# MAP4U Murdoch University
## The BIG PICTURE ACADEMIES Project

## RESEARCH BRIEF No. 3
## Frameworks for Analysis of the Case Studies

### Introduction

As outlined in Research Brief 1, Ethnographic case studies are to be developed for each of the five schools in the Rockingham/Mandurah region. They will document the steps and the experience of the implementation of a Big Picture academy (or the integration of the BPE design) in a school. To develop these case studies members of the research team will spend a few days in schools twice this year and in 2015. They will interview selected students, parents, staff, mentors and relevant school leaders involved in the Big Picture academy or program. This information will be supplemented by observations and samples of student, teacher and leader work associated with the daily activities of the Big Picture academy or program.

This will provide us with a substantial picture of how the BPE academies are progressing. We will gain insight into the early phases of implementation and a stronger understanding of what helps, hinders and works. We need some different frameworks to look at; ones that help us sift, sort and understand how Big Picture academies work in schools. We describe three of these frameworks below. All three can be used to guide development as much as they can be used to explore progress and understand action. As such, we thought you might find them useful in guiding your work. They will help the research team better notice, describe and understand what is happening in your school and further explain the outcomes.
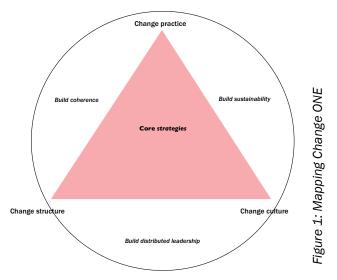
### Framework ONE[1]: School Change Framework

Undertaking a change of design for schooling is not just a matter of changing practices in the classroom. It involves changing practices in the school. Some of these practices are not possible if the school structures aren't altered to enable the change. Change is not sustainable without a culture in the school to support, encourage and critique the attempts to make changes to practice.

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1. Marzolf, E.A. with Lambert, B.B., (2005) *Reading the Water: Coaching School Through their Improvement Efforts*, Small Schools Project, Seattle. p, 10.

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## School Change Framework



Figure 1: Mapping Change ONE

**Change practice**

Build coherence

Build sustainability

**Core strategies**

Change structure

Change culture

Build distributed leadership

The framework illustrated here is similar to a number of 'whole school change' frameworks that have evolved over the past 30 years, particularly in middle years schooling and high school generally[2].

One small example: for internships to be part of the practice of the academy/school requires a structure (timetable) that allows students to be out of the school for up to two days per week. Further, the structure has to enable the advisory teacher to make regular visits to the internship placements to meet with student and mentor.

Change is messy and complex. It takes time, particularly when the changes relate to 'a way of working' rather than just a technique. This framework reminds us of the importance of finding coherence, seeking sustainability and building leadership within and through the school. There are many ways of doing this and they don't happen just because we try to attend to them.

We can seek to identify what is changing for each of the key elements of practice, structure and culture. We can explore the relationships in and between these elements. We can do that for each advisory, for each academy and for each school. We can notice how the work in an academy is influencing, or not, work in other parts of the school. We can notice how these things move and flow over time from planning to transition to implementation and finally to integration – or not.

## Framework 2[3]: Student learning at the heart and taking account of external forces
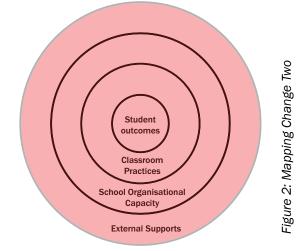
Another way 'in' to the data puts student learning at the heart or our work and moves from student, to classroom, to school, and to the external supports (or forces). This framework for school was developed by Newmann and Wehlage. It later formed the basis of an influential Australian study – the Queensland School Restructuring Longitudinal Study[4] that formed key planks of the New Basics Project[5] in Queensland and Quality Teaching[6] in NSW and the ACT school systems.

This model contends that the core activities of the school – including curriculum, instruction, assessment, timetabling, teacher development, leadership development, employment of staff, and engagement with parents – all have student learning as the aim. The authors showed that students learn more when they are involved in the construction of knowledge and engage with disciplined inquiry and where student work has value beyond the school.

As with the previous framework, this model requires pedagogy and organisational capacity to be not only aligned to the student learning vision in mind but also in action. The first frame focuses on these.

Context is crucial in any change process. We need to pay attention to it. 'External Supports' in this frame includes: family, local community, education systems, and government policy (local, state and federal). We are interested in the extent to which these expectations, forces, supports and constraints are helping implement and develop the work in the school. We are interested in what is helping or not helping and why.

## Key Factors for school restructuring



Figure 2: Mapping Change Two

**Student outcomes**

**Classroom Practices**

**School Organisational Capacity**

**External Supports**

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2   For example, see also Harradine, J. (1996) *What research tells us about school reform*, National Schools Network Newsletter, 2 (2), pp. 4-5, Connell, R and White, V (1989) *Child poverty and educational action*, in Edgar, D et al (Eds) Child Poverty, Sydney, Allen and Unwin and Smyth, J et al (2003) *Tackling Leaving at its Source: a case of reform in the middle years of schooling*. British Journal of Sociology of Education, Vol. 24, No 2. 2003

3   Newmann, F.M and Wehlage, G.G (1995) *Successful School Restructuring A report to the Public and Educators*. Center on Organization and Restructuring of Schools, Wisconsin Center for Education Research.

4   Queensland School Reform Longitudinal Sutdy (2001) *The Queensland school reform longitudinal study final report* (QSRLS). Education Queensland, Brisbane.

5   Education Queensland (2000) *New Basics Project*. Technical Paper. Education Queensland.

6   Ladwig, J et al (2003) *Quality teaching in NSW public schools*. NSW Department of Education and Training.

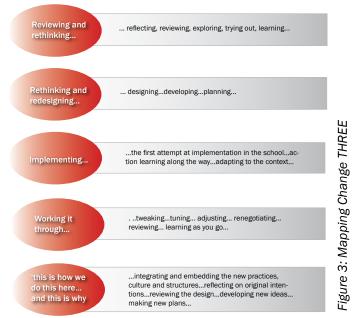## Framework 3[7]: A Long Term View of Development

Michael Fullan[8] once wrote: 'Change is a journey not a blueprint. Change is non-linear, dynamic and loaded with uncertainty and excitement, sometimes travelling through unexpected places'. It may seem ironic that the third frame – see below – appears to assume that change is rational, linear and predictable. On closer inspection you can see that:

- the design - and its interpretation - are not assumed or defined from the start.
- trying out ideas starts early even before everything is sorted in theory.
- action learning and reflective practice are assumed in every step. Learning from our actions assumes that things change along the way too.
- each new development and each new iteration of action learning can influence the next steps and the next stage – the what, the why, the how.
- different aspects of your work may be at different stages of development.
- different parts of the school may be at different stages of development.
- different elements of the above frameworks may be at different stages of development.

But the framework can help the designer, the planner and the leader map out what might be needed to get through one stage into the next. The framework can help the researchers make sense of what has happened, where things are up to and what has and hasn't helped get to the stage of development.

### A long term view of change



*Figure 3: Mapping Change THREE*

## So what are we looking for?

We set out to notice. We do this by describing what we see rather than judging what we see. We then start to look for patterns, connections, changes and differences. We look to see what evidence we have to support our conclusions.

*For each case:*

- Does it flow over time?
- Does it have fidelity with the BPE Design?
- What is changing?
- What is emerging?
- Is there innovation and development of the BPE design?
- What are we learning? (about teacher change, school change, academy change, school leadership, and student learning.)

*Across cases:*
- Are there patterns?
- Are there differences?
- What are we learning? (about teacher change, school change, academy change, school leadership, and student learning.)

And our big question for this part of the research project is:

### *How do school communities effectively implement a BPE academy or BPE orientation within an established school?*

## The Research Team

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7  This framework previously outlined in ANSN (2007) R*eviewing, Rethinking, and Redesigning School*, Australian National Schools Network.
   It is informed by the following work:
   Fullan, M. (1982). *The meaning of educational change*. New York: Teachers College Press.
   Fullan, M., & Stiegelbauer, S. (1991). *The new meaning of educational change*. 2nd ed. New York: Teachers College Press.
   Harvey, G *A Developmental Model for Change*, Social Ecology Associates NSW & The Australian National Schools Network.
   Hogan, J (2001) *Finding a way through...*, Redgum Consulting Pty Ltd.
   Hogan, J., Norris, L., Norris, N. and Norris, N. (2000). *The LOTE Planning Framework*: *in NALSAS*, Using the LOTE Planning Framework, Canberra: DETYA.
   Norris, N and Goddard, D (2005) *The Strategic Action Framework*, Collaborative Systemic Change Pty Ltd.
8  Fullan, M (1993) *Change Forces* London The Falmer Press.