Working together: supporting students, staff and leaders in Queensland's rural and remote schools

More than half of Queensland's state schools are located in rural or remote locations. In their tight-knit communities, rural and remote schools lead with resilience, creativity and adaptability. Our rural and remote schools leverage strong family and community partnerships, applying new ways to support student engagement and maximise opportunities for learning. While doing so, they also place great emphasis on professional learning for teaching staff. Within these settings, however, schools face a wide range of challenges related to geographic distance and isolation, climate, staff turnover, and multi-age classrooms that must cater for diverse student needs.

In 2019, the Education Improvement Branch (EIB) reviewed 125 rural schools and 37 remote schools, ranging from bands five to 11. After each review, the EIB provided the school with a set of 'key improvement strategies' or next steps for consideration in their improvement journey.

Drawing on the findings from school reviews in 2019, this paper puts the spotlight on rural and remote schools. It celebrates the strengths and diversity of school communities across Queensland. The findings highlight key achievements in rural and remote schools, and explore the next steps for enhancing student outcomes in those communities.

Queensland Government

In the spotlight – 162 rural and remote schools reviewed in 2019
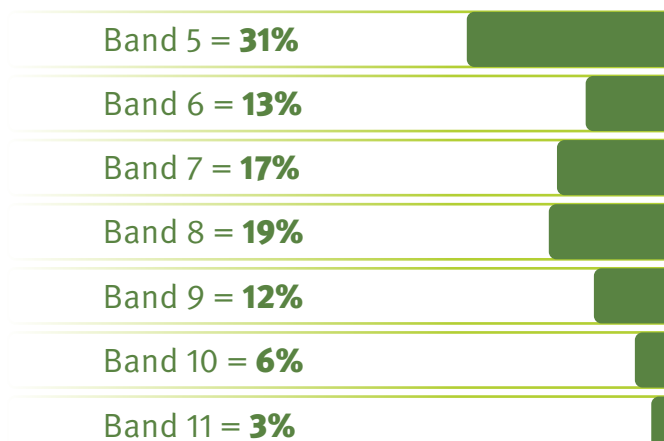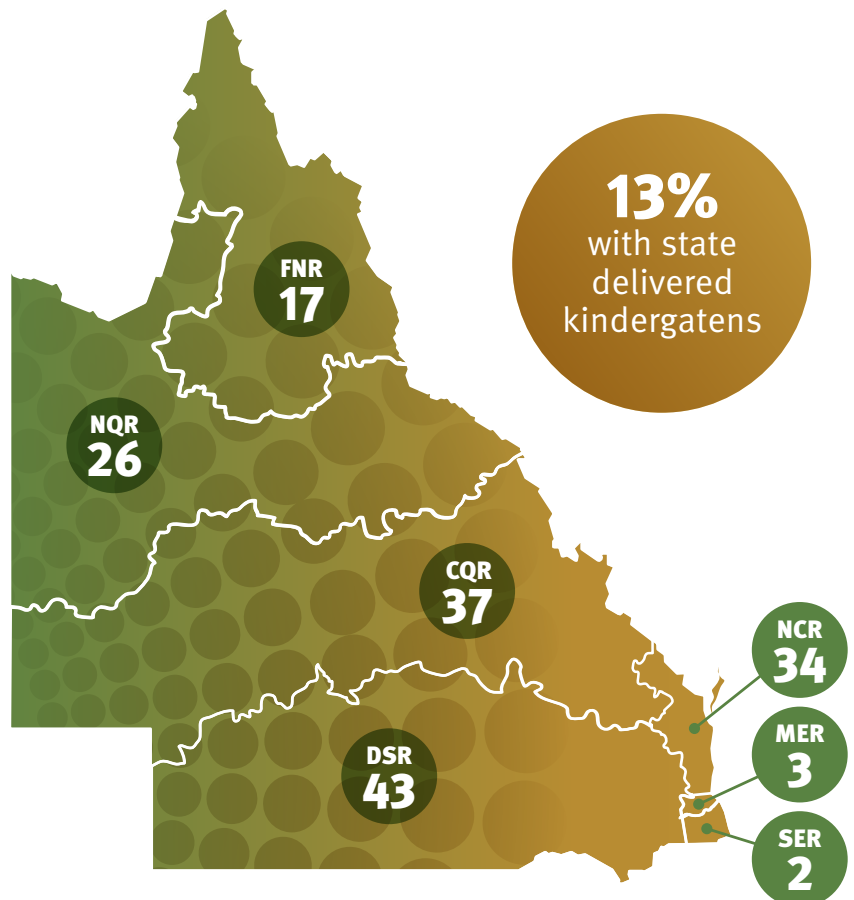
125 rural schools **+** **37** remote schools **=** **26%** of Queensland's rural and remote state schools

131 Primary schools

18 Secondary schools

6 P-10/12 schools

7 Other schools

13% with state delivered kindergatens

FNR **17**

NQR **26**

CQR **37**

DSR **43**

NCR **34**

MER **3**

SER **2**

15% supported by a Centre for Learning and Wellbeing

Band 5 = **31%**

Band 6 = **13%**

Band 7 = **17%**

Band 8 = **19%**

Band 9 = **12%**

Band 10 = **6%**

Band 11 = **3%**

Insights from school reviews

The majority of Queensland's rural and remote schools are located in the Far North, North, Central and Darling Downs South West regions. These schools are often small — some with fewer than 10 students and only one teacher. In our most remote schools, teachers may feel isolated from family and friends and have limited access to services.

The size and location of a school can create unique challenges. Most commonly, these include limited professional learning opportunities, high staff turnover, and staff being required to teach outside of their specialised subject areas.

Drawing on the strengths of rural and remote communities

School reviews have highlighted the strong sense of community within rural and remote schools, and their effective partnerships and engagement with the wider community.

Positive culture and sense of community

Queensland's rural and remote schools show a strong commitment to improving outcomes for all students. There is often a warm, positive and friendly tone among teachers, students and parents. Both staff and students believe their relationships are mutually respectful, and students often speak highly of the care and support they receive from staff. Many teachers in small teaching teams speak joyfully of the strong collegiality that exists in their school.

Strong and purposeful partnerships

> " In rural and remote areas, where schools are an integral part of the community, strong relationships with parents support deeper engagement in learning and overall wellbeing "
>
> – Louise Martin, Queensland State President, Isolated Children's Parents' Association

Rural and remote schools are often referred to as being the 'hub' of the community. Schools frequently acknowledge the positive impact that partnerships with parents and the community can have on student learning and wellbeing. Staff indicate the importance of building productive relationships with students and their parents. Parents are considered valued partners in student learning, with parents, teachers and school leaders working together in mutually supportive ways.

Reviews found that Parents and Citizens' Associations (P&Cs) often worked closely with principals and staff to help identify areas for ongoing improvement and support.

Community group partnerships were actively sought out by school leaders to enhance student learning.

Community pride and satisfaction

During the 2019 school reviews, many parents spoke positively of small school environments, and reported that their child enjoyed going to school. Parents and carers often indicated that they were happy with the education their child receives. Schools were considered to have a strong reputation in the community, and were often held in high regard.

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Next steps

After each review, the EIB provides the school with 'key improvement strategies' or recommendations. These recommendations are analysed to identify common areas for improvement.
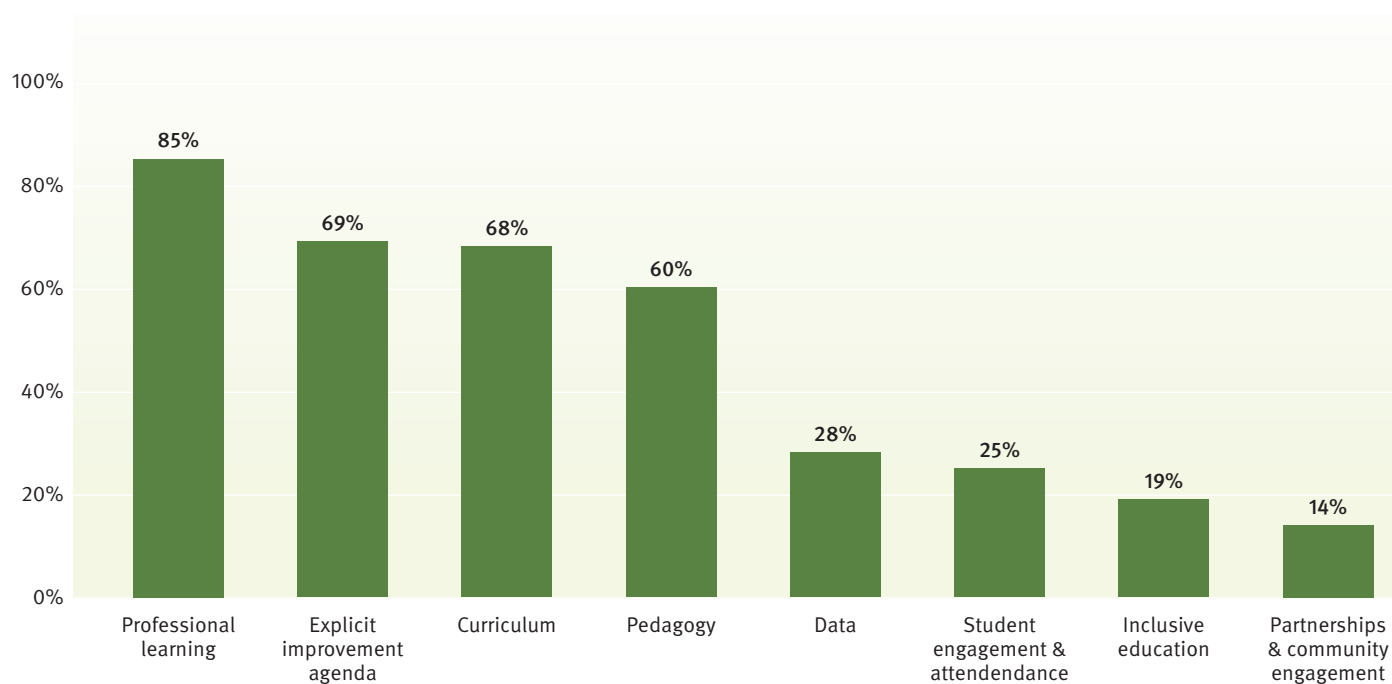
Collaboration was a prominent theme across the six key improvement strategies received by rural and remote schools. These were:

- professional learning
- an explicit improvement agenda

- curriculum
- pedagogy
- data
- student engagement.

While these top areas for improvement are consistent for all Queensland state schools reviewed in 2019 (see EIB Insights paper on *Maximising our impact*), the unique context and challenges for rural and remote schools are important considerations.

Figure 1: Key improvement strategies by percentage of rural and remote schools, 2019

Bar chart showing percentages:
- Professional learning: 85%
- Explicit improvement agenda: 69%
- Curriculum: 68%
- Pedagogy: 60%
- Data: 28%
- Student engagement & attendendance: 25%
- Inclusive education: 19%
- Partnerships & community engagement: 14%

Note: (N=162)

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Professional learning

Fast facts

The majority of rural and remote schools (85%) were given a key improvement strategy about professional learning. Of these:

57% focused on professional learning in specific areas

44% were about coaching and feedback opportunities for staff

25% were about planning and managing professional learning.

Note: Percentages do not add to 100.

The 2019 review reports highlighted four focus areas for professional learning in rural and remote schools. These include professional learning in pedagogy, curriculum, data and leadership. The key improvement strategies recommended collaborative practices, such as collective planning and discussion, to help build staff capability in these areas. In addition, review reports recommended that schools enhance their processes for planning and managing professional learning, and provide opportunities for effective coaching, observation and feedback.

Identified focus areas for professional learning

- *Professional learning for pedagogy*: Schools were recommended to use observation, coaching and feedback, mentoring, and collegial networking to further build teachers' expertise to differentiate for individual students (including high-achieving students).

- *Professional learning for curriculum*: Review reports highlighted the importance of collaboratively developing, planning and moderating curriculum units. Working collaboratively would also help to effectively deepen knowledge of the Australian Curriculum, including the achievement standards, cross-curriculum priorities, and content descriptions.

- *Building data skills for teaching and learning*: The review reports identified the importance of professional learning to deepen staff understanding of data and its impact on teaching and learning. More specifically, recommendations were to support teachers' ability to use data to:
  - gain a deeper understanding of student learning needs and differentiate their teaching
  - inform starting points and next steps for teaching and learning
  - identify learning gaps and monitor progress.

- *Building leadership capability*: A smaller number of schools received a key recommendation about building leadership skills. These were about providing opportunities for the leadership team and teacher leaders to develop their abilities as instructional leaders. Reviews recommended that this could be achieved collaboratively through observation and feedback, coaching, mentoring and collegial networking (e.g. engaging with their cluster).

Planning and managing professional learning

To support professional learning in schools, reviews suggested developing a collegial engagement plan or framework, and ensuring teachers have a professional learning plan. It was recommended that plans align with school priorities and areas for personal development.
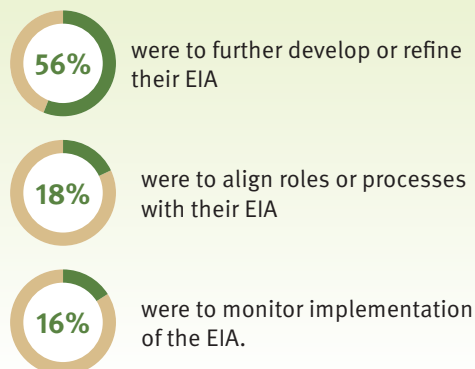
Coaching and feedback on classroom practice

Key improvement strategies highlighted the importance of providing coaching and feedback opportunities to build staff capability. Schools were recommended to align this process with the explicit improvement agenda, and make it school wide, systematic and inclusive of all staff.

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An explicit improvement agenda

Fast facts

Of the 162 rural and remote schools reviewed in 2019, 69% were given a key improvement strategy about their explicit improvement agenda (EIA). Of these:

56% were to further develop or refine their EIA

18% were to align roles or processes with their EIA

16% were to monitor implementation of the EIA.

Note: Percentages do not add to 100.

Further develop or refine the school's EIA

More than half of rural and remote schools were advised to work together to further develop or refine their EIA.

Some schools were recommended to communicate their EIA to students, parents and the wider community. To enhance consistency and school-wide understanding of priorities, schools were advised to sharpen the focus of their EIA by identifying clear targets, specific improvement strategies, timelines for implementation, and measures of success.

Align school roles and processes with the EIA

The most common recommendation was to develop and document clear roles, responsibilities and accountabilities of leaders and key staff aligned with their improvement agenda. It was suggested that these include accompanying targets of success, that are communicated to all staff and the wider school community.

Monitor implementation of the EIA

Another focus area was to regularly monitor and quality assure the implementation of the EIA. This included recommendations to measure progress, and develop quality assurance processes to ensure consistent delivery of the EIA.
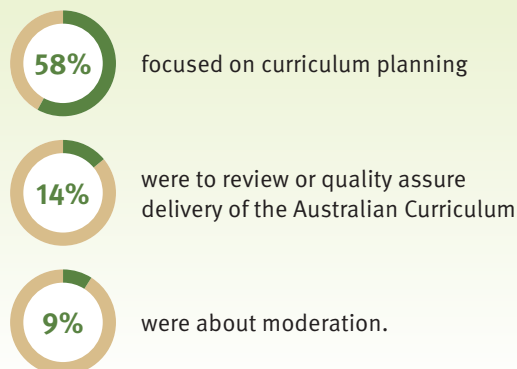

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Curriculum

Fast facts

Of the 162 rural and remote schools reviewed in 2019, 68% were given a key improvement strategy about curriculum. Of these:

58% focused on curriculum planning

14% were to review or quality assure delivery of the Australian Curriculum

9% were about moderation.

Note: Percentages do not add to 100.

Collaboratively plan curriculum

The review recommendations about curriculum planning usually referred to having a whole-school curriculum plan. Often, it was recommended that plans be developed collaboratively, aligned with the Australian Curriculum (including the content descriptions, achievement standards, general capabilities and cross-curriculum priorities), are locally relevant, and tailored to the school context.

Rural and remote schools were encouraged to develop or enhance collaborative planning opportunities with other schools across clusters or beyond. Providing time and resources for staff to develop and plan units together was suggested as a way of deepening understanding of the Australian Curriculum.

Collaboratively review and quality assure delivery of the Australian Curriculum

A second recommendation was for rural and remote schools to review, monitor and quality assure curriculum delivery. As with curriculum planning, collaboration and alignment were prominent themes. Most commonly, schools were advised to align programs and units with the Australian Curriculum, including the content descriptions and achievement standards, and engage in collaborative monitoring and review.

Engage in moderation within and beyond the school

A smaller number of schools received recommendations about reviewing and strengthening moderation. Schools were given suggestions to engage in moderation within and outside the school and to provide opportunities for moderation at the beginning, middle and end of a unit of work. Moderation can also be used to build staff understanding and confidence in delivering the Australian Curriculum.
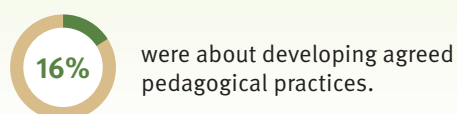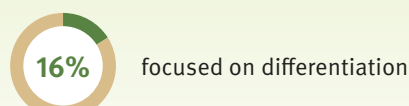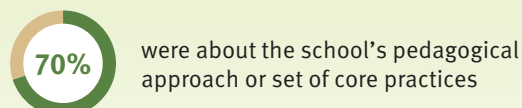

Curriculum into the Classroom (C2C)

The department has developed several useful resources to support teachers to deliver the Australian Curriculum effectively. The C2C Digital Guides and the P-6 Curriculum Planning Model, for example, are a comprehensive set of whole-school classroom planning and assessment materials that ensure alignment with Version 8 of the Australian Curriculum. Additionally, mapping tools allow teachers to develop locally relevant and tailored content. For small schools with multi-age classrooms, there are resources providing lesson plans, assessment alignment planners and summative assessment tasks which have been created for the year level above and below a base unit, as well as across all year levels from Prep to Year 6. The curriculum tools support collaboration and moderation within and across schools. They provide a common framework and language that can contribute to rigour and consistency across all schools in Queensland.

Pedagogy

Fast facts

Of the 162 rural and remote schools reviewed in 2019, 60% were given a key improvement strategy about pedagogy. Of these:

70% were about the school's pedagogical approach or set of core practices

16% focused on differentiation

16% were about developing agreed pedagogical practices.

Note: Percentages do not add to 100.

Collaboratively review and refine the school's pedagogical approach

A common recommendation was for schools to review and refine their pedagogical approach. Specific elements for consideration included developing agreed practices that align with the EIA, incorporating evidence-based, high-yield teaching strategies, and establishing expectations for using agreed practices in all classrooms.

Develop a school-wide approach to differentiation

Differentiation was the second prominent theme in the review recommendations. To engage, challenge and extend all students in their learning, schools were advised to develop a school-wide approach to differentiation, build the knowledge and skills of teachers in differentiation practices, and further support teachers in planning and delivering differentiated learning experiences.

Develop, embed and monitor the school's agreed signature pedagogies

The third priority was having consistent, whole-school (or signature) pedagogies. To achieve this, it was recommended that schools develop or define agreed practices, establish a systematic approach for embedding these practices across the school, and monitor the impact of the enacted practices.
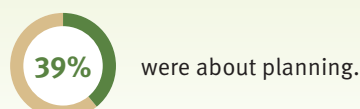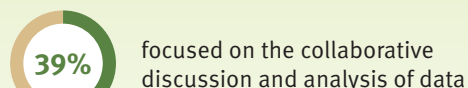
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Data

Fast facts

Of the 162 rural and remote schools reviewed in 2019, 28% were given a key improvement strategy about data. Of these:

39% focused on the collaborative discussion and analysis of data

39% were about planning.

Note: Percentages do not add to 100.

Provide dedicated time and opportunities for the discussion and analysis of data

The top recommendation was collaborative discussion and analysis of data. This included allocating specific times and opportunities for teachers and school leaders to discuss and analyse data (both systemic and school-based student achievement data), refining and strengthening data conversations, and developing a systematic approach or strategy for the discussion and analysis of data. These recommendations were given to support schools to identify gaps and next steps in student learning, build staff capability in analysing data and using it to inform teaching practice, and facilitate deeper discussions and generate strategies for student improvement.
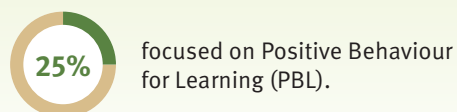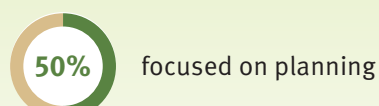
Develop a whole-school approach to collecting and analysing data

Of equal importance to discussion and analysis, were recommendations about data planning. The primary focus was on whole-school data planning. Schools were advised to develop, document and implement a school data plan aligned with their EIA, including the school's purpose for collecting data, tools and timelines, and specifying how datasets will be used to inform teaching and learning.

Student engagement

Fast facts

Of the 162 rural and remote schools reviewed in 2019, 25% were given a key improvement strategy about student engagement. Of these:

50% focused on planning

25% focused on Positive Behaviour for Learning (PBL).

Note: Percentages do not add to 100.

Review the whole-school approach to student engagement

The most common recommendation about student engagement was to collaboratively develop a school-wide approach to managing student attendance or behaviour. Practices should be clearly communicated, including setting shared expectations and consequences.

To strengthen processes

The second area for improvement focused on strengthening, implementing or embedding PBL practices. This included establishing clear roles and responsibilities, clarifying expectations for student behaviour, and enacting consistent and sustainable PBL strategies.

While rural and remote schools in Queensland face unique challenges compared to their metro counterparts, it is these challenges that contribute to the positive culture and strong partnerships often evident in these communities. Approaching the next steps collaboratively was a key theme throughout the review recommendations. There is an opportunity for schools to leverage existing strong partnerships and further extend them across like schools, clusters and communities.

Practical considerations for enhancing student and staff opportunities in rural and remote communities

Supporting continuous professional learning and development across rural and remote schools

- Acknowledge staff turnover often occurs in rural and remote schools, and ensure there are systematic and timely induction and onboarding processes for all staff. Introduce them to the school's processes, culture and community.

- Be innovative in helping colleagues to form networks and connect professionally beyond the school.

- Create a broad range of high-impact learning experiences for staff to engage in (e.g. coaching and mentoring, working in collegial teams within the school and with other schools, opportunities for all staff to seek regular feedback on their practice) and engage in both online and face-to-face professional learning.

- Provide differentiated professional learning to build teaching expertise in areas of need, such as assessment and pedagogy for multi-age classrooms, how to effectively use student data to inform teaching and learning, and specialist secondary curriculum.

- Acknowledge the longevity of teacher aides, community teachers and administration staff and encourage them to contribute to decisions about the future direction of the school. Provide opportunities for these key staff to continue to grow their knowledge and expertise in their field.

Strengthening student engagement and maximising opportunities for learning

- Respond to individual student differences, include Aboriginal and Torres Strait Islander cultural knowledge and experiences, use creative expression and engagement to meet local community context.

- Prioritise the development of locally relevant curriculum and adopt a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills.

- Support teachers to deliver the Australian Curriculum effectively across multi-age class contexts.

- Collaborate with similar schools to share strategies and practices for planning curriculum, moderation and differentiated learning experiences.

- Dedicate time for teaching teams to collaboratively unpack student and school data, celebrate progress, identify problems of practice, and collaboratively plan next steps for teaching and continuous improvement of student outcomes.

To generate discussion

- How does our school connect and collaborate with others, such as cluster approaches across geographic boundaries, in areas to support our school's improvement agenda?

- How can our school draw on expertise within and beyond the school to deepen staff knowledge of the Australian Curriculum, assessment and moderation practices?

- How do we ensure all staff and leaders have opportunities to foster strong collegial networks and ongoing professional development?

- How are opportunities for coaching and feedback provided in our school and across clusters of schools?

- How do we leverage our strong school-community partnerships to enhance students' opportunities and outcomes?

Case study

Regional collaborative professional learning for rural and remote school leaders

In the south-west corner of the Darling Downs region, small rural and remote schools take part in collaborative opportunities to build school leadership capability and improve education in the bush.

In Darling Downs South West (DDSW) region, many schools are outside of a major town, with limited access to services. While these schools may have the financial resources to purchase specialised services, it is often a challenge to find the right person for the job. The remoteness encourages the schools to be innovative in how they teach students.

In an initiative led by the assistant regional director (ARD), 24 schools are working collaboratively to develop school leadership capability. These schools usually have only one or two classes, with principals carrying a significant teaching load. These experienced teaching-principals are often at an early stage of their leadership career. The principals are very collegial, open to collaboration, and eager to learn. This thirst for knowledge is most apparent in the areas of leading learning at a school, community engagement, and strategic planning. A key driving motivation for rural and remote school principals has been the belief that education in the 'bush' can be as good as any offered throughout Queensland.

Intentional collaboration in professional learning

Despite their remoteness, the principals have established many informal networks. Building on this 'social capital', collaborative opportunities at the regional level strengthen the principals' leadership skills. The principals work collaboratively with their ARD to develop their instructional leadership capability, gradually taking on more responsibility. Practices have included three-tier instructional leadership coaching, co-teaching, and moderation. This is complemented by a range of professional development activities provided by the Centre for Learning and Wellbeing in Roma.

Instructional leadership coaching

Instructional leadership coaching involves a cycle of observations, modelling, feedback and collaborative group reflection each term. The focus of these activities is on the collaboratively agreed aspect of teaching instruction, but the key purpose is to enhance principals' instructional leadership skills by leading them through the process of improving pedagogy via observation and feedback.

Instructional leadership coaching has three tiers. The first tier, 'principal-ARD' (PARD), sees the ARD observing a lesson conducted by the principal, using chosen elements of Anita Archer's framework (Archer & Hughes, 2011). This is either a face-to-face observation, or virtual, using FaceTime, Skype or iSEE platforms. The ARD then models a lesson for the principal to see how they can enact instructional leadership within their own school. The ARD also gives principals feedback on their teaching. The second tier, 'principal-to-principal', sees the previously observed principal with their peer watching each other's lessons and giving feedback. Finally, the third tier is the 'principals-ARD professional learning group' (PARD PLG). This involves collaborative discussions between the ARD and all of the principals on what they learnt from being observed or observing others and giving feedback.

The PARD PLG meets twice a term over Skype. During these meetings, the ARD invites principals to share their experiences, challenges and successful practices. The conversations happen in the context of each school's strategic plan. Principals collaboratively 'traffic light' each school's annual implementation plan against the domains of the *National School Improvement Tool* to better understand how each school is travelling.

> ❝The PARD sessions have fostered high levels of collegiality and trust between all Band 5 principals and the ARD, which has led to a genuine sense of support and the opportunity to share challenges and problem solve collective solutions.❞
>
> *Principal 1*

The co-teaching cycle

The practice of co-teaching is inspired by the work of Lyn Sharratt (Sharratt & Fullan, 2012) and is an extension of instructional leadership coaching conducted with some rural and remote schools. After co-planning to determine the area for improvement at a particular school, the ARD visits the school to demonstrate and co-teach a lesson. The lesson is observed by the principal, the head of curriculum and/or another teacher. It is followed by co-debriefing, during which the group looks at the evidence of learning (how particular students performed during the lesson). Finally, co-reflection is undertaken to determine the strategies for each student to improve their learning in the next teaching episode. The same cycle is later applied by the principal with a teacher.
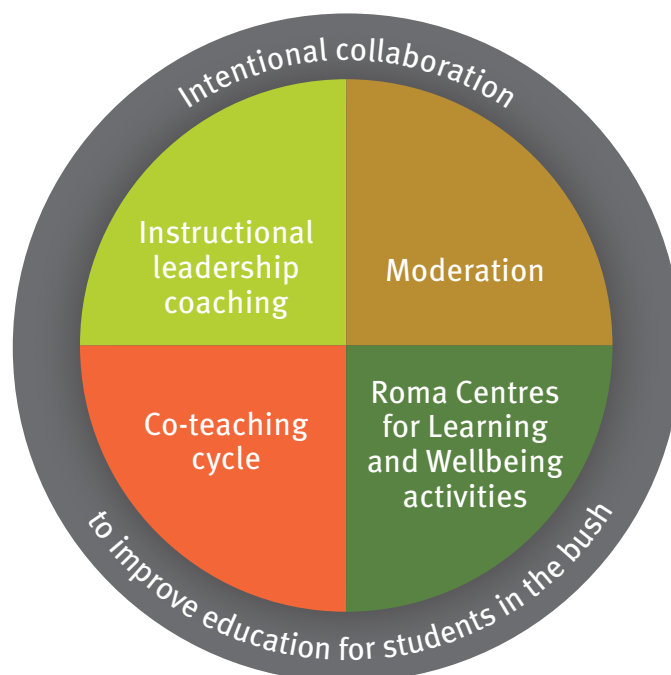
Moderation

More than 60 teachers and principals from across the region meet once a term in a virtual auditorium. Each of them is given a virtual avatar which locates them in different groups run by 13 facilitators. The facilitators include the principals from rural and remote schools, and heads of learning from the Centre for Learning and Wellbeing in Roma. Other participants in moderation are heads of department, curriculum experts from local schools, and teachers. In addition to moderation, the sessions also support building instructional capability so principals can lead moderation in their own schools. The ARD works with facilitators in a structured and purposeful way, exposing them to expertise they would not normally have access to in a rural and remote context.

> " The moderation sessions provide a wonderful opportunity for principals and staff from rural and remote schools to openly and confidently participate in a moderation process, which normally could not occur due to the constraints of distance and travel. These sessions provide staff with the chance to 'quality assure' assessment tasks and to ensure that interpretations of guide to making judgments (GTMJs) are consistent across the DDSW region. These sessions also provide a wonderful networking opportunity for staff who would not usually have the opportunity to converse and share experiences due to the vast size of the DDSW region. "
>
> *Principal 2*

The impact

The comprehensive and contextualised capability building program in DDSW region supported by the Roma Centre for Learning and Wellbeing has helped to enhance the instructional leadership capability of small rural and remote school principals. It is seen as an important investment, supporting principals at the beginning of their careers by equipping them with key leadership skills.

The practices have helped to increase the quality and consistency of teaching and learning across the region. One example of this is the use of learning walls, which are now visible in all schools across the south-west corner. (see EIB case study on learning walls at Thargomindah State School).

The instructional leadership practices have also resulted in greater principal engagement in the cycle of inquiry. They have helped to develop a collaborative learning culture that supports school improvement.

The rural and remote principal capability development program would not have been a success if it were not for the collaborative opportunities designed by the ARD, aligned to authentic, everyday challenges faced by principals. The program is individualised and tailored considering the perspectives and needs of participating principals. It encourages a collective learning culture. The approach is so powerful because it values a diversity of views, creating a safe space for risk taking and innovation.

✉ **For further details about this case study, email the Education Improvement Branch at eibmb@qed.qld.gov.au.**

Case study

Building capability and supporting wellbeing in rural and remote schools in Queensland

Centres for Learning and Wellbeing

During 2018 and 2019, four new Centres for Learning and Wellbeing were established across Queensland to support the professional learning and capability development of rural and remote teachers and school leaders at all stages of their careers. The centres also support staff and student wellbeing, and help to connect students and families with inter-agency support.

The centres are located in Mt Isa, Roma, Emerald and Atherton. Satellite centres ensure service delivery reaches each region's small rural schools, Indigenous communities and schools in a range of remote locations. Each centre has five core functions, which serve to support school improvement:

- developing leadership capability
- mentoring and coaching beginning teachers
- coaching mid and experienced teachers
- building resilience of staff new to rural and remote settings
- facilitating inter-agency wellbeing support for staff and students.
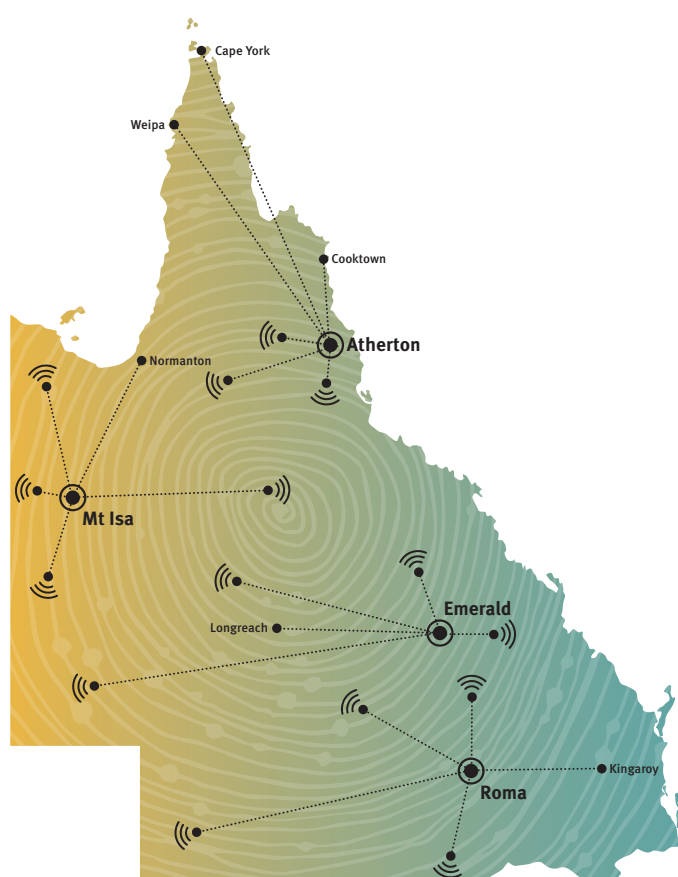
A 2019 review of the centres shows that they have been well received by catchment teachers and school leaders, and have been successful in providing a wide range of professional learning and wellbeing support. The data suggests that the centres have helped to increase face-to-face, one-on-one and online professional learning for staff and school leaders in rural and remote locations who often experience difficulties in accessing this learning due to distance. All centres have focused on the Australian Curriculum and reading improvement. They have also contributed to a growth in teacher and school leader confidence.

In Central Queensland region, the Emerald centre is widely acknowledged by its school leaders for its quality work to support staff, with a particular focus on beginning teachers. School and regional staff work together with the centre to build the capability of teachers and school leaders to ensure that quality teaching practices are maintained.

Every beginner teacher in the Emerald centre's catchment schools has been matched with a mentor. Together, they have unpacked key departmental documents, shared ways to engage diverse learners and build inclusive classrooms, examined evidence-based teaching strategies to expand their pedagogical toolkit, and learnt how to sustain themselves in the profession in the long term.

Through the delivery of the Take the Lead program, the Mt Isa Centre for Learning and Wellbeing plays a key role in building the capability of aspiring rural and remote large school principals. The program provides participants with the opportunity to develop their personal and professional capabilities on their journey to becoming effective school and system leaders in Queensland's rural and remote state schools.

In Atherton, the centre is assisting teachers by offering transition support to staff new to living and working in Far North Queensland's rural and remote schools before they arrive in their new community. Each newly appointed staff member receives a welcome phone call, a 'before you leave' guide and discussion, along with a comprehensive orientation book. Supporting schools' local on-boarding processes, orientation days in Cairns are a key element in preparing new staff before they arrive in community. "Consistency, Connectedness, Contextualised" are the key messages, as is setting up networks and external agency connections to support the transition to their new workplace and environment. Every staff member new to

rural and remote schools receives regular professional and wellbeing check-ins in their first year to identify individual support needs and enable active, responsive management of any risks to retention.

In the Darling Downs South West region, the Roma Centre for Learning and Wellbeing delivered a series on developing a curriculum, assessment and reporting plan, targeting regional and systemic priorities, particularly the full implementation of the Australian Curriculum by the start of 2021. Teachers and curriculum leaders participating in the one-hour weekly online sessions progressed their own school plans with support from the centre.

In 2019, the four centres collectively delivered over 27,000 hours of professional learning and wellbeing support to more than 5,200 teachers and school leaders, with some participants attending multiple sessions. Most of these sessions were face to face. The rest were delivered using online platforms such as Microsoft Teams. Centres tailored their delivery based on geographic location, the needs of catchment schools and the resources available.

The significant investments through the Centres for Learning and Wellbeing provide long term support and improved outcomes for staff and students in rural and remote areas.

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Resources and further reading

Rural and remote education

The Queensland Government is committed to ensuring that all students, no matter where they live, have access to a range of high-quality education and training programs. See the strategy and resources.	education.qld.gov.au/schools-educators/other-education/rural-and-remote-education
Advancing rural and remote education in Queensland state schools. An action plan to support every rural and remote student to succeed.	https://education.qld.gov.au/schools-and-educators/other-education/Documents/advancing-rural-education-qld-state-schools-action-plan.pdf#search=state%20schools%20action
The Department of Education's Take the Lead program, established in 2010, prepares high-performing candidates for school leadership roles in rural and remote Queensland locations.	intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/capability/take-the-lead
The Partners in the Learning program supports schools of distance education to enhance the skills of parents and home tutors in improving children's reading. See the video suite here.	https://www.youtube.com/watch?v=ItWVGjCqBNQ&list=PLgjv5epyrnQCffe4OU-owSsONVK_qZlIF
Using current evidence and best practice, the parent and community engagement framework is a tool to reflect and act on key elements of quality engagement to improve partnerships.	https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf

Curriculum

Stories from teachers who use C2C resources.	det-school.eq.edu.au/schools/pd/p6cpm/p6/introduction.html
Self-paced learning modules to help teachers develop individual curriculum plans and locally relevant content.	det-school.eq.edu.au/schools/pd/p6cpm/
C2C digital guides provide multi-level assessment tasks and curriculum alignment for the year level above and below.	English: det-school.eq.edu.au/resources/c2c/digital-guide/english/planners.php Maths: det-school.eq.edu.au/resources/c2c/digital-guide/maths/planners.php
The P-6 Curriculum Planning Model supports implementation of the Australian Curriculum. An assessment alignment model provides a flexible and adaptable framework for implementing multi-level lesson planning and assessment.	An example (English): det-school.eq.edu.au/resources/c2c/digital-guide/english/smallschool.php
Kindergarten Learning Possibilities provide resources to help align the Queensland kindergarten learning guidelines with early learning in Prep. Under *Achievement standard mapping, click Kindergarten Learning Possibilities*.	An example (English): det-school.eq.edu.au/resources/c2c/digital-guide/english/smallschool.php

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