SCHEDULE 3: LEARNING AND KNOWLEDGE ENVIRONMENT

Schedule Leaders - Tess Lea (CDU) and Ken Davies (DEET)

1. Governance Structure

Sub-schedule 3.1: Language and Literacies
   3.1.1: National Accelerated Literacy Program (NALP)
   NTG Manager: Debra Liddiard-Taruminggi, Manager Accelerated Literacy, DEET
   CDU Manager: Catherine Halkon, School for Social and Policy Research, CDU
   Collaborators: Participating schools; Professor Bill Louden (UWA) and Professor Judith Rivalland (ECU)

   3.1.2: ArtStories – ArtsKnow NT Libraries
   NTG Manager: Cate Richmond, Assistant Director Library and Knowledge Centre, LGH&S
   CDU Manager: Anja Tait, CDU
   Collaborators: NT Library, Numbulwar community, Yilila

Sub-schedule 3.2: Enhancing Quality Teaching Capability and Leadership Capability
   NTG Manager: Claire Kilgariff, Director, Strategic Services, People and Learning, DEET
   CDU Manager: Alison Elliott, School of Education, CDU
   Collaborators: Wendy Brady CDU, Anja Tait CDU, Robyn Hauser DEET, BIITE representative (TBC)

Sub-schedule 3.3: Improving VET delivery in the NT
   NTG Manager: Kim Jenkinson, General Manager, Employment Initiatives, DEET
   CDU Manager: Aaron Devine, Director Vocational Training and Education, CDU
   Collaborators: Wendi Masters DEET, Ruth Wallace CDU

Sub-schedule 3.4: Harnessing ICT for education & the knowledge economy
   NTG Manager: Gregory Moo, Chief Information Officer
   CDU Managers: Michael Christie, Associate Professor School of Education, CDU
   Collaborators: John Greatorex CDU, Paul Fitzsimons CDU, Richard Waring CDU, Jenny Buckworth DEET, LGH&S/DCIS representatives (TBC)
Sub-schedule 3.5: Early childhood development, school readiness and early years

NTG Manager: Robyn Benbow, Manager, Early Years Teaching, DEET
CDU Manager: Georgie Nutton MSHR
Collaborators: Tess Lea CDU, Gary Robinson CDU, Sue Kruske CDU, Alison Elliott CDU, Lesley Barclay CDU, Anja Tait CDU, Jonathan Carapetis MSHR, Ken Davies DEET, Jenny Cleary DHCS, Cate Richmond LGH&S

Sub-schedule 3.6: Future visioning and catalysing

NTG Manager: Ken Davies, DCE Education Services, DEET
CDU Manager: Tess Lea, Director, School of Social Policy & Research
Collaborators: Charles Webb CDU, Don Zoellner CDU, Debbie Efthymiades DEET, Andy Street DEET, Wendi Masters DEET, Alan Merritt ANU

Potential future projects:
- Workplace knowledge, learning and planning
- Education leadership
- Best Practice in Bilingual Education
- Higher Education development

The Schedule Leaders will be responsible for the overall performance of the schedule, in particular:

- Ensure all project outcomes deliver value to CDU and NTG
- Facilitate the progress of projects in the Schedule and seek advice on project issues that contribute to the performance of the schedule and sub-schedule activities
- Maintain dialogue on specific projects and associated management issues with the sub-schedule managers as required to ensure delivery of value to the partners and the Partnership
- Stay abreast of the changing national and international environment in education, education management and education governance
- Seek independent input from outside the Partnership to help vision the future of the Learning environment
- Consider proposed changes to the direction or focus of projects, identifying gaps or refining activities for best effect in consultation with sub-schedule managers and their respective working parties.

The sub-schedule managers will:

- Act as the primary contact point for the Schedule Leaders to engage with the project
- Meet with Schedule Leaders as a Schedule Steering Group
- For specific projects, provide the Schedule Leaders with Annual Reports in accordance with the reporting requirements of the Partnership Agreement
- Provide the Schedule Leaders with regular Project Reports that present progress, risks and issues impacting on the project; activities undertaken in the past year and activities intended for the coming year; cash flows; and in-kind support form all parties, including third parties where applicable
- Provide specialist advice upon request to the schedule leaders, including in relation to links with other schedules
- Provide material for the Partnership newsletter as requested by the Schedule Leaders
- Organise working groups as required for the successful development of their sub-schedule project, which may include other members of the existing schedule or draw on additional / third party inputs and resources.

The Administrative support will:

- Provide services as required by the Schedule Leaders
- Be the first point of contact for all sub-schedule managers regarding Schedule issues
- Coordinate follow up required on behalf of Schedule Leaders and sub-schedule managers
2. **Context and issues**

The benefits of learning across the lifespan range from increased personal and professional satisfaction, better chances for improved health and quality of life, to increased economic productivity, levels of civic engagement and community prosperity. Over the past several years, education leaders and policymakers have come to understand that the Northern Territory needs to dramatically improve the (formal) education levels of all sectors of the population if we are to remain competitive with changing labour market demands, address skill shortages in identified areas and build on the contributions of all members of our community. This requires targeted work in early childhood, middle school (for adolescents) and adult learning contexts. At the same time, more work needs to be done to ensure that as people move into their working years, or are attracted to the Northern Territory as a place to live and work, that opportunities to upgrade and expand skills and knowledge are available.

While a substantial proportion of the population are able to enjoy quality schooling and adult learning opportunities, many gaps persist, particularly for Indigenous learners and those from poor educational backgrounds.

This schedule focuses on strengthening the Northern Territory’s Learning and Knowledge Environment across all relevant stages: early childhood; formal schooling; and post school training and higher education (lifelong learning). It focuses in particular on ensuring that students (children/adults) coming into contact with (formal) learning and training opportunities have the academic proficiencies and learning skills to draw the most from those opportunities. To this end, the emphasis is on school readiness; generating evidentiary techniques for improving formal schooling outcomes for disadvantaged or compromised learners; and ensuring quality pathways. The need to ensure training and adult education, access to appropriate adult learning environments and service delivery is responsive and future oriented is an identified activity area for the schedule. Nonetheless, it is not expected that the schedule will manage training packages developed between the university and government for specific subject matters, unless the development of such packages is designed to test new approaches for scaffolding adult literacy in employer sponsored training schemes. (NB Specific training packages may be itemised under separate schedules, including Schedule One: Economic Development).

CDU and NTG will contribute to collaborative problem solving that is required to improve:

- Understanding of the nature of the links between health and education (particularly literacy attainment) among NT population groups
- The number of children who are born healthy and grow up able and ready to learn, through greater focus on early childhood development and learning from the prenatal period through to the school years
- The acquisition of literacy and numeracy skills in child, youth and adult learning contexts
- The capacity of employers to respond to the additional learning needs of employees and trainees
- The pre-service preparation and ability of educators to guarantee all students graduate from formal instruction with transportable and contemporary skills and an ability to engage with lifelong learning opportunities
- Shortfalls in skilled practitioners across key subject and age-grade areas within the education workforce

**Issues to be addressed by the Schedule Leaders in implementing the schedule:**

- Assessment of the status of legacy projects and determining the fit of new projects, based on agreement amongst Schedule Steering Group members on which needs and opportunities are of the highest priority and thus need to be pursued first; and breakdown of more ambitious sub-schedules into achievable steps, ensuring a good match between government and university priorities in the context of what is achievable with existing resources
- What can realistically be expected concerning adequate additional resources and where these can be obtained, looking beyond the NT’s borders and opportunities within government to (i) support implementation of the sub-schedule projects and (ii) maximise resources attracted to and benefits accruing from involvement in the schedule, locally, nationally and overseas; working collaboratively to pursue opportunities of mutual benefit
- Ensuring that the schedule projects deliver benefits for rural and regional, Indigenous and non-Indigenous residents of the NT
- Ensuring that clear approval and consultation processes inform the development and delivery of schedule projects under the governance framework.
3. **Shared strategic priorities**

The shared strategic priorities are the challenges that underpin the NT learning environment.

**Challenge 1**  The development of mechanisms for assuring consistent supply of a high quality teaching workforce across all delivery sites in the Northern Territory

**Challenge 2**  The delivery of quality teaching that increases student attendance, completion and achievement rates

**Challenge 3**  Pathways between sectors to align with NT workforce needs, Indigenous and other NT population aspirations and skills development opportunities

**Challenge 4**  Development of capacity for joint health and education research and sustainability around Indigenous knowledge practices

**Challenge 5**  Explore joint opportunities to improve the number of Indigenous Territorians studying education for teaching qualifications and research practice

**Challenge 6**  Recruitment of skilled staff to the Territory to lead educational research and education management developments

**Challenge 7**  Pursue ideas for joint staffing, research and courses that meet the needs of both partners and that lever revenue for joint priorities

**Challenge 8**  Ensure direction setting in the Northern Territory is informed by developments and trends on the national and international stage

4. **Goals**

**a. To be accomplished over next 12 months:**

- Incorporation of legacy projects into new schedule.
- Establish and embed the Schedule governance framework
- Review project goals and deliverables against the Learning and Knowledge Environment Schedule
- Priority projects for the first year have commenced
- Explore joint appointments and staff sharing/exchanges to increase the evidence-generating capabilities and learning exchange of staff within education practice, policy and research environments
- Validation that the project outcomes are oriented toward making a difference to the NT learning environment and knowledge base:
  - New schedule activities are introduced which target
    - Early childhood development and learning
    - Adult literacy
    - ICT enabled learning delivery in selected homeland centres
    - Establishment of joint health and education research capabilities
    - Education workforce recruitment, retention and capacity issues
    - Potential future projects arising out of sub-schedule 3.6 Future visioning and catalysing

**b. To be accomplished over the next three years:**

- Maintenance of projects against schedule challenges to be determined by Schedule Leaders taking into account changes to the environment over the coming 12 months
- Active knowledge transfer between the education policy environment, schools, trainers, industry and University research, policy, education services and the appropriate sectors, including through the establishment of regular policy roundtables
- Establishment of scientifically sound research agenda for meeting challenges identified above, together with resourcing and development of matching human research, training and policy capacity
• Build on targeted data collection and analysis designed to inform the current teacher education workforce needs
• Develop performance measures for training and adult education purchaser and provider services, including examination of more appropriate investment areas for training dollars across different aspects of the Learning and Knowledge Environment spectrum (such as early childhood services).

c. To be accomplished over the next five years:
• Delivery of evidence-based programs that address the NT Learning and Knowledge Environment challenges
• A range of service improvements are operating with improved evaluations and data informing continuous improvement and reflection
• Use the outputs from future visioning & project development activity to align the direction of the schedule with established future knowledge needs and partner infrastructure and resource needs

5. Strategies

Sub-schedule 3.1: Language and Literacies

3.1.1 National Accelerated Literacy Program (NALP)
Proposed projects:
• 2007 - 2008 - as for previous agreement in order to meet current contractual arrangements
• Secure future funding for NALP 2009 - onwards
• 2008-2010 Research
  o Accelerated Literacy R&D projects, eg: Early Years; Adult Education initiatives
  o broader policy implications in health & education policy: AL learnings re workforce development & lifelong learning; (strategic higher education pathways for Indigenous adults; literacy and education systems reform); developing data informed literacy learning policy and practice
  o AL methodology - refining the methodology, refining student assessment, tools and data analysis; [teacher education; higher education]
  o ICT/IDL-enhanced PD delivery
  o NALP pre-service and post-graduate teacher education
• 2011- 2012 Research
  o Literacy foundations for Indigenous learners - AL’s extended role in foundational (Early Years) reading, writing and oracy development
  o AL methodology - refining contexts; data informed policies for wider applicability; further exploration and refinement of methodology.
  o Adapting NALP methodology to non-fiction genres for school and adult learners. Developing NALP materials appropriate to non-fiction genres

3.1.2: ArtStories
Externally funded CDU research initiative in five urban, rural and remote school communities 2006-08.
Existing Projects:
• Promoting literacy outcomes
  o ArtSchools: mentoring teaching staff in the pedagogy of arts-based teaching and learning for literacy and wellbeing outcomes
  o Ngalaligi: working in partnership with the language revitalisation program at Numbulwar CEC, developing teaching resources to support Indigenous languages and culture outcomes
• Research
  o Trialing StudioCode software for visual data analysis and reporting
  o Trialing the Outcomes Engineering Toolbox (OET) for narrative data analysis and reporting outcomes
  o Refining the ArtStories approach: partnership building for learning and wellbeing through arts participation and education.
Proposed project:

  - Secure external funding for a major partnership with NT Library for arts-based family literacy initiatives in remote Indigenous communities
  - Design, deliver and evaluate arts-based family literacy initiatives in remote Indigenous communities
  - Provide professional learning opportunities for remote Indigenous community library staff and community members to build their capacity to deliver arts-based literacy learning in their communities

**Sub-schedule 3.2: Enhancing Quality Teaching and Leadership Capability**

Integrated accredited professional learning to address needs of Middle Schooling, ICT competency and other target areas:

Proposed projects:

- Development of Masters in Teaching and Learning with multiple exit points
- Development of standards of professional practice and professional learning for paraprofessionals - Assistant teachers (AT) and Indigenous Education Workers (IEWs)
- Partnership arrangements for pre-service teacher education - engaging teachers in upgrading and recognition of qualifications articulating into the Masters in Teaching and Learning through participation in the Teaching Schools.
- Generate partnerships to support current professional learning opportunities that promote quality teaching and build capacity for leadership in arts-based professional practices for education, health and wellbeing.

**Sub-schedule 3.3: Improving VET delivery in the NT**

Proposed projects:

- Cost of VET, including effective use of physical infrastructure and specifically the cost of Indigenous training [planned research]
- Jobs Plan 3
- Develop learning pathways with articulation across high level qualifications in all industry fields
- Industry-specific workforce development strategies as part of Jobs Plan 3
- Workforce development of VET staff - CDU and NTG VET staff specifically and the VET sector generally.

**Sub-schedule 3.4: Harnessing ICT for education & the knowledge economy**

Current projects:

- Clever Networks Satellite Broadband for very remote communities
- Internetworking communities

Proposed projects:

- Research into long term demographic projections for school enrolments in planning for future education delivery needs (CDU).

**Sub-schedule 3.5: Early childhood development, school readiness and early years**

Proposed projects:

- Ensuring strong beginnings – effective models of professional development delivery and quality practice in the early years [proposed research]
- 2007: ‘Scoping the area of early childhood development and education for Indigenous children 0-8 years.’
  - Consolidate research alliances between CDU, MSHR to develop a research network including key stakeholders across government, service providers, researchers and consumer representatives
  - Round table forum with national experts and key stakeholders to learn from other populations about research or policy successes and failures, and in particular, to highlight the most important research questions to be addressed in an Australian Indigenous context
Conduct an evidence-based review of literature pertaining to early childhood and school readiness programs, with a focus on programs/models that serve Indigenous and analogous populations.

Conduct consultations with consumers, Aboriginal and mainstream service providers, local policy makers to map current initiatives in the territory to deliver early childhood services to Indigenous populations.

- 2008-2009: ‘Early Childhood Research Program’ initiated - evaluation of an early childhood development and/or education intervention in a possible range of childcare settings (e.g. home, playgroups, health clinic, mobile preschools) to test its short-term impact on health status (e.g. clinic presentations, hospitalisations, nutritional status, ear disease, anaemia), development (as assessed in standardised developmental scales) and other measures of cognitive functioning.


- 2009-2012: ‘Transition to School Readiness Program’ initiated - evaluation of interventions predominantly based around quality instruction in the early years of schooling (age 5-8 years), identifying children who are not yet school-ready for more intensive reading and writing instruction, promotion of school and family connectedness. May include evaluation of bicultural/bilingual instruction.

Sub-schedule 3.6: Future visioning and catalysing

Six monthly forums considering inter/national agendas eg COAG agenda, national curriculum, exploring opportunities and risks, with the flexibility to forecast and act on identified priorities not taken up elsewhere.

6. Key performance indicators

KPIs will be measured at an individual sub-schedule and project level. Overall KPIs for the schedule include:

- Mutually beneficial relationships are embedded in a range of processes between NTG, through DEET and CDU.

- Student achievement rates are comparable with other Australian jurisdictions.

- CDU graduates are work ready.

  a. Demonstrated significant improvements against recruitment and retention of high quality education service delivery workforce.

  b. A range of highly respected courses and learning opportunities are available from VET through to professional doctorate and PhD by research levels that attract talent to education and training policy, research and practice arenas in the Northern Territory.