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Project process and materials

Practice models in the engagement of students in the educational environment.

tacsi THE AUSTRALIAN CENTRE FOR SOCIAL INNOVATION

"Can we look at the process behind what you [our case study schools] are doing and scale it up? Not the outcomes but the process?"

–Steven Watson, Principal School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) in Western Australia

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THE AUSTRALIAN CENTRE FOR SOCIAL INNOVATION

The Australian Centre for Social Innovation (TACSI) partners with government, not-for-profits, philanthropy and business to develop and spread innovations that change lives. We believe the best solutions emerge from working with the people facing the challenges we're trying to resolve.

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1. Executive summary

The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) in Western Australia posed the challenge: how we can learn from schools that have good practices in place for student engagement, and how we can communicate those practices to other schools that are interested in testing and implementing innovative solutions in this space?

The Australian Centre for Social Innovation (TACSI) followed a design innovation process starting with a discovery phase that took a 360-degree view, involving: students, their families, teachers, auxiliary staff and the leadership team in the school. This rapid ethnographic research was enriched by a literature review and a horizon scan developed by Clear Horizon Consulting.

The analysis and synthesis of all this information led to a deeper understanding of the complexities of student engagement. With the objective of communicating these learnings in a way that could be actionable for schools and to ensure that it facilitated a way to navigate complexity, we built a Pattern Language for student engagement in Western Australia. This Pattern Language will support schools to reflect on and implement innovative solutions.

The result of the project is a Pattern Language toolkit that comprises 28 patterns which are grouped into three main clusters: conditions for success, processes to follow and principles to shape.

In the following pages, we describe the process that we have undertaken and, in the Appendices, we share the content developed in each of the project phases.

2. Introduction

2.1. TACSI – who we are

The Australian Centre for Social Innovation (TACSI) partners with government, not-for-profits, philanthropy and business to develop and spread innovations that change lives. We believe that the best solutions to the problems we are trying to solve come from working with the people who are facing those challenges.

We are an independent not-for-profit that was seed funded by the South Australian Government.

We develop new insights

We help organisations understand problems and opportunities better through co-design research.

We design better solutions

We develop, test and spread solutions, like Family by Family and Weavers, that demonstrate how alternative models can work.

We build innovation capability

We build the capability of individuals, organisations and sectors to develop, test and spread innovations that change lives.

We accelerate systems change

We work with philanthropy, government, NGOs and business to develop a systemic understanding of major issues and catalyse the development of next generation services, supports and policy.

2.2. Scope of the project

In 2016, the Department of Education undertook a co-design project within the School of Special Education Needs: Behaviour and Engagement (SSEN:BE). It asked itself, 'What do we need to do as part of this larger system? What do we need to innovate to support schools, young people and families and how can we do this in the best possible way?'.

The Department used new insights from its 2016 project to strengthen its partnerships with other agencies interfacing with the same families, including but not limited to the Western Australia Police, Corrective Services, the Health Department and Mental Health providers. This resulted in a noticeable shift in the conversation among these stakeholders and a greater willingness to work together around the young people and families they are collectively aiming to support.

With a solution focused lens, the SSEN:BE team looked to what had worked well in the past and what was currently working well. Observing 12 engagement centres (both primary and secondary) which were all operating quite differently, it started to notice the stories of success coming from each of the centres.

SSEN:BE decided to do some research with the centres to better understand the nuance of what was creating success in order to maintain the momentum. This was coupled with a desire to take an approach that would create space for new ideas and nurture an environment and appetite for innovation.

Acknowledging the need to bring stakeholders together, SSEN:BE sought to create a space – free from the worries and stresses of daily life and work – to think differently about what innovation means for educational engagement. This space would allow educational colleagues to think radically about how their schools might contribute to innovation around those students and families who have disengaged from the education system.

This journey involved challenging 'protecting our patch' mentalities and 'risk averse' mindsets and helping stakeholders to embrace the complexity of the situation, get their hands dirty and do what was required to respond to the families they were working with to develop relationships that would lead to more sustainable practices and create a notion of shared care.

Now, in 2017, SSEN:BE was looking to build upon this foundation. Starting with this simple question: 'What more could we do?', the school decided it would extend the scope to look at the wider schools network to see what positive results could be found and spread. Not wanting to limit thinking to a particular method or program and taking what had been learnt about co-design as a process, it decided to share the process with schools to help them design, test and refine new ideas in the context of their own environment.

The intention was not to simply replicate programs that were working well in one place elsewhere, but rather to understand the conditions that allowed schools to develop those programs and the processes they used to do so. This approach acknowledges that the desirable outcomes being achieved are the result of hard and structured work developed in response to distinctive communities and their unique challenges.

Each of the five chosen case study schools holds a reputation for developing and implementing ideas that are creating positive outcomes for its community. As a result, SSEN:BE is asking the question,

'Can we look at the process behind what you [our case study schools] are doing and scale it up? Not the outcomes but the process?'

Schools like the ones chosen for these case studies have been highlighted because they are already pushing the boundaries of what is possible within a school environment.

SSEN:BE sees this project as a unique opportunity to work with schools directly using an innovation methodology, as opposed to the standard day-to-day problem solving approach. SSEN:BE acknowledges that schools often find themselves stuck in the position of having to find ways to move forward in reaction to very complex situations and problems where time and resources prevent deeper or more proactive responses. This project intentionally asks schools to move past this reactive approach by giving them the opportunity to understand the conditions and processes required for success and how the wider system can learn from them.

Each school selected as a case study example was identified to be operating in a way that fostered the success of students. Instead of looking at the problems and trying to solve them, SSEN:BE took a new approach of looking at existing solutions and asking, 'How can we do more of this? What conditions were in place to allow these schools to innovate and how can we innovate more?'.

Through seeking to better understand the underlying successes of the case study schools, SSEN:BE can share those findings with schools across the state and potentially relieve some of the pressure on SSEN:BE, by increasing capacity and capability within schools to develop ways to engage students in the context of their own environment. In turn this could eventually allow SSEN:BE to focus on working with the exceptional cases that are beyond the ability of a school to respond to alone.

SSEN:BE is committed to assisting the wider school system to grow and advance in the area of engagement, especially where kids experience disadvantage.

This project aims to see the schools as the experts in this situation with the power to drive outcomes for their students.

2.3. Methodology

At TACSI, we follow a enthnographic research and human-centred, service and participatory design approach. The benefits of this research process and the outcomes it generates can be summarised in the following four principles:

Insights-focused

Our approach to discovery and insights work involves exploring situations deeply. To do this, we work with a relatively small sample size, but spend considerable time with people. We spend time with people in their own context – in their homes, backyards, a familiar cafe, their workplace or while interacting with services. In this project we spent time in the family home's, favourite coffee places and within our case study school environments.

Our objective is to work with a small sample size to learn about behaviours, values, motivations and contexts rather than truths. We seek to explore the quality of the insights

rather than identifying a high number of truths.

Hands-on approach

We adapt our methods for discovery based on the people and situation being explored through the use of tools that allow us to expose deeper meaning than questionnaires or standard interviews techniques. As Liz Sanders describes in her book, Convivial Toolbox: Generative Research for the Front End of Design, we seek to explore what people feel,

know and dream through generative research; our aim is to understand the tacit and latent knowledge.

Person and system centred

At TACSI, we take a systemic approach to the work that we do. We look at the perspectives of individuals as well as take a helicopter view of the larger systems that influence

their lives. We believe a holistic view of the challenges we are seeking to address will ensure the ideas developed maximise positive impact.

Bias towards action

One of the distinctive aspects of this approach is that we always seek to achieve actionable outcomes; and to make outcomes tangible so they can be put in the hands of users and tested. We learn by doing. The goal of design research, and gathering all this rich information from the people involved, is to enable positive new approaches to be actioned and ultimately contribute to better outcomes.

3. Discovery phase

3.1. Whom did we meet? Stakeholders consulted

During the discovery phase, we spent time with teachers, school leaders, principals and support staff at each of the case study schools. Additionally, we met with current and recently graduated students and their families. This combination of cohorts allowed us to get a 360-degree view of the students and the influences affecting their engagement and success at school. While spending time in family homes, we also heard stories of schools outside of the identified case-study groups with some larger families engaged with up to five different schools across primary and high school levels.

We visited two primary schools and three high schools in the Perth Metropolitan area. We met with seven people in leadership roles, nine teachers, 15 support staff (educational assistants, psychologists, community workers, chaplains, program coordinators), eight families and five students.

Some of the people that we met could be described as 'positive deviants', a term coined in The Power of Positive Deviance by Jerry Sternin, Monique Sternin, and Ricardo Pascale:

> *"The concept is simple: look for outliers who succeed against all odds.*
>
> *This book comes from years of hearing "We've tried everything and nothing works". Positive Deviance (PD) is founded on the premise that at least one person in a community, working with the same resources as everyone else, has already licked the problem that confounds others. This individual is an outlier in the statistical sense – an exception, someone whose outcome deviates in a positive way from the norm. In most cases this person does not know he or she is doing anything unusual. Yet once the unique solution is discovered and understood, it can be adopted by the wider community and transform many lives. From the PD perspective, individual difference is regarded as a community resource Community engagement is essential to discovering noteworthy variants in their minds and adapting their practices and strategies"*

The Power of Positive Deviance (page 3)

We also met families who have engaged with the school system despite personal circumstances and the risk factors that has made this challenging. They shared some of the tough times that they have been through and the role that their school played in helping their family connect and thrive amidst that hardship.

We also met with teachers, principals and school auxiliary staff in schools, who have taken the initiative to do things differently. They have tested and implemented ways to engage students and their families in education. Despite the pressure to operate in a standardised way, they understood that there are opportunities to innovate and improve their approach and consequently create positive outcomes for families in their communities.


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3.2. Lines of enquiry and tools

During this project we used rapid ethnography, semi-structured interviews and generative design activities to help us facilitate conversations and develop insights into situations and experiences.

We spent time with families in their homes and their preferred coffee places. During these conversations, families reflected on lived experiences where schools had supported them to engage their kids in education and played a key role in overcoming the challenges that they faced.

We also spent time with staff to gather a more holistic understanding of the student experience in school, and to learn about their experience of working in innovative ways. We had the opportunity to visit the school facilities and observe various interactions between staff members and students.

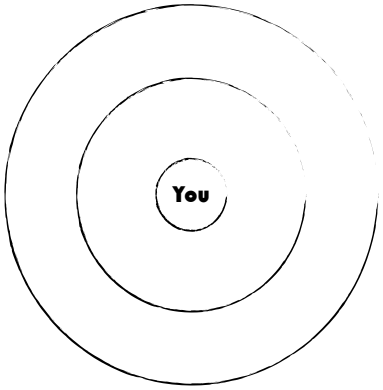
We augmented our interviews with Journey Mapping, Generative Toolkits and a Circle of Influence exercise in order to better understand the barriers and opportunities that existed within each particular case study.

Based on the project objective to explore and learn from successful ways to engage students, we defined the following lines of enquiry and activities to gather the information:

1. How schools understand, connect and relate to their school community – Stakeholders' circles and relationships

Under this line of enquiry, our aim was to understand the relationships that each interviewed cohort held; the nature of the relationship; the periodicity of engagement; and the impact of the relationship on the engagement of students.

Tool: Relationship circles.



This framework takes the form of concentric circles with the person that we are interviewing positioned in the centre. The interviewer asks the interviewee to map the people that they feel are close to them and those who are further away within the circles.

Questions we covered:

- Who supports you? Who is close to you? How do they support you? Whom would you place in each of these circles of support? Who appears closest to you and why?
- Why is this so close? How does it help and hinder? In what ways do these supports help you? How can these supports be not so helpful at times?
- Who is further out? How do they support you?
- Why [are they] so far away? What effect does this have on you? How does communication happen? Can you imagine a different way of being connected?

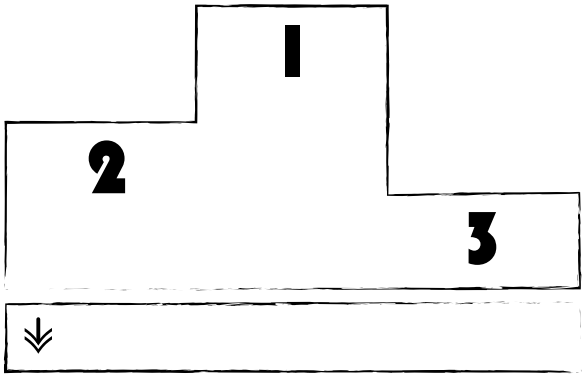
2. Enablers, barriers and ideas for student engagement in learning

In this second line of enquiry, we explored the enablers, barriers and ideas that the different cohorts had around student engagement. Our objective was to understand which initiatives, conditions or procedures were helping students to engage and which were hindering that engagement.

Tool: Podium template. Lego and 3D materials.

To explore this information, we conducted two activities.

First, the interviewer asked the participants to share the top three elements that were key to student engagement. This activity supported the team to identify the key activities delivering the results described in this line of enquiry.



Second, we used Lego and 3D materials to further explore scenarios of successful student engagement. Interviewees were asked to create a scene that represented student engagement and to then reflect on what was getting in the way. After that, we asked interviewees to share their ideas about a hypothetical ideal scenario to include ideas that they either had explored or were eager to explore.

Questions we covered:

- What helps students to be engaged in learning?
- What are the barriers that get in the way of students being engaged in their learning?
- What ideas come to mind to improve student engagement?

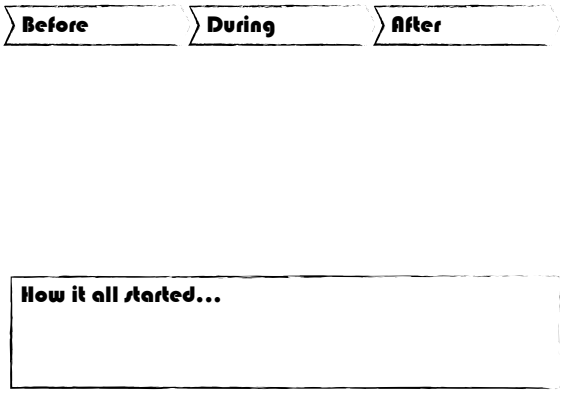
3. Understanding the program(s) that exist in the school

In this third line of enquiry, we gathered information around innovative programs and ideas that had been implemented in the school. We were also seeking to understand which activities were happening before, during and after students engaged with the program. We also wanted to understand what conditions were in place that enabled these initiatives to succeed. Our aim was to understand the impact that activities had in the engagement of students and that conditions in place had in thriving implemented programs.

Tool: Interactions in the program and conditions in place template.

We specifically designed a template for this activity to map:

- At the top, the activities that take place in the program/ idea before, during and after
- And at the bottom, the conditions that were in place before the program/idea was implemented



Questions we covered:

- Which programs do you believe are postively impacting student engagement in your school?
- How did the program get started? What were the conditions that were in place?
- What values do you believe exist that help this program succeed?

We adapted these questions and activities for each of the cohorts that we spoke to: students, families, teachers, auxiliary staff and principals.

Please find the tools in pdf in the **Appendix 1 – Discovery phase tools templates.**

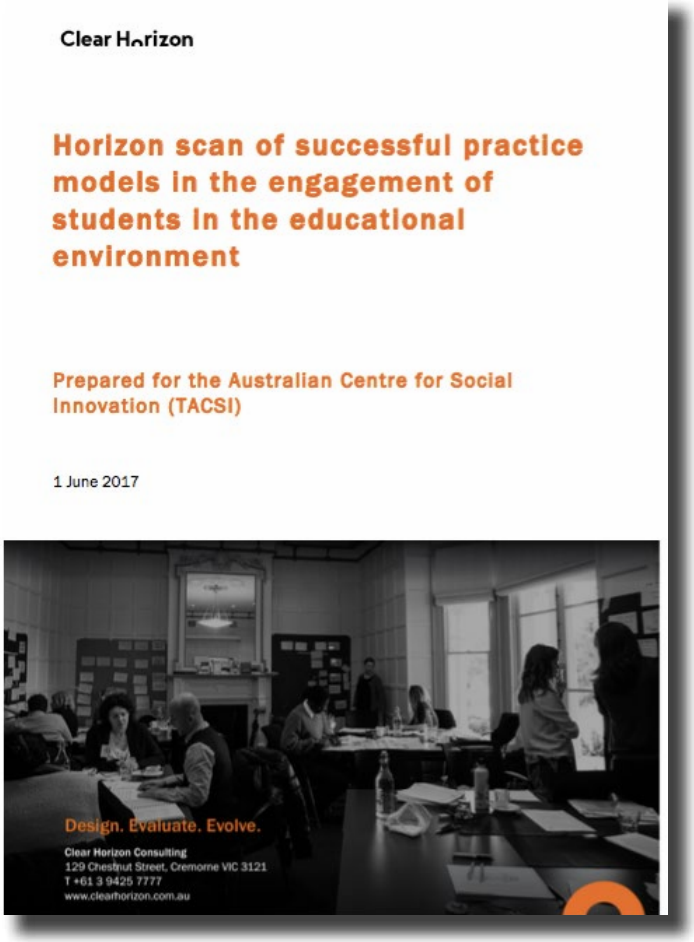
3.3. Literature review and horizon scan – introduction

TACSI engaged Clear Horizon Consulting <https://www.clearhorizon.com.au>, a well-respected company in the field of evaluation, program design and strategy development, to undertake this component of the project.

The objective of conducting a literature review and a horizon scan was to collate key learnings and inspirational cases regarding student engagement, both at a national and at an international level.

As a result of this work, Clear Horizon produced a concise literature review highlighting the key elements and learnings from its findings. This review cited 40 case studies that represent good practice in the field of student engagement both in Australia and around the world.

Please find the report in the **Appendix 2 – Educational engagement horizon scan.pdf**



4. Info pouring

Info pouring is the process of collecting the transcribed audio, written notes and image based outcomes from the discovery phase for categorisation within a framework (described in section 4.2). This activity enables us to proceed with the analysis and maintains the rigour of our approach from the discovery phase.

4.1. Systemic approach

At TACSI, we apply systemic lenses to the work that we do. We always reflect on the different stakeholders involved in the challenge we are trying to address and we explore the connections between them. The aim is to understand the ecosystem as a whole to ensure that we understand the whole picture.

The "Systems Change in a Polarized Country" paper published by Stanford Social Innovation Review talks about the systemic approach that foundations are taking and the reasons behind it:

Systems change means taking into account all aspects of a problem from the start.

> *"No matter how excited we are about a particular intervention, if the person we are trying to help [an organisation that a philanthropic body is interested in funding] actually needs three things to be in place, and we only provide two of them, it's not going to work"*

Says Jennifer Ford Reedy, president of the Bush Foundation (http://www.bushfoundation.org/) .

This means that building the capacity of individual organizations isn't sufficient either.

> *"It's not just about the scale of the organization anymore"*

says Sally Osberg, president and CEO of the Skoll Foundation (http://skoll.org/).

> *"You need to understand the ecosystem; who the actors are, their incentives and disincentives, the forces and levers for change"*

Following this approach, we applied these holistic lenses to the first clustering of the content. During the project kick-off workshop together with the SSEN:BE team and the case study schools, we identified the different cohorts playing a role in student engagement:

- Students
- Families
- Teachers
- Auxiliary staff
- Community support
- School/Program
- Education system
- Wider system

The info pouring process consisted of gathering the information from the above stakeholders and articulating the relationship between each of the cohorts.

4.2. Info pouring framework

The info pouring framework took into account the different stakeholders playing a role in student engagement and their thoughts about the enablers, barriers and ideas to be considered. We mapped the activities that each of these cohorts was actively doing and the conditions that enabled a postive impact on student engagement. We highlighted other impacts (not related to specific programs) that were either helping or hindering student engagement.

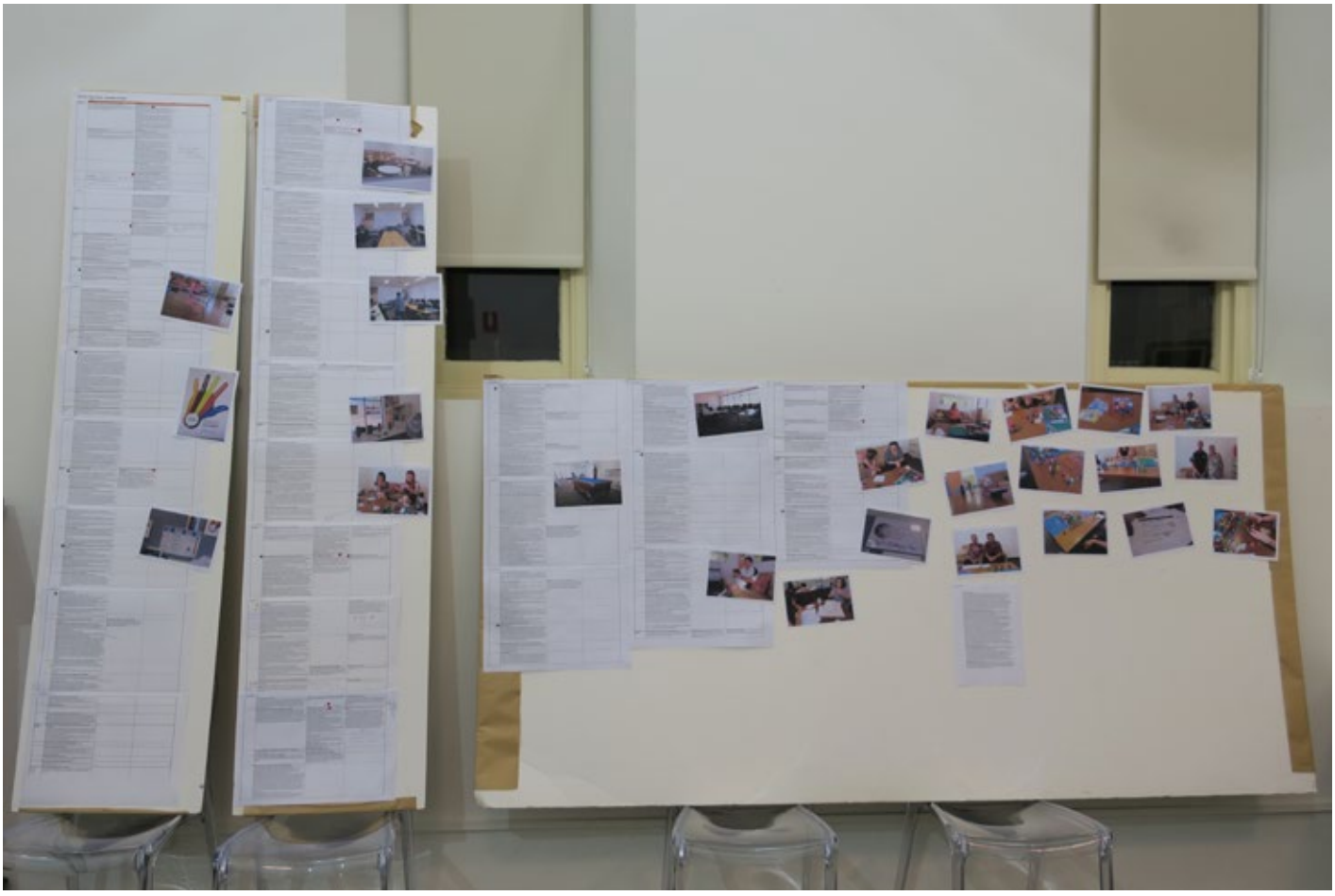
Please find the info pouring template in the **Appendix 3 – Info pouring framework.**

5. Analysis

5.1. Finding commonalities between schools

The info pouring framework formed the basis of our analysis. We set out to articulate what combinations of factors were actually leading to the positive outcomes we had observed at each of the five case study schools.

A school-by-school process ensued where the team would systematically identify and bundle similar ideas articulated within the framework into small groups called clusters. These clusters were analysed to define commonalities and differences and refined through on-going reflection amongst the team. Similar clusters from across the five schools were then combined and underwent the same process of definition and refinement. Eventually, themes emerged and we focused on translating them into ideas about practice. These themes gave us the foundation to start thinking about how they could work together and influence approaches to student engagement.



6. Synthesis and storytelling - Pattern Language

Sometimes, analysis will result in four or five broad themes. In this instance, we were holding 28 distinct and verifiable themes, each with its own unique merit. This tells us that student engagement is the result of myriad complex factors which are different within the context of every school. We felt that this nuance was critical to maintain.

While the identified themes are informative, they offer insight as opposed to tangible benefit. We also felt that the sheer number of themes had the potential to become a barrier in itself. To progress, we would need a way to simplify and focus on how they might be accessed and made useful. After trying a number of approaches without success, we decided to synthesise our information into what is called a 'Pattern Language' (see section 5.1). The process of creating the language allowed us to capture all of the positive practices we had witnessed while also giving us a strengths based framework to navigate and combine those practices in alignment with any context.

6.1. The Pattern Language

What is a Pattern Language?

A Pattern Language is a concept that comes from architecture; it was first coined by the architect Christopher Alexander. In 1977, he wrote a book of the same name, in which he describes patterns that anyone might follow to make successful design decisions encompassing everything from a single element of a house to a whole community, town or city. Wikipedia describes a Pattern Language in the following way:

> *A pattern language is a method of describing good design practices or patterns of useful organization within a field of expertise. Some advocates of this design approach claim that everyone can use it to successfully solve very large, complex design problems.*

At TACSI, the Pattern Language methodology has helped us to break down complex and undefined problems and redefine them as opportunities linked to best practice solutions. These best practice solutions come from direct observations of successful examples witnessed in discovery work. It is a very straightforward way to navigate complexity and identify the actions to take to address multi-layered challenges.

What is a Pattern?

The Pattern Language is a collection of individual patterns where each pattern represents a single problem and a good, well recognised solution to that problem.Wikipedia describes individual patterns in the following way:

> *When a designer designs something – whether a house, computer program, or lamp – they must make many decisions about how to solve problems. A single problem is documented (…) with the most common and recognized good solution seen (…), like the examples seen in dictionaries. Each such entry is a single design pattern.*

Wikipedia shares the following example of a pattern which we have found very useful to understand what a Pattern Language is:

> Name: ChocolateChipRatio
>
> Context: You are baking chocolate chip cookies in small batches for family and friends
>
> Consider these patterns first: SugarRatio, FlourRatio, EggRatio
>
> Problem: Determine the optimum ratio of chocolate chips to cookie dough
>
> Solution: Observe that most people consider chocolate to be the best part of the chocolate chip cookie. Also observe that too much chocolate may prevent the cookie from holding together, decreasing its appeal. Since you are cooking in small batches, cost is not a consideration. Therefore, use the maximum amount of chocolate chips that results in a really sturdy cookie.
>
> Consider next: NutRatio or CookingTime or FreezingMethod

Student engagement in WA Pattern Language

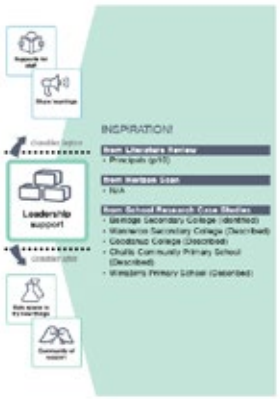
Through the analysis and synthesis of the information we gathered through our ethnographic research, in the discovery phase, we designed the following Pattern Language to describe student engagement in WA.

Within the Pattern Language, we have identified three groupings of patterns:

- **Conditions for success:** these are the circumstances that allow ideas to become actions and consequently support students to thrive. We learnt about leadership supporting its staff to try new things, schools with a "no blame" strategy and schools that have created a broad leadership structure to address the complexities that they face on multiple fronts.
- **Processes to follow:** these are methods that have been used to approach and successfully overcome challenges. Processes build upon strengths and help define new ways of doing things within education environments. We heard about a school that had spent a considerable amount of time with the local Aboriginal community to understand their context and to find ways to engage them with the school. We also learnt about a school that had involved staff in every step by taking the time to talk to the staff members and utilised their ideas in the implementation of a new approach within the school. This process created a sense of ownership and buy-in amongst the staff.
- **Principles to shape:** principles are used to keep the most important things at the top of the mind, providing guard rails to keep ideas on track and to help focus on solutions. All of the case study schools valued a focus on student strengths and on the acknowledgement and reward of positive behaviour. This positive behaviour focus is an example of an important shaping principle when the schools were developing new ideas and programs. We also observed the impact that family engagement has on student engagement. We heard examples of afternoon teas, sausage sizzles and training opportunities for families which built trusting relationships and engagement with the school.

From all the stories and amazing initiatives that we observed, following an analysis and synthesis process, we identified a total of 28 patterns. Please go to **Appendix 4 – Pattern Language cards**, to read the detailed description for each of these patterns.

As we explained above, this Pattern Language emerged from the learnings that we gathered in the five schools' case studies. Please read the detailed case studies in **Appendix 5 – Five schools' detailed case studies** or the snapshot case studies in **Appendix 6 – Five schools' posters case studies**.



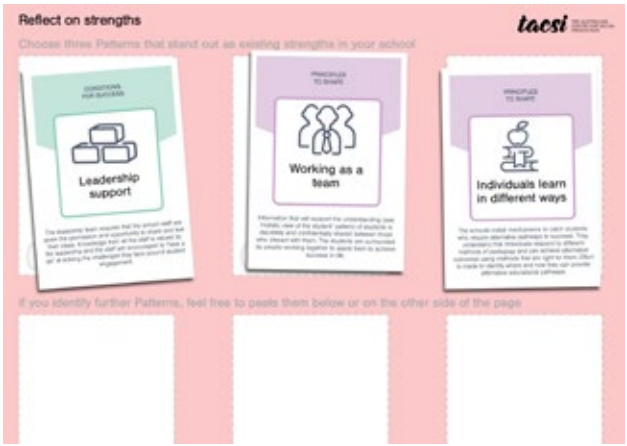
6.2. How to use the Pattern Language

The Student Engagement Pattern Language is multifaceted and multilayered; indeed, it is not as straightforward as baking a cookie. However, it presents a clear way to navigate the complexity of the issue and will assist schools to make contextual choices.

How to use the Pattern Language: The Pattern Language card deck (see Appendix 4) contains 28 cards and a couple of 'wildcards' where any alternative patterns in the unique context of a school can be described. The front of each card displays the pattern's name and description while the back features related patterns (these might be considered to support or build upon the selected pattern) as well as references to inspirational resources from the horizon scan and case studies. Related patterns connect ideas and solutions that we observed in the schools that we visited. Not all related patterns will be useful in all schools, and patterns that have not been related on the card set might be of greater importance in the context of a particular school. As users become more confident in each of the patterns, they will be able to make connections that build on the unique strength of their own school.

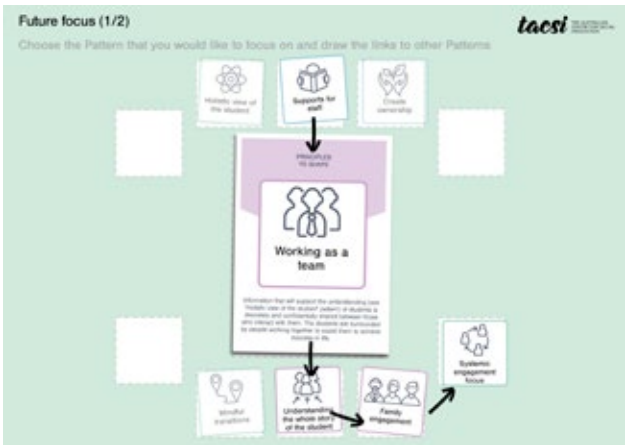
To assist schools using the Pattern Language and seeking to work towards action, we have developed the following templates:

1. Focus on strengths – Read through the different patterns and reflect on which describe strengths that can be observed in your school. Choose three and place them on the template.

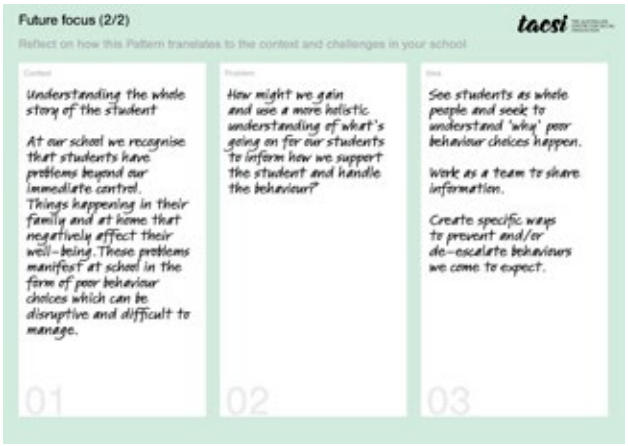


2. Map the future focus

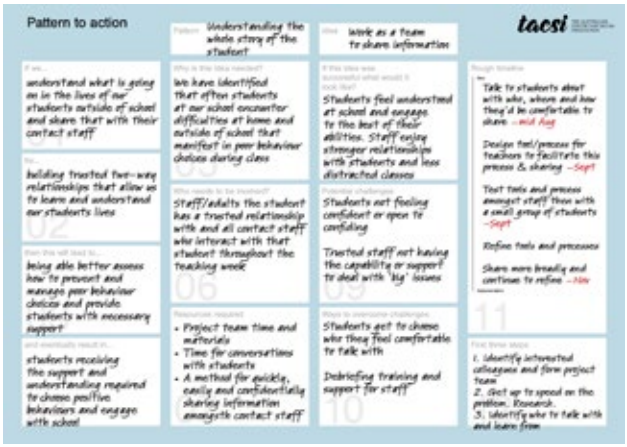
(Future Focus 1 of 2 canvases) Choose a strength from the previous template, place the card in the centre of the canvas and turn it over. Discuss the patterns that you might consider first and those that you might consider later (you can locate these patterns from the card deck to remind yourself of their descriptions). Map these potential patterns on the canvas by writing their names above and below the central pattern.



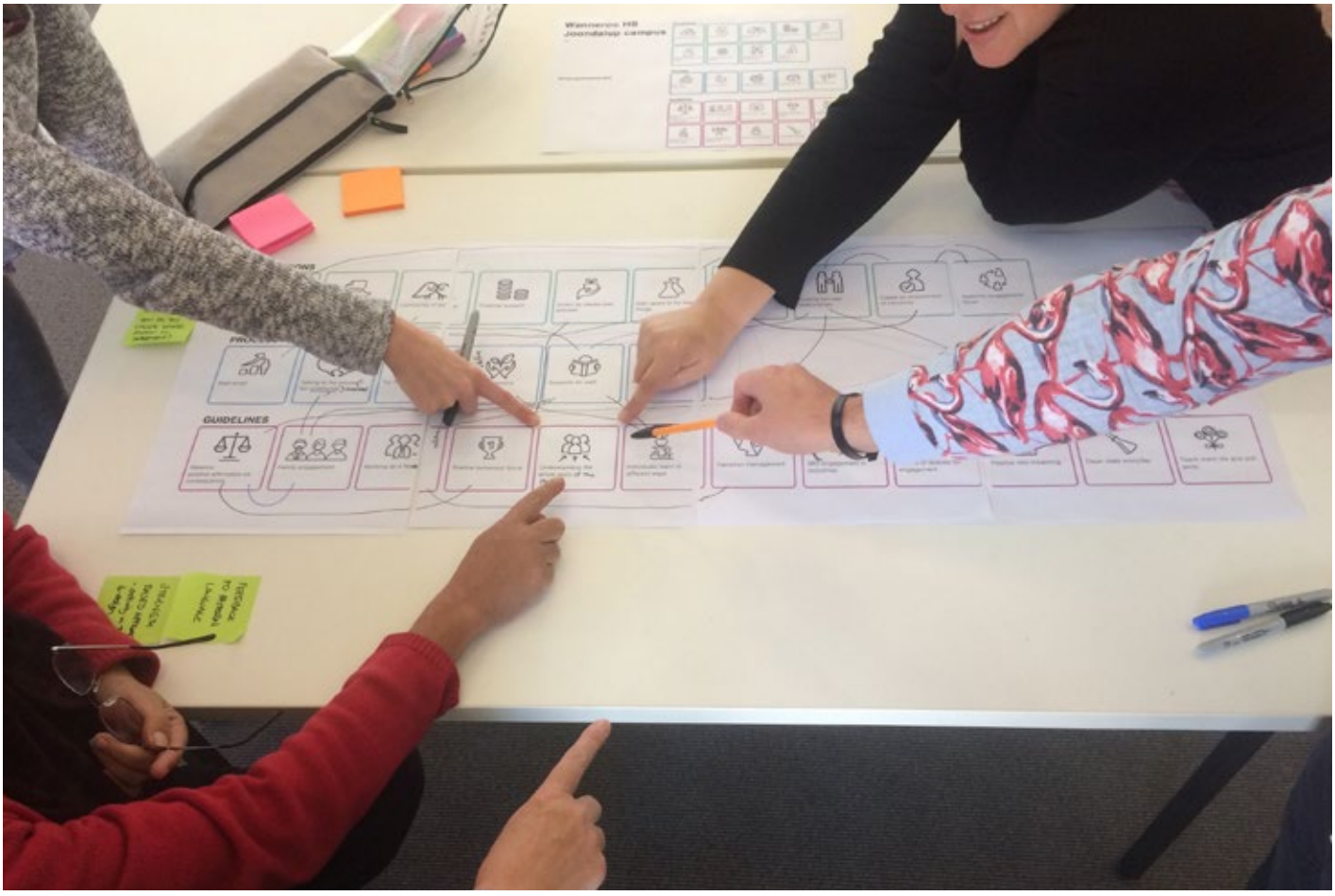
(Future Focus 2 of 2) Choose one of the patterns listed above or below the central pattern that you would like to focus on and reflect on the current state of that pattern in the context of your school. In addition to discussing the context, what is the problem that you are trying to solve? What ideas would you like to test to solve that problem? You might do some individual brainstorming to help with the innovation process and complete this component of the canvas.



3. Patterns to actions – Follow the 12-step canvas to articulate; 1) how you imagine your idea will create the intended benefit; 2) project resourcing, potential pitfalls and ways to overcome them, and; 3) rough timelines and how you are going to get started!



Please go to **Appendix 7 – Activities templates**, to access blank versions of these templates.



7. Co-design session

On the 1st of August 2017, TACSI facilitated a co-design session hosted by SSEN:BE, where 23 schools and 40 participants were in attendance. During this session, we introduced the Pattern Language and gave a brief introduction to the innovation process. The schools were then guided through the process of identifying their strengths and choosing a focus area for the future using the Pattern Language card deck. They then had the opportunity to map a quick project outline. This whole process was designed to give them a working understanding of how they might begin to utilise the Pattern Language and other provided assets to develop innovative approaches to student engagement. The day was rounded out with schools sharing a quick overview of engagement activities at their school and sharing the plans they developed during the session in a 'living museum' where they could offer praise, build upon the ideas of others and take the opportunity to connect with schools that shared circumstances that were similar to their own. Materials from the day were made available in soft copy for all the attendees.

Link to **Appendix 8 – Co-design session agenda,** to see the detail of what happened on the day.

8. Into the future

In the following months, the Innovation Unit team will commence coaching the selected schools to test and implement their ideas. They will be using the Pattern Language and the outcomes from this session to inform the innovation and coaching process.

Appendices

Appendix 1 – Discovery phase tools templates (.pdf)

Appendix 2 – Educational engagement horizon scan (.pdf)

Appendix 3 – Info pouring template (.xlsx)

Appendix 4 – Pattern Language cards (.pdf)

Appendix 5 – Five schools' detailed case studies (.pdf)

Appendix 6 – Five schools' posters case studies (.pdf)

Appendix 7 – Co-design session templates (.pdf)

Appendix 8 – Co-design session agenda (.pdf)

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