

CEB Staff VC

Nov 2024

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

*As partners in
Catholic education
and open to God's presence,
we pursue fullness of life for all.*

Commonwealth @ 75



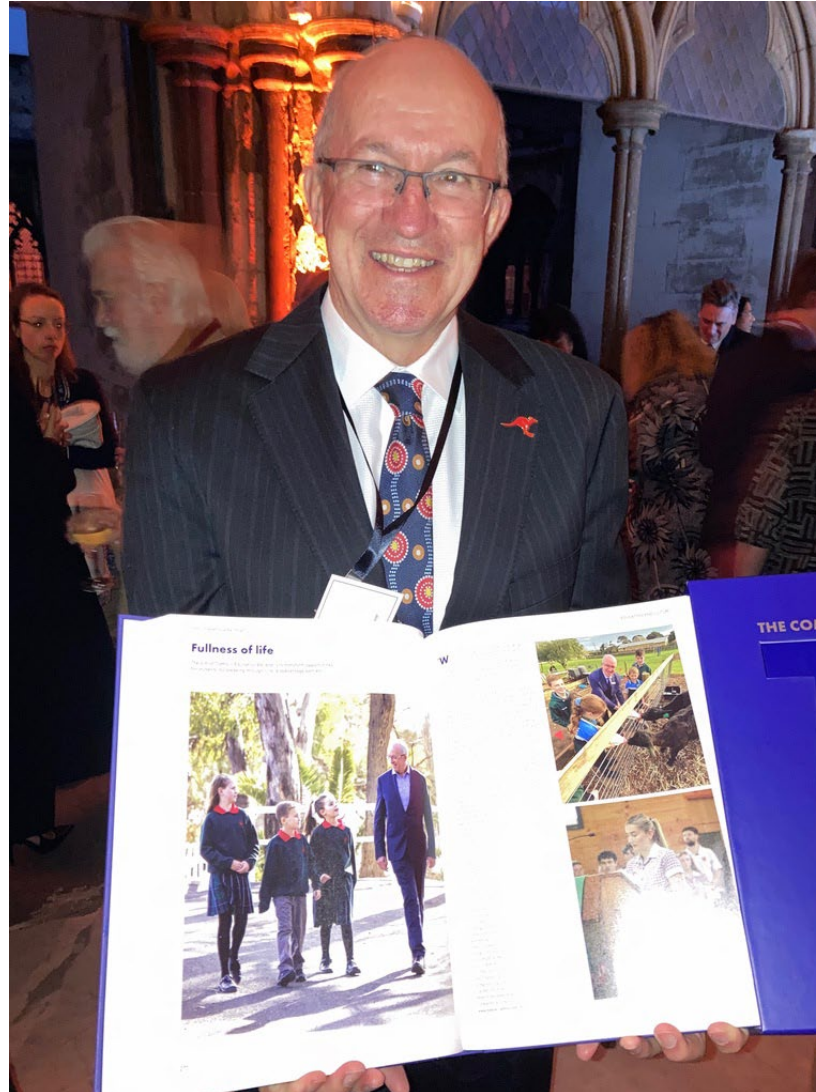
Commonwealth @ 75



Commonwealth @ 75



Commonwealth @ 75



St Mary's University Belfast

- We spoke to 16 final year students who are very keen to teach in Australia



Canada

- Edmonton
 - Alberta Initiative for School Improvement (AISI)
 - Jean Stiles & JC Couture
 - Stephen Murgatroyd
 - Northern Gateway School District
 - Kevin Bird & Ian Baxter



Canada - Edmonton

- Alberta Initiative for School Improvement:
 - AISI projects were a major driver of system and school improvement.
 - AISI projects had a very positive impact on building teacher leadership capacity & system improvement.
 - Accept project failure as likely and important learning opportunities.
 - “AISI allowed us to do and think about things differently”

Canada - Edmonton

- Class sizes are much higher than ours.
- Alberta government—back to basics agenda – more testing including kindergarten kids.
- AI was mentioned a lot, it would seem Alberta is being proactive in the use of AI to reduce workload.

Canada - Edmonton

- The importance of building a sense of community and belonging.
- The importance of celebrating small wins/achievements at the time.
- The importance of student voice and agency
 - Student senates, with diverse mix of students
- International networks have been very strong and supported system improvement
 - Finland
 - Norway
 - Iceland

Canada - Toronto

- Toronto

- Toronto Ministry of Education- David Cameron
- People for Education – Annie Kidder
- Toronto Catholic Schools Board – Brendan Browne
- Ontario Catholic Trustees Association – Nick Milanetti
- Ontario Teachers Federation – Lindy Amato
- Andy Hargreaves



Canada - Toronto

- Toronto Ministry of Education- David Cameron
 - Centre for Excellence for Black Student Achievement
 - Student action research projects
- People for Education – Annie Kidder
 - World is changing so fast, we can't go back – in response to polities & back to basics trend
 - Comms Strategy: We need to talk to people outside of education sector to demystify schools & education

Canada - Toronto

- Ontario Teachers Federation – Lindy Amato
 - 2M students - a third are recent immigrants
 - Teacher Learning & Leadership Program (TLLP)
 - Ontario 2003 -2018 – large educational achievement gains
 - Achievements far exceed expectations
 - TLLP was very similar to the Alberta AISI projects
 - TLLP impact remained years later

Canada - Toronto

- **Toronto Catholic Schools Board – Brendan Browne**
 - New Strategic Plan
 - Concentrating on one strategic pillar each year
 - Relentless messaging
 - Student centric decision making
 - Leading with care, trust, respect, optimism & intentionality
- **Ontario Catholic Trustees Association – Nick Milanetti**
 - Trustees (Board Directors) are elected

Canada - Toronto

- Andy Hargreaves

- The earlier we invest in 0-4 year olds the better
- There is huge international political and business pressure to keep traditional exam-based systems
- Wellbeing & Engagement can be improved by changing learning practice
- 3 I's
 - Implementation – co-design works (include students)
 - Inclusion – is vital
 - Innovations – lead to large scale change



Canada - Toronto

- Andy Hargreaves

- Leading from the Middle
 - The art & craft of leading from the middle
- Multidisciplinary teams (avoid/breakdown silos)
- Collective autonomy
- Action – quick wins are vital to gain momentum

Canada - Ottawa

A “Big Tent” Strategy for System-Wide Transformation.

Seeking Deep Learning in Ottawa

- **Ottawa Catholic Schools Board**

- Maintained focus on their strategy for 10+ years
- Fullan’s Deep Learning 6 C’s in all 89 schools
- Clear sustained comms strategy
 - Same common language from ED to the students
- You have to disrupt good practices to get to great
 - Redirecting resources
- Catholic Social Teaching embedded
- 10 mins session each month to all staff in all schools regarding an element of the strategy

Canada - Ottawa

- Ottawa Catholic Schools Board
 - Social Entrepreneurs Program
 - “Festival of Learning”
 - Reaching out to politicians
 - Deep learning influences all new school designs
 - AI – huge amount of work in the last 18months
 - Guidance document based on CI&M and 5 key elements
 - AI literacy for all students in the first week of school

Canada - Toronto

- Michael Fullan
 - Far too many students are disengaged
 - System that improve have high levels of:
 - Contextual literacy
 - Connected autonomy
 - Systemness
 - Work to leave a legacy
 - Build the base
 - Mobilise the middle
 - Intrigue the top
- AI & shared humanity

Canada - Toronto

- Michael Fullan

- Ignore government policy where possible
- Common language is vital
- Comms strategy must reach all stakeholders
- Common causes of system failure to change
 - Key team don't have a collective understanding of the strategy
 - Poor comms to principals
 - Poor/no co-design
 - Poor comms in the implementation phase
 - Lack of deimplementation
- Grow and develop your principals
- GO SLOW TO GO FAST



Canada

- Summary
 - We are on the right track
 - Build & nurture trust
 - Co-design & Dialogue
 - Communication plan for stakeholders
 - The power of collaborative innovative prototypes
 - Importance deimplementation
 - Concentrate on collaborative cultures
 - We need to become world class at collaboration within CEB, with our schools and with other school systems
- Go Slow to go Fast



Becoming a High Performing System of Catholic Schools

Exemplary in Governance

Exemplary in Service

As partners in Catholic education and open to God's presence, we pursue fullness of life for all

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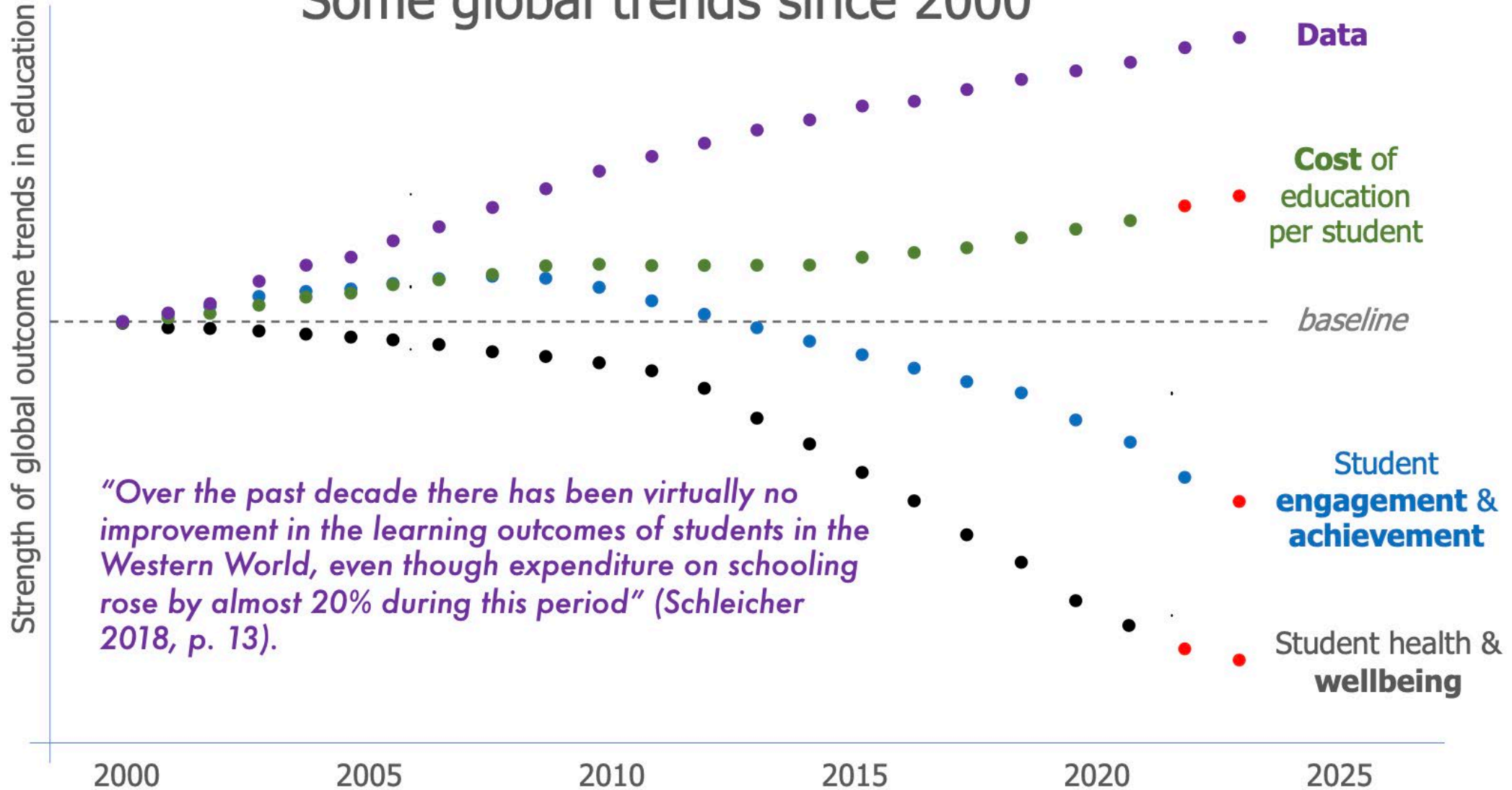
*As partners in
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Why?

Across Australia research finds that:

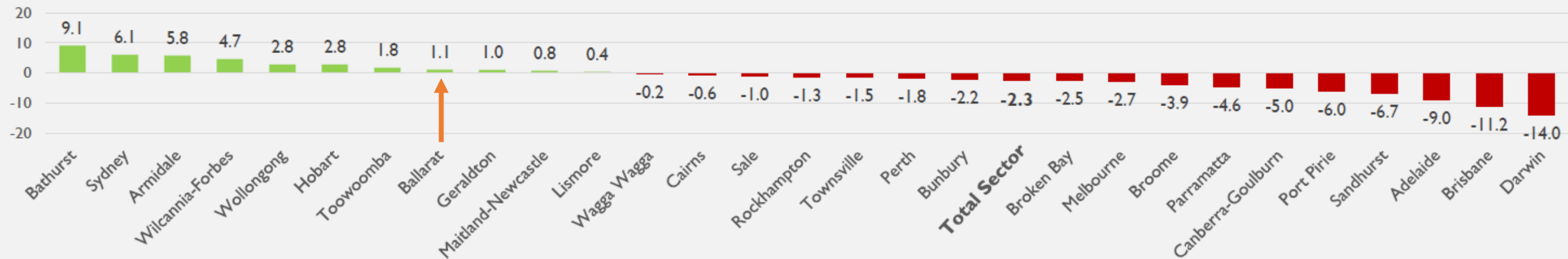
- There is inherent rural and regional disadvantage
- Kids who turn up in Foundation that are behind on one or more AEDC measure, struggle to catch up
- Students in Grade 3 who are behind, rarely catch up to their peers
- Student engagement in their learning is not as good as it could be

Some global trends since 2000



Why?

NAPLAN score average difference to similar students by Diocese in 2019



Why?

- As partners in Catholic education and open to God's presence, we pursue fullness of life for all
- We have an opportunity to work in partnership to do something about these issues

Key questions

- What makes a high performing system of Catholic schools?
- What are examples of high performing system of Catholic schools?
- How do we become a high performing system of Catholic schools?
 - **How will we define a high performing system of schools?**
 - What would that look like?
 - What measures/indicators should we be using?

A High Performing System of Catholic Schools is one where..

- both students and their teachers are **strongly engaged** in learning and teaching, and where they have positive **sense of belonging** in their school and community.
- students and teachers feel **safe, valued and respected**, and where their **wellbeing and health** are enhanced as foundations of productive learning and teaching.
- the quality of student **learning outcomes** across the curriculum exceeds the expectations.
- student outcomes across different equity groups have similar distributions and averages, and where all students have **equal access** to excellent learning and wellbeing opportunities.
- all **financial resources**, time, natural resources, and **human resources** invested in education benefit students, schools, community and society in optimal ways.
- the **purpose of education** is embedded in Catholic values and informed by the emerging futures of education.



DOBCEL Strategy 2035

A **Strategy** document

.....to be read as a strategy for the DOBCEL system of schools – not as an action plan for schools or an implementation plan with detailed procedures.....

....the main purpose of which is to inspire the whole system to commit to and move towards *a high performing system of Catholic schools*.....

It outlines our global and local context and our strategic pillars....

Strategic Pillars

Foundation: Catholic Identity

- **Pillar 1:** Collaborative cultures
- **Pillar 2:** Engagement and belonging
- **Pillar 3:** School as community
- **Pillar 4:** Rich pedagogical practices for deeper learning and wellbeing
- **Pillar 5:** Sustainable Stewardship

Climate Control

In the words of Sir Ken Robinson

“is not and should not be command and control.
The real role of leadership is climate control,
creating a climate of possibility.

And if you do that, people will rise to it
and achieve things that you completely did not anticipate
and couldn't have expected.”

Climate Control/System Levers

- DOBCEL Collaboration & Innovation Fund
- DOBCEL to grant another 2 days pupil free for the purposes of collaboration with at least one other DOBCEL or RI/MPJP school within the diocese.
- 2026 the possibility of festivals of learning around the diocese in the week before the start of the September holidays
 - A pupil free week, including the festivals of learning
- Voluntary 2025 school budgets include a collaboration & innovations fund of say 2% of school budgets

Activation Plan & Sensemaking 2025

- **Deeper collaboration:** Systematic efforts to enable deeper cooperation in and between schools combined with building social capital across the DOBCEL system.
- **Networked local innovation:** Purposeful investments initiating local innovation and renewal of learning and teaching through co-designed school improvement.
- **Collective autonomy and agency:** Schools understand that they are trusted to make the best decisions for those in their care and understand their mutual obligation to the Governing Authority and the responsibilities that they carry. Schools are more connected to one another, and student voice, agency and active engagement are prioritised.

Activation Plan & Sensemaking 2025

Collaborative Innovation Research Initiatives or Prototypes (CIRI)

- Guidelines

1. Collaborate with at least one other school or CEB
2. Align to our strategic pillars
3. Collect baseline data
4. Reflective of research literature
5. Within budget parameters
6. Learnings are widely disseminated
7. Based on our theory of change: deeper collaboration, networked local innovation & collective autonomy & agency

Activation Plan & Sensemaking 2025

Collaborative Innovation Research Initiatives **Prototypes**(CIRI)

1. Elevate project (80/20) shared principalship model
 1. Now open for other possibilities

Activation Plan & Sensemaking 2025

System Initiatives Prototypes

1. ECSI Initiative – Matt & Kate
2. Student Forum – Jean Stiles, Pasi & Dave
3. School Review Initiative – David Hopkins, Pasi & Dave
4. Leading from the Middle – Andy Hargreaves, Pasi & Dave
5. Aurora Coaching Initiative – Emma, Breanna, Holly & La Trobe Uni
6. Digitech – Coby Reynolds & Joe
7. Nexus – Paul & Kevin

Activation Plan & Sensemaking 2025

System Initiatives

- ECSI Initiative – Matt & ACU
- September 2025

Our schools are navigating a trend toward secularism, but we have a wonderful new opportunity to address this together and strengthen our Catholic identity. By extending our relationship with ACU, including a 4-day intensive in September – this opportunity is designed to equip leaders with the knowledge and skills to respond confidently to the question, "What do I do now to enhance Catholic school identity?". We encourage principals, leaders school and CEB to take up this opportunity.

Activation Plan & Sensemaking 2025

System Initiatives

- Student Forum – Jean Stiles, Pasi & Dave
- Gr 4 & 5 and Yr 8,9 & 10 students
- Ballarat session 18 Feb, 10:30 – 2:30pm
- Horsham session 19 Feb 10:30 – 2:30pm

Schools are encouraged to send 2 students from each year level – 4 from primary, 6 from secondary. These students should represent a broad cross section of your school community, and not just be school leaders. One of the outcomes of this learning will be students instigating change in their community, staff who attending with students should be prepared to assist student agency and change. It is hoped that from this event there may be some outcomes that can be worked upon across multiple diocesan communities. For staff attending, this is a chance to witness and participate in professional learning that unpacks how to listen to what is important for children and young people in their school.

Activation Plan & Sensemaking 2025

System Initiatives

- School Review Initiative – David Hopkins, Pasi & Dave
 - 18 Feb 2025. 1.5hr keynote available to all in person or via VC. The rest of the day working with 12 schools 2026 review schools and key CEB staff
 - Prof David Hopkins is an international leader in school improvement. DOBCEL is undertaking an action research project with the 2026 school review schools, the DOBCEL Board and CEB staff to co-design a school improvement framework to ensure the DOBCEL strategy is successful and delivers on the 5 pillars. It is expected that a 6- 9 month process to develop a prototype for 2026 school review, with school leaders meeting monthly with CEB staff and with regular input from Pasi, Dave and other thought leaders
 - The commitment involves;
 - Examine best practice in school reviews – what does school improvement mean?
 - Discern what do we value & what are we going to measure?
 - Determine what are the accountability requirements to ensure school improvement?

Activation Plan & Sensemaking 2025

System Initiatives

- Leading from the Middle – Andy Hargreaves, Pasi & Dave
 - 7 Feb 2025 - 1.5hr keynote available to all in person or via VC. The rest of the day working with teams from 10 schools and key CEB staff

To build the capacity of aspirant middle leaders to enhance collaborative cultures. Participants will come together as a group on two occasions each term, virtually, but with some opportunity for f2f and will be mentored by Pasi Sahlberg and Dave Runge. It is intended that participants will develop and test a collaborative prototype as an action research project. It would be beneficial if the principal or another senior leader participates as a mentor in the team. Small schools may express interest as a collective, nominating staff from multiple settings.

Activation Plan & Sensemaking 2025

System Initiatives

- Aurora Coaching Initiative – Emma, Breanna, Holly & La Trobe

To support the expansion of the DOBCEL Structured Literacy Instruction Project by allocating 80K to partly fund the employment of a DOBCEL based Leadership Coaching position for 12-months. The Leadership Coaching role will provide support for the 10 most disadvantaged and remote schools.

La Trobe provide free admission, for the 60-70 teachers in the identified schools, into the short course, 'Science of Language and Reading – An Introduction'.

Activation Plan & Sensemaking 2025

System Initiatives

- Digitech – Coby Reynolds
 - Existing initiatives Digital Network 12 staff from 10 schools plus CEB staff
 - AI network 20 staff from schools plus CEB staff
- Nexus – Paul & Kevin

Sensemaking 2025

Networked Local Initiatives

- CZ & NZ all schools, all staff day with Tom, Pasi & Dave to unpack the Strategy & Activation plan, to celebrate great existing practices
 - CZ 22 April 2025
 - NZ date tbc
- Getting a consistent message to all staff efficiently is very important

Sensemaking 2025

- DOBCEL Strategy 2035 is set
- Uncharted territory exists - 2024
 - Alignment with your team and individual work plans will be a little “messy”
 - BAU
 - New work
 - Discontinued work
 - Team discussions and discernment between now and the end of the year
 - CEB Staff meeting 12 & 13th Dec

Sensemaking 2025

- DOBCEL Strategy 2035 is set
- Uncharted territory exists - 2025
 - The implementation plan is still to be co-designed in 2025
 - Dedicated time in 2035 to consider how we best activate and implement the Strategy through our Catholic Identity foundation and our 5 pillars in 2025 and beyond
 - For example: Unpacking Pillar 5 Sustainable Stewardship for the various team perspectives – Catholic Education Team, Stewardship & Business Services.
 - What should we try and achieve?
 - How do we measure good stewardship?

Sensemaking 2025

- Importance of a common language to describe various aspects of CEB work
- DOBCEL Strategy 2035
 - Strategy
 - Foundation
 - Pillar
- Alignment of language in all other key pieces of work
 - E.g. Digitech strategy may become Digitech framework

Sensemaking 2025

- What excites you?
- What challenges you?
- What do you wonder about?
- Feedback, questions and queries



ICSEI

International Congress for
School Effectiveness and Improvement

**Melbourne, Australia
February 2025**

ICSEI Congress 2025

REDEFINING EDUCATION: PURPOSE and POSSIBILITIES

February 10-14, 2025

ICSEI 2025 Congress Venue – [The University of Melbourne](#)

Operational Updates

- Retirements
 - Gerard Delaney will retire at the end of T1, 2025 after 16 months with DOBCEL, having worked in Catholic Education for over 30 years.