

s 22

Label	Bar Length (approximate)
1	85
2	90
3	95
4	95
5	90
6	95
7	90
8	80
9	95
10	90

- The Commonwealth Government, through the Department of Education and Training (DET) has provided \$22.0 million over five years (up until December 2018) to the Flexible Literacy for Remote Primary School Programme to address the disparity in literacy outcomes of Aboriginal and Torres Strait Islander children in remote primary schools. The funding supports trialling of literacy approaches in a selection of schools across WA, QLD and NT, including Direct Instruction (DI) and Explicit Instruction (EI). The outcomes of an independent evaluation of the program is currently being considered by DET.

s
2
2

[REDACTED]

|

[REDACTED]

|

[REDACTED]



Improving education outcomes for Aboriginal and Torres Strait Islander children

s 22

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

- [Redacted list item]
- [Redacted list item]
- [Redacted list item]
- [Redacted list item]

[Redacted text block]

s 22

States and territories

Progress to date in Aboriginal and Torres Strait Islander education has primarily focused on improving the cultural competency of initial teacher education students and existing teachers, targeted pedagogies for teaching Aboriginal and Torres Strait Islander students and strategies for increasing Aboriginal and Torres Strait Islander workforce participation and better data to support this.

There have been a number of initiatives, such as Good to Great Schools and the Stronger Smarter Workforce Program, which have focussed on improving outcomes for Aboriginal and Torres Strait Islander students by building capacity in schools. These have supported teachers to adapt their pedagogies for Aboriginal and Torres Strait Islander students, and school leaders to build their cultural competency, and

s 22

that of the school more broadly, through reflecting on cultural biases in the classroom, including challenging deficit discourse.

s 22
[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]



[Redacted content block]

[Redacted content block]

[Redacted content block]

[Redacted content block]

[Redacted content block]

[Redacted content block]

The evidence and what works

There is a body of evidence for the efficacy of Direct Instruction or Explicit Direct Instruction on student learning outcomes.

Direct Instruction (DI) is a teacher-directed and skills-oriented pedagogical approach developed by the National Institute for Direct Instruction in the USA. It emphasises the use of small-group instruction by teachers and aides, using carefully scripted lessons in which skills are broken down into small units, sequenced deliberately, and taught explicitly. Students are grouped according to ability rather than age.

Explicit Direct Instruction (EDI) is a teaching practice based on educational theory, brain research, data analysis and DI. The education pedagogy combines a set of instructional practices with well-crafted lesson design. It includes continuous ‘checking of understanding’ until students master the skills being taught. It is based on the premise that all children can learn.

Both DI and EDI place emphasis on teacher direction, presentation of prompts, briskly paced lessons, constant practice, assessment and review. Unlike EDI, DI includes curriculum and outlines how complex strategies should be broken down and taught as smaller sub-skills. It is also supported by formal teacher training and scripted delivery.

Archer and Hughes for example, state that DI should be a consistent mainstay of working with students both with and without learning difficulties.²⁵ ACER’s research director, Professor Steve Dinham states, “Direct Instruction and explicit teaching is two to three times more effective than inquiry-based or problem based learning.”²⁶

²⁵ Anita L. Archer and Charles A. Hughes, *Explicit instruction: Effective and Efficient Teaching*, 2011

²⁶ Stephen Dinham quoted in, Bridie Smith, *Results back principal's return to instruction* The Age, 10 May 2008.

s 22

Australian Government Department of Education and Training

The Australian Government supplements state and territory efforts with targeted investment in pilot programs that evaluate pedagogical approaches for various priority contexts. Currently this includes the Flexible Literacy for Remote Schools Program and the English Language Learning for Indigenous Children.

Flexible Literacy for Remote Schools Program

The Australian Government is funding Good to Great Schools Australia to deliver the Flexible Literacy for Remote Schools Program pilot across 16 schools in the Northern Territory, Western Australia and Queensland. The program uses DI to improve literacy outcomes for students.

The Government has commissioned an evaluation of the program to provide robust evidence regarding the effectiveness of DI and EDI teaching approaches as illustrated in the 16 participating schools in WA, NT and QLD. The 2017 evaluation of the program showed mixed results for participating schools. Schools who implemented the program more stringently achieved better outcomes. The evaluation also found showed that the Flexible Literacy program teaching approaches, on average, achieved results comparable to other methods of instruction and fewer than half the teachers surveyed believed the program gave them better teaching skills or improved their ability to teach literacy. A final evaluation report is due in March 2019.

s 22

Future directions

The Australian Government is undertaking a meta-evaluation of literacy and numeracy initiatives examining the factors that support improved student learning in rural and remote schools, to identify literacy and numeracy strategies that have currency in these schools. Evaluation findings from both the Flexible Literacy for Remote Schools Program and meta-evaluation will provide a robust evidence base to consider the

Literacy strategies and initiatives supporting Aboriginal and Torres Strait Islander students*Literacy and Numeracy Essentials (LANE)*

The LANE program is being introduced across remote and very remote schools in the Northern Territory. It uses the explicit teaching of literacy and numeracy through the use of developmental learning progressions with support of specific resources.

<https://education.nt.gov.au/education/statistics-research-and-strategies/indigenous-education-strategy/indigenous-education-strategy-issue-14#HEADING7>

s 22



Explicit Direct Instruction (EDI)

EDI was developed by DataWORKS founders, Dr. Silvia Ybarra and John Hollingsworth. EDI focuses on improving education at the lesson level by incorporating a strategic collection of instructional practices informed by educational and cognitive research.

<https://dataworks-ed.com/trainings/edi/>; https://goodtogschools.org.au/wp-content/uploads/2017/03/SP002_Fact-Sheet-About-EDI_v2.0_20141013_e.pdf

[Redacted content]