ROOFTOP SOCIAL

Evaluation of the EAL/D Education Leaders initiative

Appendices to the Final Report

May 2022

Prepared for NSW Department of Education

Prepared by Dr Duncan Rintoul and Murray Campbell

RS233

Contact: duncan@rooftopsocial.com or 0438 382 197

Contents

Appendix A: Additional stories of impact

As seen in Appendix D, Leaders were asked to describe the impact they have seen across the schools in their network / local area, then select one of these stories that they feel represents the 'most significant impact'.

Seven of these stories have been included in the body of this report. These were the stories that that the Leaders selected as best illustrating the key insights about effective practice. (See Appendix F for the agenda of the workshop where this process was undertaken).

The other stories are collated here, providing additional rich data about the impact of the strategy and the factors that have enabled this.

A1 Story Set 1: Using the EAL/D School Evaluation Framework to make an impact

A methodology for alterations and renovations

Schools in my network have very high numbers of EAL/D learners. There's also a high turnover in teaching staff, and schools have a high number of early career teachers who have little or no experience in supporting students who are learning English. …

In collaboration with the school executive, we looked at the EAL/D School Evaluation Framework as a starting point. In doing this, the executive were given a chance to reflect on the existing EAL/D program and consider areas needing improvement.

Through this process, we highlighted quite a few different areas that we could work on. The senior executive aligned elements of their SIP to the areas identified in the EAL/D School Evaluation Framework to guide our planning.

The school's EAL/D allocation is shared among multiple teachers, most of whom aren't EAL/D trained and have limited experience with supporting EAL/D learners. We focused on upskilling their pedagogical practice as well as clarifying their roles and responsibilities so that they could engage with their students in a logical and strategic manner.

From there we moved into developing consistent teacher judgment and assessment of EAL/D students across the whole school, which reinforced a sense of shared accountability. Teachers received professional learning on the EAL/D learning progressions and then used them to assess students. This allowed the teachers to identify their students' needs and strategies to support their language acquisition, allowing for more effective planning and programming.

Shifting thinking through quality dialogue

I have been working with a range of primary schools. Some of the leadership and EAL/D teams are relatively inexperienced and have an elementary but growing level of understanding about EAL/D students.

By using the EAL/D School Evaluation Framework and EAL/D learning progression we have been able to identify where the schools are at and their learning needs.

I ran a number of professional learning activities with some schools, both at a local and network level. Initially the professional learning focused on the EAL/D progressions and how to meet student needs and differentiate between LBOTE and EAL/D. By building trust and credibility this has led to additional requests for support.

For example, by working with the EAL/D team at the schools I was able to support a shift in the pedagogical practice from being one of withdrawing small numbers of students, to one of co-teaching and co-design.

Some of the schools identified themselves as being at a fundamental level but are keen to progress themselves so that they can more effectively support their students and engage with their broader community. The quality and nature of the professional dialogue has grown rapidly within the schools and my role has evolved from being a coach to that of a mentor.

A2   Story Set 2: The impact of having a 'champion'

From small beginnings to significant change

By engaging strategically with a senior member of staff, I was able to drive significant change within a large and complex school. The transition began with awareness raising through a professional learning presentation to the entire staff. The focus was on supporting staff to identify EAL/D students in their class, stage or small group.

I provided staff with some basic strategies to support those students with their learning. Over time staff have moved from being unaware of who their EAL/D students are to being actively engaged 'teachers as learners'. They create collaborative programs that include contingent scaffolding that is designed-in.

From these small beginnings, my work with the executive, the EAL/D team and the teaching staff has impacted on all aspects of the school:

- teachers are engaged with identification of their EAL/D learners
- the school is now actively engaged with the community including those with refugee backgrounds and families with limited English language skills
- the EAL/D team is viewed as a valued resource that other teachers go to for support
- after working collaboratively with teams on the use of the EAL/D progressions, they are now embedded in teacher programs and assessments.

Shoulder to shoulder, showing them how

My network has a limited number of EAL/D students, so I've had to work strategically with schools to show them how – by strategically supporting their EAL/D students – they can impact significantly on their learning outcomes while supporting the school in meeting its literacy and numeracy targets.

After presenting at a refugee network meeting, I was asked by one of the principals to work with her and her EAL/D teacher in identifying and supporting their EAL/D students. They were both new to the school and there was limited knowledge of their EAL/D students; they were keen to understand how they could cater more effectively for their needs.

By working beside the school principal I have been able to support the school to undertake a refugee audit, used the EAL/D School Evaluation Framework to identify where the school is at, and then used the EAL/D learning progression to start mapping their students at a whole-staff development day.

I have introduced the school to a number of key support services, such as STARTTS and our local multicultural council, which they now regularly engage with. The principal and EAL/D teacher have been undertaking professional learning to increase their understanding of refugee trauma and how schools can support this. The principal regularly feeds back to her staff what she has learnt in staff meetings.

From these small beginnings, the changes here have been significant with a growing number of staff familiar with and aware of the needs of their EAL/D learners. This is beginning to impact on planning, programming and pedagogy.

Urgent need and low-hanging fruit

Following up from a presentation at a principal network meeting, one of the principals identified that her school had a growing number of EAL/D students, a limited awareness of the specific needs of these students and a relatively inexperienced teaching staff.

In working with the principal and her EAL/D teachers we used the EAL/D School Evaluation Framework, collaboratively assessed the current state in the school and then identified how the areas for most urgent need could be addressed within the structure of the School Improvement Plan. We backward mapped a strategic intervention and targeted the low-hanging fruit.

By working closely with the EAL/D teacher we have developed a range of resources that are enabling the staff to both identify and plan for the needs of the EAL/D students in their school. The EAL/D resources in the school have been used strategically to develop a plan for EAL/D intervention and support which will be sustainable.

The EAL/D supervisor had limited knowledge of EAL/D pedagogy. By growing their capacity and knowledge I have been able to grow the capacity of EAL/D support within the school.

A3   Story Set 3: Making an impact in the classroom

Buy in from the bottom up

I was struggling to get buy-in among the secondary schools in my network. There is a Primary EAL/D Network and I was trying to get a secondary one started, but there seemed to be little enthusiasm for it.

Then I set up a Stage 6 EAL/D Network. There were a number of requests from the EAL/D teachers for resources in this area. The enthusiasm for the Stage 6 network is very high. Staff are engaged, they attend the meetings regularly and they are sharing their current practice and focused on growing their skills and knowledge.

The Stage 6 network has been a great success and has given me an "in" into the secondary schools in the network. They are very keen to access the resources and are starting to apply the strategies learnt for their Stage 6 classes with others in the school.

The breadth of the impact is narrow but deep, and the impact on Stage 6 EAL/D pedagogy is significant. I now see secondary teachers planning and programming for EAL/D students and sharing those programs and practices with their colleagues.

Sharing is caring

The schools in my network have already done a great deal of work around EAL/D pedagogy. I've ensured that I have acknowledged the great work that they have done, and then worked particularly with the EAL/D teams to refine this work and upskill staff when needed.

For the less experienced schools I have provided strategic and persistent support. The EAL/D learning progression, as well as EAL/D reporting requirements, provided me with the opportunity to help schools in identifying students and supporting staff in planning and programming for them.

The EAL/D teams have been able to identify that the work undertaken has built their skills and confidence and that the classroom teachers now have an EAL/D lens to their work.

The support has seen the schools embrace the work and continue to work with me and their EAL/D teams to refine practice. Staff are reflecting on their current practice and planning for the next steps.

The success of the support has been evidenced in the schools being confident in championing the skills and knowledge of the EAL/D students and showcasing these to their communities.

Through well-chosen words, we are all learning

I've focused on developing collective efficacy using action research… [using] Timperley's Spiral of Inquiry to frame and design the process. This approach has assisted in mapping impact and engaging staff in the action research process. The executive team has also been able to identify the links between the project and the school's Strategic Improvement Plan.

One local high school has embarked on an action research project which strategically supports vocabulary intervention and gives teachers explicit strategies to engage EAL/D and refugee students. This project is supported by a local academic who has worked with me in co-delivering targeted whole school professional learning. This whole school approach to vocabulary has impacted on all staff, leading to programming, planning and shaping pedagogy through an EAL/D lens within the school.

The outcomes from this work are very exciting. The Teaching and Learning faculty has developed a vocab resource toolkit for the whole school to use, and both effective EAL/D practices and vocabulary strategies are evident in learning and teaching programs. This has impacted on the work of the EAL/D specialist, Learning Support and subject teachers, with collaborative planning/programming and a greater focus on team-teaching.

Students' work samples show improved oral, reading and writing outcomes. Lesson videos illustrate improved oral interactions between students and their teachers, showing increased use of academic language in both groups. A few teachers have interviewed students to gain insight to what worked well, including 'even better ifs'. SLSOs are now more able to help students engage with their work and teachers are more confident in understanding their role and the impact of their work. We are now seeing improved oral, reading and writing outcomes for not just the EAL/D students, but for most, which is key to all that we do.

Tracking for change in literacy

This year I've been working with a high school in mapping students against the Literacy Progressions[1] and using the EAL/D pedagogical lens to assist staff in mapping, tracking and supporting these students.

We first looked at the EAL/D descriptors and where the students fell on the EAL/D learning progressions. By then engaging with the teachers we were able to look at what the current teaching practices are and adjust them in accordance with where the student is at, and where we want them to be.

I was able to share with the teachers some explicit EAL/D strategies that they could use to support these students in moving along the Literacy Progressions.

This has been a sustainable and successful way of working. Staff now have a much deeper understanding of where their students are at and how to use the EAL/D learning progressions *and* the Literacy Progressions to map their progress, and how to apply specific pedagogical practices in the classroom so that the students can progress.

Delivering a package of strategic support

The development of an Operational Directorate approach to supporting EAL/D practice has had a significant impact on the work of a number of schools across my sphere of influence.

As EAL/D leaders we identified a common need across our OD to support staff with identifying EAL/D students and embedding EAL/D strategies into teaching and learning programs. We are currently developing a professional learning package where teachers will be provided with knowledge and resources

---

[1] The National Literacy Learning Progressions, developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on collaboration with the NSW Department of Education.

– including a template – and strategic support about EAL/D teaching strategies so they can go back into their school and model best practice.

Additionally, as a smaller EAL/D Education Leader team with representatives from various ODs, we have identified several key actions which are going to have the greatest impact on student outcomes. This narrowed focus came out of a clarifying canvas approach where we sought to identify what are the actions that are going to have the greatest impact on student outcomes over the next 15 weeks. These core actions include programming for EAL/D students, professional learning for EAL/D supervisors, targeted EAL/D data analysis and presentations for DELs and principals.

A4   Story Set 4: The impact of investing in EAL/D teachers

Teamwork makes the dream work: a voice at the table

The most significant impact from my work has been developing the skills and capacities of the EAL/D team in the base school.

It is quite a large and diverse team, with most of the staff working part time. Additionally the level of experience within the EAL/D team is quite varied, with the majority having little or no formal training in the area.

By creating a team and providing them with additional skills and knowledge, I have seen them being a far more active and effective team within the school. This has raised the profile of the EAL/D teacher in the school and promoted increased collaboration between class teachers and EAL/D teachers to support the needs of EAL/D students.

Trust is a must

When taking on the EAL/D Education Leader role I did so as a known leader within the network. I was able to harness that experience and work collaboratively with leadership teams within several schools to formalise procedures and systems to support EAL/D learners and monitor English language proficiency over time.

By focusing on growing the capacity of the leadership teams who had responsibilities for delivering EAL/D education in the schools, I was looking to formalise the procedures for EAL/D data collection and build knowledge of the EAL/D learning progressions by all school staff.

In collaboration with these leaders I have supported the schools in implementing data tracking systems and mapping students against the EAL/D learning progressions across the school. The schools are at various points and by working with the schools at their point of need I am seeing a shift in teacher capacity to accurately report on all EAL/D students' English language proficiency and support needs.

However, I wish to emphasise that it takes time to establish connections and build relational trust and my impact was built upon a foundation of mutual trust and collaboration with school leaders and EAL/D teams.

Connected and confident

In [my Operational Directorate], the network approach of support for EAL/D teachers has had a significant impact on enhancing the understanding of EAL/D pedagogy and facilitating relationships with a variety of stakeholders.

The focus of this network approach is to develop a community of practice that will be sustained beyond our leadership.

In the short term, the approach has provided an avenue for discussion and building a shared understanding of EAL/D pedagogy across the OD. This has taken on different forms, including catering to over 70 EAL/D

teachers with our fortnightly check-in sessions, and facilitating professional learning for EAL/D and classroom teachers, as well as school executive.

Many EAL/D teachers are operating in isolation. Our approach has provided them with a sense of connection, built their confidence in EAL/D pedagogy and encouraged recognition of EAL/D specialist expertise within the schools.

Scaffolding for an active and purposeful role

Many of the EAL/D teachers in the network are new to the teaching service and most are new to working as an EAL/D teacher. Due to their beginning level of experience, I have predominantly played a coach/mentor role – there's a great need for this.

We've established an EAL/D Connect network that meets regularly. This has helped me develop a community of practice where I am operating as an Instructional Leader and supporting the EAL/D teachers on their journey.

I've been deliberate in building leadership capacity and collaboration within the group by ensuring a model of distributive leadership is in place. Currently the teachers are still quite dependent on me to provide the leadership for the network, but as they grow their skills and confidence they're taking a more active role in leading professional learning and sharing quality practice. I now have three local teachers on the coordinating team.

Individually I have worked with teachers by supporting them in the development of school resources, inducting them into the role of an EAL/D teacher and linking them up with other EAL/D teachers…

As a result of my role, these EAL/D teachers now have an induction plan to follow. They have resources. They have someone to talk to about programming and reporting. They are now playing a far more active and purposeful role in their schools and are leading the identification of, and support for, the EAL/D students in their school.

There is definitely an air of excitement and gratitude expressed by teachers in the network (and beyond). It's an honour to support them.

A5   Story Set 5: Making connections that have an impact

Everybody's business

To have impact we need to have trust, and building trust takes time. With persistent support and pressure I have been able to support a large and complex school in refining its support of EAL/D students and their families. Initially I worked with the EAL/D teacher to use the EAL/D School Evaluation Framework and show them how to map where their school practice is at. We then worked with the executive to undertake the same process. The school executive identified the current practice and mapped out 'where to next'.

In working together we identified that the school had very rudimentary data collection and capture processes. This was impacting on its capacity to meet EA:/D reporting requirements. Staff needed support with using the EAL/D learning progressions and I worked with the teachers to help them identify where their students are at. SLSO professional learning was another area of significant need. Consequently, staff can now identify that the oral language capacity of their students is not often matched by their written skills. The SLSO professional learning was so successful that there are now plans for a network wide program.

The senior executive are now engaged with the breadth of EAL/D requirements. They now have strategies to support them working with families from a refugee or EAL/D background. The work has had a whole school impact and the DEL was shown how the work the school is doing to support EAL/D students will

directly impact on the school's literacy and numeracy targets. Through working with the principal and then the SASS staff and business manager we implemented effective front office processes for supporting the identification and support of EAL/D and refugee students. The data stored on ERN is comprehensive and accurate and the school is now being funded appropriately. The school has sound management strategies in place to track and support those students and is well positioned to comply with system requirements.

Opening the school gate for parents

I am working in a regional area where I have already established strong relationships. This enabled me to establish contacts with a number of schools quickly and I was able to begin working on building the capacity of a number of leadership teams around the EAL/D learning progressions and the EAL/D School Evaluation Framework.

The schools that I have worked with the most have identified two areas of need: communicating with parents as well as tracking students against the EAL/D progressions. In collaboration with the schools I led a systems evaluation to assess what type of tracking and monitoring is occurring and then worked with the leadership teams to ensure that the processes are fit for purpose.

I supported the local schools to use external agencies to facilitate their work with parents. This has enhanced interagency school collaboration and one example of the success of this approach is the development of a project called the FIRST 2000 DAYS in supporting Kindergarten transition. Historically EAL/D families were not connecting with the school prior to starting kindergarten and this was compromising the capacity of the schools to provide an effective transition for their children. Through the support of the local agencies a number of meetings and information sessions were held that culminated in a consultation day which saw a broad range and number of families attend. This has meant that schools have deeper contact with EAL/D families and a more effective transition planning for EAL/D students.

Pivoting to meet the challenges of 2021

I am working at a school that operates across three campuses, in mapping and tracking EAL/D information and supporting them in aligning that information with the school's Strategic Improvement Plan. I worked with the senior executive, explaining the EAL/D progressions and showing how broad they are and that it is difficult to discern change in the short term.

The school is now recording their information against the phases in the progression. They are also undertaking some professional learning on the use of the ESL Scales so they can get some more granular data on student growth, which they will be able to use support their work with their literacy and numeracy targets. The school also surveyed classroom teachers to identify broad need and we milestoned a professional learning plan to grow their capacity to do this work.

Just as this work was taking shape, the events in Afghanistan impacted significantly on our local community. The school has a significant Afghan population and naturally these events created a great deal of anxiety in the local community. I was able to harness the support from local community groups (and develop) an integrated approach across a number of schools across the network. The DEL has shared some resources around the current situation and the education community sent out a statement of support to the local community.

Suddenly COVID and the Afghan crisis combined and the school identified that they needed to do a significant amount of work in the wellbeing area, so we developed an action research plan around wellbeing. The school has mapped their response to both the COVID and Afghan crisis, and how their intervention will support EAL/D students whilst learning from home and how they then transition back to face-to-face teaching in term 4.

A reputation for expert advice

I work in a large and diverse operational directorate across several principal networks. In order to have an impact on schools I have had to work flexibly with other service providers. I have been fortunate enough to be able to work in collaboration with other District Office personnel who have been able to identify schools that needed my services. Many of these schools have small EAL/D enrolments and little or no experience in identifying and supporting EAL/D students.

Over time I have developed a reputation for providing timely and accurate advice on EAL/D issues. This has meant that I am now seen as an important and reliable resource. Consequently, through word of mouth I have been able to gain access to a growing number of schools.

I initially operated in a coaching and mentoring role, supporting schools in meeting their fundamental reporting requirements. However, by providing strategic and timely advice I have been able to gain access to the schools and begin to support a change in their practice.

This has started with looking at the EAL/D learning progressions and the EAL/D School Evaluation Framework. There are a few common areas where they have tended to identify significant need: in identifying who their EAL/D and LBOTE students are; where they sit on the EAL/D learning progressions; and how to ensure that, if they are a high school, those students are meeting the HSC minimum standards.

Wraparound support

Working closely with refugee services and advocates, I have led the ongoing development and operation of the local refugee schools support network STARTTS Cluster. The Cluster is an example of a school interagency and community partnership which is focused on supporting successful settlement and engagement in school of learners with refugee experiences.

Through the broad connections that the membership of the Cluster have, we are working with a range of families and students, to identify needs and locate wrap around services through the safety and trust of the student's school connections.

The outcomes from the operation of the Cluster are many and varied, ranging from simply establishing closer and more informed relationships between schools and families, to structured professional learning and targeted transition activities. Some of the more significant outcomes have been the strengthening of refugee counselling services, the ongoing development of the Cluster of schools as a resource within itself, and growing the engagement with parents and community.

Schools identified the goal of increased connection and involvement with parents and community as an element of their SIPs. The teachers in the Cluster are independent facilitators and resources within the network and their schools. They are known and referred to as credible advocates, acknowledged as experts who can support and co-design practices which respond to the learning and wellbeing needs of the learners and families.

The EAL/D advocate

Historically there has been a lack of awareness of who the EAL/D students are in our network and consequently the support for these students has been *ad hoc*. With my role being in the network, staff now have someone to go to, someone who can champion their role and provide timely and strategic advice.

This has seen me play a far more active role across the network in providing professional learning in EAL/D education. Previously there was little or no engagement in this area by these schools. Now they are interested in building their understanding, and they've invited me in to provide structured advice, training and support. This has seen me reach a broader range of teachers and leaders and is impacting on more students in different learning environments.

Appendix B: Supplementary findings

The topics covered in Appendix B are in addition to those presented in the main report. They are referenced in the main reported, but presented in this Appendix due to their internal focus.

B1   Term in review reporting

EAL/D Education Leaders shared mixed views on the 'term in review' reporting. Half said they had found it 'very valuable', but the other half felt its value was more limited or moderate (Figure B1).

Figure B1: In your role as EAL/D Education Leader (n=26), how valuable have you found the term in review reporting tool?
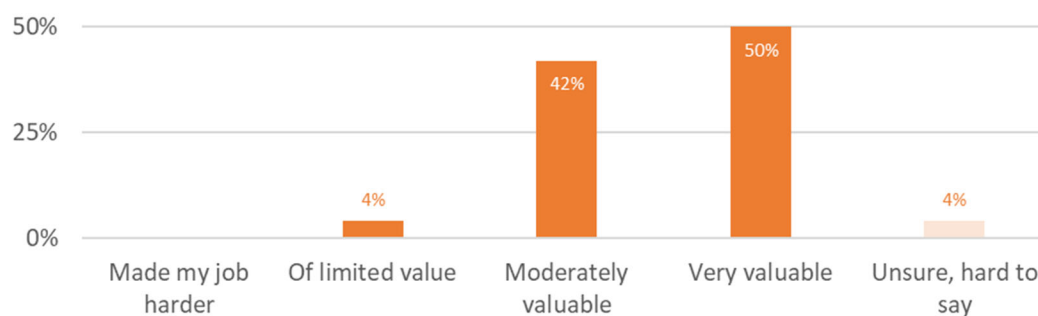
One limiting factor raised by Leaders is the structure of the pro-forma, and whether it adequately covers the scope of their role. Some have found that their work did not neatly fit within the categories available. For example, Leaders who collaborated with other Leaders across networks reported that there was not a clear place to describe or show the impact of this work. Also, with limited options for annotating the quantitative data, some Leaders were uncertain (and even nervous) about how 'depth' vs. 'breadth' would be interpreted by the coordination team.

Additionally, Leaders said it would be helpful to receive specific feedback on their reporting. Several stated that one-to-one dialogue would be helpful early in the following term, in addition to the generalised feedback that the coordination team provided based on the aggregated responses of all Leaders.

Ways forward

We recommend revisiting the template and processes for term in review reporting, ensuring that:
* Leaders are able to adequately and efficiently capture the breadth of their work
* reporting captures network-level priorities and activities, as well as individual work with schools
* the coordination team in Multicultural Education can get a 'clean read' of activity across the strategy
* the process of termly reporting is growth-oriented and allows for individualised feedback as required (this may be best established as an 'opt in' process for Leaders who desire feedback on particular issues)
* reporting supports the Performance and Development Planning (PDP) process for Leaders, providing a suitable reflection tool for base school principals.

By way of process, we recommend:
* forming a working group for this task, led by a representative of the coordination team in Multicultural Education and including a few Leaders (either hand-picked or selected through expression of interest).
* populating the revised draft with a few different worked examples that illustrate how it can be used to report on different kinds of practice by EAL/D Education Leaders
* making iterative improvements based on feedback until it becomes stable.

B2   The school planning template

The school planning template had two main purposes:

- providing Leaders with a guide about possible tools, questions and processes to use in their work with schools
- providing strategy coordinators with a means of harnessing and collecting information about the reach and impact of the strategy as a whole.

This template received mixed reviews from Leaders, somewhat more critical than the term in review reporting (Figure B2).

Figure B2: In your role as EAL/D Education Leader (n=26), how valuable have you found the planning template for you to use with schools
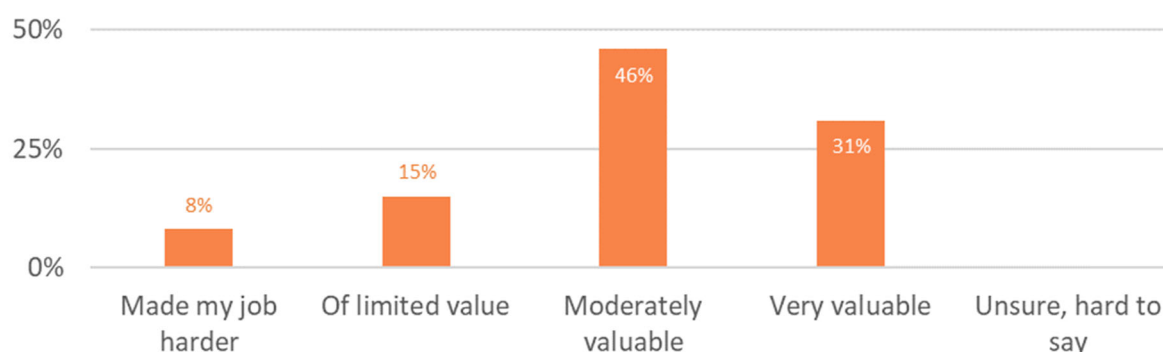
During the group interviews, some Leaders spoke of avoiding the tool or adapting it to meet their requirements more effectively. Some described developing their own planning templates or formats that they felt were better suited to their needs and those of their schools.

The main areas of concern raised by the leaders were:

- formatting issues that make it difficult to use
- a need for more explicit alignment to the Strategic Improvement Plan
- a degree of confusion about how it was to be used – some Leaders were using it as a personal diary or record of activities, rather than a continuous improvement tool that adds value to their ongoing work with schools.

Whilst they recognised the value of having a standardised planning template, Leaders generally agreed that a redesign process would be worthwhile to develop a planning tool that is more user friendly and meets the needs of both the Leaders and the coordination team in Multicultural Education. Some also suggested the development of a worked example illustrating how Leaders should use the tool, including how different models of practice and support can be reflected.

Ways forward

We recommend revisiting the school planning template, with a focus on ease of use and more explicit alignment to the language and layout of the school Strategic Improvement Plan.

A separate working group could be established for this process, led by a representative of the coordination team in Multicultural Education and including a few other Leaders. A useful starting point for this group may be to harvest and review the alternative planning tools or adaptations that Leaders have developed during 2021.

B3   Additional findings regarding stakeholder engagement

Leader engagement with DELs and base school principals

Some leaders reported receiving greater support from their DEL or base school principal than others (Figure B3). Within base schools, most Leaders report receiving at least moderate support from their principal (34%), if not strong support (50%) (Figure B3). However, operational models also vary quite widely and a few Leaders have felt limited support or interest from their principal so far.

Figure B3: How has _____ reacted or responded to the EAL/D Education Leader initiative? (Leaders; n=26)
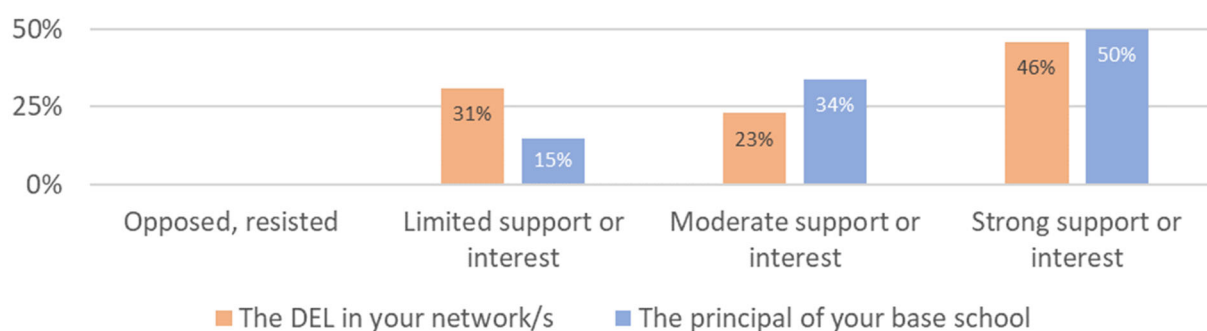
In part, operational models are driven by how the principal (and the Leader) first envisioned the way in which the role would integrate with the school executive back when the role was introduced in Term 1, 2021. As one Leader noted: '*Everyone has had different experiences in terms of their base principal. Some people are embedded into their senior exec team and others don't come to any [executive] meetings.*' One base school deputy principal noted that principals have a multitude of responsibilities and that – in their school at least – it is important for the Leader to have another senior executive as their '*go-to person, their sounding board*'.

There may well be some sampling-related bias in the responses from base school principals, where we have heard from those who are more highly engaged. However, it may also be that EAL/D leaders have higher expectations around the level of communication or engagement that they are seeking from DELs and base school principals. From a DEL's perspective in particular, a strong working relationship does not necessarily require a great deal of interaction – the *quality* of the communication is more important than its volume. Whilst 58% of DELs in our survey indicated that they have had limited interaction with the EAL/D Leader, 85% of them indicate that they have a good or excellent working relationship with the Leader.

Central communication with DELs and base school principals

Feedback from DELs and base school principals on communication with the coordination team was mixed. One in four DELs (28%) and half of the base school principals (53%) in our survey said that this communication had been no more than 'fair' (Figure B4). Some spoke of a desire for greater personal interaction with the coordination team – beyond the email correspondence.

Figure B4: Please rate the communication with the DoE Multicultural Education team about the EAL/D Education Leader strategy
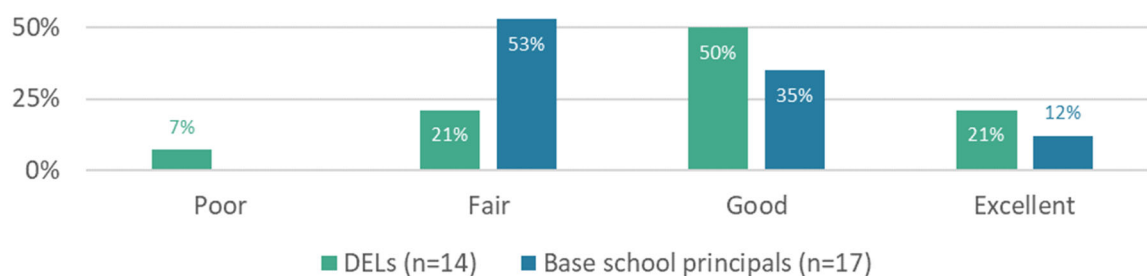
Appendix C: Questionnaire for Leader survey

Introductory invitation email

Dear EAL/D Leaders

As part of the evaluation of the EAL/D Education Leaders initiative 2021 (see one-pager attached), I would like to ask you to complete this short survey. If this link fails, copy this URL and paste it into your web browser: [link].

The survey focuses on two main topics:
- *working relationships in your network / local area*
- *team relationships, resources and support structures.*

Your responses will be anonymous and confidential. Please complete this survey no later than [due date].

Later this term, you will also have an opportunity to participate in a focus group with other Leaders. These focus groups will draw on the survey results and also ask you to describe the impact that you have seen across the schools in your network / local area – i.e. changes that have occurred as a result of this initiative. More information about that soon.

If you have any queries, please just ask.

Part A: Working relationships in your network / local area

A1   In your role as EAL/D Education Leader, how much interaction have you have had with…

	No interaction	Limited interaction	A moderate amount of interaction	A great deal of interaction
The Director, Educational Leadership (DEL) in your network/s	O	O	O	O
The principal of your base school	O	O	O	O
Other members of the executive at your base school	O	O	O	O
EAL/D specialist teachers in your base school	O	O	O	O
Other teachers in your base school	O	O	O	O
School leaders of (other) primary schools in your network / local area	O	O	O	O
School leaders of (other) secondary schools in your network / local area	O	O	O	O

A2   Overall, how have these people reacted or responded to the EAL/D Education Leader initiative?

	Opposed, resisted	Limited support or interest	Moderate support or interest	Strong support or interest
List from A1 repeated in full	O	O	O	O

Part B: Team relationships, resources and support structures

B1   In your role as EAL/D Education Leader, how much interaction have you have had with…

	No interaction	Limited interaction	A moderate amount of interaction	A great deal of interaction
Other EAL/D Education Leaders in your operational directorate	⭕	⭕	⭕	⭕
The broader team of EAL/D Education Leaders as a whole	⭕	⭕	⭕	⭕
The coordination team in Multicultural Education	⭕	⭕	⭕	⭕

B2   Overall, how well supported have you felt in your role?

	I have felt opposed, undermined	I have received limited support	I have felt moderately well supported	I have felt very well supported
List from B1 repeated in full	⭕	⭕	⭕	⭕

B3   In your role as EAL/D Education Leader, how valuable have you found the following support structures and resources?

	Made my job harder	Of limited value	Moderately valuable	Very valuable	N.a. – Didn't use / access / attend
The initial induction for EAL/D education leaders (January 2021)	⭕	⭕	⭕	⭕	⭕
The EAL/D Leaders Teams site	⭕	⭕	⭕	⭕	⭕
Meetings with the other EAL/D Education Leaders in your operational directorate	⭕	⭕	⭕	⭕	⭕
Weekly whole-team meetings with all the EAL/D Education Leaders and the coordination team in Multicultural Education	⭕	⭕	⭕	⭕	⭕
The EAL/D Evaluation Framework	⭕	⭕	⭕	⭕	⭕
The School Planning template that was developed for you to use with schools	⭕	⭕	⭕	⭕	⭕
Professional learning resources and courses that were made available for you to use with schools	⭕	⭕	⭕	⭕	⭕
The generic promotional resources for the initiative that were made available for you to use with schools	⭕	⭕	⭕	⭕	⭕
The 'term in review' reporting (by you and the other Leaders) and analysis (by the coordination team in Multicultural Education)	⭕	⭕	⭕	⭕	⭕
The EAL/D statewide staffroom	⭕	⭕	⭕	⭕	⭕

Part C: About you

C1   What operational directorate are you in?
- ○ Metro North
- ○ Metro South
- ○ Metro South and West
- ○ Regional North
- ○ Regional North and West
- ○ Regional South
- ○ Rural North
- ○ Rural South and West

C2   What is your highest level of TESOL qualification?
- ○ None / working towards
- ○ Graduate Certificate
- ○ Bachelor Degree
- ○ Higher Degree (Masters, PhD etc)

C3   Prior to taking this role as EAL/D Education Leader, have you worked in...
- ☐ A primary school
- ☐ A secondary school
- ☐ A central school
- ☐ A school for specific purposes
- ☐ An Intensive English Centre

C4   Prior to taking this role as EAL/D Education Leader, which positions have you held in the NSW public education system?
- ☐ Classroom teacher
- ☐ School executive
- ☐ Instructional leader
- ☐ Refugee Support Leader (RSL)
- ☐ Rural and Regional Teacher Mentor
- ☐ Non-school-based teacher roles in School Services or state office

End

Appendix D: Focus group discussion guide for Leaders

Part A: Impact of the EAL/D Education Leaders initiative (10-15 min per person)

What impact have you seen across the schools in your network / local area – i.e. changes that have occurred as a result of this initiative? Share as many examples as you can.

- Which of these would you say is the most significant impact?
- Why choose that one?

Note: We will write up this story of 'most significant impact' and email it to you for an edit. With your consent, we will then use it in the results workshop (Term 4) and in the evaluation report.

Part B: Working relationships in your network / local area (20-30 min total)

We would like you to reflect on four key aspects of the EAL/D Leader role:

1. Developing a strong, collaborative working relationship with your **DEL**/s
2. Developing a strong, collaborative working relationship with your **base school principal**
3. Gaining **initial interest and engagement from other schools** in your network / local area
4. **Working effectively with schools** that wanted to engage.

For each of the above, we would like you to reflect on:

- any **barriers or challenges** you faced
- any **enablers** that made this come easily for you
- any **strategies you found helpful**
- any strategies you tried but found to be **less effective**
- how you would advise an EAL/D Education Leader who is having difficulty with this aspect of the role.

Part C: Program structure, management and support (20-30 min total)

What, for you, were the **strengths** of how the program was structured and managed?

- What resources, relationships, structures or routines did you find particularly helpful? Why?

What, for you, were the **limitations** of how the program was structured and managed?

- Were there any resources, relationships, structures or routines you found unnecessary or unhelpful? Why?
- Specifically, we would like your feedback on the school planning template that was developed to support the initiative. What worked or didn't work about that, for you?
- What other support would you have valued? What else did you need?

Think now about 2022. If the initiative were to continue:

- **What would you change** about the way it is structured, managed and supported, both for the sustainability of the work and its impact?
- What are the most important things to **leave as-is**?

Appendix E: Questionnaire for stakeholder survey

Directors, Educational Leadership (DELs): n=23, invitation from Multicultural Education

Base school principals: n=27, invitation from Multicultural Education

Other school-based personnel at base schools and elsewhere who have worked with the EAL/D Education Leader during Terms 1-3. N>500, invitation from individual EAL/D leaders

Introductory invitation emails

Dear _____,

I am writing to invite your feedback on the EAL/D Education Leaders strategy. This strategy was launched at the start of 2021. An EAL/D Education Leader has been working with a number of schools in your network. An EAL/D Education Leader has been based at your school and working with a number of other schools in your local area. As part of the strategy, I have been working as an EAL/D Education Leader with your school and in other schools in the local area.

The department has commissioned an external evaluation of the strategy. This evaluation is being led by Duncan Rintoul from Rooftop Social (see one-pager attached).

As part of this evaluation, **can I please ask you to complete | I have been asked to forward you an invitation to this short survey.** It should take no longer than 10 minutes | around 10 minutes | no longer than 10 minutes to complete.

The survey asks about:

- how well the strategy was communicated and promoted
- your confidence in the support available
- your experiences of working with an EAL/D Education Leader
- (omit for DELs) the impact this work has had in your school so far
- your recommendations for the future of this initiative.

All feedback in the survey will be anonymous and confidential. Your feedback will go directly to the evaluation team who will aggregate it to evaluate the strategy as a whole, not the performance of any EAL/D Education Leader individually.

Please complete this survey no later than _____.

At the end of the survey you will be asked to indicate whether you are available for a short interview by phone or video conference, to follow up on discussion points that are raised by the survey. Registering for a follow-up call is optional but highly encouraged to make sure the evaluation captures all insights from the first year of the EAL/D Education Leaders strategy.

If you have any queries, please reply and I will get back to you ASAP. Alternatively, you will find details for the key contacts in Multicultural Education and Rooftop Social in the attached one-pager. Note: If the link above fails, try copying this URL and pasting it into your web browser: [link].

Part A: Interaction

A1 *DELs | base school principals | other school-based personnel:* How much interaction have you have had with the EAL/D Education Leader/s in your network | based in your school | working with your school?
- ○ None at all
- ○ Limited interaction
- ○ A moderate amount of interaction
- ○ A great deal of interaction

Part B: Communication

B1 *DELs | base school principals | other school-based personnel:* How clearly do you feel you understand…

	Not clear at all	Not particularly clear	Moderately clear	Very clear
The **purpose** of the EAL/D Education Leader strategy	○	○	○	○
The **range of support available** from EAL/D Education Leaders	○	○	○	○
How schools can	How schools can	How to **access** the support of an EAL/D Education Leader	○	○	○	○
*Base school principals	other school-based personnel:* **How and why** the support of an EAL/D Education Leader might be relevant to **your school context**	○	○	○	○
DELs: **Which schools in your network** could benefit from the support of an EAL/D Education Leader	○	○	○	○

B2 *DELs | base school principals:* How effective has the promotion of the EAL/D Education Leader strategy been to other schools in your network and local area?
- ○ Not effective at all
- ○ Not particularly effective
- ○ Moderately effective
- ○ Very effective
- ○ Unsure, don't recall

Part C: Confidence

C1 *DELs | base school principals | other school-based personnel:* How confident are you in…

	Not confident at all	Not particularly confident	Moderately confident	Very confident
All: The **overall quality of support** provided by the EAL/D Education Leader	○	○	○	○
*DELs	base school principals:* The capacity of the EAL/D Education Leader to **work effectively with school leaders**, in support of school improvement	○	○	○	○
*DELs	base school principals:* The capacity of the EAL/D Education Leader to **work effectively with teachers**, to build their capacity in EAL/D education	○	○	○	○

Part D: Program management and working relationships

D1 *DELs | base school principals:* Please rate the following aspects of program management:

	Poor	Fair	Good	Excellent
Communication with the DoE Multicultural Education team about the EAL/D Education Leader strategy	○	○	○	○
Communication with the EAL/D Education Leader about their progress and any support they need from you	○	○	○	○
Your working relationship with the EAL/D Education Leader	○	○	○	○

D2 *DELs | base school principals:* How would you describe the working relationship between the EAL/D Education Leader and their base school principal | the Director Educational Leadership (DEL) of your principal network?
- ○ Poor
- ○ Fair
- ○ Good
- ○ Excellent
- ○ Unsure

D3 *DELs | base school principals:* Which of the following statements BEST describes your experience of strategy management at the local level?
- ○ Local management of the strategy has required too much from me
- ○ The local management requirements of the strategy have been reasonable for me
- ○ I would have liked to be more involved in local management of the strategy
- ○ None of these / unsure

Part E: Experience and alignment

E1 *Base school principals | other school-based personnel*: Thinking about your school's approach to EAL/D education as a whole, would you say the support provided by the EAL/D Education Leader so far has been...
- ○ Of no value
- ○ Of limited value
- ○ Moderately valuable
- ○ Very valuable
- ○ Unsure / too hard to say

E2 *Base school principals | other school-based personnel* As a consequence of the EAL/D Education Leader's work with your school, have you observed change in any of the following?

	Weakened / diminished	No change	A little stronger / greater	Much stronger / greater	Unsure / not applicable
Our understanding of EAL/D pedagogy and what 'good practice' looks like	○	○	○	○	○
Our understanding of the strengths and limitations of current EAL/D pedagogy and practice in the school	○	○	○	○	○
Our motivation and resolve to place a priority on EAL/D education	○	○	○	○	○

Continued over...

	Weakened / diminished	No change	A little stronger / greater	Much stronger / greater	Unsure / not applicable
Our understanding of evidence-based strategies that can help strengthen EAL/D student outcomes	○	○	○	○	○
Our capacity to evaluate the effect of our school improvement strategies in EAL/D education	○	○	○	○	○

E3 *Base school principals | other school-based personnel*: How well supported have you felt by the EAL/D Education Leader in…

	Not well supported at all	Not particularly well supported	Moderately well supported	Very well supported	Unsure / not applicable
Choosing which aspect(s) of EAL/D education to focus on in your school	○	○	○	○	○
Choosing which goals or targets to set in your school	○	○	○	○	○
Choosing which actions to take in your school	○	○	○	○	○

E4 *Base school principals | other school-based personnel*: Which of the following statements BEST describes your experience of working with the EAL/D Education Leader?
- ○ They mostly provided us with information and answered questions we had
- ○ They empowered, supported and equipped us to lead change from within
- ○ They initiated and led change in the school
- ○ None of these / unsure

E5 *DELs | base school principals | other school-based personnel*: In your experience, how well aligned has the EAL/D Education Leaders strategy been with…

	Not well aligned at all	Not particularly well aligned	Moderately well aligned	Very well aligned	Unsure
The School Success Model	○	○	○	○	○
School obligations under the DoE Multicultural Education Policy	○	○	○	○	○
School obligations relating to EAL/D reporting to parents and carers	○	○	○	○	○
School obligations relating to the EAL/D annual survey	○	○	○	○	○

Part F: Outcomes

F1 *Base school principals* | *other school-based personnel*: As a consequence of the EAL/D Education Leader's work with your school, have you observed any change in the EAL/D practices in your school?
- ⭘ Our practices have weakened
- ⭘ No change
- ⭘ Our practices are a little stronger
- ⭘ Our practices are much stronger
- ⭘ Unsure / too hard to say

F2 *Base school principals* | *other school-based personnel*: More specifically, the following six categories are taken from the NSW DoE EAL/D School Evaluation Framework. As a consequence of the EAL/D Education Leader's work with your school, have you observed any change in...

	Weakened / diminished	No change	A little stronger / greater	Much stronger / greater	Unsure / not applicable / too hard to say
Learning culture and wellbeing of EAL/D students	⭘	⭘	⭘	⭘	⭘
EAL/D-related curriculum, assessment and reporting	⭘	⭘	⭘	⭘	⭘
Data-informed and effective EAL/D classroom practice	⭘	⭘	⭘	⭘	⭘
EAL/D-related professional standards and professional learning for teachers	⭘	⭘	⭘	⭘	⭘
EAL/D-related school planning, practices and processes	⭘	⭘	⭘	⭘	⭘
Engagement of parents and community members with a language background other than English (LBOTE)	⭘	⭘	⭘	⭘	⭘

F3 *DELs* | *base school principals* | *other school-based personnel:* Please describe the MOST SIGNIFICANT IMPACT you have observed from the strategy, in your network | in your school | in your school.

Part X: The future

X1 Would you support or oppose the continuation of the EAL/D Education Leader strategy into 2022?
- ⭘ Strongly support
- ⭘ Support
- ⭘ Neither support nor oppose
- ⭘ Oppose
- ⭘ Strongly oppose

What makes you supportive of this strategy?   What concerns do you have about this strategy?

X1 Apart from what you have already mentioned, can you think of any OTHER ways in which the design or delivery of this strategy could be improved?

- ⭕ Yes, I can think of other improvements (please specify _____)
- ⭕ No, I can't think of any other improvements

Part Y: About you

Y1 What operational directorate are you in?

- ⭕ Metro North
- ⭕ Metro South
- ⭕ Metro South and West
- ⭕ Regional North
- ⭕ Regional North and West
- ⭕ Regional South
- ⭕ Rural North
- ⭕ Rural South and West

Y2 *Base school principals* | *other school-based personnel*: Is your school…

- ⭕ A primary school
- ⭕ A secondary school
- ⭕ A central school
- ⭕ A school for specific purposes

Y3 *Other school-based personnel*: Is your role…

- ⭕ Principal / relieving principal
- ⭕ Other school executive (DP, AP, Head Teacher etc)
- ⭕ EAL/D specialist teacher
- ⭕ Teacher
- ⭕ Other (specify _____)

Part Z: Follow up interview

Z1 Does the evaluation team have your permission to contact you in Term 4, for clarification or further detail?

- ⭕ Yes, I am happy to provide further comments by phone or video conference
- ⭕ No thank you (Go to END)

Z2 Please provide your contact details

Name: _____

Email: _____

Mobile phone number (we will text before calling): _____

END

Appendix F: Sensemaking workshop agenda

Five sensemaking workshops were undertaken with Leaders in the run up to the EAL/D Education Leadership Showcase on 1 December.

Each workshop included:

- A quick walk through of the headline feedback from stakeholders (Section 3 of this report)
- Discussion of one of the feedback themes (see Figure D1)
- Discussion of a set of the 'stories of impact' (see Figure D1).

Figure E1: Structure of the sensemaking workshops

Workshop	Headline feedback from stakeholders	Deep dive – one of the themes in the feedback	Deep dive – a selected set of stories of impact
1. Monday 22 Nov 9:30-11:30	Quick walk through	Alignment of the strategy with school and system priorities and processes	Using the EAL/D School Evaluation Framework to make an impact
2. Tuesday 23 Nov 10:30-12:30	Quick walk through	Engaging DELs and base school principals	The impact of having a 'champion'
3. Thursday 25 Nov 11:00-1:00	Quick walk through	Growing the profile of the strategy and promoting it to schools	Making an impact in the classroom
4. Thursday 25 Nov 1:30-3:30	Quick walk through	Planning and reporting mechanisms within the strategy	The impact of investing in EAL/D teachers
5. Friday 26 Nov 2:00-4:00	Quick walk through	Management, governance and communication	Making connections that have an impact
1 December showcase	Quick walk through (5 min)	Report back from each group (5 x 5 min)	Report back from each group (5 x 5 min)

When reflecting on the survey results, Leaders were asked to consider

- Any surprises?
- Any questions this raises for you?
- What findings seem particularly important? Why?
- What implications do you see for 2022?

After reflecting on the feedback theme that was specific to their workshop, Leaders nominated one of their colleagues (or self-nominated) to summarise this feedback at the upcoming Showcase.

With the 'stories of impact, Leaders were given their sub-set of stories to read prior to the workshop. As part of the workshop, Leaders discuss the story set as a group. They:

- gave each story a title
- identified the key insights from each story, about effective practice as an EAL/D Education Leader
- selected one story that best illustrates the most significant insight about effective practice.

Leaders were advised that, if they think they might know who told one of the stories – or if one of the stories is theirs – they should put that to one side and try not to let it influence their thinking.

After reflecting on the stories, Leaders nominated one of their colleagues (or self-nominated) to talk to that story at the upcoming Showcase. This involved:

- reading the story out
- explaining why their group had chosen that story
- identifying any other key insights about effective practice that came from the other stories in their set.