CHEVALIER COLLEGE BEST USE OF TIME PROJECT

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Action Research and Stakeholder Insights Report August 2024

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A School for tomorrow.

Background

In recent years, leadership at Chevalier College has focused its attention on preparedness of its students and graduates to thrive in a world that is very different from the educational systems and practices that the College had embedded over the course of its history. In the purpose-built Future Facing Chev website (see https://futurefacing.chevalier.nsw.edu.au/the-approach) that was launched on 15 November 2023, the College outlined its case as follows:

Education today must prepare students for a future in a rapidly changing world and the current system is falling short. It is our belief that an educational approach that is flexible, adaptable, and focussed on developing the Knowledge, Capabilities & Self-Development of the individual is critical to our students' success in the modern world.

The current model of education was designed for an Industrial Age, where the goal was to produce large numbers of workers with the same basic skills, knowledge, and attitudes. This model relies on structure, standardisation, and compliance:

- *Students sit at desks, facing the front while the teacher explains, instructs, and sets assignments.*
- *Student progress is year by year, based on age not ability, and with little opportunity to engage individual interests.*
- *The school day is divided into blocks in a repetitive weekly schedule that focuses on working efficiently and conforming to set standards.*
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Future Facing aligns with our commitment to nurturing agile empowered, and engaged students. 2024 will see a redesign of the traditional timetable that draws on research around 'Best Use of Time' in education. The new school schedule is designed to enhance the core curriculum by offering more choice, flexibility and independence around learning, as well as more opportunities for students to engage in interests and develop a strong sense of who they are.

The timetable will move beyond current educational constructs, creating a dynamic environment that supports Face to Face Learning, Best Use of Time, Flipped Learning and Wellbeing. We foster an environment where students can acquire the core skills, capabilities, and self-awareness to prepare for a successful real-world future.

As these aspirations for strategic educational development took root at the College, preparation and planning for a series of concrete changes to the use of time in the College commenced in 2023 in anticipation of the introduction of Flipped Mondays in 2024. A key decision was made to emphasise in the first instance a specific goal to refine student Learner Agency with a consequent goal of improving the collective efficacy of staff to co-plan with each other (particularly around the Flipped Monday concept). It became clear that there was a need to develop and conduct a parallel research process to ascertain the nature of the impact of these considered and planned interventions. In particular, a decision was made to engage a third party partner in research and development as to the way in which time is conceived of, constructed and used by the learners and those who teach, support, lead and care for them in the College community.

Engagement of a School for tomorrow.

Conversations with the College identified the potential for a School for tomorrow. (see www.aschoolfortomorrow.com) to work with its team and its community to refine and advance its thinking about reviewing its future facing approach to developing the Knowledge, Capabilities and Self-development of the individual that is critical to students' success in the modern world.

Following the submission of proposal documentation and a procurement process by the College, a relationship was established in early October 2023 to provide the College with research to inform the development of the systems, infrastructure and culture to support embedding the desired learning culture of the school into the educational and other related processes of the College, as well as related professional dialogue, learning and development for agreed key staff.

This led to a tailored process of research and development over a period of twelve months in which a School for tomorrow. acted as a critical friend for the College's Action Research Team. This process followed this sequence:

Stage 1: Meet and form research team; co-create protocols; characterise the problem and identify broad research method; conduct micro-interventions to test research capability of key team and workability of school culture; clarify research method and prepare for implementation in 2024 (Terms 3-4 2023).

Stage 2: Collect baseline quantitative and qualitative data; implement interventions in targeted areas (eg: agency; self-regulation; wellbeing; structure; culture); collect first round quantitative and qualitative data; conduct preliminary analysis; conduct follow-up interventions and collect second round quantitative and qualitative data (Terms 1-3 2024).

Stage 3: Develop draft recommendations and suggested plan for 2024-2025 and workshop with Action Research Team; refine recommendations and plan for 2024-2025; consider professional and organisational development implications; finalise report (Term 3 2024).

Stage 4: Present report; receive feedback to inform the College leadership team response to this report, and then to plan for 2024-2025; if required, prepare ART and school managers for scale-up process, associated communications and professional learning resources, and develop next stage research process (Terms 3-4 2024).

Formation of the Action Research Team

The following statement was sent to College staff on 23 October 2023:

Chev is committed to continuously improving the educational experience for its students and staff. As part of this commitment, the college is initiating the "2024 Best Use of Time" project. This project aims to identify and implement effective strategies for optimizing the use of time to enhance student learning outcomes in a range of areas and also to improve teacher collective efficacy. To accomplish this, Chevalier College has engaged Dr Phil Cummins, an Associate Professor of Education and Enterprise with extensive research experience, to lead an Action Research team.

By way of summary, Lead Researcher Dr Phil Cummins will serve as the principal investigator and leader of the Action Research team. He will bring his expertise in education, research methodology, and project management to guide the project. Dr Cummins will be responsible for the overall design, coordination, and execution of the project. His role includes providing research direction, liaising with stakeholders, and ensuring the team adheres to timelines and goals.

Another 6 members of staff will make up the team. The supporting staff members will form the core of the research team and assist Dr Cummins in various aspects of the research process. Your role within the team may include:

- *providing input towards the design of research methodologies and data collection strategies. This may involve administering interviews, surveys and focus group work.*
- *assisting with analysis and interpretation of results.*
- *contributing towards reports and presentations which summarise the research findings prepared by Dr Cummins.*
- *playing your part to ensure the project stays on schedule by tracking progress and managing resources.*

Occasionally engaging with key stakeholders to gather their insights and feedback on the project's findings will be a shared responsibility among the team members. The primary goal of this action research project is to identify and implement effective strategies for optimizing the 'Best Use of Time' in the educational environment, benefiting both students and staff. Moving forward, we will find time to gather once a fortnight for the remainder of term. The intention from the beginning of 2024, is to find a time on some Mondays to meet and maintain momentum.

The "2024 Best Use of Time" project is a crucial initiative for Chevalier College, and the Action Research team, led by Dr Phil Cummins, will play a vital role in assessing its success or otherwise.

Research Objectives

The following were adopted in November 2023 as project objectives and elements by the Action Research Team:

Driving question: to what extent is the Best Use of Time Initiative at Chev supporting us to become more future facing in 2024?

Key questions:
1. What progress are we making in supporting our students with a micro-credentialled program in the competencies that support the exercise of learner agency?
2. How well are we adapting to the use of high-impact pedagogical strategies to optimise the time available for the development of self-regulated learning by our students?
3. Are our restructured Mondays achieving the goals we might wish them to achieve?
4. How effectively are we helping staff to reform their sense of themselves as professionals who are preparing our students to thrive in tomorrow's world?
5. Is there a tangible set of value propositions being created for students to adapt to the different use of time at Chevalier College?
6. Are we using reward and incentive systems to reinforce the building of individual and collective adaptive expertise and self-efficacy among students and staff?

Components:
1. Engagement and adoption by community members
2. Pedagogy (especially Flipped Learning approaches)
3. New courses (especially SIM and Wellbeing)
4. Curriculum structures (especially early commencement of HSC)
5. Timetable (especially restructured Mondays)
6. Staff professional learning and co-planning of opportunities
7. Recognition, rewards and results (especially micro-credentials)

Outcomes/measures:
1. Enhanced student competencies – focus on learner agency measured through increased frequency and quality of self-regulation
2. Modernised learning schedule – focus on flexibility measured through frequency and quality of informed exercise of choice
3. Improved teacher collective efficacy – shared approached to teaching and learning measured through frequency and quality of co-planning for surface, deep and transfer learning and the cycle of flipped learning.

Process

The Action Research Team conducted a comprehensive range of research activity over the period February to July 2024 during the first phases of implementation of Flipped Mondays. The schedule for Flipped Mondays can be seen in Appendix 8 which is attached to this report.

The research team developed an Action Research Process; an iterative process which engaged in comparative analysis of quantitative and qualitative data, comparing the numbers, texts of responses and patterns evident according to gender, year level and whether students were studying from school or home on Flipped Mondays in order to gain a better understanding of the ways in which Flipped Mondays might be impacting different groups, and to test whether more general themes and patterns were evident across all groups.

Different methods were used to obtain mainly de-identified data to assist with the action research process:

- Surveys and Questionnaires distributed to students, teachers and parents to gather quantitative and qualitative data.
- Focus Group Interviews conducted with representative students, parents and teacher groups to gain deeper insights.
- Observations of whole group flipped learning in larger centres such as McGrath Hall. Observations were done on all year groups in all periods through the day and in multiple flipped learning locations.
- 1:1 student and teacher interviews during whole group flipped learning in larger centres.
- The establishment of actionresearch@chevalier.nsw.edu.au email address for parent feedback.

The following appendices to this report expand on both the process and analysis of data conducted by the Action Research Team:

Appendix 1: Process 2023-2024
Appendix 2: Final Survey Analysis – Students
Appendix 3: Final Survey Analysis – Staff
Appendix 4: Final Survey Analysis – Parents
Appendix 5: Student Interview Analysis
Appendix 6: Focus Group Summary Analysis
Appendix 7: Draft Standards
Appendix 8: Flipped Learning Monday Timetable

Observations

1. **What progress are we making in supporting our students with a micro-credentialled program in the competencies that support the exercise of learner agency?**

There is clear evidence from the quantitative data of widespread success among the student body with respect to:
1. The identification of competencies and related behaviours that point to learner agency and self-regulation.
2. The acceptance of these competencies and behaviours as providing a tangible benefit to students.
3. The increasing adoption of and confidence in these behaviours by students in a manner that points to their increasing competency in learner agency.

A set of draft standards that describes these competencies and behaviours has been developed by the Action Research Team to frame research conversation and guide future discussion. It can be viewed at Appendix 7 to this report.

A micro-credential has been established and trialled with students over 2024 with the aim of building student competency and providing a threshold test to support senior students learning from home. Associated courses have also been established and trialled with students over 2024 in:
- Strengths, Interests and Motivation (SIM).
- Wellbeing.

Student feedback on this credential and these courses is mixed. Currently some younger students struggle to see the point while some older students are either expressing dissatisfaction with the perceived complexity of gaining the credential or bypassing the credential to learn from home because they feel they are ready to do so regardless of the system created by the school. This is, of course, fairly normal adolescent behaviour and represents dissent at the margins of the student experience. Potential value in SIM, Wellbeing and the credential is recognised on the whole, but there is a wide range of commentary that suggests refinement and integration of the overall program will help more students to obtain and use their credentials more willingly and wisely. The credential itself requires further thought to make it more user-friendly. Parent feedback echoes and amplifies the feedback offered by students in respect of this. Staff feedback points to wordiness and perceived relevance of the credentialing process as areas for further consideration.

Observations

2. **How well are we adapting to the use of high-impact pedagogical strategies to optimise the time available for the development of self-regulated learning by our students?**

Students interviewed by the Action Research Team revealed the following about the impact of the pedagogies on the development of their self-regulated learning:

1. **Task completion and time management**: interviewed students were often positive about their time management and task completion.
2. **Self-regulation**: students interviewed towards the end of Term 2 overwhelmingly commented that they felt they had improved their capacity to manage themselves on Flipped Mondays. They identified that their ability to organise themselves and prioritize relevant tasks improved across the term.
3. **Flexibility**: many students interviewed took the opportunity to access flipped learning tasks across the weekend.
4. **Learning environment**: some of the students interviewed indicated that the opportunity for collaboration or interaction with peers would assist their learning. A significant minority also mentioned that the environment provided them with the opportunity to concentrate fully and complete their work.
5. **Workload/Tasks**: a majority of students interviewed commented that the flipped learning tasks were not always linked to their learning later in the week. This indicates there may be room for improvement in the tasks set, explanation of their purpose and contextualisation for students.

Focus group discussions with students and parents affirmed all points made above. The strongest frustrations were expressed when "Monday work" does not correlate with the stated pedagogical intentions of related and preparatory surface learning for the week ahead, especially when such work is not even mentioned in class. Other evidence would suggest that such occurrences are not the norm but that such anecdotes hold significant weight in the court of public opinion. Parent survey feedback shows that the issue of engagement of students in Years 8 and 9, in particular, remains significant: the College needs to do further work to ensure that the experience of Mondays at school is seen as sufficiently valuable in terms of improved rate and quantity of learning and directly attributable to a student narrative of personal achievement to outweigh a dislike of increased individual accountability for completion of tasks and the need to get on with the work with decreased social interaction.

Observations

3. Are our restructured Mondays achieving the goals we might wish them to achieve?

The first manifestation of Flipped Mondays can be seen as a positive starting point for future development of the concept in the life of the College. As the survey data reveals, students identified substantial engagement with self-regulation activities including their ability to manage time and complete tasks, and indicated strong organizational skills, all of which led to the feeling of productivity. However, there is a desire for more interaction and collaboration, especially among younger students. Workload concerns, particularly among senior students, and the need for clearer instructions are recurring issues; it is uncertain as to whether Flipped Mondays have made a change to the Stage 6 workload concerns that might have been expected otherwise. While students now feel good about completing tasks on Mondays, there is a notable gap between task completion and the perception of actual learning. Addressing these challenges by enhancing clarity, support, and opportunities for interaction could improve student experiences and outcomes. More immediately, whilst students informed the ART that they are "getting their work done", the concern about and even opposition to the "structured" environment for Flipped Learning in the large centre of McGrath Hall is well noted from students. These trends are supported by the focus group data where a significant majority of students, despite their individual concerns and recommendations, believe that the school should retain Flipped Mondays and improve them. Staff also clearly want Flipped Mondays to continue in an improved form. Focus group feedback from them indicates a desire for greater flexibility for students to make use of subject-specific needs and greater consistency in the use of time by faculties for agreed co-planning.

From the perspective of parents, some are pleased with its impact on their children, highlighting benefits such as improved self-regulated learning skills, better time management, and increased flexibility and independence; however, a far greater number of parents raised concerns regarding the learning environment, student engagement during flipped sessions, the rollout and implementation of the program itself, and suitability of the flipped learning program for younger students. In this area, parents indicated that younger students, especially those in Year 7 and Year 8, struggled with the lack of structure and support at school and found it challenging to stay engaged. In contrast, parents of older students, such as those in Year 10, 11 and 12, and most notably those who completed flipped learning at home, felt they were better able to manage their learning independently. Data gathered across the research period suggests that learning from home has been very successful for senior students who took up this choice. Parents are encouraging the College Leadership Team to consider the need for adjustments to the program, especially with regards to the learning environment for larger centres, and more explicit teaching of skills such as organization and time management, especially for younger students and for those students for whom these skills do not come naturally. Focus group discussion revealed frustration at execution that sits alongside a willingness to continue to support the concept of Flipped Mondays.

Observations

4. **How effectively are we helping staff to reform their sense of themselves as professionals who are preparing our students to thrive in tomorrow's world?**

The survey data reveal an overall positive reception among staff towards co-planning and its benefits for teaching and collaboration. However, there are notable challenges, such as interruptions and absences, that impact productivity, especially on a Monday. Planning time, whether for co-planning or individual tasks, is highly valued by teachers. There is strong engagement in self-reflection and feedback, though some discrepancies exist in the perceived improvement of knowledge and skills. Addressing these challenges and enhancing teacher data analysis practice could further improve the effectiveness of co-planning sessions.

Similarly, staff feedback in the focus groups shows increasing adaptation to the shift in desired pedagogical approach, as well as sincere and strong appreciation for the quality of professional learning provided so far in support of this shift. Staff expressed how challenging and tiring Mondays have been for them during this phase. On the other hand, they greatly value the concurrent shift to co-planning, when it occurs in keeping with the intentions of the process. More sporadic examples of co-planning time not being directed properly by middle leaders have a similar impact on teacher sentiment as do the anomalies viewed by students and (indirectly) parents.

Finally, the Action Research Team reflected that:
1. They are quite sure teachers want co-planning to continue.
2. People are trying to engage with new ideas, push boundaries and change the way they teach, most particularly with reference to Dr Michael McDowell's professional learning.
3. There is a need to further explore how often and what type of data is being used to assist with learning and teaching.
4. They cannot confirm if Collective Teacher Efficacy has grown or otherwise; it has been too limited a time to assess impact in this area yet.

Observations

5. **Is there a tangible set of value propositions being created for students to adapt to the different use of time at Chevalier College?**

The student surveys from the four Flipped Mondays from 6 May to 3 June 2024 reveal that there is a clear value proposition emerging in respect of self-regulated learning and productivity. The value propositions for engagement and the rate and quality of learning have not yet been established as strongly.

Self-regulation and productivity:
I made good decisions about what I needed to learn and do: 87%
I was organised for my learning today: 85%
I knew what I needed to do: 83%
I managed my time well: 82%
I worked through problems as they arose: 82%
I was productive today: 80%
I achieved what I needed to do: 77%
I found the instructions and guidelines provided by teachers to be helpful: 72%
I needed more help from my teacher: 31% (69%)
When I hit a roadblock, I knew what to do: 68%

Engagement and learning progress:
I was engaged with my learning: 72%
I felt good about my learning today: 62%
I avoided distraction: 61%
I dug deeper/explored more on a topic to expand or deepen my understanding: 45%
I learnt a lot today: 44%

Responses in focus groups reveal a grudging acceptance from students about the value of Flipped Mondays; it is recognised as preferred across the board but not necessarily warmly welcomed. A small minority of students simply prefer conventional schooling despite a perceived value of self-regulated learning time. This type of sentiment is echoed in some of the broader adverse commentary that found its way into the community and media in late 2023 and early 2024. The vast majority of the community, on the other hand, see tangible value established already with the prospect for stronger value to come through improvement in execution and differentiation of the experience to meet the interests, passions and needs of varied groups of students and families.

Observations

6. **Are we using reward and incentive systems to reinforce the building of individual and collective adaptive expertise and self-efficacy among students and staff?**

This objective has not yet been addressed sufficiently by either the implementation and research processes. Given the commentary expressed in focus groups and qualitative comments by students and parents about a lag in motivation and engagement of students (especially in younger years), there is significant room for improvement here. The micro-credential is not yet seen as a compelling motivator and gateway to self-regulation in its current form.

Analysis

Future Facing Chev	INDIVIDUAL PRACTICE		STRATEGIC ALIGNMENT		FIT FOR PURPOSE	
Driving question: to what extent is the Best Use of Time Initiative at Chev supporting us to become more future facing in 2024?	**INDIVIDUAL PURSUIT** Individuals pursue own interests and activities	**STRATEGIC AWARENESS** Community develops shared 21C educational purpose	**STRATEGIC INTENT** Purpose translated into designed strategy and plans	**STRATEGIC JUDGMENT** Evidence used to adapt and improve implementation	**STRATEGIC COHERENCE** Daily life largely reflects strategic intent	**21C CAPACITY** School outcomes indicate consistent high-performance
Enhanced student competencies: focus on learner agency measured through increased frequency and quality of self-regulation.				→→→		
Modernised learning schedule: focus on flexibility measured through frequency and quality of informed exercise of choice			→→→			
Improved teacher collective efficacy: focus on a shared approached to teaching and learning measured through frequency and quality of co-planning for surface, deep and transfer learning and the cycle of flipped learning			→→→			

[The mapping of the progress of the College in advancing its goals in 2024 as a future-facing school has been adapted for use in the Chevalier co-educational context from CIRCLE's research-based maturity model for measuring school educational organisational development and maturity – see **Cummins, P & Adams B**, *The way: the character of an excellent 21C education*, **CIRCLE, 2019, p143.**]

Findings

Chevalier College has piloted and implemented Flipped Monday structures whose initial express intent is the emphasis of language, student behaviours and competencies, and staff collective efficacy associated with Learner Agency. They have targeted a range of research-driven pedagogical, curriculum and timetabling approaches which have seen students challenged to take responsibility for the completion of surface learning towards which their teachers have given them advance direction and in anticipation of deep and transfer learning that occurs under the direct tutelage of teachers on Tuesdays-Fridays. The system, while not yet perfected, shows definite signs of tangible (even significant) early success. There is clear evidence of:

- Greater awareness and practice of learner agency measured through increased frequency and quality of self-regulation.
- Strong perception about positive learner self-regulation and productivity.
- Mixed perceptions about learner engagement and progress.

On the other hand, frustrations with some of the details of the execution of the concept, its constituent parts and their integration with each other, coupled with the degree of difference of the new experience to the pre-existing conventional model of schooling have contributed to a measure of disquiet, as has the decision to wait to introduce other features of the model, including critical thinking and collaboration, passion projects, early HSC advancement and so on. There has also been some unfortunate public discourse around this project that has made the change process more politicised than it might have been, which is regrettable. Nonetheless, as one student remarked during the focus groups, "at the end of the day, you can't please everybody".

The work of improving self-regulation is a necessary and often difficult part of the adolescent journey; it's less immediately satisfying by intent and can often be perceived as boring, especially when its purpose and relevance are not made immediately and consistently apparent by the process and the pedagogy. While building cognitive growth in learner agency, the College also needs to be mindful of student growth in more affective domains such as status, autonomy, relatedness, satisfaction and enjoyment. The tone and personalised approach with which students are managed during their experience of Flipped Mondays (and any other structures the College introduces to support its future facing culture) need particular attention. The College has also established draft standards to describe the Knowledge, Capabilities and Self-Development which it believes will equip its students to be successful in their world (see Appendix 7). The language of these standards is still in its early stages and plans are being considered to introduce this more fully to the community. This is timely as many stakeholders are seeking more such language as a means of describing the learning that is taking place and sharing a rationale for what they are doing and why they should do it in the way that they are doing it. Greater understanding of learner progress may in turn boost metacognition, engagement and motivation to learn more.

As a technical exercise to demonstrate to the school community what might be desirable and possible, the initial stage of the Flipped Monday structure has seen stakeholders accept the tenability of the concept, without yet winning over a critical mass who might see what is being done as a compelling experience. When pressed, stakeholders accept that an emphasis on learner agency delivered through a structure of Flipped Mondays is a good (even preferable) idea. And certainly, staff believe that the use of time for shared co-planning, when done properly, has significant benefits for them and their students.

The Best Use of Time Initiative should be continued, refined and augmented in future years.

Recommendations

Enhanced student competencies:

1. **One aligned and integrated induction program**: blend the language of the draft standards, the credential, SIM and Wellbeing into one induction course, align to age and stage more closely, use more of the language of the standards to boost metacognition, administer the threshold test for the credential only at the point of eligibility for learning from home on Mondays, and monitor student attendance more closely to ensure that only those students who have obtained their credential access learning from home conditions.
2. **Student engagement and motivation**: investigate improving student affinity with the school's Future-Facing initiatives including greater alignment of existing assessment, reporting and rewards systems with the draft standards informed by the New Metrics project.

Modernised learning schedule:

3. **Acceleration of other elements of the Future-Facing Chev model**: develop and implement other elements and competencies of the learning model to allow different students to access different benefits and greater flexibility sooner.
4. **Staged student introduction to flipped learning**: consider staging the introduction of students to Flipped Mondays in younger years and differentiating the experience more for students throughout the College by introducing more choice into environment and conditions.

Improved teacher collective efficacy:

5. **Explicit and shared approach to pedagogy:** refine and promote (especially through co-planning time) the better use of the playbook for staff that promotes specific pedagogies that prompt successful learning (and recognition of such learning) within the flipped learning paradigm, the personalised pastoral management of students and other key pedagogical philosophies that the school adopts.

6. **Ongoing research, development and implementation:** hand over the existing Flipped Monday model to a steering committee (including senior management, staff and students) for ongoing implementation while maintaining an R&D team to continue to trial new approaches and initiatives supported by ongoing stakeholder data gathering and analysis.

SIGNED

Dr Phil Cummins FRSA FACEL FIML RAA

Action Research Process Summary

Pre-amble

In the first half of 2023, there was stakeholder engagement with staff, students and parents about, 'What might education look like at Chevalier in 3-5 years?', in the context of our rapidly changing world. Ideas stemmed from the various responses and evolved into a 'future facing' approach to education at Chevalier; *"a new and innovative educational approach that empowers students and redefines learning"* - Chevalier College website.

With a focus on developing knowledge through the curriculum, developing capabilities required for a changing world, and self-development, several initiatives were introduced for the beginning of the 2024 school year. These included:

- Early commencement of HSC VET courses in Year 9
- Early commencement of HSC Design and Technology courses in Year 10
- Introduction of a course called SIM (Strengths, Interest and Motivations) for Years 7-10
- Introduction of a school-developed wellbeing course for Years 7-10
- A flexible approach to most Mondays which sees
    - Whole school events being held on Mondays (or swapped)
    - Flipped Learning delivered to Years 7-9 for part of the day
    - Flipped Learning delivered to Years 10-12 for the whole day, with some students offered the opportunity to learn from home.
    - Most excursions taking place on a Flipped Monday.

The changes were implemented as a one-year trial. Considering the size and scope of changes implemented in 2024, it was deemed both wise and necessary to engage an external research partner to assist with the process of reviewing the one-year trial. As such, in November 2023, Dr Phil Cummins, Managing Partner – a School for tomorrow and Managing Director – The CIRCLE Group was engaged to lead an action research process of review.

Process Summary

A team of action researchers was established in early February 2024. That team comprised of Chevalier College staff Xiomara Biasotti, Kylie Gillespie, Louise Glase, John Hargreaves, Jo Kirby, Greg Miller, Adrian Williams and Simone Wilson. Dr Phil Cummins from Circle Education and Jess Kinsella, independent research assistant, met regularly with Chevalier Staff to both lead and support the action research which involved a process of planning, acting, observing and reflecting.

Due to the scope, size and number of initiatives, as well as the timeline required to report to the College Board, students, parents and staff by September 2024, it was decided to prioritise the focus of the research to Flipped Learning Mondays. As such, the aim of the action research was to assess:

1. how Flipped Learning Mondays have impacted the self-regulation skills of time management, goal setting, motivation and organisation for students,
2. the experience of flipped learning on Mondays and its impact on student learning,
3. the effectiveness of regular co-planning sessions and professional development opportunities in building collective teacher efficacy to impact student learning, and
4. whether changes to the timetable had resulted in less disruption to face-to-face teaching and learning.

Methodologies

Different methods were used to obtain mainly de-identified data to assist with the action research process. These were:

- Surveys were distributed to all students, teachers and parents to gather quantitative and qualitative data.
- Focus Group Interviews conducted with representative students, parents and teacher groups to gain deeper insights.
- Observations of whole group flipped learning in larger centres such as McGrath Hall. Observations were done on all year groups in all periods through the day and in multiple flipped learning locations.
- 1:1 student and teacher interviews during whole group flipped learning in larger centres.
- The actionresearch@chevalier.nsw.edu.au email address for parent feedback.
- Attendance and excursion data.

The Action Research Team (ART) engaged in comparative analysis of quantitative and qualitative data, comparing the numbers, texts of responses and patterns evident according to gender, year level and whether students were studying from school or home on Flipped Mondays in order to gain a better understanding of the ways in which Flipped Mondays might be impacting different groups, and to test whether more general themes and patterns were evident across all groups.

Timeline

- November 2023:
    - Engagement of Dr Phil Cummins from Circle Education to lead the action research process.
    - Establishment of the Chevalier Action Reasearch Team comprising Chevalier College staff Xiomara Biasotti, Kylie Gillespie, Louise Glase, John Hargreaves, Jo Kirby, Greg Miller, Adrian Williams and Simone Wilson, and Dr Phil Cummins from Circle Education. Jess Kinsella, independent research assistant, was added to the team in March 2025.

- November 20, 2023: Launch of 'Future Facing' website to the parent community.

- February 16, 2024: 'Need to Know' correspondence to parents which stated we had sought feedback from students after the first Flipped Monday held Monday 12 February. Also confirmed the commencement of:

    o Wellbeing Classes for all students in Years 7-10
    o SIM classes for all students in Years 7-10
    o A flexible use of time which includes flipped learning, excursions and incursions occurring on some Mondays
    o Capabilities Assessment in a handful of classes
    o Early commencement VET (Vocational Education and Training) subjects in Year 9
    o Early commencement of the HSC in Year 10 Design and Technology.

- 15 March: Offered parents the actionresearch@chevalier.nsw.edu.au as an avenue for feedback for "all things future facing".

- May 5: In response to feedback received during Term 1, changes to flipped learning were introduced for the first Flipped Learning Monday in Term 2. These included:
    o Flipped Learning being available from the previous Friday afternoon (originally 6pm and then 4pm).
    o For students in Years 7-9:
        ▪ A set of instructions and accompanying checklist to help guide students to manage their time.
        ▪ A Flipped Learning workbook to be provided with 'tear out' pages which can be pasted into the relevant subject book. Therefore, students will no longer need to bring workbooks for all 8 subjects to school on Mondays.
        ▪ Soft music to play in larger spaces like McGrath Hall, as takes place in SILC, our Senior Independent Learning Centre.
        ▪ For 'flipped learning doubles' (when students do flipped learning for two lessons in a row), a 3-5 minute 'stand, stretch and chat' break before the end of lessons 1, 3 and 5.
        - Year 10 students were set flipped learning for Lessons 1 to 4. After lunch they were provided the opportunity to self-direct their learning by having time to complete assessment tasks and assignments.
        - Year 12 students - parents and students were emailed to clarify the end of the 'conditional' approval for students who have not attained the Self-Regulation Micro credential.

- For the four Flipped Mondays from 6 May to 3 June 2024:
    o 4 x surveys to teachers.
    o 4 x surveys to students.

- 6 & 20 May
    o Observations conducted by ART members of students in larger centres.
    o 1:1 student interviews conducted by ART members.

- 7-24 June: parent survey administered

- From the beginning of June to July 22: The Action Research Team met regularly to review data and conclude analysis of surveys and observations. Each analysis was forwarded to Dr Cummins.

- 25 July: Dr Phil Cummins conducted Focus Group Interviews for teachers, students and parents.

- 26 July: Dr Cummins met with the Action Research Team to discuss the themes and patterns of each analysis as well as the themes which emerged from the Focus Group Interviews.

- 9 August: Interim Report with findings and recommendations delivered to the College.

- 14 August: Interim Report tabled with the Leadership Team.

- 19 August: Interim Report tabled with the College Board.

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Final Survey Analysis - Students

Emerging Themes and Patterns

Introduction

When Flipped Learning Mondays commenced in Term 1 2024, there was intent for the timetable to activate self-regulated learners through the provision of time within the school timetable. In response to surveys and other feedback during Term 1, changes were implemented for the beginning of Term 2. Therefore, this review is of student experiences of Flipped Learning Mondays in Term 2, through the lens of attributes associated with self-regulated learners.

Review

Based on feedback gathered during the survey period (April to June), various trends emerged. When reviewing the 1,037 student responses from those surveys:

- 80% or more of students agreed or strongly agreed that they:
    - made good decisions about what they needed to learn and do – 86.8%
    - were organised for learning on a Flipped Monday – 84.65%
    - knew what they needed to do – 82.9%
    - managed their time well – 82.3%
    - worked through problems as they arose – 82.1%
    - were productive for the day – 80.25%

- Of the 1,037 student responses, students also agreed or strongly agreed that they:
    - achieved what they needed to do today - 76.8%
    - found the instructions and guidelines provided by teachers to be helpful - 72.2%
    - were engaged with their learning 72.2%
    - did not need more help from their teacher 69.1%
    - knew what to do when they hit a roadblock – 68%
    - felt good about their learning today – 61.75%. This would be interesting to compare with other days of the week.
    - avoided distraction – 61%, although it is concerning that 39% of students registered they were distracted. There may be a need to investigate what the causes of the distraction were, for how long were they distracted, and to consider helping students overcome the distraction so they could achieve at the level of the "80%ers" (listed above).

Concerns which came to the attention of the Action Research Team were:
- only 45.25% of student responses indicated that they felt they learnt a lot on the 4 Flipped Mondays surveyed, meaning 55.75% of students who responded felt they did not learn a lot.
- only 44.6% of student responses indicated that they dug deeper/explored more on a topic to expand or deepen their understanding. Given the intention of this time is for students to engage in surface level learning in preparation for deeper learning in the following week, this may not be as much of a concern as it appears.

Positive Outcomes:

- **Task Completion and Time Management:**

    o Across the surveys, students frequently highlighted their ability to complete tasks efficiently, demonstrating good time management. For example, 82.3% of student responses indicated they managed their time well. Example responses to the question 'What went well for you today?' included:

    "I managed my time really well and made sure everything got finished" - Survey 4, Year 7 Girl

    "Managing my time and getting all the work done in the time set to do it all" - Survey 5, Year 8 Boy

    "Managing and getting work done even leaving time to do assessments" - Survey 6, Year 11 Girl.

    o There is a notable emphasis on productivity with 80.25% of student responses indicating that they were completing their work, even if they did not necessarily feel they learned much from the tasks.

    "I got everything done to a decent threshold of quality" - Survey 4, Year 8 Boy

    "Just getting everything done and feeling productive cause I managed my time well" – Survey 6 (home learner), Year 11 Girl

    "Just getting into the zone and working away at the tasks so I could have time to do homework so I wouldn't have to extra homework at home" – Survey 3, Year 10 Boy.

    o Student responses indicating that they were organised for their learning on a Flipped Monday – 84.65%.

    "I learnt effectively and broke up my learning well to ensure I stayed energized" - Survey 4, Year 11 Boy (home learner)

    "I organised what I needed to do within the three periods and got through it all" – Survey 3, Year 9 Girl

    "Organising subjects and spending 15m on each" Survey 5, Year 7 Boy.

- **Self-Regulation**

    o 84.65% of student responses reported feeling organized for learning on a Flipped Monday.

    o Interestingly, 68% of student responses reported they knew what to do when they hit a roadblock.

    o Across the majority of the survey period, responses from students working at home indicated that they were more able to identify their self-regulation skills and were more reflective about time management, organization, prioritizing time and their deficits in maintaining motivation. For example, students at home commented that it would have been better if

    "I organised my day better and got rid of possible distractions" - Survey 5, Year 11 Girl

    "I took more breaks" - Survey 3, Year 10 Boy

    "I timed things" – Survey 6, Year 10 Boy

    "I planned better" – Survey 4, Year 12 Girl

- **Flexibility**

    o Some students mentioned in their responses that they chose to commence and even complete their Flipped Learning before Monday so as to engage in other learning pursuits

such as assignments, assessment tasks or study for upcoming examinations.
"I had already completed my work for Monday yesterday, so I took this day to organise myself for upcoming exams." - Survey 5, Year 10 Girl.
"I got all my work done. I did some activities at home on the weekend so I felt like I had a head start. I spent time working on my assessments that are due this week." - Survey 6, Year 7 Boy.

- o It was noted that those who learn from home indicated a similar theme of using their time flexibly in their responses.
  "I got all my work that I needed to done and had time for extra learning assessments." - Survey 3, Year 12 Girl.
  "Managing and getting work done even leaving time to do assessments," - Survey 6, Year 11 Girl.

Areas for Further Development

- **Learning Environment**
  - o This was the area which received the greatest level of dissatisfaction. Whilst some students who responded to the surveys appreciated the structured and focused environment at school, a larger number felt it was restrictive and lacked flexibility.
    - ▪ The day would be better if:
      "I got to talk and move around in McGrath Hall" - Survey 6, Year 8 Boy
      "If we could listen to our own music and talk with friends and sit with friends." - Survey 4, Year 8 Girl
    - ▪ What went well was, *"that everyone was silent and there were no distractions."* Survey 3, Year 7 Girl

  - o Students, especially in younger grades, expressed a desire for more interaction and collaboration with peers. The day would be better if:
    "we got to sit and talk with friends while doing work," - Survey 5, Year 9 Boy
    "we could talk more to peers and ask them if they understand what I don't." - Survey 6, Year 8 Girl.

- **Workload Concerns:**
  - o Of the students who completed the surveys, some, albeit a minority of senior students, said they were overwhelmed by excessive workloads. Such feedback about being 'overwhelmed' is not unusual for senior students, especially Year 12 students in any given year. However, there is a need to further explore ways about how Flipped Mondays are impacting this. Interestingly, the feeling of being overwhelmed is contrasted with the survey data which reveals 76.8% of respondents agreed they completed their work, and 80.25% felt they were productive. The matter of feeling overwhelmed may be associated with senior workload.

    - ▪ Year 12 Girl Survey 3 (at home) - *"Some teachers set far too much work to be completed within the time limitations."*

- Year 12 Boy Survey 4 (at home) - The day would have been better if: *"I didn't get provided excessive workloads for each subject to complete in the allocated time period."*

  o Comments about the need for clearer instructions appeared across all year groups and surveys.
  The day would have been better if:
    - "the instructions were clearer" Survey 3, Year 7 Girl, or "the teacher had explained the work more clearly" Survey 3, Year 8 Girl.
    - "I had a little more clarity with certain tasks" Survey 5, Year 11 Boy, or "I got better instructions for one of my subjects", Survey 5, Year 9 Girl, and "some of the instructions *were more clear on what we had to do"*, Survey 6, Year 8 Boy.

- **Contradictory Feelings About Learning:**
  o While students indicated in their responses that they felt good about completing tasks, many did not feel that they learned much from the activities.
  o There is a potential perception issue where students equate teacher presence with learning, and the absence of teaching leads them to feel they are not learning effectively.
    - A Year 12 Boy (Survey 3) commented the day would be better if there was a *"more balanced workload from each subject, I had significantly more work in some subjects than others. I had more engaging work, instead of just watching a video."*
    - A Year 8 Girl (Survey 5) commented the day would have been better if *"I had less work and more face to face teaching."*
  o There is a contrast between students feeling productive and engaged in completing tasks and their actual sense of learning, with many feeling they did not gain much knowledge from the flipped learning tasks. This could be reflective of the nature of the tasks; that being said, they are set to be at "surface level" with a view to build a foundation for deeper learning at other times in the week and fortnight.

In summary, the survey data reveals several key themes and patterns. Student responses identified substantial engagement with self-regulation activities including their ability to manage time and complete tasks, and indicated strong organizational skills all of which led to the feeling of productivity. However, there is a desire for more interaction and collaboration, especially among younger students. Workload concerns, particularly among senior students, and the need for clearer instructions are recurring issues. While students feel good about completing tasks, there is a notable gap between task completion and the perception of actual learning. Addressing these challenges by enhancing clarity, support, and opportunities for interaction could improve student experiences and outcomes.

More immediately, whilst the survey responses are informing us that students are "getting their work done", the concern about and even opposition to the "structured" environment for Flipped Learning in the large centre of McGrath Hall is well noted from students. Whilst there has already been an attempt to improve McGrath Hall, e.g. low level music, drone footage on large screens etc, more needs to be done. The Leadership Team is encouraged to explore further iterations to improve the environment. For example:

- Instead of 2 x 50-minute blocks for large cohorts, make it 4 x 25-minute blocks as follows:
    o   0-24 minute: attendance check in, start Flipped Learning.
    o   24-26 minutes: turn and talk
    o   26-49 minutes: Flipped Learning
    o   49-52 minutes: stand and stretch
    o   52-74 minutes: Flipped Learning
    o   74-76 minutes: turn and talk
    o   74-100 minutes: Flipped Learning
- Also:
    o   Can 2 students access the McGrath Foyer to quietly ask/discuss a question?
    o   Can strategic staffing be considered for the above? Certain staff are required to establish 'new norms' for Flipped Learning in larger spaces.
    o   Can Bryan set up the laptop for music and drone footage?

Emerging Themes and Patterns

Introduction

When Flipped Learning Mondays commenced in Term 1 2024, there was intent for teachers to be provided with time for co-planning and to engage in professional learning. From the beginning of Term 2, professional learning options were no longer a feature for all teachers. Instead, a selection of teachers formed professional learning groups in the following areas:
- Future Facing Action Research Team
- Capabilities Assessment
- Canvas Learning Management System; and
- Artificial Intelligence.

Therefore, the lens is to review all data gathered from staff surveys with Collective Teacher Efficacy in mind, and, through an even closer lens, co-planning on Flipped Mondays.

Review

Based on feedback gathered during the survey period (April to June), a number of trends emerged. When reviewing the 107 staff responses from those surveys:
- 90% or more of teachers agreed or strongly agreed that they:
    - share ideas, resources and strategies – 97.6%
    - engage in regular self-reflection to assess teaching practices - 97.05%.
    - reflect with colleagues on teaching practices and their impact on student outcomes – 96.1%
    - establish specific and achievable goals for professional growth, breaking them into manageable tasks – 92%.

- Teachers also agreed or strongly agreed that they:
    - seek feedback from various sources to identify strengths and areas for improvement – 87.1%
    - keep the needs and interests of students at the forefront of decision-making – 78.25%
    - analyse student data with colleagues to identify student strengths and areas for improvement – 74.3%.

Specifically, with regards to co-planning on Flipped Mondays, across the survey period from April to June, teachers agreed or strongly agreed that:
    - when co-planning, there were open communication channels and teachers were actively listening to each other's perspectives - 78.23%
    - co-planning with colleagues was productive – 76.25%
    - co-planning assisted teachers to implement changes to practice – 75%
    - when co-planning, they established common goals for student learning – 74.55%.

Co-planning is held in high regard by the majority of teachers. The overwhelming consensus among educators is that this collaborative planning time is highly valued. Teachers consistently expressed that co-

planning provided significant benefits, facilitating better lesson preparation, improved organization and increased collegiality, all enhancing overall teaching effectiveness.

Teacher comments indicated strong support to maintain and potentially expand co-planning opportunities within the school schedule.

> Staff Survey 3: Q. What went well for you today? *"Co-planning period was very productive and I was able to put some useful thought into lesson preparation..."*

> Staff Survey 5: Q. The day would have been better if? *"We had more co-planning time"* - indicates strong support to maintain and potentially expand co-planning opportunities and time.

The purpose of allocating co-planning time was for teachers to plan and prepare learning with a pedagogical lens of McDowell strategies for surface, deep and transfer learning. Co-planning was not meant for the purpose of marking, assessment, reporting or administration, yet it was mentioned as a focus of co-planning time. Whilst there were a number of references across all surveys (each week) indicating that McDowell strategies formed one focus of the work, the purpose of co-planning may need to be reminded to teachers and Leaders of Learning.

> Staff Survey 5: Q. What went well today? *"I participated in a faculty-based learning meeting. We spoke specifically about McDowell processes that we had trialled in the last week, and set achievable goals for the next learning cycle. I gained a lot of clarity from the meeting."*

> Staff Survey 3: Q. What went well today? *"I had time to plan for the rest of the week."*

> Staff Survey 4: Q. What went well today? *"Developing new means of assessing Stage 6 students in (subject deleted)."*

However, is there an opportunity to review the purpose of co-planning time? Regardless, the Action Research Team notes there is more work to be done to ensure the purpose of co-planning time is consistent across KLAs.

Positive Outcomes:

- Productivity of Co-planning:
    - A high percentage of participants found co-planning sessions productive.
    - Co-planning aids in lesson preparation, implementing new strategies, developing programs and forward planning.
    Staff Survey 3: "Time spent co-planning was helpful in integrating new strategies into learning sequences."
    Staff Survey 6: What went well for you today? "Discovering more appropriate McDowell strategies and applying them to my lesson plan."
- Attitude towards Co-planning
    - Teachers express positive attitudes towards co-planning:
    Staff Survey 6: Q. The day would have been better if? *"We didn't have to stop co-planning in the middle of working."*
    Staff Survey 5: Q. What went well for you today? *"Co-planning time was productive,"* and

"We achieved a lot in co-planning and had some very useful discussions about modifications to student activities."

- **Importance of Planning Time:**
    - o Planning time, whether for co-planning or individual tasks, is seen as valuable for consolidating teaching practices and lesson preparation.
- **Collaboration Benefits:**
    - o Teachers appreciate the opportunity to share ideas, resources, and strategies with colleagues.

Inconclusive Areas:

- **Knowledge Improvement:**
    - o A majority of respondents report improvements in knowledge and skills through co-planning, though some discrepancies exist.
    - o There is less clarity and consistency around what constitutes professional learning.

- **Use of Student Data:**
    - o There is a contrast between teachers' reflections on teaching practices and their regular analysis of student data. While on average 96.1% of teachers agreed or strongly agreed that they reflect with colleagues on teaching practices and their impact on student outcomes, a substantially lower 74.3% analysed student data with colleagues to identify student strengths and areas for improvement.
    - o Some teachers do not regularly analyse student data to identify strengths and areas for improvement, indicating a potential area for development.

Challenges and Barriers:

- **Time Management:**
    - o There is a desire for increased flexibility in planning time to handle interruptions better. In other words, could there be consideration of co-planning occurring Tuesday to Friday in order to avoid the 'interruptions' (excursions/events etc) which occur on a Monday? For example:

        Survey 4: Q. The day would have been better if…*"there was allowance for co-planning to happen at another time as excursions on Mondays have taken our colleague co-planning time each Flipped Monday so far…"*

- **Interruptions and Absences:**
    - o Teacher absences, illness, and class interruptions negatively impact productivity and continuity.
    - o Technological issues are also noted as a significant hindrance.

In summary, the survey data reveals an overall positive reception towards co-planning and its benefits for teaching and collaboration. However, there are notable challenges, such as interruptions and absences, that impact productivity, especially on a Monday. Planning time, whether for co-planning or individual tasks, is highly valued by teachers. There is strong engagement in self-reflection and feedback, though some discrepancies exist in the perceived improvement of knowledge and skills. Addressing these challenges and enhancing data analysis practices could further improve the effectiveness of co-planning sessions.

In conclusion, the Action Research Team reflects:

1. We are quite sure teachers want co-planning to continue.

2. People are trying to change the way they teach, most particularly with reference to McDowell. Staff Survey 4: Q. What went well for you today? *"Planning lessons and engaging in McDowell/other approaches that engaged new ideas and pushed boundaries"*.

3. There is a need to further explore how often and what type of data is being used to assist with learning and teaching. Data Points – what are they using?

4. We cannot confirm if Collective Teacher Efficacy has grown or otherwise, it is too limited a time to assess impact in this area.

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Final Survey Analysis - Parents

Emerging Themes and Patterns

Introduction
Chevalier College parents were invited to complete a survey about Flipped Learning. The survey was open from 7 - 24 June 2024. Over the 17-day period of the survey, 183 parents responded.

Review
A breakdown of responses would see the following:
- 199 comments were considered negative or in opposition to Flipped Learning Mondays.
- 84 comments were considered positive or in support of Flipped Learning Mondays.
- 121 comments, that being 30%, were either neutral (a balance of positive and negative sentiment), or referred to another aspect of College business. Examples of such comments are:
    1. *"Please listen to the feedback so you don't risk this great idea falling over."*
    2. *"Some small fixes could make a big difference."*
    3. *"My son finds it boring and is not enthusiastic, though does manage the workload."*
    4. *"I really love the idea of future facing learning and being independent. It's fantastic. I just don't think it's great for the younger years or those with special needs."*

Based on feedback gathered during the survey period of April to June, several trends emerged. The breakdown of the 183 responses is made up of 33 parents who had students learning at home and 150 parents who had students learning at school.

The data regarding parent observations of behaviours ***"usually observed" or "always observed"*** reveals the following:

Observed behaviour	Learning At Home	Learning At School
Organises their learning prior to commencing, e.g. prioritising tasks, preparing necessary equipment	78.8%	37.3%
Manages their time efficiently, e.g. using timers	66.3%	26%
Completes flipped learning on the weekend	54.6%	30%
Completes flipped learning on Mondays	75.8%	48%
Completes assigned flipped learning tasks without needing assistance	97%	49.3%
Appears motivated for their learning on Mondays	84.9%	18%
Sets clear goals for their learning	75.8%	27.3%

A few concerns which came from the numerical data provided by the survey indicated:
- 70% of parents of students who completed Flipped Mondays at school "never observed" or "rarely observed" their child appearing motivated for their learning on Mondays.
- 57.4% of parents of students who completed Flipped Mondays at school "never observed" or "rarely observed" their child setting clear goals for their learning.

Through the comments provided, parents have shared a variety of opinions about the new flipped learning program at Chevalier College. Here are some key points:

Positive Feedback:

- **Concept Support:** There were many parents who confirmed their support of the concept of Flipped Learning and the school's priority to develop self-regulated learners. In particular, the program is appreciated for providing students with the flexibility to manage their learning and develop independence. One parent mentioned that their child *"enjoys the opportunity to choose what they do, in what order, and to manage their time"*. Another parent wrote, *"The 'classroom model' all but stops after Year 12, and the rest of your life requires you to learn in a different way... I am so pleased to see that [my child's] education is becoming more varied, delivered in multiple different ways, requiring more life skills and independence. If nothing else, I believe that Flipped Mondays are providing opportunities for children to learn outside of their comfort zone."*

- **Learning From Home**: Parents of students who learnt from home observed high levels of self-regulated behaviours of organisation, time management and self-direction. For example, one parent noted that their *"daughter enjoys setting herself targets and goals to complete work and rewards herself with fun activities, fitness, or relaxation."* This may be because of the environment, and/or it may be because learning from home is only open to older (Year 10, 11 and 12) students who have greater capacity to organise, manage and direct their learning.

- **Time Management and Organization**: Several parents mentioned that their children have become better at managing their time and organizing their work. For instance, one parent stated that their child *"has matured and gained valuable skills around time management and organization."* Another parent noted that their daughter *"is happier and more organized as a result of being allowed to manage her learning herself."*

Areas of Concern:

- **Learning Environment:** Parents of students, especially in younger grades whose learning took place in McGrath Hall, commented they heard their children express their lack of motivation due to the 'study hall' type set up of the spaces. Also, they expressed that their children were looking for more opportunities to interact and collaborate with peers. One parent wrote, *"Unfortunately, Flipped Learning Mondays are simply a 'study hall', with children seated according to class and alphabetical order and talking is not permitted. Not only is that at odds with what we were told at the info sessions, it makes no allowance for the different ways of learning and the 'type of learner' that students were made to uncover."* Another wrote, *"A cold hall in both temperature and atmosphere does not encourage anyone to do their work."*

- **Engagement:** Many parents reported that their children lacked motivation and felt disengaged during the flipped learning sessions, with comments below representative of this sentiment, *"I have not witnessed an improvement in goal setting time management, but I have seen a decline in motivation."* Another parent, *"No doubt there are still 'teething' problems with the delivery. As it stands now, some kids are feeling very un-stimulated on a Monday at school. More work needs to be done to cater for all student levels."* Furthermore, *"My Year 7 child loves Tuesday-Friday and his experiences on these days. He dislikes Mondays and for the first time ever I struggle to motivate him to get to school on Mondays. Often tasks take longer than the allocated time frame and he ends up having to finish them as homework for fear of getting in trouble."*

- **Appropriateness for Younger Students :** Many parents feel that the approach of Flipped Learning is more suitable for older students and not appropriate for younger ones, especially those in Year

7. They questioned the roll out of explicit instruction around aspects of self-regulation including time management and organization, especially for younger students and even more so for those students for whom self-regulation does not come naturally. This is reflected in the following comments, *"Are these kids ready developmentally and emotionally for self directed learning, small few are"*, and, *"My child is not a self regulated learner – she needs to be – but she needs more explicit support to learn these skills"*, as well as, *"Self-regulated learners do not simply occur - a student's success in achieving something is based on first being introduced to it by teacher modelling then experimenting in a comfortable environment. Sadly, students appear to have been thrown into this experiment without first receiving the guidance needed. I have heard & read about the struggles of many younger students."*

- **Inconsistency in implementation:** Parents raised concerns that the type, timing and amount of work given to students was inconsistent. Many parents provided examples of vastly different types and amount of work set across the different subject areas within a year group. Furthermore, there is a lack of clarity about how Flipped Monday learning work links to learning throughout the rest of the week. Also, there was disappointment that some elements of the Flipped Monday package have not been delivered. These include Year 12 students not having time to complete major works and major projects, and students across other year groups not accessing passion projects.

A comparison of 'School vs Home' comments

- Regarding **engagement**, parents of students learning from home (Years 10-12) found Flipped Learning Mondays beneficial for their children as they managed their time and worked independently. Parents of students attending school on Flipped Mondays (Years 7-12) reported their child feeling disengaged and lacking motivation due to working in a large hall with little stimulation or engagement.
- With regards to **environment,** parents of students learning from home (Years 10-12) found Flipped Learning Mondays allowed their children the flexibility to manage their time and work independently in the home environment away from the structured school environment. In comparison, parents of students attending school on Flipped Mondays reported their child feeling disengaged as a result of them sitting in a large hall (Years 7 to 9) with very little stimulation or engagement from anyone. Further to this, parents indicated their children missed socializing and felt isolated, as they were often required to sit in silence and were unable to speak and talk with classmates.

Summary Statement

Parents at Chevalier College have expressed a range of opinions regarding the school's new flipped learning program. Some are pleased with its impact on their children, highlighting benefits such as improved self-regulated learning skills, better time management, and increased flexibility and independence; however, a far greater number of parents raised concerns regarding the learning environment, student engagement during flipped sessions, the rollout and implementation of the program itself, and suitability of the flipped learning program for younger students. In this area, parents indicated that younger students, especially those in Year 7 and Year 8, struggled with the lack of structure and support at school and found it challenging to stay engaged. In contrast, parents of older students, such as those in Year 10, 11 and 12, and most notably those who completed flipped learning at home, felt they were better able to manage their learning independently.

Parents are encouraging the College Leadership Team to consider the need for adjustments to the program, especially with regards to the learning environment for larger centres, and more explicit teaching of skills

such as organization and time management, especially for younger students and for those students for whom these skills do not come naturally.

Analysis of Interview Data

The Action Research Team conducted interviews with individual students across 5 Mondays in Term 2 as part of their research observations. Staff selected students across all grades and in different periods throughout the day and invited them to interview. Student comments in those interviews aligned with the trends seen in both the quantitative and qualitative survey data.

Positive outcomes

Task completion and time management:

- Interviewed students were often positive about their time management and task completion. For example, in answer to the question, "What skills are helping you manage learning on Mondays?", students commented:
  - *"Time management - using my time effectively. Not spending too much time on one subject."* Year 10, Period 2.
  - In answer to, "What worked well for you today?", others commented, they *"used time evenly"* and *"Staying on top of everything and moving through as needed."* Year 7, Period 5 and Year 12, Period 6.

Self-regulation:

- Students interviewed towards the end of the Term overwhelmingly commented that they felt they had improved their capacity to manage themselves on Flipped Mondays. They identified that their ability to organise themselves and prioritize relevant tasks improved across the term. For example, in answer to the question, "Do you think you are getting better at managing yourself on Mondays?",
  - *"Yeah, I think so. I've seen an improvement in how I schedule my day and I'm used to the structure now."* – Year 12, Period 6
  - *"Yes, when we first started, I didn't do half the work. I got direction from teachers and now I can get my work done."* – Year 11, Period 4

Flexibility:

- Many students interviewed took the opportunity to access flipped learning tasks across the weekend. For example, students commented:
  - *"I do this if I know I've got an assessment coming up or I want to get stuff done, so I access it over the weekend and then I've got time to focus on that other work on the Monday."* – Year 12, Period 6

o *"It can be nice to get stuff done on the weekend. Gives me time for study and assessments in last periods. I've probably done this twice since Flipped Mondays started."* – Year 10, Period 1

Areas for further development

Learning environment

- Some of the students interviewed indicated that the opportunity for collaboration or interaction with peers would assist their learning. Question: What other support would you like to help you manage your learning?
  - *"A little less strict on how quiet the flipped learning environment needs to be… after a while it gets too much…"* Year 9, Period 1
  - *"Being able to talk to peers/partners without teachers pointing to the "Be silent this is Flipped Learning" sign."* Year 7, Period 5
- A significant minority *also* mentioned that the environment provided them with the opportunity to concentrate fully and complete their work. For example, in answer to the question, "What worked well for you today?", students commented:

  - *"We get to listen to music. This allows me to cut off and not talk to anyone. If we didn't have music, most of the kids would be talking all the time. That way, I'm not distracted."* Year 11, Period 4
  - *"Pretty focussed - pretty surprising. Working in silence has helped me focus."* – Year 10, Period 5

Workload/Tasks

- A majority of students interviewed commented that the flipped learning tasks were not always linked to their learning later in the week. This indicates there may be room for improvement in the tasks set, explanation of their purpose and contextualisation for students. Question: Are your Monday tasks linked to classroom activities later in the week?
  - *"They are - not all but majority."* Year 10, Period 5
  - *"No, some are completely different. Some are just check-ins that it's completed."* Year 7, Period 5
  - *"Most of the time", "Pretty regularly"* – Year 8, Period 3

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Focus Group Analysis Summary

Focus Groups conducted 25 July 2024

1. **Staff group**

Broader Assessment:

A positive initiative:
- Flipped learning has benefit for all students
- A process of learning and discovery that is still experimental; finding our feet with implementation to learn what works
- Still some issues about bridging the gap between what was expected to happen vs what is happening re: shape of the day and the type of work being completed for both students and staff
- Staff co-planning works well when it happens as it should vs busy work, staff meetings or catch-up time; consistency is required across faculties
- Tiring and challenging work, but work worth doing
- College support and direction is strong

Specific comments:

Improved processes and learning design:
- Processes have been adapted and refined to tidy things up and make things more efficient (e.g. stand and stretch time); most things on Mondays are now working well and require tweaking to improve them further although still significant logistical challenges, especially for diverse learners
- Significant shift from setting busy work to setting the week up well; staff are becoming more adept at setting surface level work that sets up the deeper work for the week ahead, especially after the McDowell professional learning, and are eager for more professional learning around surface, deep and transfer learning, as well as exemplars of successful co-planning
- Still work to do to differentiate the learning design by age and stage; it is also timely to address the rationale and language of flipped learning more with students; they are ready for it

Challenges to be addressed with the student and staff experience:
- The Flipped Monday at school experience for Year 10 students in smaller groups in the Library is much better (especially for work completion) than for younger students in study hall conditions who find it harder to get into the work
- The students don't like the credential: too wordy, struggling with the language, can't see the relevance. Needs to be refined and seen from the students' perspective, perhaps as an introductory course that culminates in a test at the end of Year 9 when it becomes more relevant to the possibility of working from home
- Still teething problems with senior students accessing practical subject spaces to do major works/projects
- Are lessons 5 and 6 as effective as 1 and 2, and 3 and 4 on a Monday? Are there other ways to structure the day? Singles and doubles?
- Setting up flipped learning takes longer at this stage and the change from a 3:00 pm to a 6:00 pm deadline on a Friday is appreciated
- Professional development time after school on Mondays should be moved to a different day of the week
- Avoid unflipping days
- Should students be doing the unpacking and setting up? WHS?
- Would it help to investigate incorporating extracurricular further into the timetable?
- Can we adjust the surveys to go beyond the mechanics of self-regulation to allow for more broad and open-ended questions?

2. Student Group

Broader Assessment:

Grudging acceptance (on the whole) of the value of flipped learning:

- Recognise the point: build skills of working by yourself at your own pace without a teacher; you can work without distractions on Mondays while losing unscheduled interruptions to Tuesdays - Fridays
- Doing your own work is essential – it's the idea of self-accountability; you're setting yourself up for failure if you don't do the work
- It's a good idea that gives you time to work on surface learning
- It's a good idea; I get Monday work done on Sundays, then I can use Mondays to work on assessments
- It's a good idea but teachers are still getting a gauge on how to make this work, how much work to set and what type of work to set
- It's a good idea but I want to be able to ask teachers, who know the answers, questions whenever I want
- It's a good idea and has good outcomes but I just don't like it and would prefer conventional learning

Specific comments:

Improved processes and learning design:

- Monday work can be really effective in setting up the week especially when "stricter" teachers follow through; teachers need to learn how to set the right amount and the right type of Monday work better
- We need to know that the work has a purpose, relevance and how it will help; teachers need to explain the link between the Monday work and the Tuesday-Friday work, then discuss the Monday work in class
- I've completed the credential and can stay at home and plan my time and don't have to travel, although I can come in if I want to

Challenges to be addressed with the student experience:

- Self-accountability differs from person to person; the school needs to think about how to manage the people who want to be there and the people who don't want to be there
- Just sitting there for two hours is boring; we need more time to move around and perhaps go for a short walk
- Flipped learning makes it difficult to be motivated and engaged with content when there are mixed signals between teachers
- I find it hard to ask for help when teachers don't know the work and it's hard to ask for help in a silent room of a hundred people
- More collaboration between students?
- I want more contact with my teachers because it helps relieve the stress
- It's good to have a credential for flipped learning but is there a better way of doing it?
- I can't see the point of the credential; it's particularly pointless if you're like that already
- I don't have the credential because I didn't pass it but I stay home anyway and do my own work
- It would be good to spend three periods a day on a Monday as a year group including Wellbeing and SIM
- Wellbeing is fine; SIM is a little bit more interesting
- At the end of the day, you can't please everybody

3. Parent Group

Broader assessment:

Good idea which we support in theory but frustrated by the execution:
- We're big supporters and want it to work; we have been sold something that's not yet there
- We take the point of self-directed learning and learning to work through it as part of a journey of adolescence and increased agency but isn't there a better way of doing it? Has there been enough induction?
- A mixed story to date
- Disappointed where flipped learning is at; a good idea that reflects a changed workplace but hasn't lived up to the expectations of consolidation of previous work and preparation for next work – more like other homework instead?
- My kid would probably keep flipped learning as it allows them to run their own day and do their own tasks which don't look like flipped learning; mentally has left school already so it suits them and allows them to do 4-5 hours of work a day after a late start
- Kids are siding with the politics going on in the school and taking sides
- Feels fragmented and experimental; has polarised students and parents, especially in the conversations around the bbq and advocacy work still needs to be done
- My child feels like "don't boilerplate me with worksheets in a room"

Specific comments:

Improved processes and learning design:
- More options and greater differentiation are needed; still working out the right amount of work
- Students get through the work and move on to assessment pretty quickly and punch it out
- Inconsistencies in instruction and process which kids hate
- 8 x 15 minute tasks are disconnected from the learning program and not tied in as described
- Flipped learning vs flexible learning
- My child in Year 12 really feels the lack of a lesson; given free periods rather than flipped learning
- Have students been sufficiently upskilled and coached through the credentialing process? Work that is designed for home can't be done there in that space and context and in a manner that is fit for purpose
- Are tasks sufficiently differentiated?

Challenges to be addressed with the student experience:
- Smaller groups with more breaks?
- My child working from home works really well but my child who is working from school is not enjoying it and wants to talk with their friends
- My child finds flipped learning boring, won't say why, but it's probably a collaborative thing and wants the capacity to ask questions
- My child in Year 9 is disappointed to be in a big room where they are shushed
- Very repetitive and makes them feel like they're pushed to the side
- My children are at school because their father wants them to be at school; one senior is indifferent but the other two hate the exam-like conditions although the amount of work is about right now
- The credential was painful but we got there
- Credential process was onerous but valuable
- Still interruptions on a Monday despite being promised that there would not be

Chevalier College
FORTES IN FIDE | STRONG IN FAITH

Draft Future-Facing Chev Standards

Education today must prepare students for a future in a rapidly changing world and the current system is falling short. To prepare our students to flourish in this world and beyond, we provide a broad, flexible and contemporary educational experience, underpinned by a 'Spirituality of the Heart' with Knowledge, Capabilities & Self-Development at its core.
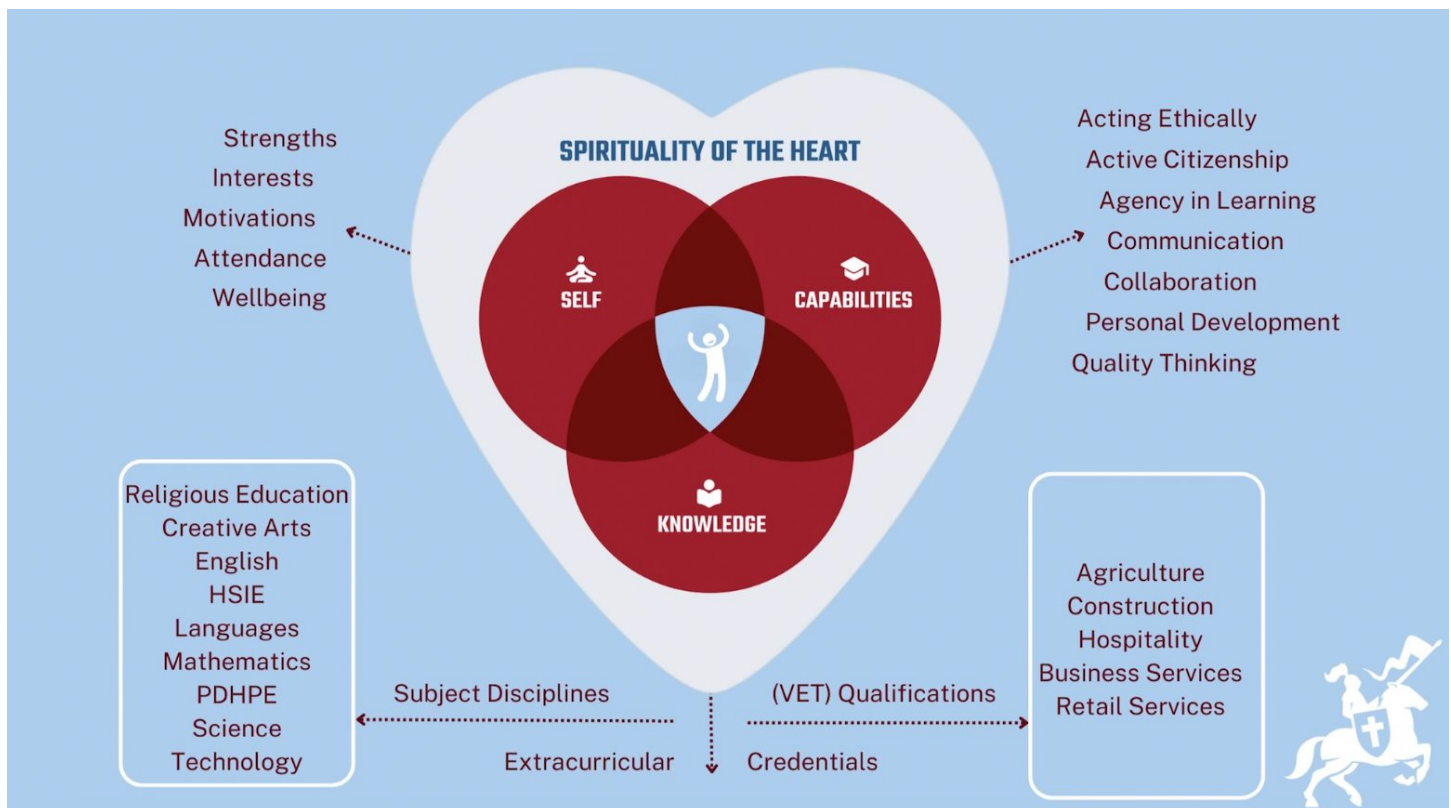
Knowledge

Students develop deeper connections with their learning through the core curriculum of Religious Education, Creative Arts, English, HSIE, Maths, PE, Science & Technology, students strive to:

- Engage in their learning
- Pursue educational excellence
- Explore their potential
- Apply learning to real-world contexts.

Capabilities

Students develop their complex competencies, including Learner Agency, Critical Thinking, and Collaboration through a blended structure of face to face and flipped learning that challenges them to best use their time without distraction and where students learn to:

- Organise themselves
- Monitor and complete their own work
- Stay focused and self-disciplined
- Evaluate their learning.

Self-Development

Students develop their self-awareness through a range of elective subjects, positive psychology and wellbeing courses, and passion project and through this they can better know who they are, what they can do and what problems they want to solve. Students develop a fundamental sense when they

- Activate their motivations
- Develop a sense of purpose
- Discover their strengths and interests
- Commit to what's important to them.

Spirituality of the Heart

Our philosophy of education can be summed up in the phrase: 'The Heart of Education is the Education of the Heart'. This means that everything we do at Chevalier College, in the academic and in the extracurricular life of the College, is about enhancing and developing all the unique gifts, talents and personalities of the young people in our care.

Inspired by the understanding that "The Heart of Education is the Education of the Heart" and through the formation of a faith in all that is good, our students are provided with the language and relationships to nurture and foster a sense of what it truly means to live by the following MSC values

- Kindness and understanding
- Compassion
- Forgiveness

- Humility
- Sense of humour
- Hospitality

The enduring MSC ethos underpins everything we do at Chevalier College; it is who we are. At the core of this ethos is the human heart of Jesus. Our students and staff are part of a spiritual family and are invited to reflect upon the ethos and vision of the MSC to live their lives. Families of all religious traditions and those who do not identify with a religious tradition are welcome at Chevalier College.

Flipped Learning Monday Timetable: Years 7 – 9

TIME	YEAR 7	YEAR 8	YEAR 9
8:50 - 9:00	Set Up - Attendance Check in		
9:00 - 9:55	3 classes x RE & 4 x Flipped	4 classes x SIM & 4 x Wellbeing	VET Construction x 1 VET Food and Beverage x 1 Flipped (preparation and consolidation) x 4 classes
9:55 - 10:50	4 classes x RE & 3 x Flipped	4 classes x Wellbeing & 4 x SIM	
10:50 - 11:20	Break 1		
11:20 - 11:25	Travel		
11:25 - 12:15	3 x SIM & 4 x Wellbeing	Flipped Learning in JFC	3 classes x Flipped & 3 x RE
12:15 - 1:05	4 classes x SIM & 4 x Wellbeing	Flipped Learning in JFC	3 classes x RE & 3 x Flipped
1:05 - 1:35	Break 2		
1:35 - 1:40	Travel		
1:40 - 2:30	Flipped Learning in JFC	4 classes x Flipped & 4 x RE	VET Comm. Cookery x 1 2 classes x Flipped 4 classes x Elective
2:30 - 3:25	Flipped Learning in JFC	4 classes x RE & 4 x Flipped	
3:25 - 3:25	Depart – Travel to Buses		

Flipped Learning Monday Timetable: Years 10 – 12

TIME	YEAR 10	YEAR 11	YEAR 12
8:50 – 9:00	Set Up - Attendance Check in		
9:00 – 9:55	Flipped Learning (preparation & consolidation)	Line 1 & Line 2 Classes (preparation & consolidation)	Line 1 & Line 2 (preparation & consolidation)
9:55 – 10:50			
10:50 – 11:20	Break 1		
11:20 – 11:25	Travel		
11:25 – 12:15	Flipped Learning (preparation & consolidation)	Line 3 & Line 4 Classes (preparation & consolidation)	Line 3 & Line 4 Classes (preparation & consolidation)
12:15 – 1:05			
1:05 – 1:35	Break 2		
1:35 – 1:40	Travel		
1:40 – 2:30	Assessment Tasks and Assignments	Line 5 & Line 6 Classes (preparation & consolidation)	Line 5 & Line 6 Classes (preparation & consolidation)
2:30 – 3:25			
3:25 – 3:25	Conclusion to the Day		

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Chevalier College's Response

to the

Best Use of Time Insights Report

by Dr Phil Cummins

September 2024

Chevalier College's Response to the Best Use of Time Insights Report by Dr Phil Cummins

September 2024

Following a comprehensive review of the *Chevalier College Best Use of Time Action Research and Stakeholder Insights Report August 2024* produced by Dr Phil Cummins from Circle Education, the Chevalier College Board has officially concluded the trial phase of the 'Best Use of Time, Flipped Monday' initiative. After thoughtful consideration, the Board endorses its integration as a permanent feature of Chevalier College's 'Future Facing' educational strategy.

The 'Best Use of Time, Flipped Monday' initiative forms an essential part of our Future Facing education model, designed to equip students with the skills and mindset required for success in an evolving world. The Board recognises that the full impact of this initiative will take time to materialise, and the College Leadership Team is committed to continuous improvement and refinement to maximize its potential.

The College's response to the recommendations provided by Dr Cummins has been formulated by a dedicated Action Research Team, made up of Chevalier staff Xiomara Biasotti, Kylie Gillespie, Louise Glase, John Hargreaves, Jo Kirby, Greg Miller, Adrian Williams and Simone Wilson. Accompanying the Action Research Team has also been Jess Kinsella (Action Research Assistant) and Dr Phil Cummins, Action Research Lead. Additionally, the College Leadership Team, comprising Sandy Abbey, Kelly Clunn, Rebecca Graham, Jo Kirby, Natalie LaGarde and Greg Miller, has endorsed several strategic actions in response to the report's findings.

Key Actions and Proposals

The College response by the Leadership Team was framed in response to the 6 Insights Report recommendations. It has also been guided by the Action Research Team, whose suggested actions and plans in response to the Insights Report are informed by the themes and patterns which emerged from the surveys, interviews and observations completed by staff, students and parents. The themes and patterns which emerged from the action research are found in the 8 appendices accompanying the Insights Report.

1. **One aligned and integrated induction program:**

   - A unified and integrated induction program for Year 7 students, including capabilities assessments, will be implemented in 2025. This will be led by a Special Projects Coordinator and overseen by the Assistant Principal – New Ambitions and Innovation.

- In addition, specific attention will be placed on aspects of goal setting, time management, organisation and problem solving for Years 7-9. Such an approach will allow for the introduction of the current self-regulation credential to be maintained for Years 10-12. Consideration could be given to Recognised Prior Learning (RPL) arrangements for Year 11 students in Term 4 upon successful completion of all Preliminary HSC Courses.

2. **Student engagement and motivation:**

   o **Venue Considerations**: Large venue concerns will be addressed, ensuring that spaces are 'softened'. The venue for larger space flipped learning for Years 7, 8 and 9 has already been changed from McGrath Hall to the lighter and brighter John Fahey Centre. Continued consideration will be given to matters such as heating and cooling, furniture layout, attendance procedures, music, headphones, teacher assistance, turn and talk, and options for break-out areas.
   o **Purpose:** Students spoke of their need to collaborate during Flipped Learning time. However, when further pressed, they were looking for opportunities to talk with friends. We need to continually remind students that the purpose of flipped learning is to individually complete surface-level learning in a quiet and efficient manner.
   o **Weekly Alignment:** Refining and improving the link between Monday learning and Tuesday-Friday lessons will continue to be a focus of the work for teachers.

3. **Acceleration of Future Facing Learning Model:**

   o **Continued roll out:** The College Leadership Team will continue to roll out Future Facing learning by:
     - Progressing HSC Preliminary VET courses in Year 9 to become HSC courses in Year 10.
     - Progressing HSC Preliminary Design and Technology to be the HSC course in Year 11, 2025.
     - Introduced Compressed Studies of Religion 1 unit in 2025.
     - Combining two separate Year 7-10 courses of SIM (Strengths, Interests and Motivations) and Wellbeing, to become one course, known as 'SIM+'.
     - Further exploring how time can be found for students in some year groups to engage in passion projects and interest electives within the constraints of the timetable.
   o **Maintain minimal 'disruptions':** to face-to-face teaching and learning with excursions to occur on a Monday, whole school events on a Friday and swapping Day 5/10 to Monday, and timetabling College Assemblies/House Meetings.
   o **Ongoing Student Feedback:** Survey relevant students about their experience of new courses such as SIM, Wellbeing, early commencement of HSC and Year 9 short courses.

4. **Staged Student Introduction to Flipped Learning:**

   o **Self-Regulation Programs:** An increased focus on self-regulation will be embedded into the Years 7-9 course work. The current flipped learning time for junior students may possibly be reduced from 150 minutes to 100 minutes, to better meet the developmental needs of younger students, while maintaining the existing structure for Years 10-12.

5. **Teacher Professional Development and Collaboration:**

   o **Co-Planning Time:** Teachers will continue to engage in co-planning sessions, which will be scheduled for Tuesday to Friday in 2025, not Mondays as is currently the case, to enhance their collaboration on emerging instructional practices in line with Michael McDowell's surface, deep, and transfer learning model.
   o **Explicit and shared approach to teaching and learning:** Teachers will continue to engage with professional learning which allows students to see the link between flipped learning set on Mondays and learning which takes place later in the week.

6. **Ongoing Research and Development:**

   o A Steering Committee, including representatives from staff, students and parents, will be established to oversee the continued development and implementation of the Flipped Monday initiative.
   o The College will maintain research approaches to support the continued refinement of Future Facing education including the roll out of Flipped Monday.
   o The College will maintain its partnership with University of Melbourne's New Metrics program to increase teacher capacity to assess capabilities required for a changing world.
   o The College will continue its early work with Microsoft to further align knowledge, capabilities and student self-development to enable a learner profile (see graphic below) for each student, which clearly shows how they are unique, and is accessible to parents.
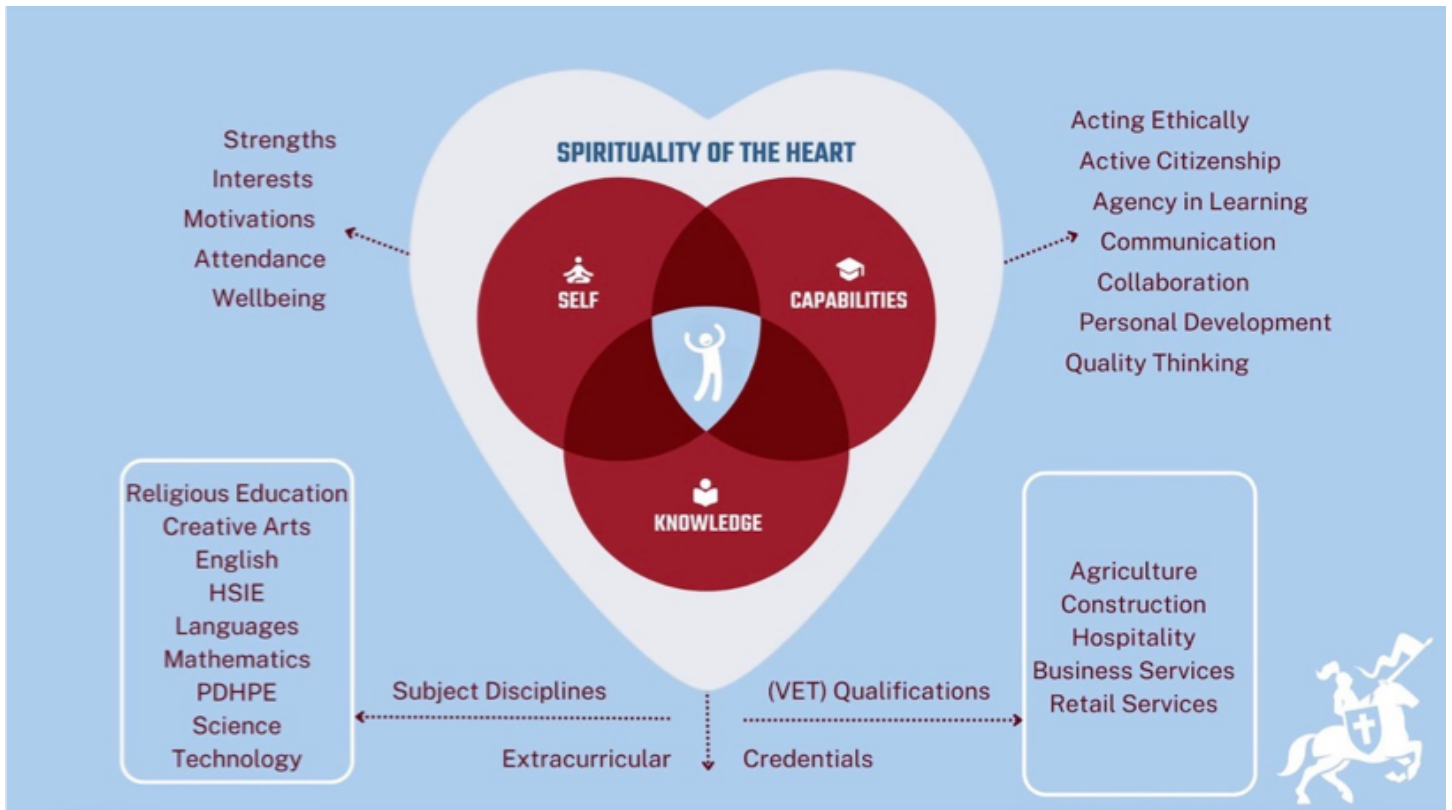
Conclusion:

The integration of Future Facing initiatives, including the 'Best Use of Time, Flipped Monday' program, represents a vital step in preparing our students for the challenges and opportunities of this rapidly changing world. By fostering innovation in academic development, pastoral care, spiritual formation and extra-curricular experiences, Chevalier College continues to live out its philosophy: **The Heart of Education is the Education of the Heart.** This guiding principle remains at the core of all we do, ensuring that our students are empowered to develop their unique gifts and know they are deeply loved by God.

Greg Miller
Principal