

## CASE FOR CHANGE

“There is no better feeling for a teacher than seeing your students pursue their passions, embrace challenge, enjoy learning and succeed in extraordinary ways – knowing that you have supported them to soar.”

TEACHER

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“Many students in our schools are judged to be performing well because they achieve high grades on middling expectations for children of their age,” Professor Geoff Masters said. “Rather than being stretched and extended, many very able students achieve year-level expectations with minimal effort.”

**BRIGHTEST STUDENTS NOT BEING CHALLENGED**  
ACER, 2015



## COASTING

“... the evidence strongly suggests that the most capable students in Australian schools are being insufficiently challenged. It’s an unfortunate phenomenon that’s called ‘coasting’ and it’s reflected in the flattening of the achievement profile of Australian students at the top end, as indicated in multiple international surveys from the OECD. We really do need to take action on that.”

PROFESSOR JOHN HATTIE – BOARD CHAIR AITSL, 2015

The recent work of Professor Patrick Griffin examined assessment and learning practices and the influences of teaching practices on student achievement, and his team found that teachers are less likely to provide strategies to develop higher order skills. He noted that “students at the bottom levels of the proficiency scale are improving rapidly. Students at the top end of the scale are hardly improving at all ... there may be a national and systemic problem of a lack of teaching strategies or resources to encourage higher ability students to improve or progress at a rate commensurate with their ability.”

PROFESSOR PATRICK GRIFFIN – UNIVERSITY OF MELBOURNE, 2012

## EVIDENCE

## EXPERIENCE

**“Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens.**

They provide an additional source of encouragement, advice and support for students outside the home, shaping teaching around the ways different students learn and nurturing the unique talents of every student.”

AITSL CLASSROOM PRACTICE CONTINUUM, 2014

“I hate it when I finish my maths (which was so easy the answers just popped into my head without having to think about it) and I’m then given another almost identical sheet ... At home I’ve got a book of really tricky maths problems ... I have to think about the questions. Some of them are so hard it might take a couple of weeks of thinking to work out a single problem. It’s a great book.”

9 YEAR OLD CHILD

“It is our obligation to allow these students to go ‘beyond the norm’ and reach their potential. In so doing, we can release the next generation of artists, sportspeople, creative thinkers, environmentalists, scientists, community leaders, writers, philosophers, inventors, etc who might not otherwise reach the heights that they have the potential to reach to contribute and play an important part in our society, local communities, nation and world.”

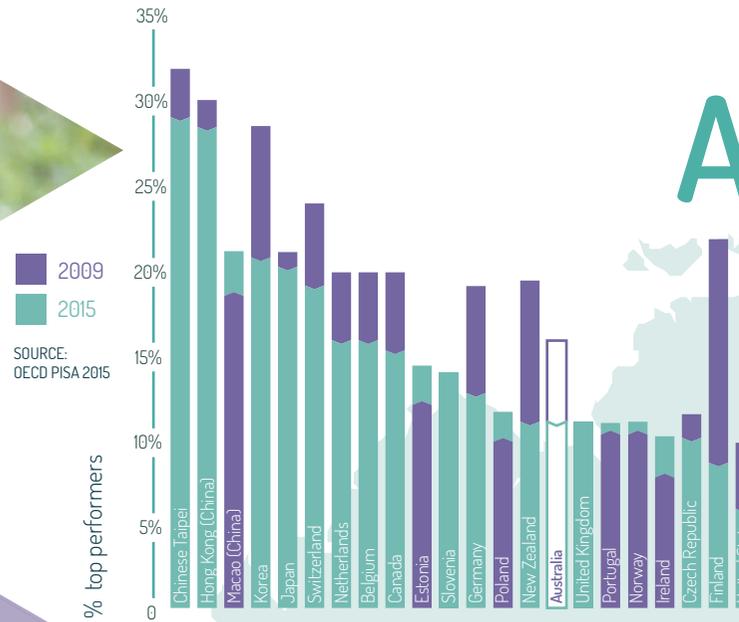
TEACHER

“Unless children come up against barriers that they have to push through for understanding, they learn not to try! It is vitally important for children to meet obstacles and difficulties so that they can learn to push past it to reach a deeper understanding. An important skill for learning, yes, but an imperative skill for life.”

PARENT



# AUSTRALIA



SOURCE: OECD PISA 2015

“We are moving to a world where innovation and creativity will be the difference between success and failure - for companies, for governments, for individuals and for educational institutions. For all these reasons, human capital development - that is, developing people to their full potential - is going to be the absolute game changer in keeping countries, and the people within them, productive, competitive and prosperous.”

JENNIFER WESTACOTT, CEO - BUSINESS COUNCIL OF AUSTRALIA, CHANCELLOR'S LECTURE, SWINBURNE UNIVERSITY, 2014

“Unless there is a dramatic shift in the way we engage with young people, Australia is in severe danger of losing its place among the world's top innovative countries. Australian society spends a lot of time and money constraining kids, when we should be doing just the opposite: unleashing the brilliance of Australia's next generation.”

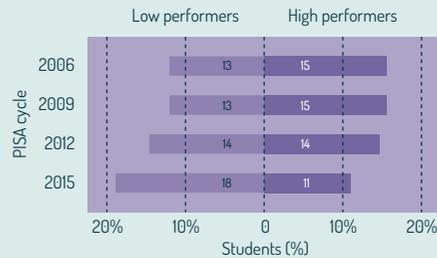
“We can't sit back any more. 'Business as usual' is not okay. We need to invest in young people, now. It's all about transition, inclusion, innovation and global citizenship.”

JAN OWEN, CEO - FOUNDATION FOR YOUNG AUSTRALIANS

## DECLINE

Australia - drastic drop in percentage of top performers compared to other countries

Scientific literacy proficiency scale over time, Australia

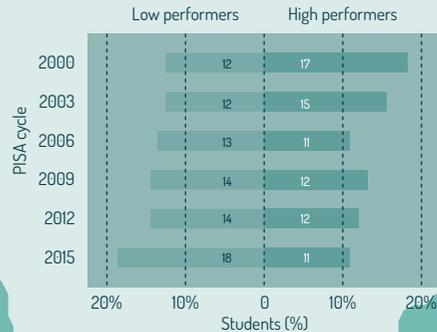


## REVERSING

Some countries are improving educational outcomes and closing the gap between low and high performers - Australia is doing the reverse

SOURCE: PISA 2015: A first look at Australia's results

Reading literacy proficiency scale over time, Australia



Australia, like everywhere else, needs alternative thinkers to solve the country's and world's most complex problems... We also need people to meet the ethical challenges that arise from new technologies. Who are these kids and what is the role of school in helping them to explore these new frontiers in ways that fire their imagination and ignite their passions?

For Australia to flourish and prosper we need highly successful and confident students. It's not just about how much they know, it's also about having the capabilities to design their own futures. Extending high potential learners doesn't mean pouring in more content. Extending student agency and developing higher order skills are critical.