal, South East)*. Using evidence or data effectively and improving

accessibility of data was another strategy that school leaders reported would be implemented in their schools following the one day workshop, for example:

Database of all results in one place (Deputy Principal, North Queensland)

Evidence based practice in Junior Secondary matrix (Head of Junior Secondary, North Queensland)

Refine data set/pedagogy (Deputy Principal, Metropolitan)

Each reflect a number of comments from each region highlighting the importance of using data to improve practice and student outcomes.

3.4 Coaching program evaluation

Coaching participation varied across regions, with the final participation levels reported in Table 3.12 below.

Table 3.12 Coaching participation

REGION	SCHOOLS	CLUSTERS	No. of schools submitting Milestone 1 materials	No. of schools submitting Milestone 2 materials	No. of schools submitting Milestone 3 materials
Metropolitan	46	4	16	15	10
Central Queensland	41	4	29	25	23
North Coast	43	3	16	1	4
Far North Queensland	25	2	12	5	6
North Queensland	22	2	8	5	5
Darling Downs SWQ	46	4	21	13	8
South East	36	3	12	7	4

In addition to the school based coaching, four webinars on topics of most interest to participants were delivered during the coaching period of this Program. The webinar topics, participation on delivery day and subsequent viewing post the event as at 31 October 2014 are presented in Table 3.13.

Table 3.13 Webinar topics , attendance and post viewing frequency

Topic	Attendees	
	Live*	Later*
The teaching of reading in Junior secondary—top 10 strategies	204	208
Keys to quality teaching: what does a quality teacher look like in a Junior Secondary classroom? Top 10 strategies	57	152
Curriculum Integration: How to make it work in your context	30	26
Differentiation in Junior Secondary classrooms	50	47

*Note: Live = Attendees on the day / Later = Post event viewings as at 1 December 2014– these figures show the links to computers and does not necessarily represent the number of people attending group sessions

Workshop participants were asked to rate their overall satisfaction on a scale of 1 (completely unsatisfied) to 10 (completely satisfied) of the effectiveness of the coaching program in preparing the respondent to lead Junior Secondary implementation in their school, and also to explain their rating. Table 3.13 shows the number of respondents per rating category, the total number of respondents, means and standard deviations by region. Regions are listed by the order of conference presentation. The highest mean rating was achieved in the Far North Queensland region ($M = 7.7$, $SD = 0.5$) and the lowest in the Darling Downs SWQ region ($M = 6.1$, $SD = 2.5$). The overall mean satisfaction rating was

7.2 ($SD = 1.6$, with a modal rating of 8) indicating that participants were satisfied with the coaching program.

Table 3.14 Coaching program evaluation ratings, number of respondents, means and standard deviations by region

Region	Rating (Number of Respondents)										Statistics		
	1	2	3	4	5	6	7	8	9	10	<i>n</i>	<i>M</i>	<i>SD</i>
Metropolitan	0	0	1	0	0	6	2	2	0	0	11	6.3	1.6
Central Queensland	0	1	2	1	3	2	7	11	2	0	29	6.6	1.9
North Coast	0	0	0	1	4	2	0	1	0	0	8	5.5	1.2
Far North Queensland	0	0	0	0	0	0	3	6	0	0	9	7.7	0.5
North Queensland	0	0	0	0	1	0	3	2	2	0	8	7.5	1.3
Darling Downs SWQ	1	1	2	0	1	2	6	1	2	1	17	6.1	2.5
South East	1	0	0	0	0	1	0	3	0	1	6	6.5	3.4
TOTAL	2	2	5	2	9	13	21	26	6	2	88	6.6	2.0

Despite the regional differences in ratings stated above, an ANOVA analysis by region and by position revealed no statistically significant differences in respondent ratings of the coaching program. This is in addition to the number of respondents for the majority of the respondents (except for Central Queensland) being too low to allow any statistical analysis to be meaningful. This lack of difference between regions (and position) meant the respondent explanations of their ratings were treated as a homogenous sample. The homogeneity of the sample can be seen in Figure 3.12 below with a clear modal rating of 8.

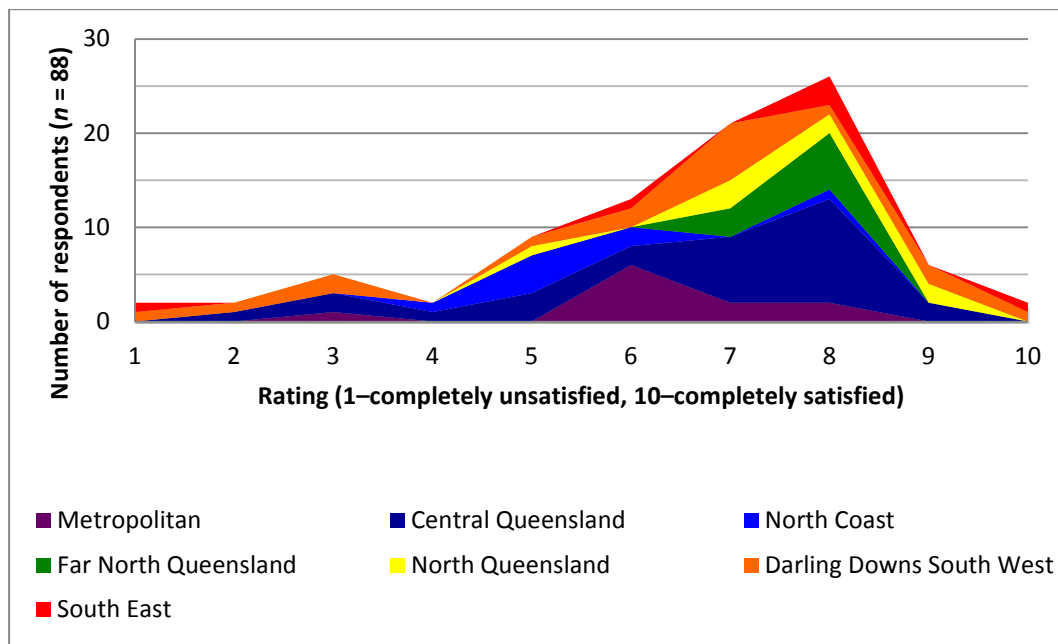


Figure 3.12 Coaching program ratings by region

Of the 88 respondents who rated the coaching program, only 17 provided comments explaining their rating. This small sample size proved inadequate to use Leximancer to uncover themes.

3.4.1 Agreement with comments

Respondents were asked to rate their agreement (strongly disagree—strongly agree) with three statements: the timing and reporting requirements of the coaching process met my needs; the

feedback provided by the facilitator/s was effective; and, the website worked effectively to support this project (See Table 3.15). Percentages are based upon the number of respondents to each item and are shown in brackets. Overall, 68 percent, 73 percent and 58 percent of respondents strongly agreed or agreed with the statements *The timing and reporting requirements of the coaching process met my needs*, *the feedback provided by the facilitator/s was effective* and *the website worked effectively to support this project* respectively. These ratings confirm the overall moderate rating of the coaching program.

Table 3.15 Participant agreement with the comments related to the coaching program

Item	Number of respondents (percentage)					n
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
The timing and reporting requirements of the coaching process met my needs.	8 (10)	47 (58)	20 (25)	5 (6)	1 (1)	81
The feedback provided by the facilitator/s was effective.	11 (13)	50 (60)	17 (20)	3 (4)	2 (2)	83
The website worked effectively to support this project.	6 (8)	40 (50)	22 (28)	9 (11)	3 (4)	80

3.5 Overall program

One day workshop participants were asked to indicate their involvement in the various stages of the program: The two day conference, the coaching program, the webinars and the one day workshop. Of a total of 278 respondents across all regions, 171 respondents (62 percent) indicated their attendance at the two day conference, 58 respondents (21 percent) indicated they had personally participated in the coaching program and 56 respondents (20 percent) indicated they participated in the webinars.

Workshop participants were then asked to rate their overall satisfaction on a scale of 1 (completely unsatisfied to 10 (completely satisfied) of the effectiveness of the overall program in preparing the respondent to lead Junior Secondary implementation in their school, and also to explain their rating. Table 3.16 shows the number of respondents per rating category, the total number of respondents, means and standard deviations by region. Regions are listed by the order of conference presentation. The highest mean rating was achieved in the Central Queensland region ($M = 7.2$, $SD = 1.7$) and Darling Downs SWQ ($M = 7.2$, $SD = 1.77$) the lowest in the North Coast region ($M = 6.3$, $SD = 2.1$). The overall mean satisfaction rating was 6.9 ($SD = 1.8$) indicating that participants were satisfied with the overall program.

Table 3.16 Ratings of the overall program, number of respondents, means and standard deviations by region

Region	Rating										Statistics		
	1	2	3	4	5	6	7	8	9	10	n	M	SD
Metropolitan	0	1	1	3	7	7	16	10	1	2	48	6.5	1.6
Central Queensland	0	1	1	2	4	5	9	15	9	1	47	7.2	1.7
North Coast	2	0	1	0	3	6	6	5	1	1	25	6.3	2.1
Far North Queensland	0	0	0	2	2	4	8	7	2	1	26	7.0	1.5
North Queensland	0	1	1	1	1	4	8	7	5	1	29	7.1	1.8
Darling Downs SWQ	0	0	1	0	5	5	9	8	4	4	36	7.2	1.7
South East	0	0	2	1	2	6	9	8	1	4	33	7.0	1.8
TOTAL	2	3	7	9	24	37	65	60	23	14	244	6.9	1.8

Despite the regional differences in ratings stated above, an ANOVA analysis by region and by position revealed no statistically significant differences in respondent ratings of the overall program. This lack of difference between regions (and position) meant the respondent explanations of their ratings were treated as a homogenous sample. The homogeneity of the sample can be seen in Figure 3.13 below with a clear modal rating of 7.

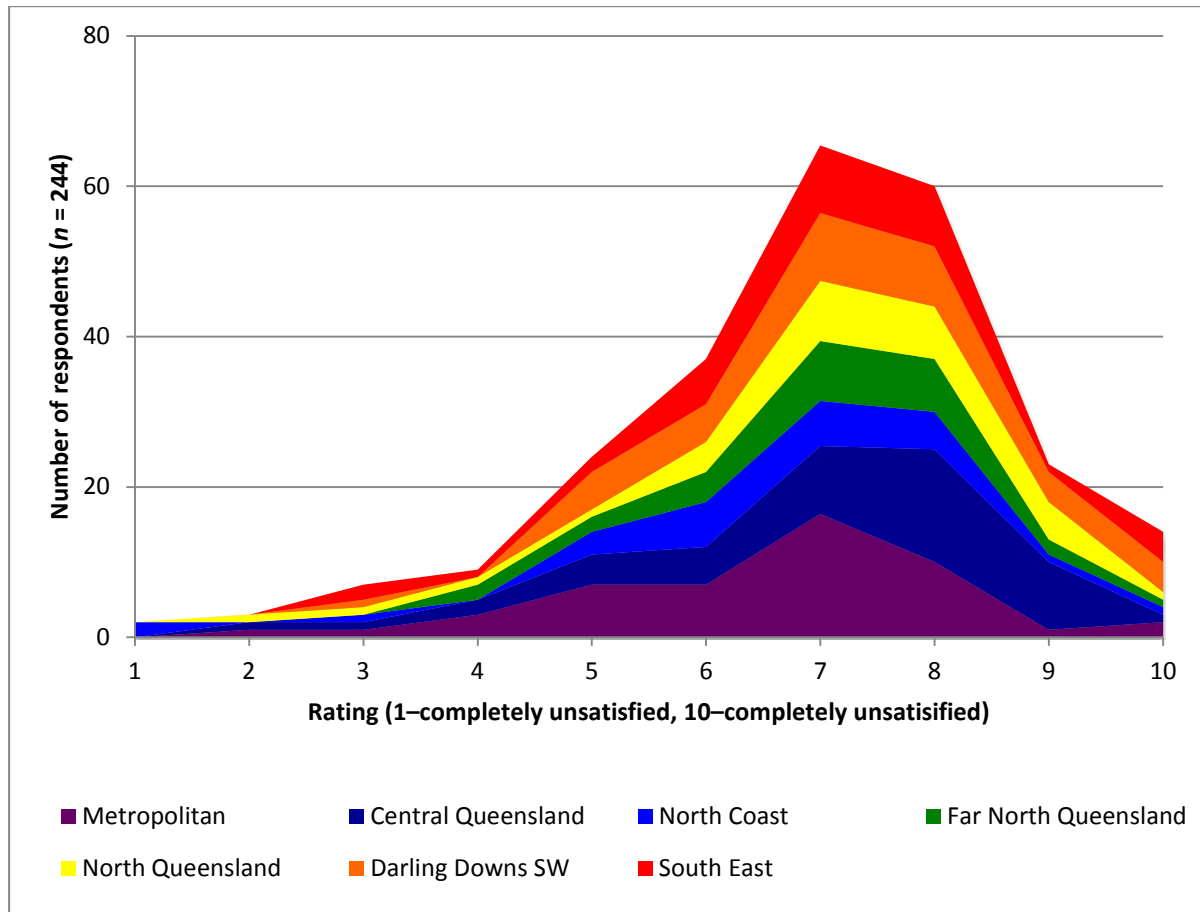


Figure 3.13 Overall program ratings by region

Figure 3.14 presents the resultant concept map of a content analysis of the 544 responses to *What three strategies will you employ on your return to school?* A Leximancer analysis identified three categories of themes between respondents who rated the program overall as low (i.e., ratings 1–5) and high (i.e., ratings 6–10). Both lower and higher raters were just as likely to refer to the *information provided* (34% connectivity), their *school’s progress* (100% connectivity) whereas higher raters were more likely to refer to *the Junior Secondary focus* (38% connectivity) and the *quality of the PD* (4% connectivity), and the lower raters were more likely to refer to the program being *too late in the process* (14% connectivity) and *practices already being established* (3% connectivity).

The rating of the overall program, including the two day conference, the coaching, the webinars and the one day workshop, showed that schools’ leadership teams valued the focus on Junior Secondary despite the timing being an issue. The most common theme on this response was the positive notion of each school’s progress in this reform agenda. The schools valued the quality of the Leading Change team’s professional development activities as well as the resources provided. They also valued the time provided for planning.

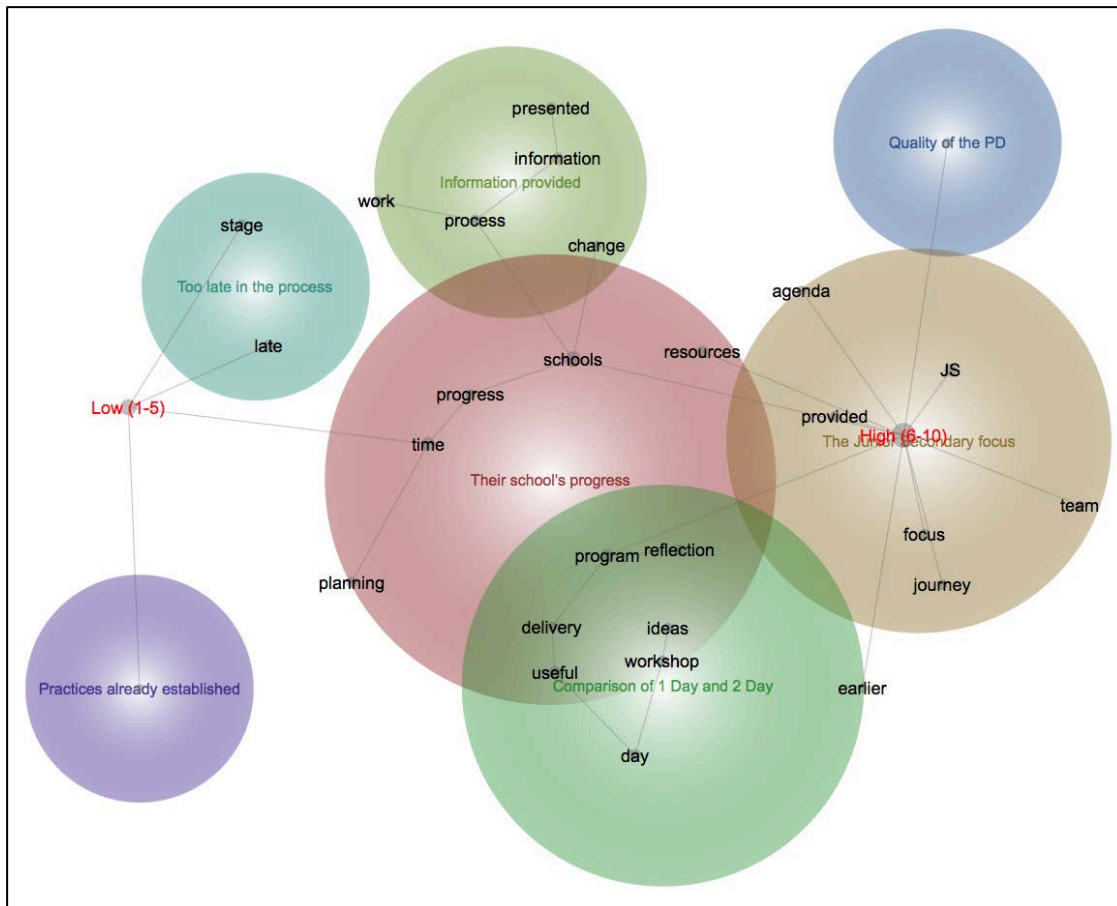


Figure 3.14 Thematic analysis of responses what three strategies will you employ when you return to school after engaging in the full program

There was also evidence, however, that the respondents who rated the whole program at a lower rate commented on the program being too late in the process and felt that Junior Secondary practices had already been established. Comments such as:

Delivery of this program was poorly time. The resources and activities, whilst highly relevant would have been very useful earlier in the journey

The structure of the program was effective (Deputy Principal, South East)

and

Great info and strategies, but doing this 40 days out from when transition occurs was pointless (Principal, Far North Queensland).

However, respondents did appreciate the information and the time to reflect and review their plans, noting that the Leading Change Program had

More reinforced what we are doing rather than prepared. Assisted with review of current practices (Head of Department, Central Queensland)

and

We seem to be well on the way already. Cemented what we were doing and caused us to reflect on our practices/plans (Deputy Principal, North Queensland)

These comments indicate that despite feeling that the Leading Change Program was *too late*, that there was still significant value in engaging in the program.

What was also evident in the responses for the overall evaluation of the program was the number of changes in key staff in schools with many comments stating that they were: *new to the position; this is the first part of the program that I have engaged in; and based on attending stage 3 only.*

Other participants recognised that they may have gained more from the program if they had engaged in all parts of the program with a Deputy Principal from Metropolitan Region stating that not getting as much out of the program was:

Partly our fault in not engaging with Stage 2. Very good resources, presentations by schools and insights

and

Wish I had known about the coaching webinars (Head of Junior Secondary, North Coast)

indicating that staff new to leadership positions were not always aware of the opportunities available through the Leading Change Program.

The most effective aspects of the overall program reported across all regions was an increased awareness around a number of Junior Secondary topics including the Six Guiding Principles, Adolescent learners, the Educational Change Model, Evidence-based practices, and Quality Teaching. A stronger focus on Quality teaching was evident with almost one quarter (24%) of comments relating directly to Quality Teaching, teachers, or the need to improve literacy and/or numeracy practices. There was also a strong focus on the student with *student well-being, transitions and the adolescent learner* frequently listed. A strong connection between Quality Teaching, the adolescent learner and an increased awareness of the use of data and using evidence-based practices was evident through frequent comments such as:

importance of evidence-based research (Head of Junior Secondary, North Coast)

evidence-based practice (Head of Junior Secondary, Darling Downs SWQ)

and

evidence based practice—what/how to use data (Head of Junior Secondary, Metropolitan).

These comments also connected with an awareness that the change process was only beginning and would be an ongoing process through the end of 2014 and into 2015 and beyond with statements such as

change must be sustained and is slow (Deputy Principal, Metropolitan)

change happens over many years (Head of Junior Secondary, Darling Downs SWQ)

change is ongoing and will keep going after we get past 2015 (Teacher, Darling Downs SWQ)

and

change needs specific support to be embedded and sustainable (Head of Junior Secondary, South East).

Many respondents referred to the Educational Change Model, indicating an awareness of the change process and the steps to ensure a positive and sustained change plan for their school.

3.5.1 Agreement with comments

Respondents were asked to indicate their agreement (strongly disagree to strongly agree) with five comments assessing various aspects of the overall program: *I have a greater understanding of Junior Secondary; The content and delivery of the workshop met my needs; The content and delivery of the coaching met my needs; The content of the delivery of the webinars met my needs; and, The processes and activities used by the facilitator/s were effective.* Overall agreement (Strongly agree and agree combined) respectively were 83 percent, 79 percent, 66 percent, 68 percent and 80 percent. These data indicate a high degree of satisfaction with their greater understanding of Junior Secondary, the two day conference and one day workshop and the associated processes and activities, and a moderate degree of satisfaction with the coaching and webinars. A caveat for the coaching and webinar ratings should be considered in that whilst 58 and 56 answered they had participated in the coaching programs and webinars, 134 and 119 responded to the statements on the coaching program and webinars respectively.

Table 3.17 Participant agreement with the comments related to the overall program

Item	Number of respondents (percentage)					n
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
I have a greater understanding of Junior Secondary.	60 (24)	150 (59)	35 (14)	8 (3)	2 (1)	255
The content and delivery of the workshops met my needs.	40 (16)	160 (63)	44 (17)	10 (4)	1 (0)	255
The content and delivery of the coaching met my needs.	22 (16)	67 (50)	39 (29)	4 (3)	2 (1)	134
The content and delivery of the webinars met my needs.	17 (14)	64 (54)	37 (31)	1 (1)	0 (0)	119
The processes and activities used by the facilitator/s were effective.	36 (14)	165 (66)	37 (15)	10 (4)	2 (1)	250

4 The effectiveness of professional learning survey

4.1 Method

The instrument *Measuring the effectiveness of Junior Secondary Leading Change Program* (see Appendix D) was administered to all participants at the conclusion of the two day conference and again at the conclusion of the one day workshop. The instrument was also available for completion online. However, few respondents utilised this method. Both online and paper responses were collated into one data set. Surveys were completed anonymously. The demographic data collected were the respondent's position (Principal, Deputy Principal, Head of Junior Secondary, other) and region (Metropolitan, Central Queensland, North Coast, Far North Queensland, North Queensland, Darling Downs South West Queensland, and South East Queensland).

4.2 Measuring the effectiveness of professional learning

Professional development programs can be seen to benefit individuals through fostering individual skills and as a means to train professionals to fulfil specific work roles and as a guarantee of individual, professional competence (Friedman & Phillips, 2004). To be effective, professional development programs need to have a clear purpose and be directly related to the increased professionalism of teachers and school leaders in their day-to-day work.

According to The Charter, for professional learning to be effective, it must be relevant, collaborative and future focused, and encourage teachers and leaders to reflect on, question, and continuously improve their practice (AITSL, 2012, p. 4; see also, Rodrigues, 2006). These features align with the a core conceptual framework which was developed following an extensive critical review of the CPD literature conducted by Desimone (2009). Employing this framework as the basis for an instrument to reflect on the effectiveness of CPD has the potential to build a consistent knowledge base and progress understanding around the most effective forms and features of CPD. Figure 4.1 below introduces the key components of the model.

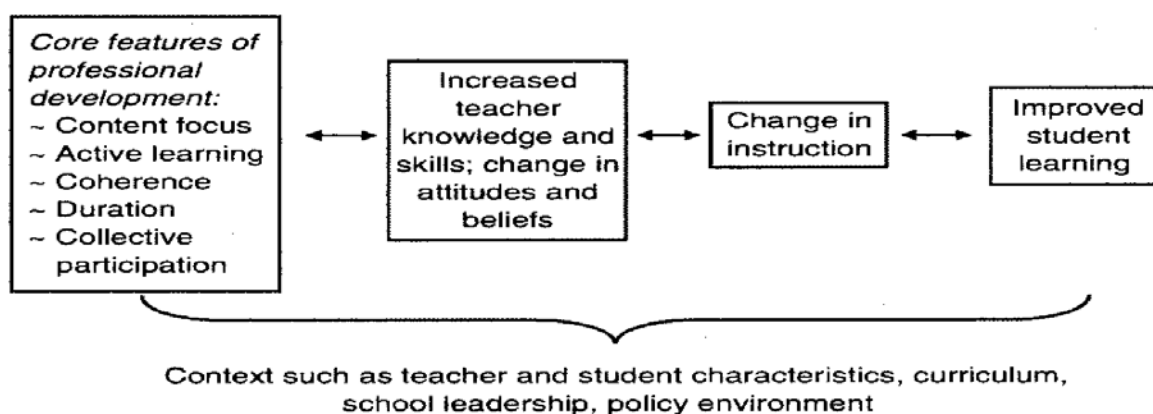


Figure 4.1 The core conceptual framework (Desimone, 2009, p. 185)

For transformative learning to take place, reflection by the *participants* must be part of the process where the topic being presented is questioned in terms of (a) what we do; (b) how it works; and (c) why it is important (i.e., linking to the core elements of content and coherence). Critically questioning current practice creates the opening for new information and new ways of doing, potentially leading to transformative practice. On the macro-level, how CPD fits into the broader strategic plan to improve student outcomes must be considered. On the micro-level, the intent of the

CPD must be considered in terms of what the participants should be able to know (content) and do (skills) by the end of the session and how this is going to be measured?

Desimone's (2009) conceptual framework for studying teachers' professional development includes a set of critical features that define effective professional development and established an operational theory of how the professional development works to influence teacher and student outcomes. Following this framework allows the testing of both a theory of teacher change (i.e., how the professional development changes teachers' beliefs, knowledge or practice), and the theory of instruction (i.e., the effect of the development/change of beliefs, knowledge or practice on student outcomes).

Using the five core features of CPD identified by Desimone (2009), a paper based and subsequently an online version of the instrument was developed and trialled by Professor Donna Pendergast and Dr Katherine Main to evaluate their own effectiveness as educators delivering professional development to teachers. The survey has two parts: demographic information; and, evaluation of the professional development program developed around the five core features of effective CPD:

- i. content focus
- ii. active learning
- iii. coherence
- iv. duration, and
- v. collective participation.

Specific items were developed for each of the five core features, enabling greater insight and detail to be captured in responses. These specific items were developed through close engagement with the literature informing both this model and broader informing literature. The instrument has been used in a number of settings and has been shown to be useful in guiding the CPD providers to improve their practice and deliver more effective CPD. As such, CPD participants were asked to evaluate their experience and to make judgments on a Likert Scale with 5 points, ranging from Strongly Disagree, to Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, with opportunities for open-ended responses provided.

4.3 Findings—two day conference

In the two day conference survey *Duration* referred to the need for Professional Development to be of sufficient duration to enable engagement leading to possible intellectual and pedagogical change. Content Focus was about the knowledge and skills necessary for you to carry out your day-to-day work within your classroom. Action Learning related to opportunities to be actively engaging in meaningful discussion, planning and practice during the professional development activity and the reality of your day-to-day work within your classroom. The next concept the participants were asked to report on was Collective Participation this related to the opportunity for them to undertake the Professional Development with others from the same school/department/group which sets up the potential for interaction and discourse, which can be a powerful for of learning. Finally Coherence referred to the connection between the professional development activity and the reality of your day-to-day work experiences within your classroom.

Prior to analysis, the following items were reversed: Duration: items 2, 3, 4 and 6; Content Focus: items 2, 6 and 8; Active Learning: items 4 and 7; Collective Participation: item 4; Coherence: items 1,4 and 5. Each rating was assigned a value from 0 to 4: Strongly Disagree—0; Disagree—1; Neutral—2; Agree—3; Strongly Agree 4. Means were then calculated for each item by region ranging from possible minimum and maximum values of zero and four, respectively. These data are shown in Table 4.1 to Table 4.4.

4.3.1 Duration

Table 4.1 below shows the means by region for each of the six statements assessing Duration. Also shown are the overall means for each statement. Overall, participants agreed most (overall mean was 3.10) with the statement *I believe the PD sessions were long enough for me to engage with the ideas* and agreed least (overall mean was 1.93) with the statement *I think there would be a benefit from spreading the PD over more days/sessions*. These two pieces of data taken together indicate that overall the participants felt the duration of the conference was sufficient for them to fully engage with the material.

Table 4.1 Means by region and overall assessing duration (two day conference)

Region	DU1	DU2	DU3	DU4	DU5	DU6
Metropolitan	3.15	.99	2.88	2.84	2.18	2.18
Central Queensland	3.21	1.21	2.54	2.66	1.73	2.54
North Coast	3.12	1.02	2.96	2.98	2.32	2.04
Far North Queensland	3.20	2.91	2.82	2.73	2.00	2.44
North Queensland	3.24	2.74	2.71	2.78	1.91	2.26
Darling Downs SWQ	3.09	2.78	2.46	2.83	1.70	2.42
South East	2.93	2.70	2.46	2.91	1.89	2.21
OVERALL	3.10	1.93	2.69	2.82	1.96	2.30

Note:

DU1: I believe the PD sessions were long enough for me to engage with the ideas.

DU2: I think there would be a benefit from spreading the PD over more days/sessions.

DU3: I think a refresher course is needed to remind me of the details of the PD.

DU4: I would have preferred more time.

DU5: I will need to do more training in this area in the future.

DU6: I would like this PD to include follow-up sessions over time.

A Leximancer thematic analysis identified two major themes within participant comments regarding Duration (see Figure 4.2). These were the provision of *time to plan* and a minor theme of the conference being *too late*. Three more minor themes were identified (session, useful and follow) but were disregarded due to their extremely low prominence.

The participants commented positively on the opportunity to have the time to spend with their colleagues; something they often do not get the chance to do given the busyness of their everyday lives in schools. They particularly enjoyed the fact that they were able spend time working with the leadership team from their own schools but also with their own clusters and regions. The following comments indicate these trends:

A good opportunity to plan in detail without the usual day to day interference (Deputy Principal, Central Queensland)

Worthwhile resources, very informative, so great to be able to share with colleagues (Deputy Principal, Darling Downs SWQ)

Although two days away from school is challenging, the benefit if focused uninterrupted and self-directed learning/sessions was great thank you (Deputy Principal, North Queensland)

Loved the opportunity to network with other DPs and schools in general (Deputy Principal, North Queensland)

Participation as a team of key leaders with time for discussion and reflection was positive and useful (Deputy Principal, North Queensland)

Excellent to be given time to review planning tools and identify areas of concern (Deputy Principal, North Coast)

This was a fantastic PD that reinforce the work that we're doing (Principal, Darling Downs SWQ)

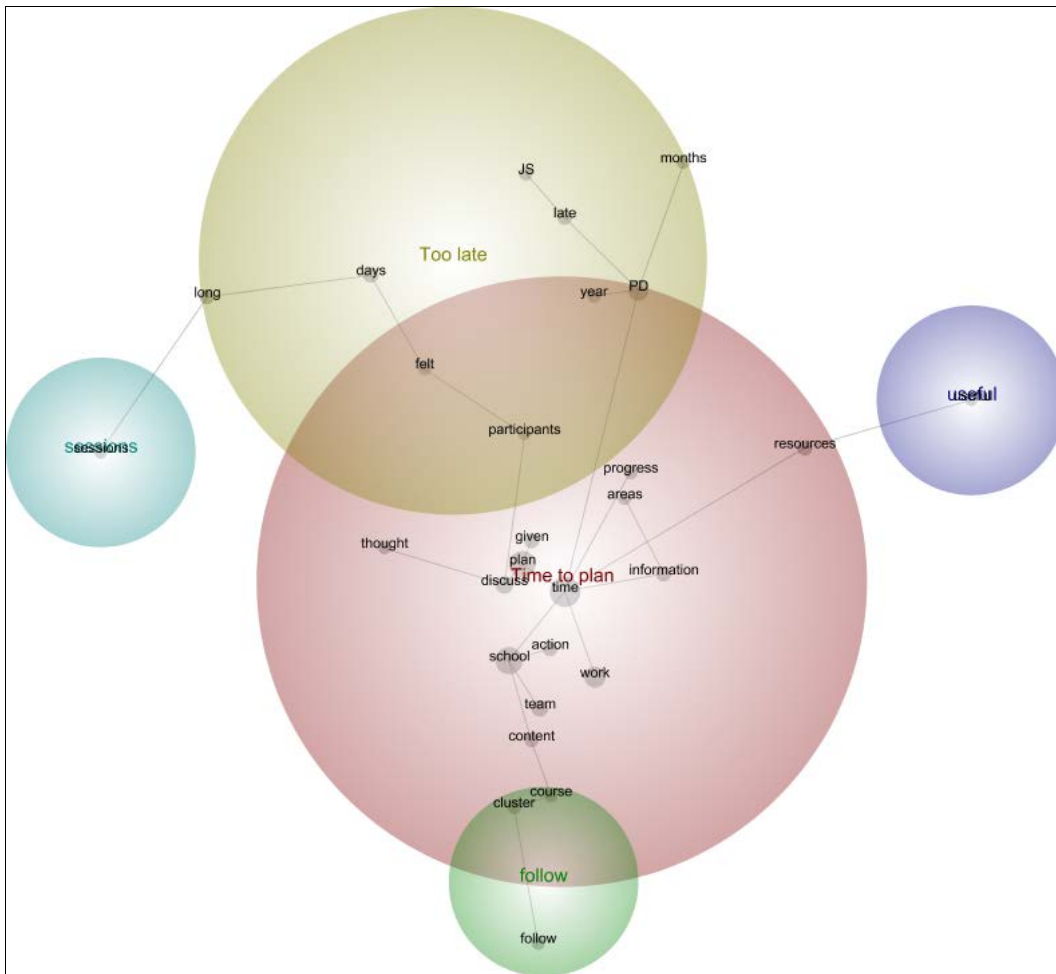


Figure 4.2 Thematic analysis of the comments on Duration (two day conference)

Despite appreciating the time to spend with their colleagues some participants felt there was not enough time to work through the resources provided.

We were provided with excellent, comprehensive resources but it was difficult to get into them all and progress with work at the same time but any additional time would have been problematic in being out of school (Head of Junior Secondary, Darling Downs SWQ)

One of the main issues raised in the feedback about duration was that the participants felt that the conference should have been held some time ago, for example:

Brilliant resources and mode of delivery—we needed this program/package 18 months ago—but so grateful for this package now would have loved this 2 days every semester leading up to 2015 (Principal, South East)

This PD is two years late! Therefore the method of delivery was not engaging as we are only 124 days away from the introduction of JS (Deputy Principal, Far North Queensland)

I believe this PD was poorly timed—just before NAPLAN and should have been held when we were beginning the JS agenda not when we are at the tail end (Head of Junior Secondary, North Coast)

Region has undergone extensive progress in Junior Secondary readiness—peer reviews external reviews, plans etc. Timing of this PD is too late for our region (Principal, North Queensland)

PD more appropriate for schools 12 months ago (Deputy Principal, North Coast)

With the introduction of Junior Secondary to begin early 2015, many respondents felt that *this PD was too late*. They commented on the value and excellence of the resources provided and as such believed that having these earlier would have helped them prepare better for the introduction of Junior Secondary in their schools.

There were some related comments about the structure of the Professional Development in terms of the follow up coaching and workshop later in the year. Some participants felt that these, along with the website and wiki would be good resources in supporting their preparation for the new Year 7s in 2015.

The follow up conference in October will be good and sufficient and cluster relationship will provide ongoing learning (Principal, Darling Downs SWQ)

Follow up coaching and webinars will provide excellent follow up (Deputy Principal, Central Queensland)

The plan as discussed for the 27th May, July and September is a good process (Deputy Principal, North Coast)

The gift of time was valuable. The ability and time to work through our school plan was of great benefit. Keeping our own place was important without having to do what others were doing (Deputy Principal, South East)

4.3.2 Content focus

Table 4.2 below shows the means by region for each of the nine items assessing content focus. Overall, participants agreed most (overall mean was 3.07) with the statement *I can see areas related to today's topic where I can improve or learn more* and agreed least (overall mean was 2.03) with the statement *The PD will help my school meet the needs of more students*.

Table 4.2 Means by region and overall: assessing content focus (two day conference)

Region	CF1	CF2	CF3	CF4	CF5	CF6	CF7	CF8	CF9
Metropolitan	2.78	2.94	2.92	3.06	3.23	2.88	2.67	2.84	2.94
Central Queensland	2.62	2.95	2.69	3.18	3.39	2.87	2.58	2.78	2.86
North Coast	2.41	2.72	2.41	2.97	3.11	2.61	1.97	2.29	2.46
Far North Queensland	3.04	2.73	2.89	3.11	3.27	3.11	2.73	3.02	3.09
North Queensland	2.96	2.96	3.04	3.13	3.26	3.04	2.47	2.72	3.00
Darling Downs SWQ	2.99	3.10	2.94	3.05	3.13	3.11	2.56	2.96	2.98
South East	2.69	2.91	2.67	3.00	3.00	2.92	2.19	2.60	2.70
OVERALL	2.78	2.92	2.80	3.07	3.20	2.03	2.47	2.76	2.86

Note:

CF1: I gained new knowledge or skills that are related to my profession.

CF2: I would be able to integrate this PD into my day-to-day practice.

CF3: The PD will enhance the teaching strategies of my staff.

CF4: I can see areas related to today's topic where I can improve or learn more.

CF5: The PD topic is important because it links directly to state or national goals.

CF6: The PD will help my school meet the needs of more students.

CF7: The PD activity takes into account the learning needs of all the school leaders in attendance.

CF8: This PD did meet my learning goals.

CF9: I believe my knowledge and skills are enhanced through this PD.

A thematic analysis (see Figure 4.3) of the comments provided on content focus revealed the dominant theme of team planning with a minor theme of materials. Another theme of *lack of impact* was identified but ignored due to its much lower prominence.

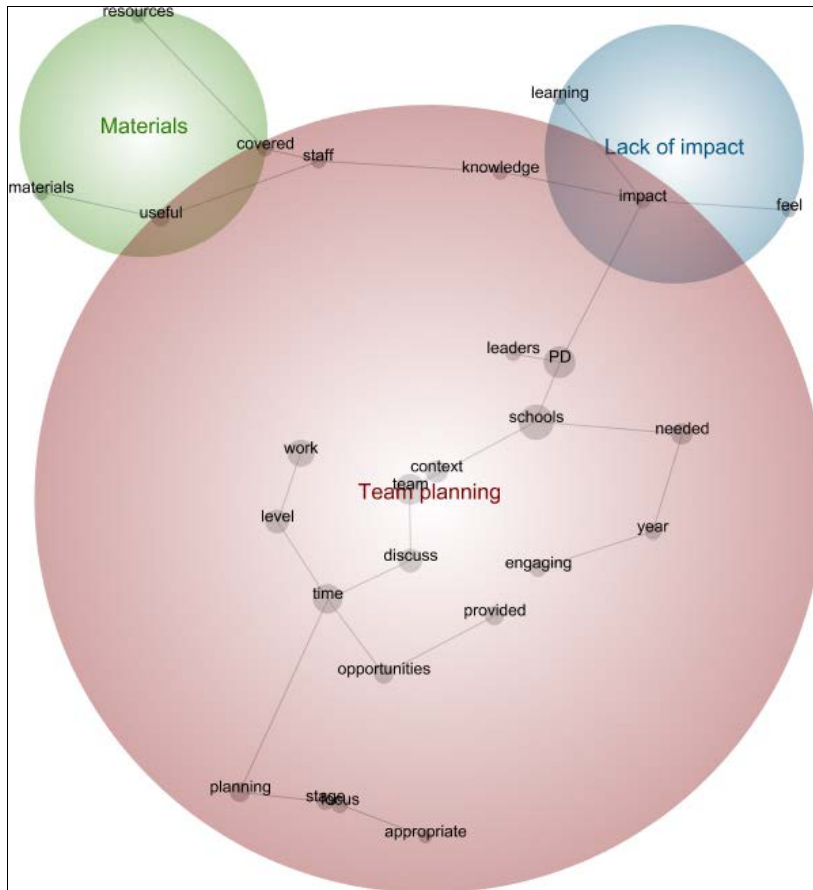


Figure 4.3 Thematic analysis of the comments on Content Focus (two day conference)

There was an overwhelming focus on the opportunity for quality time in school teams and the quality of the resources provided to the leadership teams on the USBs by the Leading Change Development team. The content focus for the young adolescent learner was particular valued as some of the participants commented that they appreciated this knowledge given this was not an area of expertise for them as secondary trained specialists, for instance:

I need more training in middle school educational/social educational/pedagogical preparedness (Head of Junior Secondary, Darling Downs SWQ)

I didn't realise how much I had to learn (Principal, Far North Queensland)

Great suite of resources (Other, Darling Downs SWQ)

The resources obtained from this PD will be very useful in delivering a consistent message to our school (Other, Central Queensland)

Excellent suite of materials ready to use with staff to support. [Aligned with] EQ goals and transform pedagogy (Deputy Principal, Metropolitan)

One of the main concerns with the content focus was the fact that regions, clusters and schools are unique and distinct. There were therefore some comments made highlighting the need for the Professional Development to focus more on where each school was at in the journey of Junior Secondary initiation and implementation. While the team had planned the structure and content to be flexible enough for this to occur there were some participants who still needed guidance and direction in terms of their own contextual focus.

Whilst the underpinnings of the PD is important, the PD needed to engage at each school's journey (Deputy Principal, Central Queensland)

While this was the case for some schools others felt that the content and pacing adequate for their particular context.

Mode of delivery allowed for maximum application to our context—frequent and extensive opportunities to plan/discuss with own team whilst simultaneously engaging (Head of Curriculum, South East)

4.3.3 Active learning

Table 4.3 below shows the means by region and overall for the nine statements assessing active learning. Participants agreed most (overall mean was 3.06) with the statement *I believe that I will be able to apply what I have learned* and agreed least (overall mean was 1.77) with the statement *I was able to practice skills under simulated conditions and was given feedback*.

Table 4.3 Means by region and overall: assessing active learning (two day conference)

Region	AL1	AL2	AL3	AL4	AL5	AL6	AL7	AL8	AL9
Metropolitan	2.54	2.77	2.79	2.96	2.68	2.93	3.03	3.06	1.83
Central Queensland	2.39	2.61	2.63	2.95	2.73	2.82	2.97	2.93	1.63
North Coast	1.97	2.38	2.56	2.91	2.71	3.07	2.74	2.98	1.28
Far North Queensland	2.44	3.13	3.00	3.13	2.76	3.40	3.27	3.24	2.23
North Queensland	2.26	2.51	2.50	2.85	2.56	2.89	3.13	3.17	1.94
Darling Downs SWQ	2.16	2.78	2.68	2.99	2.60	2.93	2.84	3.11	1.91
South East	2.19	2.46	2.75	2.96	2.55	2.96	2.98	2.94	1.57
OVERALL	2.29	2.67	2.70	2.96	2.66	2.97	2.98	3.06	1.77

Note:

AL1: I was given opportunities to practise new skills within the activity.

AL2: I was able to observe others modelling/example of good practice (around the PD topic).

AL3: I was able to solve a problem I had or suggest a solution to a problem someone else had.

AL4: Someone was able to take the lead in the activity other than the facilitator/s.

AL5: I was able to give feedback on the ideas of others.

AL6: Leaders were encouraged to share best practice during the PD.

AL7: I would be able to explain what I have learned to others who did not attend.

AL8: I believe that I will be able to apply what I have learned.

AL9: I was able to practice skills under simulated conditions and was given feedback.

A thematic analysis of the comments provided on active learning (see Figure 4.4) revealed that participants most appreciated the ability to *share ideas* with a minor theme *more sharing* indicating that participants would have liked the opportunity for more sharing.

As stated above Active Learning related to opportunities to be actively engaging in meaningful discussion, planning and practice during the professional development activity and the reality of participants day-to-day work within your classroom.

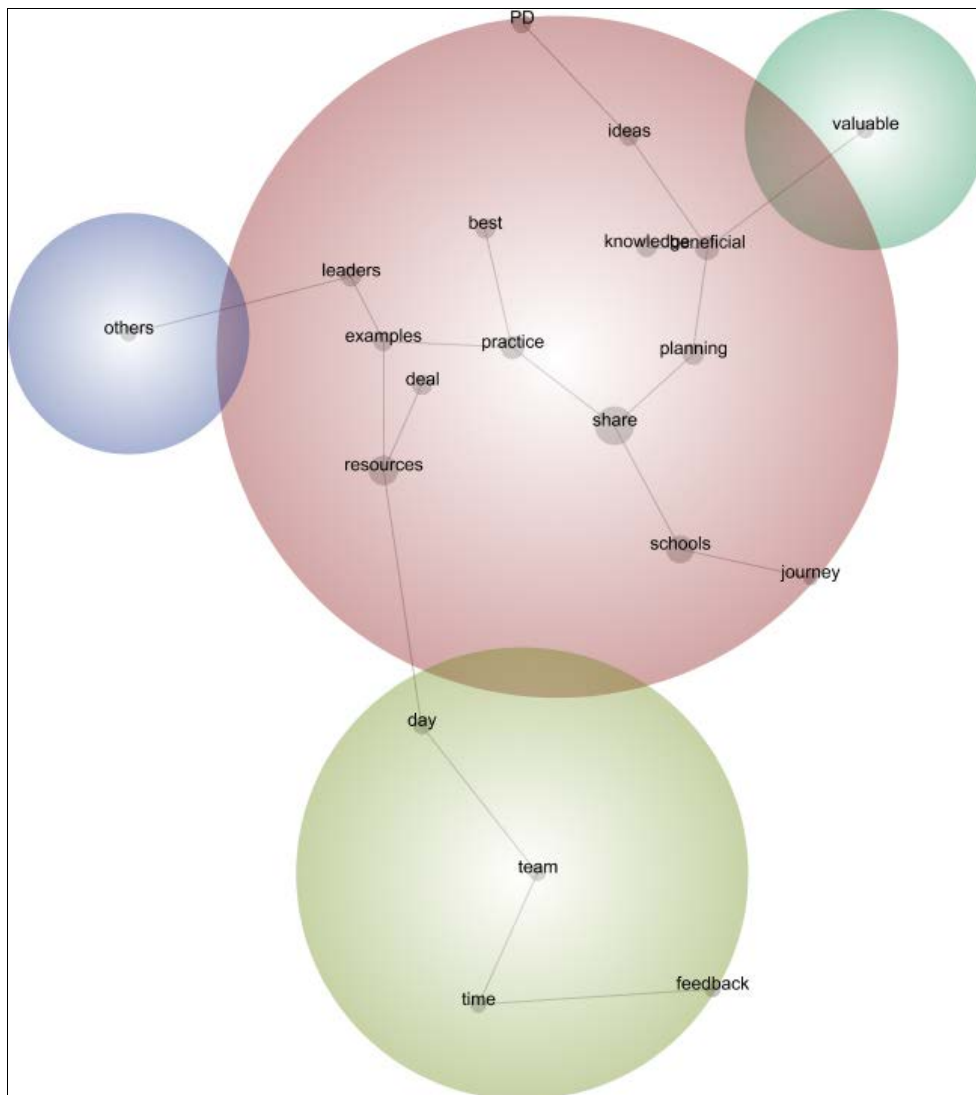


Figure 4.4 Thematic analysis of the comments on Active Learning (two day conference)

There appeared to be some contradictory responses amongst this section of the data. On the one hand the respondents very much appreciated the sharing and once again the time provided to develop their own school’s Action Plan for Junior Secondary implementation. For example one comment made was *Time for action planning and sharing was valuable*. Alternatively others felt that there was not enough quality examples provided for example, *Practical and user friendly examples of signature practice were not displayed*. This could point to the fact that different schools required different needs at the time of the conference presentation in their specific region. Further comments on both sides appear below:

More interaction between schools to share knowledge and practices would have been beneficial (Other, North Coast)

Could have had more sharing from trial schools about their journey—what works what needs to be revisited (Deputy Principal, Metropolitan)

Loved the delivery mode and the balance of learning from experts, hearing colleagues experiences, team time applying to our context (Principal, South East)

Enjoyed the active participation—this to me is the best PD that a person can get in our profession as you can guide the questions (Deputy Principal, North Queensland)

In terms of Active Learning one participant suggested that the sharing of the schools' development was beneficial. This endorses that plan for the Leading Change Development team to structure the workshop later in the year as a celebratory and sharing structure for schools and the participants.

The most valuable session for us was session 7 as we were able to share ideas. Further development of this sharing would be more beneficial (Deputy Principal, North Coast)

This is also reflected in another comment that predicts the planning process of the overall facilitation of the entire Professional Development being provided.

4.3.4 Collective participation

Table 4.4 below shows the means by region and overall for the six comments assessing *Collective Participation*. Participants agreed most (overall mean was 3.20) with the statement *I was able to discuss concepts and skills with colleagues I work closely with* and agreed least (overall mean was 2.03) with the statement *I believe there is a real benefit if several members of a school attend this PD together*.

Table 4.4 Means by region and overall: assessing collective participation (two day conference)

Region	CP1	CP2	CP3	CP4	CP5	CP6
Metropolitan	3.00	3.14	2.27	3.47	3.44	3.27
Central Queensland	2.91	3.13	2.44	3.41	3.38	3.25
North Coast	2.78	2.95	1.86	3.39	3.34	3.16
Far North Queensland	3.02	3.27	2.61	3.51	3.58	3.39
North Queensland	2.89	3.15	2.26	3.45	3.26	3.15
Darling Downs SWQ	2.95	3.07	2.19	3.30	3.28	3.15
South East	2.87	3.02	1.85	3.30	3.36	3.09
OVERALL	2.78	2.92	2.80	3.07	3.20	2.03

Note:

CP1: Peer support will help me apply my learning from this PD experience.

CP2: I was able to develop a common understanding of the knowledge or skill with my colleagues.

CP3: It is important for all teachers to participate in this activity for me to improve my practice.

CP4: I did planning on my own or with colleagues.

CP5: I was able to discuss concepts and skills with colleagues I work closely with.

CP6: I believe there is a real benefit if several members of a school attend this PD together.

A thematic analysis of the comments provided on collective participation (see Figure 4.5) revealed the dominant theme of being given the *time to plan*, with subsequent themes of being given the opportunity for *collaborative planning* and *sharing and networking*.

This part of the feedback related to the opportunity for contributors to talk about their opinions on the nature of the teamwork in the Professional Development. At times these comments overlapped with the sections listed above.

Once again many comments focused on how the Professional Development was too late in the journey of school's planning and preparation for the Junior Secondary agenda. Feedback also focused on the positive aspect of being given the chance to have the quality time to spend with their peers to consolidate this planning for example, *PD provided the three of us time to share and discuss away from school, The most useful aspect of the seminar was the interaction with peers*. This is in a sense is contradictory; saying it is too late in the planning process but appreciating the time to *polish off* what had been begun.

Unique in this part of the data was the fact that the regions and clusters were very appreciative of the work and support that had already been done.

We already participate in cluster best practice networks—region has facilitated this process very well (Principal, North Queensland)

Our team collectively participates as a high functioning team around planning already This would be valuable if we were not doing this already (Head of Junior Secondary, North Coast)

It is optimistic to see in this section that schools are confident to move forward and report on the collective approach that they take in their planning in relation to such a new initiative as the Junior Secondary reform.

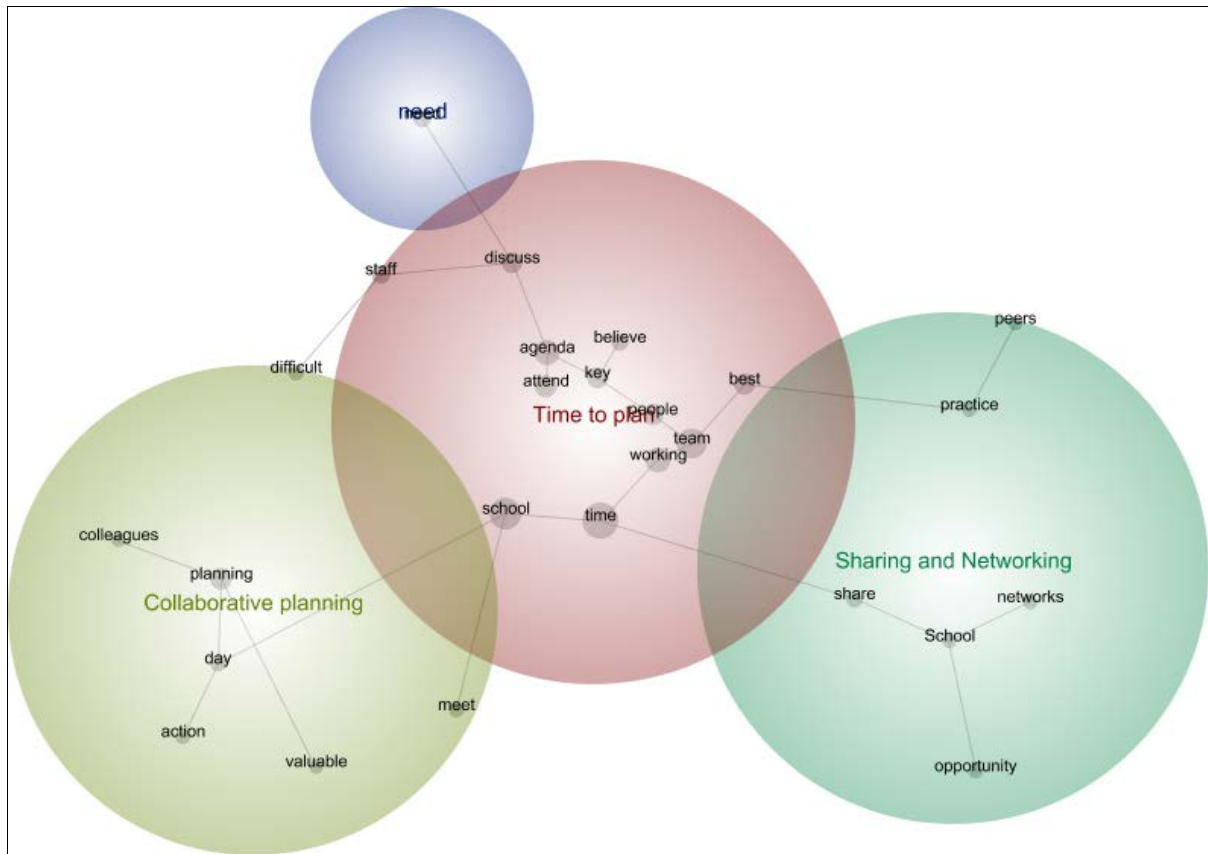


Figure 4.5 Thematic analysis of the comments on collective participation (two day conference)

4.3.5 Coherence

Table 4.5 below presents the overall means and by region for the eight statements assessing *Coherence*. Participants agreed most (overall mean was 3.15) with the statement *Putting what I have learned today into practice can improve student outcomes* and agreed least (overall mean was 0.89) *I have not done any training in this area before*. These two pieces of data taken together indicate that participants see coherence between what they learnt at the conference and the ultimate goal of positively impacting on student outcomes and that many schools had already engaged with the Junior Secondary reform agenda prior to attendance at the conference.

A thematic analysis of the comments provided on coherence (see Figure 4.6) revealed the dominant theme of Junior Secondary practices with a minor theme of poor timing.

Coherence referred to the connection between the professional development activity and the reality of the leaders’ day-to-day work experiences within their schools.

Table 4.5 Means by region and overall: assessing coherence (two day conference)

Region	CO1	CO2	CO3	CO4	CO5	CO6	CO7	CO8
Metropolitan	2.98	3.13	3.23	3.09	2.50	3.01	.83	3.14
Central Queensland	2.87	3.03	3.15	3.09	2.53	3.00	.92	3.05
North Coast	2.79	2.81	2.96	2.84	2.14	2.84	.69	2.89
Far North Queensland	3.00	3.14	3.26	3.27	2.67	3.10	.93	3.21
North Queensland	2.91	3.02	3.13	3.21	2.47	3.00	.94	3.09
Darling Downs SWQ	3.05	3.04	3.18	3.16	2.69	3.00	1.00	3.08
South East	2.92	2.85	3.06	2.98	2.48	3.00	.89	2.92
OVERALL	2.94	3.01	3.15	3.09	2.50	2.99	.89	3.06

Note:

CO1: I was able to address any problems that I have experienced in my school.

CO2: I will be able to put what I learned today into practice.

CO3: Putting what I have learned today into practice can improve student outcomes.

CO4: I can see this topic linking to other professional development activities.

CO5: I already know enough about this topic.

CO6: Learning about this topic will improve my work environment.

CO7: I have not done any training in this area before.

CO8: I believe there is a direct link between this PD and my day-to-day practice as a leader.

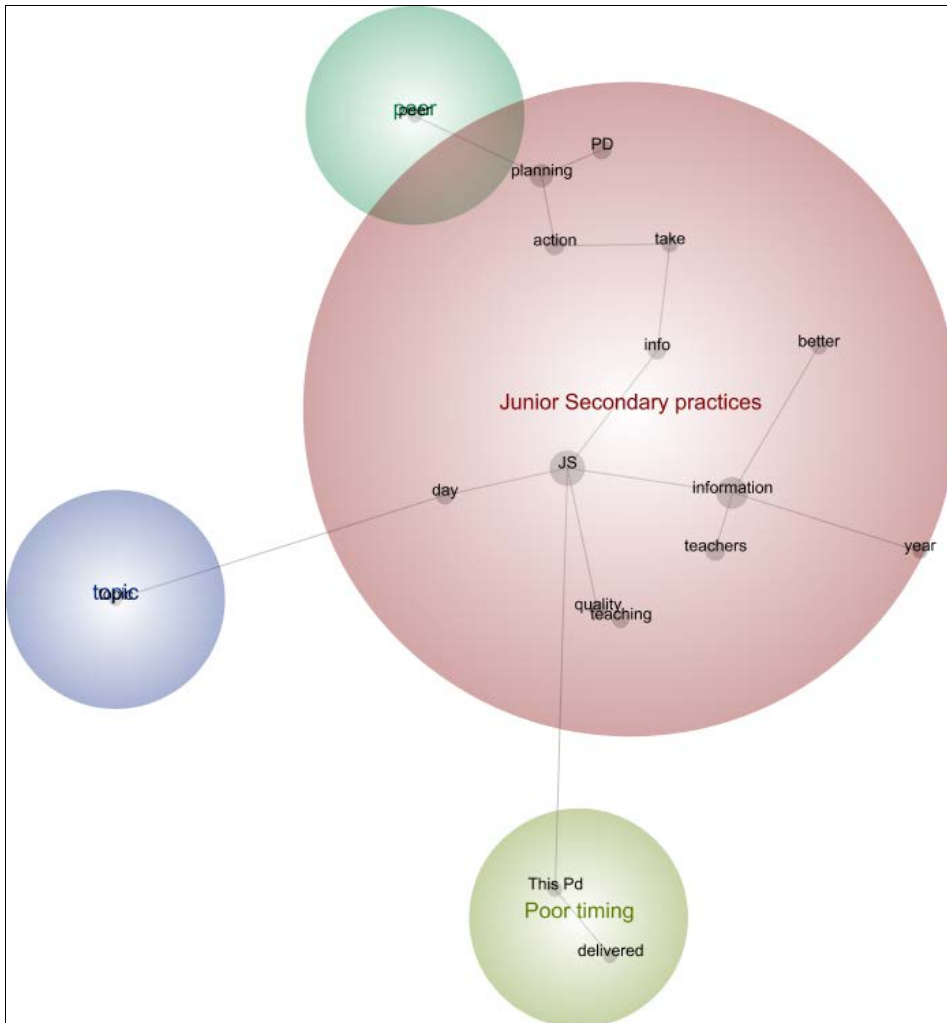


Figure 4.6 Thematic analysis of the comments around Coherence (two day conference)

Again some of the comments in this section of the feedback were contradictory pointing to the fact that some schools are well advanced in their readiness for implementation of Junior Secondary implementation while others are just initiating.

PD is very relevant to day to day experiences however we are well into our planning and orientation activities! (Deputy Principal, Far North Queensland)

The material provide will be of great use as we continue to implement Junior Secondary. (Deputy Principal, South East)

I learnt that I had gaps in my knowledge and can now take action to rectify this using the info from the PD (Principal, North Coast)

This PD should have happened in 2013!! We have already done JS modules and much of the data provided is a repeat (Head of Junior Secondary, North Coast)

We have already been through two peer reviews and an external JS readiness review. We have an Action Plan that has been in place since 2012. The information presented is too late (Principal, North Coast)

It was on the whole, though, the sentiment from the feedback's qualitative comments showed that the Professional Development was worthwhile and relevant to the contexts in which the participants worked, that is, *the PD was very relevant to me and my context, my challenges and my leadership*. As the teams worked through the resources provided they were able to pick and choose what was most relevant to their situation and focus in on these issues. While it is always difficult to take time out of a school, as a leader (and particularly a whole leadership team), this opportunity is also valuable and this was reflected in the comments generally. Many of the qualitative comments stated that the Professional Development was provided too late in the process however, there were also equally the same amount of comments that highlighted the fact that many more concepts and theories related to young people and adolescent learners relevant to the Junior Secondary initiative and reform.

4.4 Findings—one day workshop

In the one day workshop survey *Duration* referred to the need for Professional Development to be of sufficient duration to enable engagement leading to possible intellectual and pedagogical change. *Content Focus* was about the knowledge and skills necessary for you to carry out your day-to-day work within your classroom. *Action Learning* related to opportunities to be actively engaging in meaningful discussion, planning and practice during the professional development activity and the reality of your day-to-day work within your classroom. The next concept the participants were asked to report on was *Collective Participation* this related to the opportunity for them to undertake the Professional Development with others from the same school/department/group which sets up the potential for interaction and discourse, which can be a powerful for of learning. Finally *Coherence* referred to the connection between the professional development activity and the reality of your day-to-day work experiences within your classroom.

Prior to analysis, the following items were reversed: *Duration*: items 2, 3, 4 and 6; *Content Focus*: items 2,6 and 8; *Active Learning*: items 4 and 7; *Collective Participation*: item 4; *Coherence*: items 1,4 and 5. Each rating was assigned a value from 0 to 4: Strongly Disagree—0; Disagree—1; Neutral—2; Agree—3; Strongly Agree 4. Means were then calculated for each item by region ranging from possible minimum and maximum values of zero and four, respectively. These data are shown in Table 4.1 to Table 4.4.

4.4.1 Duration

Table 4.6 shows the means by region for each of the six statements assessing *Duration*. Also shown are the overall means for each statement. Overall, participants agreed most (overall mean was 2.98) with the statement *I believe the PD sessions were long enough for me to engage with the ideas* and agreed least (overall mean was 1.70) with the statement *I would like this PD to include follow-up*

sessions over time. These two pieces of data taken together indicate that overall the participants felt the duration of the conference was sufficient for them to fully engage with the material.

Table 4.6 Means by region and overall assessing duration (one day workshop)

Region	DU1	DU2	DU3	DU4	DU5	DU6
Metropolitan	2.84	2.55	1.58	2.55	1.98	1.82
Central Queensland	2.92	2.36	1.70	2.41	1.81	1.69
North Coast	3.00	2.59	1.91	2.23	2.00	1.64
Far North Queensland	3.17	1.97	1.93	1.48	2.03	1.68
North Queensland	2.97	2.03	2.13	1.80	2.25	1.41
Darling Downs SWQ	3.06	2.39	1.94	2.17	1.78	1.61
South East	3.00	2.10	1.77	2.30	1.77	1.87
OVERALL	2.98	2.31	1.81	2.19	1.94	1.70

Note:

DU1: I believe the PD sessions were long enough for me to engage with the ideas.

DU2: I think there would be a benefit from spreading the PD over more days/sessions.

DU3: I think a refresher course is needed to remind me of the details of the PD.

DU4: I would have preferred more time.

DU5: I will need to do more training in this area in the future.

DU6: I would like this PD to include follow-up sessions over time.

4.4.2 Content focus

Table 5.7 below shows the means by region for each of the nine items assessing *Content Focus*. Overall, participants agreed most (overall mean was 3.15) with the statement *The PD topic is important because it links directly to state or national goals* and agreed least (overall mean was 2.42) with the statement *This PD did meet my learning goals*.

Table 4.7 Means by region and overall assessing content focus (one day workshop)

Region	CF1	CF2	CF3	CF4	CF5	CF6	CF7	CF8	CF9
Metropolitan	2.67	2.83	2.70	2.98	3.20	2.93	2.36	2.66	2.65
Central Queensland	2.84	2.90	2.88	2.98	3.16	2.87	2.71	2.78	2.88
North Coast	2.87	2.50	2.78	3.21	3.13	2.88	2.39	2.87	2.87
Far North Queensland	3.19	1.61	2.93	3.06	3.10	1.23	2.83	1.23	3.13
North Queensland	3.09	1.38	2.93	3.09	3.13	1.06	2.91	1.19	3.16
Darling Downs SWQ	2.89	2.97	2.91	3.11	3.06	2.86	2.75	2.94	2.92
South East	3.06	2.74	3.10	3.23	3.29	2.90	2.70	3.00	3.10
OVERALL	2.93	2.50	2.89	3.08	3.15	2.46	2.66	2.42	2.94

Note:

CF1: I gained new knowledge or skills that are related to my profession.

CF2: I would be able to integrate this PD into my day-to-day practice.

CF3: The PD will enhance the teaching strategies of my staff.

CF4: I can see areas related to today's topic where I can improve or learn more.

CF5: The PD topic is important because it links directly to state or national goals.

CF6: The PD will help my school meet the needs of more students.

CF7: The PD activity takes into account the learning needs of all the school leaders in attendance.

CF8: This PD did meet my learning goals.

CF9: I believe my knowledge and skills are enhanced through this PD.

4.4.3 Active learning

Table 4.3 below shows the means by region and overall for the nine statements assessing *Active Learning*. Participants agreed most (overall mean was 3.08) with the statements *I was able to observe others modelling/example of good practice (around the PD topic)* and *I believe that I will be able to apply what I have learned* and agreed least (overall mean was 1.85) with the statement *I was able to practice skills under simulated conditions and was given feedback*.

Table 4.8 Means by region and overall assessing active learning (one day workshop)

Region	AL1	AL2	AL3	AL4	AL5	AL6	AL7	AL8	AL9
Metropolitan	2.13	3.00	2.54	2.70	2.52	3.13	2.87	3.00	1.60
Central Queensland	2.56	3.17	2.73	2.87	2.43	3.06	2.85	2.98	1.91
North Coast	2.21	3.13	2.58	2.71	2.71	3.04	3.17	3.04	1.65
Far North Queensland	2.87	3.10	2.61	0.90	2.68	3.19	1.03	3.19	2.07
North Queensland	2.37	3.13	2.41	1.25	2.50	3.06	1.16	3.16	2.00
Darling Downs SWQ	2.14	3.00	2.57	2.97	2.47	3.11	2.80	3.11	1.83
South East	2.23	3.03	2.68	2.83	2.47	3.20	2.93	3.14	1.93
OVERALL	2.37	3.08	2.60	2.38	2.53	3.12	2.45	3.08	1.85

Note:

AL1: I was given opportunities to practise new skills within the activity.

AL2: I was able to observe others modelling/example of good practice (around the PD topic).

AL3: I was able to solve a problem I had or suggest a solution to a problem someone else had.

AL4: Someone was able to take the lead in the activity other than the facilitator/s.

AL5: I was able to give feedback on the ideas of others.

AL6: Leaders were encouraged to share best practice during the PD.

AL7: I would be able to explain what I have learned to others who did not attend.

AL8: I believe that I will be able to apply what I have learned.

AL9: I was able to practice skills under simulated conditions and was given feedback.

4.4.4 Collective participation

Table 4.9 below shows the means by region and overall for the six comments assessing collective participation. Participants agreed most (overall mean was 3.16) with the statement *I was able to discuss concepts and skills with colleagues I work closely with* and agreed least (overall mean was 2.35) with the statement *It is important for all teachers to participate in this activity for me to improve my practice*.

Table 4.9 Means by region and overall assessing collective participation (one day workshop)

Region	CP1	CP2	CP3	CP4	CP5	CP6
Metropolitan	3.13	3.15	2.13	3.21	3.23	3.23
Central Queensland	2.98	3.02	2.48	2.78	3.12	3.15
North Coast	2.96	3.00	2.45	2.96	2.92	3.08
Far North Queensland	2.90	3.14	2.55	1.00	3.34	3.24
North Queensland	2.97	2.94	2.43	1.13	3.10	3.26
Darling Downs SWQ	3.03	2.97	2.03	3.20	3.11	3.34
South East	3.15	3.12	2.58	3.00	3.20	3.08
OVERALL	3.03	3.05	2.35	2.55	3.16	3.21

Note:

CP1: Peer support will help me apply my learning from this PD experience.

CP2: I was able to develop a common understanding of the knowledge or skill with my colleagues.

CP3: It is important for all teachers to participate in this activity for me to improve my practice.

CP4: I did planning on my own or with colleagues.

CP5: I was able to discuss concepts and skills with colleagues I work closely with.

CP6: I believe there is a real benefit if several members of a school attend this PD together.

4.4.5 Coherence

Table 4.10 below shows the means by region and overall for the six comments assessing collective participation. Participants agreed most (overall mean was 3.18) with the statement *Putting what I have learned today into practice can improve student outcomes* and agreed least (overall mean was 0.89) with the statement *I have not done any training in this area before*.

Table 4.10 Means by region and overall assessing coherence (one day workshop)

Region	CO1	CO2	CO3	CO4	CO5	CO6	CO7	CO8
Metropolitan	2.67	3.00	3.18	2.84	2.38	2.87	0.73	3.04
Central Queensland	2.69	3.08	3.19	2.88	2.38	2.96	0.79	3.00
North Coast	2.63	3.04	2.96	3.00	2.40	3.04	0.96	2.88
Far North Queensland	1.21	3.10	3.28	0.90	1.48	3.10	0.86	3.24
North Queensland	1.13	3.06	3.06	1.06	1.39	3.00	1.00	3.10
Darling Downs SWQ	2.75	2.86	3.22	3.00	2.69	3.06	1.03	3.19
South East	2.93	3.24	3.24	3.10	2.52	3.17	0.97	3.14
OVERALL	2.35	3.06	3.18	2.47	2.22	3.02	0.89	3.09

Note:

CO1: I was able to address any problems that I have experienced in my school.

CO2: I will be able to put what I learned today into practice.

CO3: Putting what I have learned today into practice can improve student outcomes.

CO4: I can see this topic linking to other professional development activities.

CO5: I already know enough about this topic.

CO6: Learning about this topic will improve my work environment.

CO7: I have not done any training in this area before.

CO8: I believe there is a direct link between this PD and my day-to-day practice as a leader.

4.5 Comparison of two day conference and one day workshops

A comparison of the two day conference and the one day workshop presented in Table 4.11 reveals no statistically significant differences between the effectiveness of the professional learning, in regards to all five dimensions.

Table 4.11 Comparison of two day conference and one day workshops

Region	Duration		Content Focus		Active Learning		Collective Participation		Coherence	
	2 day	1 day	2 day	1 day *	2 day	1 day	2 day	1 day	2 day	1 day
Metropolitan	2.2	2.2	2.9	2.8	2.7	2.6	3.1	3.0	2.7	2.6
Central Queensland	2.1	2.2	2.9	2.9	2.6	2.7	3.1	2.9	2.7	2.6
North Coast	2.3	2.3	2.5	2.8	2.5	2.7	2.9	2.9	2.5	2.6
Far North Queensland	2.7	2.1	3.0	2.5	3.0	2.4	3.2	2.7	2.8	2.2
North Queensland	2.6	2.1	3.0	2.4	2.7	2.3	3.0	2.6	2.7	2.1
Darling Downs SWQ	2.5	2.2	3.0	2.9	2.7	2.7	3.0	3.0	2.8	2.7
South East	2.5	2.1	2.7	3.0	2.6	2.7	2.9	3.0	2.6	2.8
TOTAL	2.4	2.2	2.9	2.8	2.7	2.6	3.0	2.9	2.7	2.5

* Note: 2 day = 2 day conference, 1 day = 1 day workshop

5 Readiness for Year 7 and Junior Secondary

This section presents the various sources of evidence which provide self-reporting data about the readiness of schools for Year 7 in 2015 and the implementation of Junior Secondary across Years 7–9. Data sources include survey data related to:

- Preparedness and stage of the Educational Change Model, by school;
- Teacher efficacy for Junior Secondary, by school;
- Quality Teaching with respect to: leadership practice; teacher practices; and student learning behaviours, by region.

5.1 School Preparedness

One day workshop participants were asked to rate their school's preparedness for Junior Secondary on a scale of 1 (completely unprepared) to 10 (completely prepared). Table 5.1 displays the number of respondents, mean ratings and standard deviations by region. Regions are listed in the lowest to highest mean rating. Despite Darling Downs South West Queensland region having the lowest mean rating ($M = 8.0$, $SD = 1.3$) and North Coast region having the highest mean rating ($M = 8.7$, $SD = 0.8$) an ANOVA analyses revealed no statistically significant difference in perceived school preparedness by region (Darling Downs South West Queensland, Metropolitan, South East, Far North Queensland, Central Queensland and North Coast), position (Principal, Deputy Principal, Head of Junior Secondary and other) or school type (P–9/10, P–12, 7–12, 8–12 and other).

Table 5.1 Number of respondents, mean school preparedness rating and *SD* by region

Region	<i>n</i>	Mean rating ^a	<i>SD</i>
Darling Downs South West Queensland	37	8.0	1.3
Metropolitan	49	8.2	1.2
South East	32	8.3	1.6
Far North Queensland	31	8.3	1.2
North Queensland	31	8.3	0.9
Central Queensland	47	8.5	1.1
North Coast	24	8.7	0.8
Total	251	8.3	1.2

^a Rating scale 1 (completely unprepared) to 10 (completely prepared)

Figure 5.1 presents the resultant concept map of a content analysis of the 251 responses explaining their school preparedness rating. Because only two respondents rated their school's preparedness as being lower than 5, the following analysis was conducted on high (8–10) and medium (5–7) ratings.

The Leximancer analysis revealed a common theme of *Junior Secondary practices being established* (100% connectivity) between respondents who rated their schools preparedness as high or medium, whilst the themes of *majority of areas addressed* (12% connectivity) and *pilot schools* (4% connectivity) more associated with high (8–10) ratings and the theme of *a few areas still to address* (3% connectivity) being associated with medium (5–7) ratings.

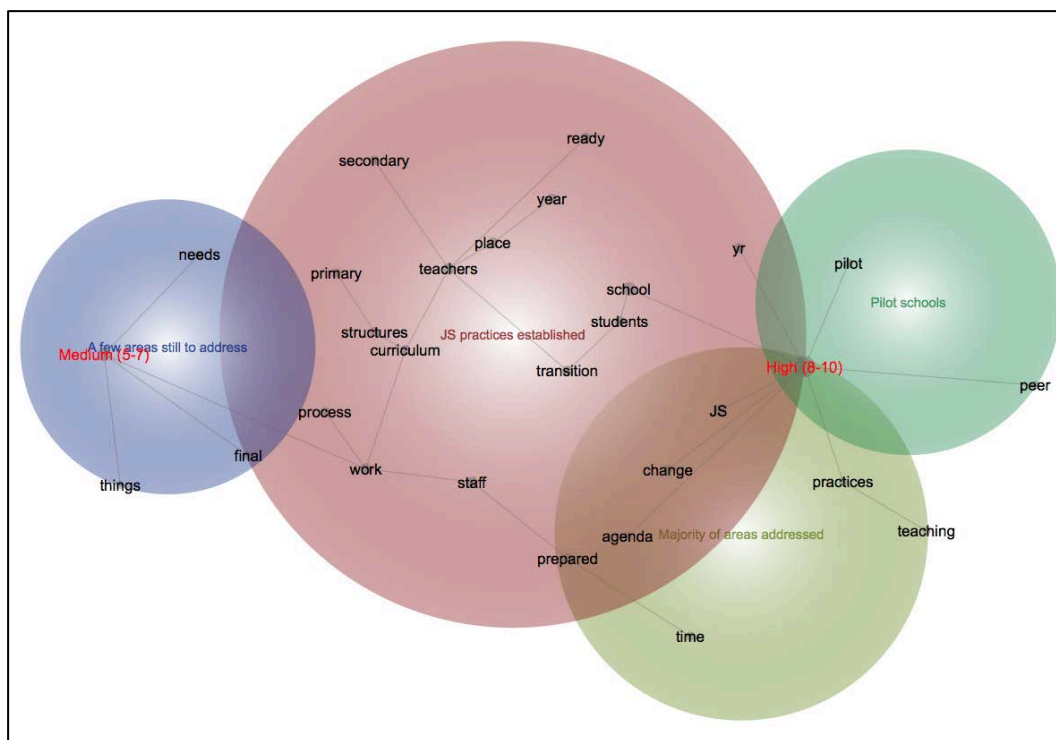


Figure 5.1 Thematic analysis of responses explaining school preparedness rating

Participants were then asked to indicate their perceived school’s stage in the Educational Change Model. Table 5.2 shows the number of respondents’ perception of their school’s stage and the total for each region and overall. While the Educational Change Model only has three stage respondents indicated being part way between stages as indicated by the numbers in the second and fourth columns (titled Cusp) of the Educational Change Model Stage portion.

Table 5.2 Perceived Educational Change Model stage by region

Region	Educational Change Model stage				TOTAL
	Initiation		Development		
	Mid	Cusp	Mid	Cusp	
Metropolitan	3	4	22	7	48
Central Queensland	3	1	24	11	48
North Coast	8	1	9	1	23
Far North Queensland	2	3	20	2	29
North Queensland	14	1	13	1	30
Darling Downs South West Queensland	4	2	16	9	36
South East	5	3	11	6	33
TOTAL	39	15	115	37	41

Figure 5.2 presents the resultant concept map of a content analysis of the 46 responses explaining how they determined their school’s Educational Change Model stage. Comments have been analysed according to the associated stage: Initiation, Development and Consolidation. Two themes emerged, with *developing in some areas* (100% connectivity) being common to the comments from respondents identifying being in the initiation and development stages, while the theme of *awaiting Year 7s* being common to respondents identifying being in the initiation and consolidation stages.

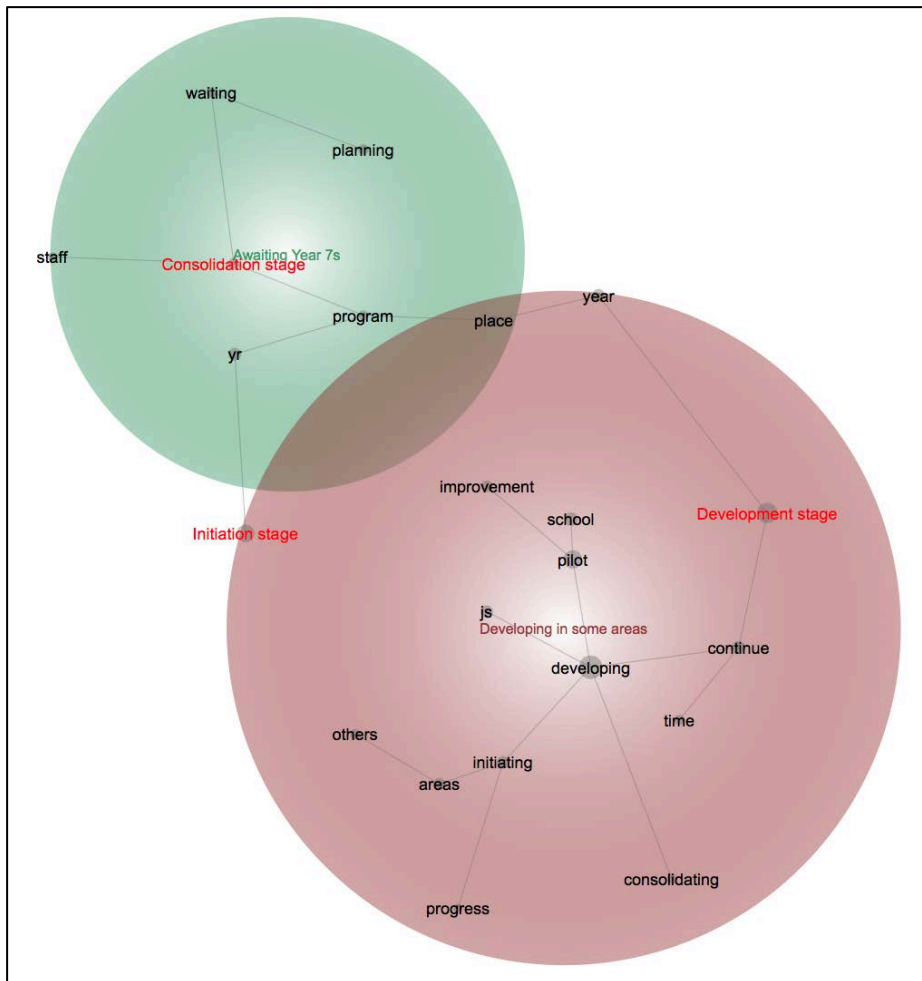


Figure 5.2 Thematic analysis of responses explaining stage of the Educational Change Model

5.2 Leaders’ perceptions of teacher efficacy

5.2.1 Teacher efficacy

Teacher efficacy is a multi-faceted construct that has significant implications for teacher practices and student outcomes. Ingvarson, Meiers, & Beavis (2005) found a correlational link between teachers’ sense of efficacy and teachers’ improved practices and a causal link between teachers’ improved practices and improved student outcomes. Where a school has the structures, programs and leadership in place, teachers are also able to access other sources that further enhance their sense of self-efficacy.

With a major focus for the Junior Secondary reform agenda around Quality Teaching, leadership teams were asked to collaboratively complete the Norwegian Teacher Self-Efficacy Scale (NTSES) (Skaalvik & Skaalvik, 2007), which is used to determine self-reported teacher efficacy. Leadership teams were instructed to complete the survey to provide a snap-shot of their perceptions of the preparedness (sense of efficacy) of their teachers to teach in Junior Secondary.

The scale has six dimensions measured by four items each. The dimensions are:

- instruction
- adapting education to individual students’ needs

- motivating students
- keeping discipline
- cooperating with colleagues and parents and
- coping with changes and challenges.

Responses were given on a 7-point scale from *Not certain at all* (1) to *Absolutely certain* (7). These ratings were converted to a scale from zero to six for the purposes of calculation. The six sub-scales are extensively described and validated elsewhere (Skaalvik & Skaalvik, 2007). An example of an item on the NTSES is *How certain are you that you can provide realistic challenge for all students even in mixed ability classes?* (See Appendix E).

The purpose of this survey was to provide a stand-alone base point for each school which was compared to a second iteration of the survey at the end of the Leading Change process administered at the one day workshop.

5.2.2 Leaders' perceptions of teacher efficacy

A total of 245 and 145 responses were collected at the two day conference and one day workshops respectively. These responses were collaboratively provided from each leadership team. Table 5.3 below shows overall means, and by region, of the six subscales of the NTSES. The scores range from a minimum score of 0 to a maximum score of 6. A higher score indicates the belief in the leadership team that their staff are more capable in each subscale. At the beginning of the program (i.e., at the two day conference) overall, leadership teams across the state rated their teachers lowest ($M = 3.4$, $SD = 0.9$) on their ability to motivate students, and highest ($M = 4.4$, $SD = 0.83$) in their ability to cooperate with colleagues and parents. At the end of the Program (i.e., at the one day workshop) the lowest overall mean had risen to 3.7 and was observed in the dimensions of motivating students, adapting education to individual students' needs. No statistically significant difference was detected in any of the six scales between regions. It is important to note that the proper interpretation for the Beliefs scale should be reversed, i.e., leadership teams believed the locus of control in for example, developing students' abilities, motivating students etc., was well within their control ($M = 1.50$, $SD = 0.73$).

Table 5.3 Six subscales of the Norwegian Teacher Self-Efficacy Scale (two day conference and the one day workshop)

Event	Region ^a	Number of schools	Number of responses	Response rate (%)	Dimension ^b							
					IN	AD	MD	DI	CO	CH	WT	BE
Two day conference	ME	43	41	95	3.9	3.4	3.5	4.5	4.5	4.1	3.7	1.5
	CQ	41	38	93	3.8	3.3	3.3	3.9	4.2	3.9	3.5	1.4
	NC	38	34	89	4.0	3.7	3.6	4.1	4.6	4.0	4.0	1.7
	FN	31	28	90	3.8	3.3	3.3	3.8	4.3	3.8	3.6	1.4
	NQ	24	24	100	3.6	3.2	3.0	3.6	4.1	3.7	3.5	1.6
	DDSWQ	52	50	96	4.1	3.8	3.6	3.9	4.5	3.9	3.7	1.6
	SE	37	30	81	4.1	3.6	3.6	4.2	4.4	4.0	3.8	1.4
	TOTAL	266	245	92	3.9	3.5	3.4	4.0	4.4	3.9	3.7	1.5
One day workshop	ME		28		4.4	3.8	3.9	4.4	4.6	4.2	3.8	1.2
	CQ		24		4.0	3.6	3.6	3.9	4.4	3.9	3.6	1.5
	NC		23		4.2	3.8	3.8	4.2	4.8	4.0	3.8	1.6
	FN		15		4.1	3.4	3.4	3.9	4.3	4.1	3.6	1.6
	NQ		15		4.0	3.5	3.4	3.7	4.4	3.7	3.6	1.7
	DDSWQ		19		4.6	3.9	3.7	4.0	4.6	4.1	3.6	1.4
	SE		21		4.4	3.8	3.6	5.0	4.3	3.9	3.8	1.3
	TOTAL		145		4.2	3.7	3.7	4.2	4.5	4.0	3.7	1.4

^a ME – Metropolitan region. CQ – Central Queensland region. NC – North Coast region. FN – Far North Queensland region. NQ – North Queensland region. DDSWQ – Darling Downs South West Queensland region. SE – South East region. ^b IN - Instruction. AD – Adapting instruction to individual needs. MO – Motivating students. MD – Maintaining discipline. CO – cooperate with colleagues and parents. CH – Coping with change. WT – Working in teams. BE – Beliefs.

Note. Means range from a possible minimum of 0 to a maximum of 6 for IN, AD, MO, MD, CO and CH, and a minimum of 0 to a maximum of 5 for WT and BE

5.2.3 Changes in leaders' perceptions of teacher efficacy

A pairs-wise t-test was conducted on the 130 schools that responded to the NTSES at both the two day conference and one day workshop (see Table 5.4). A statistically significant difference (at the $p = 0.05$ level) was only observed in three of the dimensions: Instruction, adapting instruction to individual needs and motivating students. This is in keeping with school leaders identifying the need to focus on quality teaching at the beginning of the program (i.e., at the two day conference) once they got back to school and indicates that this had indeed been the case.

Table 5.4 Leaders' perceptions of teacher efficacy

Dimension	2 Day conference		1 Day workshop		significant
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Instruction	4.0	0.8	4.3	0.8	*
Adapting instruction to individual needs	3.5	1.0	3.7	1.0	*
Motivating students	3.5	0.9	3.7	0.9	*
Maintain discipline	4.0	0.9	4.2	1.4	
Cooperate with colleagues and parents	4.4	0.8	4.5	0.8	
Cope with change	4.0	0.8	4.0	0.9	
Working in teams	3.7	0.7	3.7	0.6	
Beliefs	1.5	0.7	1.4	0.7	

5.3 Quality Teaching—School leaders' perceptions of embedded practices

The introduction of Junior Secondary is a pedagogical reform as it is about “an intentional approach to teaching and learning that is responsive and appropriate to the full range of needs, interests and achievements of middle years students in formal and informal schooling contexts” (MYSA, 2008, p. 1). With research evidence showing that teacher quality is the most important factor in improving outcomes for students (Dinham & Rowe, 2007; Hargreaves, 1994), Quality Teaching is critical to the effectiveness of Junior Secondary. As such, a key consideration for all Junior Secondary schools is Quality Teaching for young adolescents. According to the Grattan Institute (Jensen et al., 2014):

- Improving teaching effectiveness outweighs the impact of any other school education program or policy in improving student performance;
- A student exposed to great teaching can achieve in half year what a student exposed to poor teaching can achieve in a full year; and
- Because the impact of highly effective teaching is cumulative, relatively modest increases in effectiveness can make a big difference in student learning.

Best Practice has been used to describe what works for a particular situation or application. When data support the success of a practice, it is referred to as an evidence-based practice. According to Whitehurst there are nine standards that allow more best practice and therefore meaningful teaching and learning in context. When these are aligned with the signifying practices, that is, those teaching practices that are identified as the specific practices that work in the Junior Secondary context, the alignment is unmistakable. So, too, is the alignment with the 6 Guiding Principles.

Using the notion of Best Practice applied to Quality Teaching, it is important to have clear strategy on how to change teaching practices. The literature is consistent on the following parameters:

1. Clear purpose—what is to be done and what needs to change;

2. Professional learning priorities—knowing what works—specific practices have great impact;
3. Get into classrooms—gather evidence, use feedback loops, establish accountabilities for quality teaching.

Achieving quality teaching requires a committed improvement strategy inclusive of: leadership practices; teaching practices; and student learning behaviours.

5.3.1 Description of activity

During the one day workshop, school leaders participated in an activity that scaffolded the reflection, analysis and evaluation of school activities against what is considered best practice to enable quality teaching. The activity was designed by aligning best practice, key elements and the Guiding Principles for Quality Teaching in Junior Secondary against Leadership practices, Teaching practices and Student learning behaviours.

School leaders were asked to complete *Table 1 Making a difference to teaching quality in Junior Secondary classrooms* (see Appendix F) independently by reflecting on the Specific Practices for Quality Teaching for Junior Secondary in their school. Leaders were then instructed to discuss their responses with colleagues from their own school and determine an agreed rating (1 None/minimal; 2 Solid progress; 3 Embedded; provide example) as to how embedded each of the identified features was in their school. Results for each school were then collated onto the wall chart provided. Table 5.5 to

Table 5.11 are the results of the perceptions of school leaders in each of the regions.

Table 5.5 Specific practice perceptions of school leaders in Metropolitan region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	5	6	1	6	7	1	7	7	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	4	8	0	7	6	0	7	6	0
Heterogeneous and flexible student groupings	3	5	4	3	6	3	3	6	2
Cooperative learning and collaborative teaching	4	4	2	5	7	1	4	5	0
Sustained individual attention in a safe and healthy school environment	2	6	3	2	6	4	2	6	2
Extended contact with a small number of teachers and a consistent student cohort	2	6	4	3	6	4	2	6	4
Authentic and reflective assessment with high expectations	3	3	5	4	7	1	4	7	0
Democratic governance and shared leadership	2	6	3	3	5	2	2	5	1
Parental and community involvement in student learning	4	8	0	6	6	0	5	5	0
Total	29	52	22	39	56	16	36	53	9

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.6 Specific practice perceptions of school leaders in Far North Queensland region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	5	6	1	6	7	1	7	7	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	4	8	0	7	6	0	7	6	0
Heterogeneous and flexible student groupings	3	5	4	3	6	3	3	6	2
Cooperative learning and collaborative teaching	4	4	2	5	7	1	4	5	0
Sustained individual attention in a safe and healthy school environment	2	6	3	2	6	4	2	6	2
Extended contact with a small number of teachers and a consistent student cohort	2	6	4	3	6	4	2	6	4
Authentic and reflective assessment with high expectations	3	3	5	4	7	1	5	7	0
Democratic governance and shared leadership	2	6	3	3	5	2	2	5	1
Parental and community involvement in student learning	8	4	0	6	6	0	5	5	0
Total	33	48	22	39	56	16	37	53	9

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.7 Specific practice perceptions of school leaders in North Queensland region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	5	6	0	2	11	0	3	10	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	5	8	1	6	6	1	6	7	0
Heterogeneous and flexible student groupings	0	2	7	0	4	6	0	6	5
Cooperative learning and collaborative teaching	4	6	2	4	5	2	5	6	0
Sustained individual attention in a safe and healthy school environment	0	3	7	0	4	6	0	5	5
Extended contact with a small number of teachers and a consistent student cohort	1	5	5	1	5	6	1	6	5
Authentic and reflective assessment with high expectations	0	5	3	0	6	3	3	5	2
Democratic governance and shared leadership	1	5	4	1	5	5	0	9	2
Parental and community involvement in student learning	5	4	2	5	4	2	7	5	0
Total	21	44	31	19	50	31	25	59	19

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.8 Specific practice perceptions of school leaders in Central Queensland region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	6	17	2	8	16	1	13	11	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	7	16	3	8	18	0	13	12	0
Heterogeneous and flexible student groupings	4	14	5	5	16	4	8	16	3
Cooperative learning and collaborative teaching	5	16	2	4	15	5	8	15	1
Sustained individual attention in a safe and healthy school environment	5	11	7	3	11	10	5	13	7
Extended contact with a small number of teachers and a consistent student cohort	2	5	19	1	7	16	1	9	13
Authentic and reflective assessment with high expectations	4	14	8	2	18	5	4	15	5
Democratic governance and shared leadership	2	8	14	4	15	6	3	15	7
Parental and community involvement in student learning	6	14	3	7	12	4	7	13	3
Total	41	115	63	42	128	51	62	119	39

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.9 Specific practice perceptions of school leaders in North Coast region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	8	6	3	8	8	1	7	9	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	6	10	2	6	8	3	6	8	2
Heterogeneous and flexible student groupings	3	6	6	2	10	5	2	7	5
Cooperative learning and collaborative teaching	0	13	3	2	16	2	2	14	2
Sustained individual attention in a safe and healthy school environment	1	9	6	2	10	4	2	10	2
Extended contact with a small number of teachers and a consistent student cohort	0	7	8	1	8	8	1	11	5
Authentic and reflective assessment with high expectations	5	8	3	5	9	7	6	8	2
Democratic governance and shared leadership	1	7	7	2	7	7	8	4	4
Parental and community involvement in student learning	1	13	2	1	15	0	4	11	1
Total	25	79	40	29	91	37	38	82	23

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.10 Specific practice perceptions of school leaders in Darling Downs South West Queensland region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	5	9	4	5	9	2	4	10	1
Integrated and disciplinary curricula that are negotiated, relevant and challenging	5	10	2	8	7	1	5	7	1
Heterogeneous and flexible student groupings	3	7	8	3	6	0	2	6	6
Cooperative learning and collaborative teaching	5	4	4	4	7	4	3	8	1
Sustained individual attention in a safe and healthy school environment	2	6	8	2	8	6	2	6	6
Extended contact with a small number of teachers and a consistent student cohort	0	3	11	0	5	10	0	5	8
Authentic and reflective assessment with high expectations	2	8	6	2	10	1	3	8	2
Democratic governance and shared leadership	3	7	5	6	4	4	5	7	2
Parental and community involvement in student learning	5	8	2	6	8	0	5	8	0
Total	30	62	50	36	64	28	29	65	27

*Note: Min = minimal, SP = solid progress, Emb = embedded

Table 5.11 Specific practice perceptions of school leaders in South East Queensland region

Specific practice	Leadership practices			Teaching practices			Student learning behaviours		
	Min*	SP*	Emb*	Min*	SP*	Emb*	Min*	SP*	Emb*
Higher order thinking strategies	4	10	2	7	11	0	9	8	0
Integrated and disciplinary curricula that are negotiated, relevant and challenging	3	11	0	8	8	0	9	5	0
Heterogeneous and flexible student groupings	5	6	2	7	8	2	8	6	2
Cooperative learning and collaborative teaching	2	7	3	4	8	3	4	7	2
Sustained individual attention in a safe and healthy school environment	2	6	6	3	8	4	2	7	4
Extended contact with a small number of teachers and a consistent student cohort	0	3	12	0	9	8	0	8	7
Authentic and reflective assessment with high expectations	1	10	3	4	13	1	5	10	0
Democratic governance and shared leadership	0	7	6	3	10	4	5	5	4
Parental and community involvement in student learning	3	5	5	5	8	4	6	3	4
Total	20	65	39	41	83	26	48	59	23

*Note: Min = minimal, SP = solid progress, Emb = embedded

5.3.1.1 Perceptions

The previous tables represent school leaders' perceptions of how embedded each of the specific practices were in relation to Leadership practices, Teaching practices and Student learning behaviours. It should be noted that school leaders were not asked to provide examples or to justify their responses but just to give a 'snapshot in time' opinion of their school in relation to each of the practices. A number of trends emerged within and across regions that are worth noting:

1. Leadership practices across all regions were reported to have made more solid progress or be embedded than teaching practices or student learning behaviours. This response would tend to indicate that school leaders were aware of the necessary practices and that these were being filtered down in terms of teachers becoming more aware of them and, in turn, then using these practices in the day-to-day practices of the classroom.
2. The specific practices that were perceived to be embedded most successfully at the time of the one day workshop for all Regions were *Sustained individual attention in a safe and healthy school environment; Extended contact with a small number of teachers a consistent school cohort; and Authentic and reflective assessment with high expectations*. Two of these practices focus on Student Well-being and the other on Quality Teaching.
3. The specific practices that were perceived to be embedded the least successfully at the time of the one day workshop for all Regions were *Higher order thinking strategies; Integrated and disciplinary curricula that are negotiated, relevant and challenging; and Parent and Community involvement in student learning*. Two of these practices focus on Quality Teaching.

As a reflective tool, this activity was reported as being useful in helping School Leaders identify areas that still needed attention. However, it was also acknowledged that some of these practices would not be able to be measured until schools had a full complement of Junior Secondary students and were able to review and see practices in action.

6 Implications and recommendations

The impending transition of Year 7 into High School in Queensland in 2015 and the introduction of a Junior Secondary program in Queensland government schools is arguably the most significant educational reform to be undertaken in Queensland since the introduction of compulsory schooling. Its implementation has required both a structural and a philosophical response in order to ensure a high level of readiness across the State for all schools. As part of the philosophical response, the Leading Change Program was commissioned and delivered in 2014 to ensure there was a consistent message around the underpinning principles of Junior Secondary and to provide all school leadership teams with a structured process to engage, plan, and reflect on the implementation of a Junior Secondary program in their school. As such a three staged program was developed and delivered that included a two day conference at the commencement of the program, virtual coaching across approximately four months during the year, and concluded with a one day workshop at the beginning of Term 4. As part of the delivery of the Leading Change Program, surveys were conducted to gather data around the effectiveness of the program and to gauge schools' sense of preparedness for the introduction of Year 7s in 2015 which, for most schools, would see the beginning of the introduction of their complete Junior Secondary program (i.e., Years 7–9).

Data collected across all stages of the program clearly indicated that the resources developed and provided to all schools, the expert support and feedback given through the coaching process and webinars, and the one day workshops were of great value to most schools and that the resources and lessons learned would continue to support schools' initiatives in this area. What was also clear was that the Leading Change Program would have been more effective had it been delivered earlier in the reform process.

Throughout the delivery of the program, the Leading Change Team was in a privileged position to be able to meet with, discuss, and hear about the Junior Secondary journeys from schools from all seven regions across Queensland. Listening and understanding the common challenges across all schools as well as recognising that there were unique challenges for schools relating to different school contexts, highlighted the need for ongoing and clear communication to support all schools. That is, follow-up support to help schools at differing points of their Junior Secondary Journey will be critical to the success of all schools. What was also evident was the passion and commitment of school leaders to ensure that the implementation of their Junior Secondary program was effective, sustainable and based on best-practice principles using an evidence-based approach.

The project team provided the following recommendations based on the experiences of the project at the end of the two day conference, for the interim report. Recommendations were presented as Internal, that is related to the project design and integrity; and External, related to the implementation of the project beyond the project teams operations.

6.1 Internal—Interim report

6.1.1 Recommendation 1

That the Leading Change project design be considered for future projects where reform is of similar breadth and effect. Although this report relates to just Phase A (Project design and development) and Phase B (Delivery of two day workshops), the benefit of the sharing of resources and processes has enabled consistency in message and method and a clear opportunity to connect with the latest research relevant to the reform. The project team expect that this recommendation will be reinforced throughout the following Phases of implementation, especially Phase D (Delivery on ongoing support strategies/services) and Phase E (Final one day workshops).

6.2 External—Interim report

6.2.1 Recommendation 1

The data revealed that the Leading Change Program would have been appreciated by participants earlier in the timeline of reform, with many seeing its value as much as a year earlier. The recommendation emanating from this information is that future projects, where reform is of similar breadth and effect, work to build school leadership capability in a more timely way, therefore maximising the benefit to all concerned.

6.2.2 Recommendation 2

That future professional development be designed and evaluated in line with the professional development framework that considers the evidence-based features of effective professional development including: *duration, content focus, active learning, collective participation, and coherence* (Main & Pendergast, under review).

6.3 Final report recommendations

In relation to implementation of future State-wide initiatives as well as ensuring the future success of the introduction of Junior Secondary in Queensland, the following recommendations are presented as the final recommendations for all phases of the Leading Change Program.

6.3.1 Recommendation 1

This model worked effectively. The Leading Change project design should be considered for future projects where reform is of similar breadth and effect.

6.3.2 Recommendation 2

Initiatives take time to plan and lead. Training and preparation for new initiatives should commence as soon as practicable once there is a commitment to a major reform. In terms of recommendation for improvement, the Leading Change Program would have optimally been implemented one year earlier, in 2013, to build school leadership capability in a more timely way, thereby maximising the benefit to all stakeholders.

6.3.3 Recommendation 3

Large-scale change takes time. The Educational Change Model highlights the stages of reform efforts and timelines involved: Initiation (1 – 2 years); Development (3 – 5 years); Consolidation (5 – 7 years). To ensure effective and sustainable change in the shortest time trajectory, ongoing support including human resources, financial support, professional development opportunities, and the creation of support networks is critical, especially in the initiation phase where dips may slow successful implementation. The initiation phase for most schools will cover the period through until the end of 2015 and it is recommended that support is provided during this time.

6.3.4 Recommendation 4

Longitudinal research is essential. An evidence-based program of review should run alongside the new reform effort to provide the empirical data around the effectiveness of initiatives as well as providing audit points for reflection and refinement for individual schools, regions, and whole of State decisions. A rigorous research agenda should be mapped out to capture the necessary data from the beginning of the state-wide reform implementation in 2015. This research agenda should include a range of data from all Queensland schools to monitor the implementation process as well as ongoing tracking of student outcomes. Opportunities for comparative data with international initiatives should also be considered. The duration of this research should be informed by the

timelines of the Educational Change Model: Initiation (1–2 years); Development (3–5 years); Consolidation (5–7 years). A major review of the effectiveness of the reform should occur in the 4–5 year window, in this case 2018 – 2019.

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Appendix A Leading Change Development team

Professor Donna Pendergast

Professor Donna Pendergast is Dean and Head, School of Education and Professional Studies at Griffith University. She has an international profile in the field of teacher education, particularly in the Junior Secondary years of schooling, which focuses on the unique challenges of teaching and learning in the early adolescent years. She has successfully completed competitive research tenders commissioned by state and federal authorities totalling more than \$1.5 million over the last decade. She has been both lead CI and team member on these projects. Included in this commissioned work is an evaluation of the Virtual Schooling Service Pilot, conducted for Queensland Education; evaluation of the implementation of middle schooling initiatives; an analysis of pedagogies to develop lifelong learning attributes in the Middle Years; evaluation of classroom practices using the Productive Pedagogies framework; along with a longitudinal study of teaching and learning practices in Queensland State Schools evaluating the effectiveness of teaching in Junior Secondary classes. Donna recently completed a tender for the Victorian Curriculum and Assessment Authority for the project Evaluation of the Implementation of the Victorian Early Years Learning and Development Framework and with the Department of Education and Early Childhood Development in the project Evaluation of the Victorian Early Years Learning and Development Framework (VEYLDF) Coaching Program 2010–2012. Donna was appointed to lead and develop the first dedicated Middle Years teacher education program in Australia at The University of Queensland more than a decade ago. Since this time she has been a prominent player in the state and national agendas related to Junior Secondary reform in Australia. She developed a reform model for the Middle Years which was adapted and is currently employed by the Victorian Curriculum and Assessment Authority to transform practice in the early years.

Dr Georgina Barton

Dr Georgina Barton is a lecturer in the School of Education and Professional Studies at Griffith University. She has an international profile in the field of literacy, creativity and arts education, with a focus on multiliteracies and multimodalities in primary and secondary school curriculum areas. She also researches into the areas of teacher education, reflective practice and internationalisation. Dr Barton has over 20 years' experience as a leader and classroom teacher in schools, and university lecturer in education. Georgina has taught in primary and secondary schools in both the state and private sector, including Catholic Education schools. She has also been an English language teacher in South India. She regularly runs professional development sessions in schools with both teachers and students. Her passion in education lies with improving learning for socio-disadvantaged schools and children and in 2006 developed research with Professor Peter Freebody in this area. She has also worked on a project with the Australian Government Quality Teacher Program in developing an effective professional development model for teachers. Georgina has been nominated for both a National Excellence in Teaching Award (NEITA) and an Education Queensland Showcase Award for her work in arts and music education. She also has numerous nominations for teaching Awards in the University sector. Georgina has many links with community organisations including schools, community arts groups, and with adult literacy learners. She is currently the vice-president of the Meanjin Committee of the Australian Literacy Educators' Association (ALEA) and co-organises the Young Writers' Camp with reputable authors including James Moloney (a Griffith Alumni) and Narelle Oliver. Georgina is also co-convenor of the Arts Education Practice and Research Special Interest Group for the Australian Association for Research in Education (AARE) and has presented nationally and internationally on relevant topics to Arts Education. She will be the Executive Director of the World Alliance for Arts Education (WAAE) Summit in November 2014.

Dr Tony Dowden

Dr Tony Dowden is a senior lecturer in the School of Teacher Education and Early Childhood at the University of Southern Queensland in Springfield, Brisbane. His fields of expertise relate pre-service teacher education; in particular curriculum and pedagogy, education in the Middle Years, and science education. His doctoral research investigated the concept of curriculum integration with respect to the educational and developmental needs of young adolescents in the New Zealand educational

system. He was the 2007 recipient of the national Sutton-Smith Doctoral Award for excellence in a doctoral award in education administered by the New Zealand Association for Research in Education. His current research is centred on curriculum integration, reform in the Middle Years, and student resilience in tertiary contexts. He currently teaches Middle Years/Junior Secondary courses in the BEd Primary and Grad Dip Secondary. He is supervising a doctoral student who is investigating school-wide reform and innovation in the Junior Secondary context. Tony has a growing reputation for his theoretical knowledge of the concept of curriculum integration and the ways in which the concept has been implemented previously. Tony commenced his career as an educator as a Middle Years/secondary school teacher in New Zealand for 15 years before working as a sessional staff member at the University of Otago and, from 2005–2012, a lecturer at the University of Tasmania.

Dr David Geelan

Dr David Geelan has taught high school science and maths in Victoria, NSW and WA, and worked as a science educator in Papua New Guinea and Canada as well as Australia. His books *Weaving Narrative Nets* and *Undead Theories* explore ideas around qualitative approaches to educational research, and he won an Australian Publishing Award for the *Science Ways* series of textbooks for Queensland schools. David has been helping beginning teachers learn about teaching science since 2000. He has conducted research on teachers' explanations in physics classrooms, videoconference teaching and learning and his own teaching practice, and his current work is on the use of interactive simulations ('virtual labs') in chemistry and physics education.

Dr Harry Kanasa

Dr Harry Kanasa is a lecturer within the School of Education and Professional Studies at Griffith University. His teaching and research areas are science and mathematics education at the primary and Junior Secondary levels. Harry is developing a state and national profile within science and mathematics education through his presentations at conferences and journal publications, both within the academic and professional teaching spheres. Harry has also developed his skills as a researcher through his roles within a variety of research projects. He has particular strengths in project logistics through his management of both small and large scale projects. Harry has been involved in all aspects of previous projects from initial planning and tender writing, organising and conducting meetings, data collection and analysis, and report writing. Harry is also proficient in the analysis of both quantitative and qualitative data making him an invaluable member of prior research projects.

Dr Katherine Main

Dr Katherine Main is a lecturer, School of Education and Professional Studies at Griffith University. Her fields of expertise relate to pre- and in-service teacher education; and in particular Middle Years teacher education. Her doctoral research examined Middle Years teaching teams and her current research is centred on Middle Years reform, university and school partnerships, student engagement and student voice. She currently teaches Middle Years/Junior Secondary courses in the BEd Primary, Grad Dip Secondary, and Graduate Certificate in Middle Years Education. She is also supervising a number of doctoral students in the area of Middle Schooling/Junior Secondary. Katherine has a growing national and international reputation in the field of Middle Years education and has been invited to deliver professional development workshops in Queensland and New South Wales. She developed and is the program leader of the Graduate Certificate in Middle Years Education being offered through Griffith University via Open Universities Australia. She also teaches the Middle Years specialist courses in the BEd undergraduate programs across three campuses. She has served as a member of the ACARA Middle Years Stages of Schooling Panel during the development of the first four National Curriculum documents. She has a growing publication record with a significant number of publications focused on Middle Years reform and team practices. In July, 2013 she was awarded a national early career researcher award by the Australian Teacher Educators Association in recognition of the quality of her research into improving Middle Years teacher education. Now a full-time continuing academic in the School of Education and Professional Studies, Katherine commenced her career as a primary school teacher before working as a sessional staff member at The University of Queensland and, since 2008, full-time at Griffith University. As well as her teaching background,

Katherine has worked with youth groups for over 30 years and has a passion for teaching and improving social and academic outcomes for young people

Susan Hearfield

Susan Hearfield's consultancy has a focus on all aspects and dimensions of learning and teaching, with specialisation in the Middle Years of schooling. For ten years she held the part-time position of Executive Officer with the Middle Years of Schooling Association Inc (now Adolescent Success)—a national association dedicated to the education, growth and development of young adolescents. Susan lectured at The University of Queensland for the first semester each year between 2004 and 2011; from 2007 working with fourth year Bachelor of Education students on integrated curriculum and classroom management in the Middle Years. Her previous role was as a member of the Curriculum Team with Brisbane Catholic Education. In those 12 years, Susan worked in all the various curriculum innovations and priorities introduced during that time. For three of those years, she designed and led the Middle Years Project which provided schools with professional development and support in reforming practices to align with the characteristics and needs of young adolescents. Teaching and administration experience has been in both primary and secondary schools.

Joy Reynolds

Joy Reynolds has been a graphic designer for over 20 years, and worked with Education academics for the last ten. Her designs, models and diagrams appear in *The Millennial Adolescent*, *Visual Communication in Digital Design*, *Teaching Middle Years*, *Digital Games: Literacy in Action* and *Health and Wellbeing in Childhood*.

Appendix B Leading Change program stages

Stage 1—Two day Professional Learning Conference

Objective

The key objective of the **Junior Secondary Leading Change Development Program** is to provide state high school leadership teams with a Program that builds their capability to lead effective change processes in schools, specifically in preparation for the transition of Year 7 to Junior Secondary by the start of 2015.

Junior Secondary Leading Change Program Structure

Stage	Activity	Timing, 2014
Stage 1	Two day Professional Learning Conference for school leaders	April—June
Stage 2	Implementation with Coaching Program	May—September *
Stage 3	One day Professional Learning Conference for school leaders	September—October

*There is no coaching during school holiday periods

Purpose

- Three participants from each high school will participate in the Program.
- Participants engage in a workshop that builds on work already progressed, and provides additional skills to assist transition Year 7 into Junior Secondary school.
- These workshops are required to address change management in both Year 7 transition to high school and the introduction of Junior Secondary.
- The workshops result in each school leadership group developing/refining a contextualised action plan for their school.

Day 1—Junior Secondary Leading Change

Time	Title of session	Delivery type
8.00–8.30	Arrival, coffee	
Session 1—The big picture		
8.30–9.00	1.1 How to engage in this learning experience	Whole group
	1.2 The Educational Change Model	
Session 2—A shared understanding of Junior Secondary		
9.00–10.30	2.1 What—Contextualising the Junior Secondary initiative and the 6 Guiding Principles	School teams
	2.2 Why—Sharing the evidence base	<ul style="list-style-type: none"> • Differentiated pathways
	2.3 Developing a Junior Secondary philosophy	<ul style="list-style-type: none"> • Self-paced
	2.4 Transition	<ul style="list-style-type: none"> • Shared journey
	2.5 Guiding Principle—Distinct Identity	Info package*
	2.6 Guiding Principle—Student Wellbeing	+tools**
	2.7 Guiding Principle—Quality Teaching	
	2.8 Guiding Principle—Leadership	
	2.9 Guiding Principle—Parent and Community Involvement	
	2.10 Guiding Principle—Local Decision-making	
10.30–11.00	Morning tea	
Session 3—Junior Secondary learners and quality teaching		
11.00–12.30	3.1 Nature of young adolescent learners	School teams
	3.2 Enabling differentiation	Info package
	3.3 Curriculum & assessment considerations	+tools
	3.4 Working collaboratively	
	3.5 Team planning & team teaching	
	3.6 Enabling higher order thinking	
	3.7 Student engagement	
12.30–1.00	3.8 What does good quality teaching look like in Junior Secondary? Insights from school audits and research findings	Whole group
1.00–1.45	Lunch & networking	
Session 4—Sharing and continuing the journey		
1.45–3.30	4.1 Sharing the journey of one school	Whole group
	4.2 Models from trial and other schools—Panel, sharing	Whole group
	4.3 Reflecting on team journey and revisiting stage of reform—Negotiating cluster membership	School teams
Session 5—School team reflection time		
3.30–4.30	Team time	School teams work independently on structured tasks

Day 2—Junior Secondary School based Action Planning

Time	Title of session	Delivery type
Session 6—Leading change		
8.45–10.30	6.1 Dealing with resistance, enabling action	School teams
	6.2 Evidence building	Info package +tools
	6.3 Sustaining change	
10.30–11.00	Morning tea	
Session 7—A Shared understanding of Junior Secondary		
11.00–12.30	7.1 Action Learning and Research—exploring the model	Expert input— process
	7.2 Commence action planning in school groups	School teams
12.30–1.30	Lunch & networking	
Session 8—Action planning continued		School teams
1.30–3.00		

*Info package = core knowledge of this concept in the context of Junior Secondary

**Tools = resources, activities, ideas to lead school reform related to this concept

Features

- Teams select workshops and journey together to maximise team ownership and consistency—important as underpinning principle of coaching
- School Reflection activity to be undertaken across Day 1 as participants engage with learning activities
- Online meeting room for question generation

Pre-Conference preparation

- Leadership teams complete and send at least one week in advance of the conference:
- The Junior Secondary: Planning and Reflection Tool (for school use with the team)
- Any materials already developed around the Junior Secondary initiative in their school (for sharing)
- Participants must bring a fully charged laptop to work on (not iPads) with a minimum of 1 per school and ideally one for each participant if possible.

Conference resources

- All resources will be provided on a memory stick at the conference at time of registration
- All resources will also be available on the Leading Change website following the conference

Session content

Each topic in sessions 1 and 2 will have the following features:

- Introduction to the concept—connections to the 6 Guiding Principles (GPs) and the Educational Change Model (ECM).
- PowerPoint presentation of core messages and content suitable for use as Professional Development in a school context.
- Supporting resources including information and key resources.

- Structured activity or activities suitable for use in a professional learning session with the leadership team facilitating the process. A range of contexts and applications will be addressed across the topics.

At the end of the Conference

- Leadership teams submit their Draft Action Plan prior to leaving the conference.

Stage 2—Implementation with Coaching Program

Objective

The key objective of the **Junior Secondary Leading Change Development Program** is to provide state high school leadership teams with a Program that builds their capability to lead effective change processes in schools, specifically in preparation for the transition of Year 7 to Junior Secondary by the start of 2015.

Junior Secondary Leading Change Program Structure

Stage	Activity	Timing, 2014
Stage 1	Two day Professional Learning Conference for school leaders	April—June
Stage 2	Implementation with Coaching Program	May—September *
Stage 3	One day Professional Learning Conference for school leaders	September—October

*There is no coaching during school holiday periods

Summary

- Participants begin to implement their action plan in their schools with ongoing support from their Coaches and their cluster colleagues.

Stage 3—One day Professional Learning Conference

Objective

The key objective of the **Junior Secondary Leading Change Development Program** is to provide state high school leadership teams with a Program that builds their capability to lead effective change processes in schools, specifically in preparation for the transition of Year 7 to Junior Secondary by the start of 2015.

Junior secondary leading change program structure

Stage	Activity	Timing, 2014
Stage 1	Two day Professional Learning Conference for school leaders	April—June
Stage 2	Implementation with Coaching Program	May—September *
Stage 3	One day Professional Learning Conference for school leaders	September—October

*There is no coaching during school holiday periods

Summary

- Participants engage in a one day workshop towards the end of their action plan implementation phase.
- This workshop critically analyses their work to date.
- Participants present their work to broader groups and receive feedback.
- Participants assess their own readiness for the 2015 transition of Year 7 into Junior Secondary.

Leading Change—One Day Event

Junior Secondary: Aspiring to Best Practice

A focus on Quality Teaching for school leaders

Objective of the Leading Change Program

The key objective of the **Junior Secondary Leading Change Development Program** is to provide state high school leadership teams with a program that builds their capability to lead effective change processes in secondary schools, specifically in preparation for the transition of Year 7 to Junior Secondary in 2015. Stages 1 and 2 are now complete. Stage 3 is detailed following.

Junior Secondary Leading Change program structure

Stage	Activity	Timing 2014
Stage 1	Two-day Professional Learning Conference for school leaders	April—June
Stage 2	Implementation with Coaching Program	May—September
Stage 3	One-day Professional Learning Conference for school leaders	October

Stage 3 Final Day Workshop Overview

A final one-day workshop will be held in each region. Up to three school leaders (or proxies) from each school participating in the Leading Change Program are encouraged to attend.

Participants will have the opportunity to engage with experts and colleagues in sessions focused on:

- Junior Secondary transitions
- Quality teaching for young adolescent learners, and
- Evidence-based practice.

These elements are crucial to the successful transition of Year 7 into secondary and implementation of the Junior Secondary learning phase, as highlighted by the research in the field, engagement with secondary school leadership teams and analysis of the insights from the Year 7 Pilot schools.

This workshop provides secondary school leadership teams with an opportunity to focus on the high priority areas to support continued leadership in the preparation for the 2015 school year.

Key features of the workshop include:

- A range of school leadership teams (nominated by their region) presenting about their current practice focused on one of the three key strands: Junior Secondary transitions, Quality teaching for young adolescent learners and Evidence-based practice.
- A presentation by Professor Donna Prendergast focused on quality teaching for young adolescents.
- Griffith University Leading Change project team members facilitating discussions across school leadership teams focused on identifying the characteristics of best practice for each strand and linking these to the presentations by schools.
- Opportunities for school leaders to reflect on the progress of implementation of best practice across the key strands in their school context.
- Opportunities for school leadership teams to reflect on their preparation and planning for 2015, utilising the Educational Change Model and Teacher Efficacy resources.

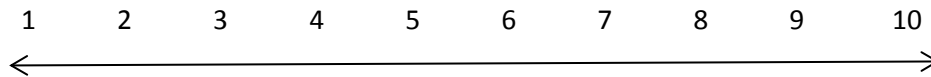
Program

Time	Title	Activity	Facilitated by
8.30—8.45 8.45—9.00	Coffee Welcome	1.	Regional representative
9.00—9.15	Introduction	<ul style="list-style-type: none"> Setting the scene and outlining the structure of the conference—Aspiring to Best Practice <ul style="list-style-type: none"> Aims Expectations 	Leading Change Program team, Griffith University
9.15—10.15	Session 1 Junior Secondary Transitions	<ul style="list-style-type: none"> Transition Presentations—2 schools (15 minutes each) All participants reflect on their school context using the Best Practice for Transition tool developed by the Leading Change Program team, Griffith University 	2 Nominated schools from each region (identified by PEAs) Leading Change Program team, Griffith University
10.15—10.30	Morning tea		
10.30—11.00	Session 2 Quality teaching for young	Presentation: Quality Teaching for young adolescents	Professor Donna Pendergast
11.00—12.30	adolescent learners	<ul style="list-style-type: none"> Quality teaching Presentations—2 schools (15 minutes each) All participants reflect on their unique school context using the Best Practice for Quality teaching tool developed by the Leading Change Program team, Griffith University 	2 Nominated schools from each region (identified by PEAs) Leading Change Program team, Griffith University
12.30—1.15	Lunch		
1.15—2.15	Session 3 Readiness review	<ul style="list-style-type: none"> School leaders conduct self-assessment of readiness: <ul style="list-style-type: none"> Educational Change Model Teacher Efficacy 	Leading Change Program team, Griffith University
2.15—3.15	Session 4 Evidence based practice	<ul style="list-style-type: none"> Evidence based practice Presentations—2 schools (15 minutes each) All participants reflect on their unique school context using the Best Practice for Evidence based practice tool developed by the Leading Change Program team, Griffith University 	2 Nominated schools from each region (identified by PEAs) Leading Change Program team, Griffith University
3.15—3.45	Close, workshop evaluation	Conference, coaching and program evaluation	Leading Change Program team, Griffith University Regional representative

Appendix C Overall satisfaction—2 day conference

Overall Satisfaction—2 Day Conference

Question 1: On a scale of 1 to 10 (with 1 being completely unsatisfied and 10 being completely satisfied), how would you rate the overall effectiveness of the 2 day conference in preparing you to lead the Junior Secondary implementation in your school? (Circle a number)



Explain why you selected this rating:

Please indicate your response by marking (X) in the most appropriate box and adding your comments where relevant.

Workshop Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a greater understanding of Junior Secondary					
The content and delivery of the workshop met my needs.					
The processes and activities used by the facilitator/s were effective.					
List the three most effective aspects of the 2 day conference: 1. 2. 3.					
List the three least effective aspects of the 2 day conference: 1. 2. 3.					
Outline three strategies that you will utilise in your school to implement Junior Secondary practices: 1. 2. 3.					

Further Comments:

Appendix D Measuring the effectiveness of the Junior Secondary Leading Change Program

Measuring the effectiveness of Junior Secondary Leading Change Program

Position:

- Principal
- Deputy Principal
- Head of JS
- Other

Workplace location:

- Far North Queensland
- Central Queensland
- Darling Downs South West
- Metropolitan
- North Queensland
- North Coast
- South East
- Central Office

Specific features of a professional development activity have a direct influence on the translation and effectiveness of new skills and knowledge into classrooms. In relation to the PD that you have just experienced, please tick the box that most accurately describes your response using the following scale: Strongly Agree; Mostly Agree; Neither Agree nor Disagree; Mostly Disagree; Strongly Disagree.

Thank you! Your feedback is important to improve our professional development processes.

Duration						
Refers to the need for PD to be of sufficient duration to enable engagement leading to possible intellectual and pedagogical change						
Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1. I believe the PD sessions were long enough for me to engage with the ideas						
2. I think there would be a benefit from spreading the PD over more days/sessions						
3. I think a refresher course is needed to remind me of the details of the PD						
4. I would have preferred more time						
5. I will need to do more training in this area in the future						
6. I would like this PD to include follow-up sessions over time						
Comments: _____ _____ _____						

Content focus					
Knowledge and skills refers to the knowledge and skills necessary for you to carry out your day-to-day work within your classroom.					
Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I gained new knowledge or skills that are related to my profession					
2. I would not be able to integrate this PD into my day-to-day practice					
3. The PD will enhance the teaching strategies of my staff					
4. I can see areas related to today's topic where I can improve or learn more					
5. The PD topic is important because it links directly to state or national goals					
6. The PD will not help my school meet the needs of more students					
7. The PD activity takes into account the learning needs of all the school leaders in attendance					
8. This PD did not meet my learning goals					
9. I believe my knowledge and skills are enhanced through this PD					
Comments: _____ _____					
Active Learning					
Refers to opportunities to be actively engaging in meaningful discussion, planning and practice during the professional development activity and the reality of your day-to-day work within your classroom					
Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I was given opportunities to practice new skills within the activity					
2. I was able to observe others modeling/example of good practice (around the PD topic)					
3. I was able to solve a problem I had or suggest a solution to a problem someone else had.					
4. No one was able to take the lead in any part of the activity other than the facilitator/s.					
5. I was able to give feedback on the ideas of others					
6. Leaders were encouraged to share best practice during the PD					
7. I would not be able to explain what I have learned to others who did not attend					
8. I believe that I will be able to apply what I have learned					
9. I was able to practice skills under simulated conditions and was given feedback					
Comments: _____ _____					

Collective participation					
Refers to the opportunity for participants to undertake the PD with others from the same school/department/group which sets up the potential for interaction and discourse, which can be a powerful for of learning.					
Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Peer support will help me apply my learning from this PD experience					
2. I was able to develop a common understanding of the knowledge or skill with my colleagues					
3. It is important for all teachers to participate in this activity for me to improve my practice					
4. I did not do any planning on my own or with colleagues					
5. Was able to discuss concepts and skills with colleagues I work closely with					
6. I believe there is a real benefit if several members of a school attend this PD together.					
Comments: _____ _____ _____					
Coherence					
Refers to the connection between the professional development activity and the reality of your day-to-day work experiences within your classroom					
Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I was not able to address any problems that I have experienced in my school					
2. I will be able to put what I learned today into practice					
3. Putting what I have learned today into practice can improve student outcomes					
4. I cannot see this topic linking to other professional development activities					
5. I already know enough about this topic					
6. Learning about this topic will improve my work environment					
7. I have not done any training in this area before					
8. I believe there is a direct link between this PD and my day-to-day practice as a leader					
Comments: _____ _____ _____					

Appendix E Leaders Perceptions of Teacher Efficacy—Quality Teaching in Junior Secondary

Leaders’ Perceptions of Teacher efficacy Quality Teaching in Junior Secondary

School:	Position:
Region:	Principal <input type="checkbox"/> Head of Junior Secondary <input type="checkbox"/>
	Deputy Principal <input type="checkbox"/> Other <input type="checkbox"/>

Please respond to the following statements. Not certain at all
→
 absolutely certain

While answering the questions, consider the context of Junior Secondary teaching

		Not certain at all		Quite uncertain		Quite certain		Absolutely certain
	How certain are you that your teachers can	1	2	3	4	5	6	7
1	Explain central themes in your subjects so that even the low achieving students understand.	1	2	3	4	5	6	7
2	Get all students in class to work hard with their schoolwork.	1	2	3	4	5	6	7
3	Co-operate well with most parents.	1	2	3	4	5	6	7
4	Successfully use any instructional method that the school decides to use.	1	2	3	4	5	6	7
5	Organize schoolwork to adapt instruction and assignments to individual needs.	1	2	3	4	5	6	7
6	Maintain discipline in any school class or group of students.	1	2	3	4	5	6	7
7	Find adequate solutions to conflicts of interest with other teachers.	1	2	3	4	5	6	7
8	Provide good guidance and instruction to all students regardless of their level of ability.	1	2	3	4	5	6	7
9	Control even the most aggressive students.	1	2	3	4	5	6	7
10	Wake the desire to learn even among the lowest-achieving students.	1	2	3	4	5	6	7

11	Provide realistic challenge for all students even in mixed ability classes.	1	2	3	4	5	6	7
12	Answer students' questions so that they understand difficult problems.	1	2	3	4	5	6	7
13	Collaborate constructively with parents of students with behavioural problems.	1	2	3	4	5	6	7
14	Get students with behavioural problems to follow classroom rules.	1	2	3	4	5	6	7
15	Get students to do their best even when working with difficult problems.	1	2	3	4	5	6	7
16	Explain subject matter so that most students understand the basic principles.	1	2	3	4	5	6	7
17	Manage instruction regardless of how it is organized (group composition, mixed age groups etc.)	1	2	3	4	5	6	7
18	Adapt instruction to the needs of low-ability students while you also attend to the needs of other students in class.	1	2	3	4	5	6	7
19	Get all students to behave politely and respect the teachers.	1	2	3	4	5	6	7
20	Manage instruction even if the curriculum is changed.	1	2	3	4	5	6	7
21	Motivate students who show low interest in schoolwork.	1	2	3	4	5	6	7
22	Co-operate effectively and constructively with other teachers, for example, in teaching teams.	1	2	3	4	5	6	7
23	Organize classroom work so that both low- and high-ability students work with tasks that are adapted to their abilities.	1	2	3	4	5	6	7
24	Teach well even if you are told to use instructional methods that would not be your choice.	1	2	3	4	5	6	7

Working in teams

Please rate these statements from 1 = False to 6 = true

		False	Mostly false	More false	More true	Mostly true	True
1	As a teacher team we can get even the most difficult pupils engaged in their schoolwork.	1	2	3	4	5	6
2	Teachers in this school prevent cliques effectively.	1	2	3	4	5	6
3	As teachers of this school we handle conflict constructively because we work in teams.	1	2	3	4	5	6
4	As a teaching team we have a common set of rules and regulations that enable us to handle disciplinary problems successfully.	1	2	3	4	5	6
5	Teaching teams in this school successfully address individual pupils' needs.	1	2	3	4	5	6
6	The teaching teams at this school are able to create a safe and inclusive atmosphere even in the most difficult classes.	1	2	3	4	5	6
7	Teaching teams succeed in teaching mathematics and language skills even to low-ability pupils.	1	2	3	4	5	6

Beliefs

Please rate these statements from 1 = False to 6 = true

		False	Mostly false	More false than true	More true than false	Mostly true	True
1	How much pupils can learn in school is primarily determined by their abilities.	1	2	3	4	5	6
2	If the pupils have not learned discipline at home, there is not much the school can do.	1	2	3	4	5	6
3	A teacher cannot do much to improve students' achievements if they have low abilities for schoolwork.	1	2	3	4	5	6
4	It is practically impossible for a teacher to motivate a student for academic work if he or she lacks support and stimulation at home.	1	2	3	4	5	6
5	Good teaching is more important to students' engagement in schoolwork than is their home environment.	1	2	3	4	5	6

Appendix F Quality Teaching—School leaders perceptions of embedded practices

Reflecting on the Specific Practices for Quality Teaching for Junior Secondary. Discuss with colleagues from your school and add your agreed rating on each of the features to the wall chart using the pens provided.

Table 1 Making a difference to teaching quality in junior secondary classrooms

Quality Teaching—Specific practices	Are your school improvement strategies inclusive of ... 1—None/minimal; 2—Solid progress; 3—Embedded; provide example		
	Leadership practices	Teaching practices	Student learning behaviours
• Higher order thinking strategies			
• Integrated and disciplinary curricula that are negotiated, relevant and challenging			
• Heterogeneous and flexible student groupings			
• Cooperative learning and collaborative teaching			
• Small learning communities that provide students with sustained individual attention in a safe and healthy school environment			
• Emphasis on strong teacher–student relationships through extended contact with a small number of teachers and a consistent student cohort			
• Authentic and reflective assessment with high expectations			
• Democratic governance and shared leadership			
• Parental and community involvement in student learning			

Appendix G Evaluation Junior Secondary Leading Change Program—One Day Workshop

Evaluation Junior Secondary Leading Change Program

Position:	Workplace location:		
Principal <input type="checkbox"/>	Far North Queensland <input type="checkbox"/>	North Queensland <input type="checkbox"/>	
Deputy Principal <input type="checkbox"/>	Central Queensland <input type="checkbox"/>	North Coast <input type="checkbox"/>	
Head of JS <input type="checkbox"/>	Darling Downs South West <input type="checkbox"/>	South East <input type="checkbox"/>	
Other <input type="checkbox"/>	Metropolitan <input type="checkbox"/>	Central Office <input type="checkbox"/>	
School type:			
P—9/10 <input type="checkbox"/>			
P—12 <input type="checkbox"/>			
7—12 <input type="checkbox"/>			
8—12 <input type="checkbox"/>			
Other <input type="checkbox"/>			

Instructions

This evaluation contains several elements. Please assist us by completing all relevant parts of the survey and handing it to a facilitator prior to departure.

- **Part A relates to the coaching processes and should be completed only by those who participated in the coaching process.**
- **Part B relates to the workshop conducted today and all attendees should complete this.**
- **Part C relates to the entire program evaluation and all attendees should complete this.**

Part A—Coaching Evaluation

The coaching stage of the project took place between the two-day conference and the final one day workshop and gave all schools the opportunity to upload their school’s action plan as well as two other milestone documents and receive coaching feedback.

Did your school engage in the coaching process?

- Yes**—Please continue with the questions in this section
- No**—Please go to Part B

On a scale of 1 to 10, how would you rate the overall effectiveness of the coaching program to support your work and to provide feed-back. (Circle a number)

Completely unsatisfied	1	2	3	4	5	6	7	8	9	10	Completely satisfied
-------------------------------	---	---	---	---	---	---	---	---	---	----	-----------------------------

Please explain this rating:

Please indicate your response by marking (X) in the most appropriate box and adding your comments where relevant.

Coaching Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The timing and reporting requirements of the coaching process met my needs.					
The feedback provided by the facilitator/s was effective.					
The website worked effectively to support this project.					
List up to three of the most effective aspects of the coaching process:					
1.					
2.					
3.					
What suggestions do you have for improvement:					
1.					
2.					
3.					

Further Comments:

Part B – Workshop Evaluation

On a scale of 1 to 10, how would you rate the overall effectiveness of this 1 day workshop to focus on the high priority areas of Transition; Quality teaching for young adolescent learners; and Evidence-based practice, to support continued leadership in the preparation for Year 7 into secondary and the Junior Secondary focus in 2015 and beyond? (Circle a number)

Completely unsatisfied	1	2	3	4	5	6	7	8	9	10	Completely satisfied

Please explain this rating:

Please indicate your response by marking (X) in the most appropriate box and adding your comments where relevant.

Workshop Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The content and delivery of the workshop met my needs.					
The processes and activities used by the facilitator/s were effective.					
List up to three of the most effective aspects of the 1 day workshop:					
1.					
2.					
3.					
What suggestions do you have for improvement of the 1 day workshop:					
1.					
2.					
3.					
What specific strategies from today might you utilise in your school:					
1.					
2.					
3.					

Please tick the stages of the program you have personally been involved in:

- Stage 1—Two-day Professional Learning Workshop for school leaders (April—June)
- Stage 2—Coaching (May—October)
- Webinar/s (July—August)
- Stage 3—One-day Professional Learning Workshop for school leaders (October)

On a scale of 1 to 10, how would you rate the overall effectiveness of the Leading Change Program in preparing you to lead the Junior Secondary implementation in your school? (Circle a number)

Completely unsatisfied	1	2	3	4	5	6	7	8	9	10	Completely satisfied
-----------------------------------	---	---	---	---	---	---	---	---	---	----	---------------------------------

Please explain this rating:

Please indicate your response by marking (X) in the most appropriate box and adding your comments where relevant.

Program Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable
I have a greater understanding of Junior Secondary						
The content and delivery of the workshops met my needs.						
The content and delivery of the coaching met my needs.						
The content and delivery of the Webinars met my needs.						
The processes and activities used by the facilitator/s were effective.						
List the three key messages gained by participating in the Leading Change Program:						
1.						
2.						
3.						
List improvements you would recommend for future PD programs:						
1.						
2.						
3.						

School's Preparedness

On a scale of 1 to 10, how would you rate your school's preparedness for Junior Secondary in 2015?
(Circle a number)

Completely unprepared	1	2	3	4	5	6	7	8	9	10	Completely prepared
------------------------------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	----------------------------

Please explain this rating:

At what stage of the Education Change Model do you see your school currently? Please circle your response

Initiating	Developing	Consolidating
-------------------	-------------------	----------------------

Further Comments:

In relation to the entire Leading Change Program, please tick the box that most accurately describes your response using in the following tables.

Duration

Refers to the need for PD to be of sufficient duration to enable engagement leading to possible intellectual and pedagogical change

Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I believe the PD sessions were long enough for me to engage with the ideas					
8. I think there would be a benefit from spreading the PD over more days/sessions					
9. I think a refresher course is needed to remind me of the details of the PD					
10. I would have preferred more time					
11. I will need to do more training in this area in the future					
12. I would like this PD to include follow-up sessions over time					

Comments:

Content focus—Knowledge and skills refers to the knowledge and skills necessary for you to carry out your day-to-day work within your classroom.

Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I gained new knowledge or skills that are related to my profession					
2. I would not be able to integrate this PD into my day-to-day practice					
3. The PD will enhance the teaching strategies of my staff					
4. I can see areas related to today’s topic where I can improve or learn more					
5. The PD topic is important because it links directly to state or national goals					
6. The PD will not help my school meet the needs of more students					
7. The PD activity takes into account the learning needs of all the school leaders in attendance					
8. This PD did not meet my learning goals					
9. I believe my knowledge and skills are enhanced through this PD					

Comments:

Active Learning—The opportunity for you to be actively engaging in meaningful discussion, planning and practice during the professional development activity and the reality of your day-to-day work within your classroom.

Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. I was given opportunities to practice new skills within the activity					
11. I was able to observe others modeling/example of good practice (around the PD topic)					
12. I was able to solve a problem I had or suggest a solution to a problem someone else had.					

13. No one was able to take the lead in any part of the activity other than the facilitator/s.					
14. I was able to give feedback on the ideas of others					
15. Leaders were encouraged to share best practice during the PD					
16. I would not be able to explain what I have learned to others who did not attend					
17. I believe that I will be able to apply what I have learned					
18. I was able to practice skills under simulated conditions and was given feedback					

Comments:

Collective participation—The opportunity for you to undertake the PD with others from the same school/department/group which sets up the potential for interaction and discourse which can be a powerful tool of learning.

Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Peer support will help me apply my learning from this PD experience					
8. I was able to develop a common understanding of the knowledge or skill with my colleagues					
9. It is important for all teachers to participate in this activity for me to improve my practice					
10. I did not do any planning on my own or with colleagues					
11. Was able to discuss concepts and skills with colleagues I work closely with					
12. I believe there is a real benefit if several members of a school attend this PD together.					

Comments:

Coherence

Refers to the connection between the professional development activity and the reality of your day-to-day work experiences within your classroom.

Strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. I was not able to address any problems that I have experienced in my school					
10. I will be able to put what I learned today into practice					
11. Putting what I have learned today into practice can improve student outcomes					
12. I cannot see this topic linking to other professional development activities					
13. I already know enough about this topic					
14. Learning about this topic will improve my work environment					
15. I have not done any training in this area before					
16. I believe there is a direct link between this PD and my day-to-day practice as a leader					

Comments:

Thank you!

Your feedback is important to improve our professional development processes.