



ShiftED
Research Project Report
Lewis Deep Democracy
March 2023

The ShiftED designers and invited research team have conjointly compiled this report on the development and pilot of ShiftED to share progress with the wider LDD Education Group

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Contents

Executive Summary	i
1. Research Project summary	1
2. Context and significance	6
3. Synthesis of the literature review	8
4. Aims and research questions	10
5. Methods	11
6. Findings	16
7. Discussion and implications for programme design	32
8. Summary and recommendations	34
9. References	37
10. Appendices	39

Executive Summary

Lewis Deep Democracy (LDD) and Charles Darwin University (CDU) have had a research and development partnership since November 2019 to explore the impact of a specifically designed suite of LDD tools and strategies on the day-to-day democratic pedagogical practices of teachers so that they can enable children and young people to have a voice, share their views, listen to others, and resolve tension. Systems change is a long-term goal and requires an effective program, and sustainable monitoring and evaluation.

Key findings:

Teachers' come to ShiftED largely expecting to improve classroom dynamics, referencing external factors and classroom climate factors on student behaviours.

Teachers have high levels of confidence in using the tools and strategies immediately after training.

Flexible options for face-to-face and online delivery of the ShiftED tools and strategies can achieve pedagogical change.

Teachers' pedagogical practices achieve more inclusive and respectful classroom climates; reflect greater openness to energy fields and role fluidity, and are based on deliberate conscious democratic approaches.

Student behavioural and attitudinal changes are reflected in academic engagement and improved composition of persuasive texts; navigating sabotaging behaviours to improve classroom wellbeing and dynamics, and role fluidity.

Teachers reported transformational changes in both their personal and professional dispositions and capacity for Meta Skills of compassion and neutrality.

Teachers face structural challenges in schools such as time and space for access to professional learning. Some barriers described relate to resistance or being stuck, and some of the findings around limited consciousness or use of LDD language may be a reflection of the limited time for embedding implementation.

The context of the research and development encompassed international participants, teachers working with primary and secondary aged children and young people, and a global pandemic. This made the collection of a variety of data sources including enrolment profiles, post training surveys, interviews for Most Significant Change stories, students' Grains of Truth and parent feedback, an exceptional feat by the LDD facilitators.

Recommendations:

1. LDD continue to provide ShiftED for teachers incorporating: i) the Meta Skills of Compassion and Neutrality to shift teachers' pedagogical practices and dispositions in learning; ii) gain and teach students better insights into classroom dynamics and disruptive behaviours underpinned by theory Conscious and the Unconscious and Role Theory; the Diagnostic Resistance Line and the use of Soft Shoe Shuffle, and iii) use the Debate as a safe and structured process to promote diversity of views and navigate the tension toward agreement.
2. Two pathways for ShiftED be made available to meet teacher and student needs:

Pathway 1 The ShiftED short course comprised of three phases for on-line delivery (approximately 90 minutes phases)

Pathway 2 The full ShiftED course as manualised, developed and evaluated, with face-to-face delivery. This delivery offers ongoing research and development with data collection at several points.

The tenacity and commitment of Ms Susan Kilgour and the ongoing support of Mrs Myrna Lewis are key to the outcomes of the partnership. The international LDD Education facilitators provided invaluable, positive and constructive guidance throughout, and particularly through the formative stages of designing the research components.

1. Project summary

ShiftED is an international programme and research project for teachers and is a product of Lewis Deep Democracy (LDD). ShiftED offers teachers hands-on professional learning about the social, political and psychological theories and practices that underpin the principles of LDD. The intent is to provide teachers with three strategies and several tools to work in more inclusive and productive ways. Ever since Dewey outlined the role of education in the project of democracy, educators have wrestled with the ways to teach about and for democracy, let alone teach with democracy. ShiftED provides teachers with both a depth of tools for understanding this method, as well as three practical classroom strategies.

ShiftED's objectives of working with teachers acknowledges that teachers are in a position of great influence and for many children and young people schools can be place of relative safety and source of other ways of knowing and being in the world. Education institutions and services are expected to nurture and engage children and young people in stimulating and diverse learning environments. Globally, children and young people learn in many different ways and in very different contexts. There is no single optimal learning environment. However, educational psychology and sociology have provided theories and a convergence of evidence for many decades about learner motivation and a sense of agency for successful learning...and participation in the world. The 2017 survey of visitors to the Museum of Australia's Democracy (Stoker, Li, Halupka and Evans, 2017) found that young people aged 12 to 17 years are committed to the ideals of democracy but want to see politics done differently and have definite issues of concern. ShiftED provides teachers with a tool kit that can be incorporated into current teaching practice, across all curriculum areas to support their aspirations for deeply engaged decision making and transformational learning.

Today we are teaching for a world unimagined.

ShiftED is premised on promoting a bright future by engaging all students in inclusive, participatory, and impactful learning experiences evidenced by active listening, having a voice and appreciating diversity, whatever the educational approach, socio-cultural context or physical setting. The ShiftED tools and strategies increase student engagement and participation but are also expected to be transferable to children and young people's interactions beyond the classroom. The skills taught through the ShiftED strategies and tools include:

- Learning to have a voice and be an advocate
- Learning how to listen to different opinions
- Acknowledging and appreciating diversity
- Dealing with the tension that arises from differences of opinion and diversity
- Discovering insights about how to relate to self and others
- Transferring these skills to situations outside the classroom.

The success of children and young people in mastering these future focused skills will determine how the next generation will treat themselves, each other and the planet.

The ShiftED pilot and research project is a joint venture between Charles Darwin University and Lewis Deep Democracy International with schools in Australia, Belgium, Netherlands, South Africa and Turkey.

The research partners in collaboration with the LDD Education Group worked as a community of practice using an action research approach for the development and research design activities. The ShiftED pilot research, and future monitoring and evaluation design, detailed in this report can be summarised by the following key elements:

- The project design was a formative process with partners each contributing specific methodological and data collection needs most appropriate and responsive to their diverse contexts.
- The shared outcomes and common approach to programme content and data collection provide an opportunity for convergence of evidence and a clear articulation of processes and impact to a wider audience.
- The use of the Most Significant Change (Davies and Dart, 2005) is an appropriate method for gaining insights into ShiftED participants' perceptions of impact.
- The augmentation of quantitative and qualitative implementation data will inform future modifications and improvements.
- The research and evaluation partnership supports the adoption of sustainable and effective data collection tools and processes for routine monitoring to inform organisational adaptive learning and dissemination of new understandings.

This report is for the LDD community, participating principals and partners. The programme logic and major iterative improvements are outlined in Section 1. The rationale for the project and its significance are contextualised in Section 2. A synthesis of the evidence-base drawn on is synthesised in Section 3, whilst the full literature review is available on request. Section 4 provides the research aims and questions, followed by the methods in Section 5. The ShiftED pilot stage data are presented in Section 6 with the discussion of these findings and their implications are detailed in Section 7. Finally, the summary of learning about ShiftED training content and modes, utility of data collection tools and the insights on the impact of this programme are provided with relevant recommendations for the future in Section 8.

ShiftED programme logic

Intervention programmes are often underpinned by a programme logic which makes visible or explicit the programme design. This backward map explains the logic or theory of the design from the aspirational goals back to the observable intermediate outcomes and the indicators and measures of these outcomes. The map shows the link back to the deliverables and activities in which the indicators might be demonstrated; the resources required to conduct the activities, and the conditions that enable, impede and sustain the programme (Figure1).

The morally compelling purpose for this project is stated in Figure 1 as the wicked problem,

The world is rapidly polarising. We need to embrace diversity, hear all the voices and learn how to deal with the tension that emerges from differences of opinions. Deeper resolution, by gaining the wisdom that lies below the differences of opinions is achieved and quantum change and transformation will result. This is needed.

The programme logic is best understood by beginning on the right with the aspirational goals of the programme, for learners to “positively impact their community and society” and to “gain important life skills” (see Appendix A for definitions). The growth toward these aspirational goals can be measured by the six outcomes in Figure 1, in which learners: have a voice; listen to different opinions; appreciate diversity; resolve tension from differences enabling collaborative and creative solutions; discover insights to relate to themselves and others, and transfer skills.

These outcomes are achieved through the deliverables shown in the central bracket of Figure 1 which include: development of the ShiftED teaching tools and strategies; teacher training in ShiftED components; ongoing teacher supervision; teachers’ routine implementation of ShiftED strategies across the curriculum areas; monitoring and evaluation data collection; maintaining relationships, and changes in pedagogy.

The ShiftED activities, and therefore the fidelity of the programme implementation are dependent on the enablers shown in Figure 1. The first of these “Go where the water flows” refers to the readiness and willingness of self-selecting participants. The initially planned canvassing of principals was severely impacted by COVID-19 restrictions. These restrictions demanded greater flexibility, being more attuned to the sensitivities and needs of teachers already experiencing additional demands and stressors.

Other enablers for ShiftED are the adoption of an action research approach; principals with engagement and commitment; teacher volunteers engaged for the longer term (2-5 years); expert ShiftED facilitators; a manualised training programme; reliable and valid data collection tools which include the insights of participants about change in classroom pedagogy and potential impact on children and young people. It is assumed, based on the supporting literature that participating educators require growth mindsets and an openness to pedagogical innovation. Teachers will be enabled by a strong sense of self-efficacy, and advocacy for the agency of the learners with whom they work. Figure 1 also maps the sustaining factors needed of schools, a critical mass of participants and the ability of the data system to track high levels of teacher transience.

Finally, the potentially limiting factors in the ShiftED programme logic include the transience of teachers, principals and students which may have an impact on the data collection. It is important to acknowledge the potential moderating effect of the socio-political nature of schools, the school culture or climate and the degree of openness to a fundamental shift in locus of power.

ShiftED programme logic is used to iteratively refine the research and evaluation plan, consistent with double loop learning in an action learning cycle. An evaluability assessment is not considered necessary for this project because of the formative processes in collaboration with partners which allows for responsive adjustments to programme design and research activities in a timely manner. The iterative modifications and rationale in the pilot phase are explained in Section 5.

The ShiftED programme design and development commenced in 2019 and as the project was gearing up for recruitment and training, the uncertainty and impact of COVID-19 pandemic interrupted the work of many LDD trainers, their relationships and access to schools and indeed impacted the ability of Principals and teachers to engage professional development and support in the usual way due to restrictions and lock-downs. Engaging school principals and teachers has continued to be challenging due to the physical and mental toll on teacher well-being and health. This is further evidenced in Section 6 from the community of practice.

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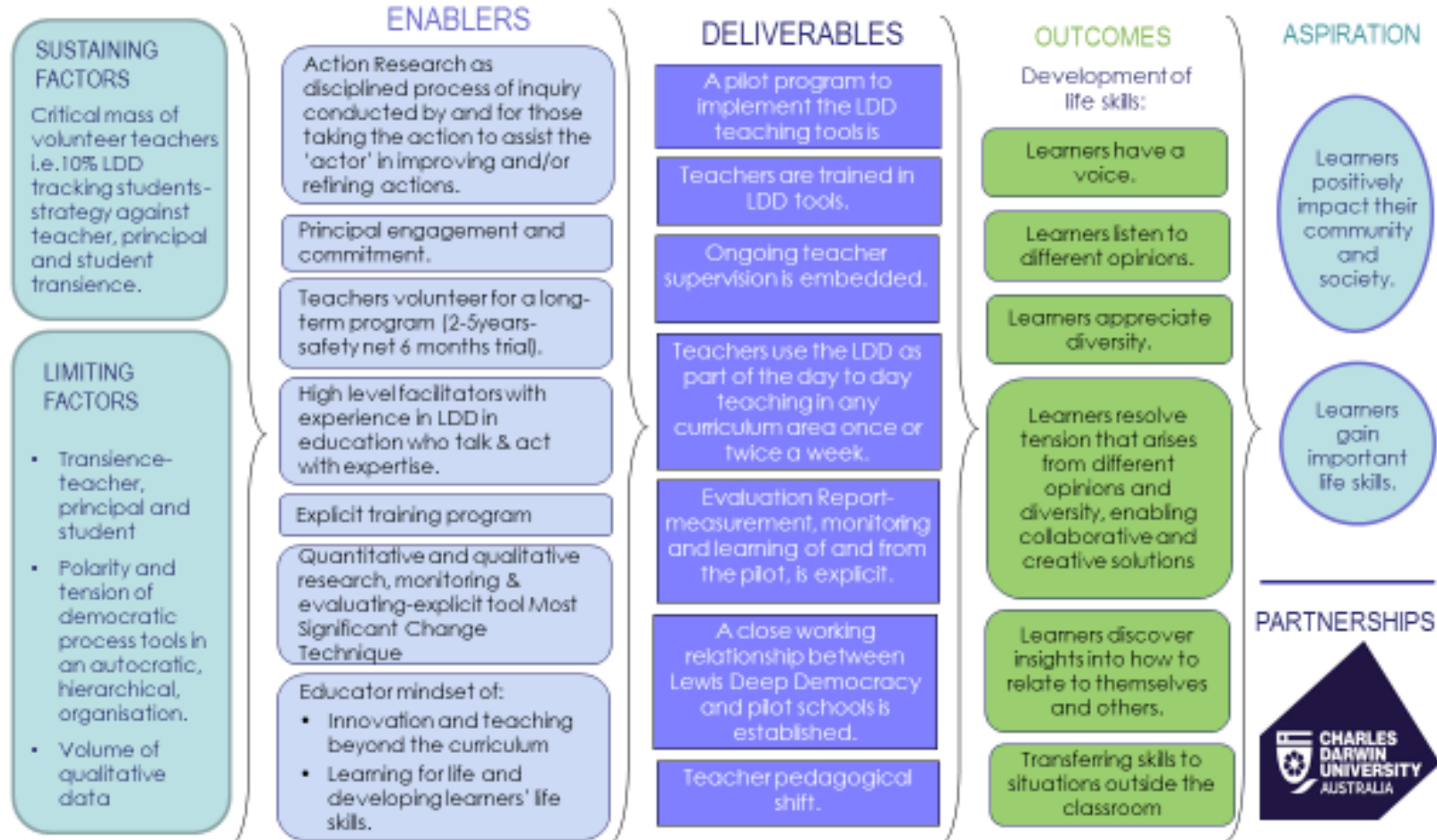


Figure 1 ShiftED Programme Logic

2. Context and significance

The socio-political climate in the last decade has become increasingly polarised. Australia has experienced the polarisation of political views in the same way that many western democracies have over time (ABC News, 2019) and recent concerns have been raised in relation to 30% of terrorist related investigations (Australian Security Intelligence Organisation (ASIO), 2021) being connected to right-wing extremists. The ASIO annual report highlights the following in relation to conditions under COVID-19:

The COVID-19 pandemic has been used by right-wing and issue-motivated extremists to promote their views. They are seeking to exploit social and economic dislocation; and their extremist ideology has been spreading more quickly and widely as Australians spend more time online engaging with like-minded individuals. However, calls for violence and sabotage have not yet been acted on in Australia.

Indeed, the global pandemic restrictions may have escalated the rise of right-wing sentiment, and they certainly have raised challenges to how democracy is understood and applied in the contemporary context of extremist and “empty ideologies” pitching freedom against the common good (Shanahan, 2021). This presents an urgency to how schools and teachers respond with more than information. With all that we know and understand about effective learning, the pedagogy experienced by children and young people can have a far deeper impact on the nature of learning than the information transmission.

Despite a long lineage of philosophers and theorists from Socrates to Freire and Dewey, who argued that all education is political, classrooms largely reflect autocracies. Schooling systems and their schools have predominantly adopted the hierarchical structures consistent with the industrial age. Knowledge has been structured to reflect the project of Modernity, that there is order and truth born of scientific processes (Dahlberg, Pence & Moss, 2013). However, science itself has moved into a new paradigm that seeks to accommodate our recognition and growing understanding of complexity and adaptive systems (Krakauer, 2020).

Curriculum design has progressively become more prescriptive and in Australia the latest review of curriculum has been released for implementation in 2023 with greater focus on the General Capabilities (ACARA, 2022), and a consolidation of outcomes related to traditional learning areas or disciplines. The General Capabilities include: Personal and social capability; Ethical understanding; Critical and creative thinking; Intercultural understanding; Information and communication technology capability; Literacy and Numeracy. In other curricula, these are often referred to as life skills.

The relentless pursuit of high stakes testing and populist politics on literacy and numeracy outcomes has not produced equality of outcomes or even better engagement and attendance for those most disadvantaged (He, Nutton, Graham and Hirschhausen, 2021). Increasing school disruption and violence, including toward teachers and principals point to the need for a reset (Riley & See, 2019). Indeed, there is increasing attention on returning to more foundational, readiness to learn skills of self-regulation and executive function, particularly associated with increased knowledge of neurosciences and the impact of trauma across the life course. The ShiftED tools and strategies are consistent with a number of positive psychology approaches for self-regulated classrooms that are currently being implemented in Australia. These concepts, their theoretical origins and evidence-base are synthesised in Section 3 based on the full literature review (Cieri and Lewis, in press).

The latest research from Collaborative for Academic, Social and Emotional Learning emphasises the effectiveness of programmes that address the cohesion across schools, families and communities in the way they support the sharing of power with children and young people in developing their curiosity, executive function and self-regulation, to improve academic outcomes (CASEL, 2022). The convergence of evidence is unequivocal that the social and emotional skills are foundational to being able to connect with and be ready to engage with academic learning.

The current context of teacher retention in Australia, especially new graduates, has been the subject of some debate with little national data to address claims that the workloads and behavioural demands on teachers are contributing factors. Findings of one Australian study with 5000 teachers linked retention to teachers' reported sense of efficacy and recognition (Mayer, Allard, Bates, Dixon, Doecke, Kline, Kostogriz, ... Hodder, 2015). The design of ShiftED attempts to recognise the importance of supporting teachers in adopting change, especially to pedagogical practice which may require shifts in identity and mental models.

Finally, co-founder of Lewis Deep Democracy, Myrna Lewis has demonstrated the demand for tools and strategies that support more democratic and inclusive classrooms since her first projects with South African schools in 2001. Since then, LDD has been implemented in primary and secondary schools across many countries.

The significance of ongoing research is a contribution to the limited evidence base in current literature. This research will focus on the effectiveness of professional learning in ShiftED as demonstrated by the adoption of tools and implementation of strategies in every day pedagogical practices. The self-reported impact on teaching, learning and classroom climate using short response and survey data, stories of most significant change and student focus groups' perceptions are expected to provide rigorous evidence about the design, implementation and impact of ShiftED to inform teachers, principals, students and families...and potentially policy.

3. Synthesis of the literature review

As co-founder of Lewis Deep Democracy, Myrna Lewis has been instrumental in developing the scope of key concepts and theories for an extensive literature review. Karen Cieri used Myrna's foundational narrative, and worked collaboratively with her to develop a structure of foundational concepts that contributed to the design of Lewis Deep Democracy. Literature searches included the empirical evidence-base to establish the rationale for tools and strategies selected from the Lewis Deep Democracy suite to comprise ShiftED programme content.

Further, as ShiftED is specifically aimed at the context of schooling and providing a pedagogical tool, the literature review was expanded to incorporate the evidence-base from the educational psychology and sociology fields to provide contemporary evidence on impactful professional learning and pedagogical tools that lead to ShiftED's aspirational outcomes for children and young people.

A synthesis of the key concepts, theories and empirical evidence that are embedded in the rationale and design of Lewis Deep Democracy and subsequently adopted for ShiftED is provided here and the full literature review will be made available elsewhere.

The origins of Deep Democracy (Mindell and Mindell, 1995; 2002) and the further development of Deep Democracy (Lewis and Lewis) are based in the field of process-oriented psychology. The contemporary thinking in psychology and sociology reflect the departure of scientific thinking from the Newtonian principles of being able to reduce, define, measure and know individuals, to the movement toward Quantum physics principles of the complexity and interconnectedness of life, such as Bohm's Implicat Order Theory (Bohm, 2000).

The first key concepts evident in the practices applied by LDD, are: the notion of **worldwork** (Mindell and Mindell, 2002) in relation to the work (interactions, emotionally and cognitively shift) of groups engage in change, and the **contribution of dialogue** (Bohm, 1996; Isaacs and Garrett, xxxx). The origins of this ontology can be traced back to deeper and wider influences and theoretical concepts which comprise the foundations of LDD and ShiftED. A prominent concept that will be revisited in relation to the design of tools and strategies in LDD tools is that of **energy fields** and the importance of psychodynamics in surfacing **group consciousness and the impact of unconscious processing** (Wilson, 2002). LDD's The Conscious and The Unconscious model is based Freud's life scripts, Berne's (1964) repetitive patterns and Erskine's (2008) rackety patterns. The iceberg metaphor used by Freud (1915) compares the human psyche to an iceberg in that a very small part of our behaviour is conscious (above the waterline) while most of our behaviour is unconscious (below the waterline).

The application of **Role Theory** (Mindell, xxx), which is rooted in the Jungian notion of archetypes but extends the notion of role to include individuals, groups or society and can be applied to ideas, emotions, actions and physical conditions. Fractals are a common quantum physics feature and are used to represent the repetitive patterns at different levels or scale, that occur in roles. In LDD the application of these concepts is to recognise that a role identified in one, will be evident in others and that roles are bigger than the person and therefore there needs to be role **fluidity**.

The natural occurrence of conflict in groups (or within an individual) has been theorised and researched across a number of fields of psychology and the insights now provided by neuroscience require attention to understanding the need for a sense of emotional and

psychological safety in order to regulate behaviour. Being able to recognise tension is supported by the LDD tool, the **Resistance Line**. In order to avoid getting stuck in patterns of behaviour or Enabling role fluidity and working with tension or resistance requires a suite of communication and meta skills. In LDD the meta skills are identified as:

Neutrality – is based on self-awareness or consciousness about our socio-culturally acquired biases or the psychological shaping of our reactions and behaviours. The inner work of neutrality enables us to hold a space for others and their role/s or neutralising manage inherent and unconscious bias that can exclude group members or retraumatise them. Related to achieving neutrality, are the concepts of mindfulness and presencing which have become more prolific in social and emotional learning approaches.

“Compassionate listening lies at the root of deep democracy” (Mindell, 1998:109). This meta skill, also called deep listening is foundational to the principles of group consciousness and the awareness of information held within the group.

These skills each have psychological and educational research underpinning their contribution to positive and constructive, goal oriented human interactions.

The literature review also examined the evidence and theoretical basis for the LDD and ShiftED tools and strategies related to democratic pedagogy (and relational pedagogy). The learning sciences in recent decades have focused on research that identifies the observed characteristics of how humans, and in particular children and young people learn. Learning as a social process has a long tradition in learning theories such as Lev Vygotsky, John Dewey and Albert Bandura, to name a few. However, we are now seeing much greater emphases through evidence from positive psychology on social emotional learning supports for individual learners and in classroom management strategies (Seligman and Csikszentmihalyi, 2000).

Pedagogical practices and learning environment designs that provide learners with a sense of safety, calm and being alert or ready to learn (CASEL, 2022; Seligman, 2018) are based on evidence from the neurosciences and brain-based learning (Tang, 2017). Strategies for co-regulation and self-regulation are integral to classroom management and differentiating learning in diverse classrooms. The evidence base from neurosciences and the learning sciences of the impact of social contexts and emotional states on our ability to learn is embedded in the design of ShiftED’s selection of tools and strategies to support teachers’ pedagogical practices for transformation (Lewin and Regine, 2001).

4. Aims and research questions

The ShiftED research design aims to explore:

- teachers' use of three Lewis Deep Democracy (LDD) strategies as part of day-to-day teaching across all curriculum areas
- the effect of ShiftED on students' life skills and the consequential impact in their community.

ShiftED, as a suite of strategies from LDD, when implemented as every-day pedagogical practice by teachers will support children to learn these three life skills:

- to have a voice
- to listen deeply to different opinions
- to work through and with the tension that arises from differences of opinion and diversity.

Teachers, children and young people will

- discover insights into how they relate to themselves and others
- value diversity
- positively impact their community and society.

Several research questions will be investigated including:

1. How do teachers perceive shifts in their own values, behaviours and sense of self-efficacy through participation in the ShiftED project?
2. What changes occur in teachers' 'everyday' pedagogical practices after completion of ShiftED training?
3. What changes in students' capabilities are observed by teachers throughout the ShiftED project?
4. What are students' perceptions of changes in classroom experiences across the ShiftED project?

The pilot stage project is conducted with an action research methodology in a community of practice. The overarching aim of the pilot stage research was to identify the implementation processes, utility of data collection tools and indicative impact of ShiftED, as a selection of Lewis Deep Democracy strategies in schools, and to inform future projects and programme design.

5. Methods

Qualitative methodologies have had a resurgence in political science and education disciplines in recent decades (Bennett and Elman, 2006).

5.1 Sample

A purposive sample of schools and teachers in the pilot stage was based on self-nomination and relationships with LDD trainers. Two schools were recruited in Darwin region (Australia) and one in Pretoria (South Africa). Recruitment of a wider range of schools and teachers was significantly impacted by COVID-19 restrictions for non-essential staff accessing schools and the impact on teachers' personal resources as frontline workers.

5.2 Recruitment

It has been assumed in the programme logic that principals' support and commitment to teachers learning is essential for teachers' full engagement. This was the case for all schools in the pilot stage. Teachers who participated in the ShiftED training were invited to volunteer for the research project. All data collection was through informed consent (Appendix B) using online survey forms (Appendices C and D) and prior to interviews.

5.2 The ShiftED programme

The LDD Education Group shared their extensive experience and expert knowledge of the Lewis Deep Democracy tools and strategies to design ShiftEd content and "ideal" format and mode of training based on pre-COVID-19 conditions and previous success. Table 1 outlines the aspirational design, including recognition that differences in prevailing conditions in schools across the globe will require variations in format (block of days or over time shown as Phase 2A and 2B in Table 1) and mode (out of class or in class) of training and is to be negotiated by the LDD facilitators with schools. The consistency of training content is supported by the Facilitator and Participant manuals.

ShiftED has included introductory sessions on the principles and strategies with an estimated average of six hours training provided incorporating: i) explicit detail about the tools and strategies with modelling; ii) coaching semi-independent implementation of tools and strategies by teachers, and iii) teachers being observed by trainer to independently implement strategies: Soft Shoe Shuffle, Debate and Argument. The tools or underpinning concepts taught included: Conscious and unconscious model; The resistance line; Role theory; Edge behaviour and cycling, and Meta skills of neutrality and compassion.

In the research and development phase it was essential that formats and modes were negotiated with participants in context at that time for what was possible or feasible. A range of formats of training have been used and descriptions are provided in Section 6 Findings. An alternative mixed online and onsite delivery model in Belgium has also contributed to the community of practice learning (See Section 6).

Table 1 ShiftED programme aspirational design and the research project data collection points.

PHASE 1-Teacher Enrolment

Teachers complete online enrolment with informed consent for participation in research activities.

Data collected: Self-rating scale and mindset assessment; CV document; demographics; Expectations and motivations

PHASE 2A-Teacher Training OR

Three x 2 hours group training in LDD tools with accredited facilitators.

Two in-classroom sessions with the LDD supervisor (co-facilitation and observation)

Data collection: Teacher and facilitator surveys at conclusion of training.

PHASE 2B-Teacher Training

Six x 1-hour classroom sessions in LDD tools with accredited facilitators each followed with 30 min teacher/facilitator reflection and training conversation.

Participant Manual as resource. **Data collection:** Teacher and facilitator surveys at conclusion of training.

PHASE 3-Teacher Supervision

Three fortnightly 90-minute small group (4-6) collaborative learning with supervision by the LDD facilitator.

Four monthly 90-minute small group (4-6) collaborative learning with supervision by the LDD facilitator.

PHASE 4-Follow up

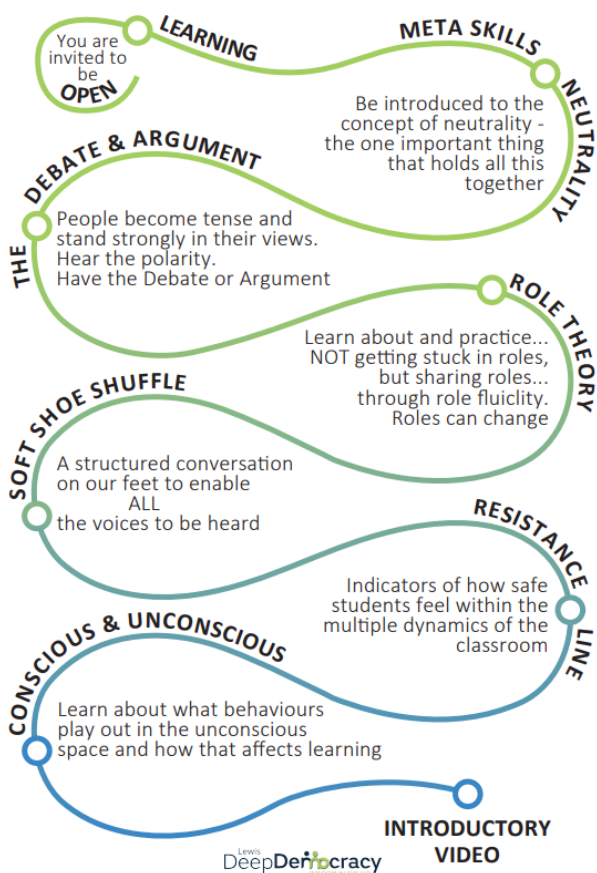
Data collection: Teacher and facilitator surveys at 6 months, 1 and 2 years;

Volunteer interviews to collect stories of significant change at 6 months and 1 year

CERTIFICATION

Teachers will receive certificates of attainment, for professional recognition, on completion of the ShiftED programme.

Road map to LDD Educator Course



Course competencies

The following tools, diagnostic and strategies were included in the ShiftED training:

1. The conscious and unconscious model
2. The Resistance Line as a diagnostic tool
3. The Soft Shoe Shuffle tool
4. Role Theory and Role Fluidity
5. Edge Behaviour and Cycling
6. The Debate and the Argument tools
7. Meta skills of neutrality and compass

Figure 2 Road map of tools and strategies included in the ShiftED training during the research and development phase.

5.3 Data collection tools

Administrative data such as participant names and dates and completion of training have been used for basic descriptive statistics and matching the time series collections.

Surveys were conducted **with ShiftED pilot participants** at three points in time. Prior to training in the enrolment form (Appendix B), immediately post training (Appendix C) and in interviews at 2-3 months post training.

Extended interviews will collect the Most Significant Change Stories (MSC) (Davies and Dart, 2005). The MSC method is documented at Section 5.4.

5.4 Data analysis

Administrative data and surveys at the Enrolment phase have been analysed in Qualtrics and STATA 15 for descriptive analyses. It was hoped that quantitative data would be of sufficient quality for comparison in a repeated measures analysis after Phase 1 and Phase 2 data collection. Phase 1 data collection was expected to be helpful for iterative adjustments to programme design based on participants' implementation feedback (what really happens in the classroom after training) without being too burdensome for collection and analysis.

The Most Significant Change stories were analysed following the technique recommended (Davies and Dart, 2005) with some modifications due to the constraints on training and pilot participants during the pandemic.

The process of identifying domains of change was informed by the literature review and the synthesis of principle psychological and sociological theories and concepts in the programme logic, and which are embedded in Lewis Deep Democracy design. Further, the theory of change and precise objectives of the ShiftED pilot were also used with the intent of addressing the research questions related to teachers' perceptions of shifts in their own values, behaviours and sense of self-efficacy through participation in the ShiftED project; shifts in 'everyday' pedagogical practices; changes in students' capabilities, and students' perceptions of changes in classroom experiences in which ShiftED is being implemented.

Table 2 Overview of application of the MSC process model for ShiftED

Ten MSC	Adaptations and implementation for ShiftED
1. Getting started: establishing champions and getting familiar with the approach	Research team reviewed manual and current research and evaluation uses for suitability. Researcher undertook training in process model
2. Establishing 'domains of change'	Reviewed and refined with the literature review, programme logic and research questions
3. Defining the reporting period	Iterative modifications due to COVID-19 delays and restrictions on accessibility to schools
4. Collecting stories of change	Trainer conducted interviews for continuity in relationships and depth of inquiry
5. Reviewing the stories within the organisational hierarchy	Three researchers met to analyse transcripts for concepts and examples related to each of the domains
Ten MSC cont'd	Adaptations and implementation for ShiftED
6. Providing stakeholders with regular feedback about the review process	This step has not occurred yet as this report will be summarised for dissemination and further clarification with participants
7. Setting in place a process to verify the stories if necessary	This has been modified to incorporate follow up communication with participants for clarification and verification
8. Quantification	This step is combined with Step 9 and supplemented with the short responses provided in the post training survey
9. Conducting secondary analysis of the stories en masse	
10. Revising the MSC process.	Combined with feedback and clarifications with the LDD Education group and participants

5.5 Limitations

The number of participants posed limitations on the type of analyses feasible and the nature of the data is not fit for generalisations. Given the focus of this research was to explore the content of ShiftED for impact on teachers and students, and to establish the feasibility of processes and data collection tools in an action research model, this is less of a limitation to our purpose.

Resources

Training time and expenses for participants in Australia were covered with an internal university grant whilst training in other countries was undertaken as consultancies. Applications for two large external grants were unsuccessful (Spencer Foundation and the Australian Government Community Grants Scheme).

Risk management

The risks to the participants of this intervention are negligible and relate largely to the momentary and minimal discomfort that children and teachers might experience in any classroom discussion. This programme is focused on providing strategies and structured support for children and teachers to be more comfortable and adept at having the routine classroom discussions with more comfort and respectful classroom climate. Hence ameliorating potential risk of minimal psychological or social discomfort.

The risks to the pilot project and subsequent wider implementation of ShiftED based on substantial monitoring and evaluation have largely been related to COVID-19 restrictions which prevented access to schools in 2020. This profoundly affected ShiftED teacher training. However, ShiftED sustained some momentum with research activities and pilot data from two Northern Territory schools, and limited data from the South African school. As many schooling systems and communities have adapted now to alternative delivery modes, such as online or blended delivery, the content and structure of ShiftED has been the focus of evaluation to establish “no harm” and key features that are more likely to result in maximum positive impact.

5.6 Ethics and approvals

Ethics

Approval was been granted by the Charles Darwin University Human Research Ethics Committee (H20056) expiry 30 July, 2022. One annual report has already been provided and a variation approved to include parent feedback data.

6. Findings

Participant sample size

As at the 3 May, 2021 ShiftED training has been provided to teachers in Pretoria, South Africa and Darwin, Australia. Of the teachers trained, 34 enrolment forms were started and gave consent to participate in the research aspects of this project. However, only 20 teachers proceeded with the enrolment survey and 17 of these teachers completed the survey.

Four of the participating teachers are in Darwin and were enrolled between December 2020 and March 2021. The 13 participating teachers in Pretoria were enrolled in February 2021.

Enrolment process

The shortest completion time was 13.8 minutes and the longest was 11.2 hours which is likely due to the online enrolment form being left open. The average time of completion with this outlier removed was 48 minutes. Whilst it is possible that participants were interrupted and had the enrolment form open, this indicates that the form is too long.

Demographics

The teachers recruited to the study bring an average of 6.8 years of teaching experience which misrepresents the distribution of length of experience. Four teachers in the sample have been teaching for 16 to 21 years which implies considerable practice competence and confidence. The remaining 12 teachers have a range of less than one year to six years of teaching experience which reflects early career stage and potentially still a high level of competence and confidence growth.

Predominantly, teachers identified as currently working with middle to upper primary (and some junior high school) young people (12 of 16 teachers) and four teachers are working with junior primary aged children.

Motivation

The stated motivations for joining ShiftED training were mostly positive and referenced prior knowledge or observations of benefits to classroom dynamics. A number of references were made to communication, problem solving, student motivation and general application of techniques to student interactions. One teacher explicitly mentioned feeling “valued, heard and empowerment”. Only two participants referred to not explicitly making a choice to join.

Experiences of challenge

A preliminary thematic analysis of teachers’ descriptions of their most challenging class in this open text field identified:

- Complex and external drivers of children and young people’s behaviour (factors that were beyond student or teacher control), eg “domestic violence situation that led to volatile and dangerous behaviours”.
- Problem behaviours that were learned or a product of the classroom climate, sometimes due to teacher’s lack of awareness, eg “learner were resisting authority” or “ had a repertoire of avoidance tactics”.
- Self-awareness and personal attributes and attitudes in these contexts, eg “emotionally draining situation”, “my confidence dropped and I didn’t know what to do except calm myself down”, and “ I brought empathy and understanding”.
- Their own actions and behaviours toward solving challenging situations, eg “my strength was to help the children build a more supportive atmosphere”, “changed routines and schedules to help children”, “fun lessons but still give them diverse learning strategies”.

- Statements of recognition and valuing what children and young people brought to the challenging context or developed as a response to a change the teacher made, eg “children are very resilient and adapt to situations such as following their own class rules”.

Logistics of training

Several respondents referred to the commitment of time in busy schedules, and one teacher identified that the timing at the end of the school year made it easier to schedule in the training. Several responses were ambiguous or took a different meaning to the question and mentioned difficulties in transferring learning to other subject areas and applying learning to challenging behaviours and seeing things in a different way. The training approach, format and mode became iterative to maintain flexibility and accommodate the changing demands on teachers (particularly under the impact of COVID -19 restrictions).

Anticipated challenges of implementation

Just over one third of respondents anticipate no challenges to implementation but for a range of reasons: “it will be easy to implement, I am an innovative teacher”, “I find it interesting and I hope learners will like it”. Almost one third of teachers anticipate some challenges due to routines and regular programmes being altered due to COVID-19 and acknowledging that it takes time to embed such practices, and a fear of not knowing if it will work. The remaining third of respondents anticipated challenges citing conditions, behavioural change or attitudes in their students, such as, “students need a lot of training and scaffolding to have a voice and listen appropriately”, and “a great deal of pedagogical change for me but with any tools which encourage student voice, it is teaching students the when and how”.

Core values of participants

Participants were asked to list their five core (most consistent) values or principles applied in their teaching responsibilities. There was a great deal of variability in responses in that some participants listed five words, whilst others responded with expanded explanations. Figure 3 is a word cloud generated in Qualtrics from the responses entered by participants indicating the more numerous responses in larger font: honesty, respect and love.



Figure 3 Word cloud for teachers’ nominated five core values

Growth mindset profile of participants

An eight item measure of a growth mindset (Dweck, 2006) was used to identify the potential readiness or openness of teachers for adoption of new pedagogical strategies. Individual

mindset profiles for teacher participants who responded, were determined using the Mindset Works Inc. (2012) Toolkit. Each teacher's responses were scored to determine their typical beliefs about growth and intelligence. The respondents were from both Australia and South Africa and were enrolled under different circumstances, that is: the South African teachers were enrolled as part of a school development programme and the Australian teachers were volunteers in the pilot. No teachers scored in the profiles for lower growth mindsets. As highlighted in Table 3, the distribution of teachers' profiles clustered around moderate growth mindset scores. Key to the theory of change in this pilot, are teachers beliefs that they can change and they care about learning and performance.

Table 3 distribution of individual teachers' Mindset Assessment Profiles (MAP).

MAP Score	n	Typical characteristics related to the Mindset Assessment Profile (MAP) scores
F5-F4 8-16	0	Strongly believe intelligence is fixed; perfectionist; believe smart people do not need to work hard
F3-F2 17-24	0	Tend to think intelligence doesn't change much; prefer to not make mistakes; don't like to do too much work; think learning should be easy
F1-G1 25-32	7	Usure of whether intelligence can be changed; care about performance and want to learn, but don't really want to work too hard for it
G2-G3 33-40	6	Believe intelligence can be increased; care about learning and willing to work hard; want to do well; think learning is more important than always performing well
G4-G5 41-48	4	Confident that can increase intelligence by learning and like challenge; believe learning is best through hard work; accept that mistakes are part of learning

Adapted from Mindset Works (2012)

Teachers Sense of Self-Efficacy Scale profile of participants

When implementing a change to curriculum or pedagogy teacher's personal attributes that contribute to their sense of self-efficacy, including some attributes in parallel with the growth mindset characteristics. The aggregated levels of self-efficacy reported by teachers who responded are presented in Table 4 and represent overall positive sense of self-efficacy. Again, there are teachers from Australia and South Africa represented in the results.

Table 4 Reported levels on Teacher Self-Efficacy Scale of participating teachers on enrolment

I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.

Not all true Barely true 6% Moderately true 23% Exactly true 65%

I know that I can maintain a positive relationship with parents even when tensions arise.

Not all true Barely true Moderately true 41% Exactly true 59%

When I try really hard, I am able to reach even the most difficult students.

Not all true Barely true Moderately true 35% Exactly true 59%

I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.

Not all true Barely true Moderately true 23% Exactly true 71%

Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.

Not all true	Barely true 6%	Moderately true 59%	Exactly true 29%
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I am confident in my ability to be responsive to my students' needs even if I am having a bad day.

Not all true	Barely true	Moderately true	Exactly true 59%
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If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.

Not all true	Barely true	Moderately true 29%	Exactly true 65%
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I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.

Not all true	Barely true	Moderately true 59%	Exactly true 35%
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I know that I can motivate my students to participate in innovative projects.

Not all true	Barely true	Moderately true 18%	Exactly true 65%
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I know that I can carry out innovative projects even when I am opposed by sceptical colleagues.

Not all true	Barely true	Moderately true 47%	Exactly true 47%
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Post training surveys on impact

Three Australian teachers completed the post training survey online which poses limitations to identifying general perspectives on the mode and format of training delivery as all respondents received training over several weeks and with a mixture of in- and out-of-classroom learning and support. Teachers rated their level of confidence in using the ShiftED tools on a scale of 1 to 10 with 10 representing very confident. The Soft Shoe Shuffle was reported as the most confidently used with an average of 8, followed by Argument with an average of 7 and the Debate with an average of 6.6. Teachers were also asked to rate their level of confidence with the key concepts that had been covered in training using the scale of 1 to 10 with 10 representing very confident. These are presented in tabulated form for ease of comparison in Table 5. One participant reported they needed further support for applying Role theory and implementing Argument, whilst another teacher reported that they would need more time and practice to be more confident. This is expected as the post training survey was collected within months of completing the training and classroom support.

Table 5 Teacher ratings of confidence to apply of the key concepts of Lewis Deep Democracy taught in ShiftED

Key concepts in ShiftED	Average teacher confidence ratings out of 10 (range of scores)
Conscious and unconscious model	7 (range 6-9)
Resistance Line diagnostic tool	7.3 (range 6-10)
Role theory	6.6 (range 6-7)
Edge behaviour and cycling	6.6 (range 5-9)
Meta skills of neutrality and compassion	8 (range 6-8)
Role fluidity	7.3 (range 6-9)

Teachers reported that the most noticeable changes in their own attitudes and assumptions when implementing ShiftED were: valuing the different view/s; students are happy to voice their opinions, and having more faith in students ability to resolve conflicts more independently. The teachers reported two most noticeable changes in their behaviours when using the pedagogical tools and classroom strategies: i) seeing student behaviour differently and as a reflection of holding a different view, not simply as oppositional and disruptive, and ii) being less judgemental on actions and seeking to understand the meaning of behaviour. The attributes reported as changing on a personal level for teachers were neutrality and flexibility (responsiveness).

In relation to their sense of self-efficacy, teachers reported that the most noticeable change through using the ShiftED tools included: shifting the responsibility for learning and how to be in the classroom to shift from teacher control (autocrat) to student responsibility; awareness of own attitudes and what these bring to the dynamics of communication, and recognising openness to change and valuing the pedagogy, but taking time to remember the processes.

Teachers observed that changes in student capabilities included: students are less oppositional with expressing their views as they trust they will be valued and heard; more willing to take responsibility for their own actions, and more skilled at identifying generalisations and more open to diverse opinions. Classroom climate changes reported by teachers included: “students see and value each other more respectfully and kindly, and they are less stuck in their views whether they be about their perception of themselves as mathematicians or their view on the climate emergency” (Year 3 teacher). Another participant identified that students feel more confident that the teacher values their views.

Stories of Most Significant Change

From Teachers

Five Australian teachers volunteered for an extended interview in which their stories of Most Significant Change were collected. These interviews were conducted by the trainer based on the understanding that the trust and rapport established during training would support contextual and extended inquiry where needed. Interviews were conducted at time and place of comfort to the volunteers. The process and design underpinning rationale and methods for these stories is the Most Significant Change (MSC) model (Davies and Dart, 2005). The Discussion section reveals insights about the impact of ShiftED training and implementation on teachers' pedagogical transformations. The four domains of significant change are:

1. Pedagogical change – using the “come with” as an inclusion and engagement tool in addition to opening new areas for discussion (classroom relationships as well as complex world issues); ways to make classroom decisions, recognition of the need for movement in students role fluidity and flexibility

2. Impact on student behaviour and attitudes, and subsequent application to academic development (ATVs persuasive writing task); students' explicit engagement and participation in addressing roles, relationships and responsibility (marbles, resistance line for learning behaviours)

3. Change in teachers' thinking – personal / professional transformation through application outside of the classroom / non-school contexts (recreation clubs, family) , and impact on their being in a different way (in classroom and elsewhere) such as recognising role in democracy and autocracy, adopting different perspectives on others way of being and deeper / more critical awareness of democracy

4. Enablers and challenges to depth / extent of application: resistance or stuck (not enough time); consciousness or stage of adoption evident in explicit use of language (need to use the language that students know)

From Parents session

Families very generously joined on-line and face-to-face sessions with their children to share information about the ShiftED training experience in their classrooms. Parents were taught the Resistance Line and were shown samples of children's versions of the Resistance Line. This feedback in a session caught everyone's attention, “Probably my only negative would be sometimes democracy is a little bit slow. It's hard to get to an outcome because you have to listen to everyone so it can be a bit slow.” It was discussed in terms of the typical and majority democracy that is experienced in Western countries and the role of the autocrat in classrooms.

From Student focus groups – Grains of Truth

Class groupings of children were asked two questions for which the Soft Shoe Shuffle, the Debate and Grains of Truth were used to structure the process:

1. Did ShiftED do what it said it would do, that is did it use the tools of the Soft Shoe Shuffle and The Debate and did the tools help you to:
 - have a voice
 - listen deeply
 - know there was tension and that tension was ok
 - find out more about each other
 - find the good ideas that everyone could agree with
 - make decisions that worked for everyone

2. How was the ShiftED program for you?

Children were thoughtful about their critique of doing ShiftED and were generally able to support their positive responses about the program being good, fun and interesting. Some students demonstrated the depth of critically thinking about adjectives including stepping outside of the circle to disagree with the statement that ShiftED is “really good” because his assessment was that is was “awesome”.

For students who might otherwise be challenged by academic tasks, they observed that the tools enabled them to participate and keep interested. Student identified that the Debate provided everyone with a say, and when using the Soft Shoe Shuffle you could agree or disagree by moving around without having to say. For students the ‘Come with’ was an important aspect of being included and finding some way to have agreement.

Further, in the evaluation process children were recognising some tensions and identified that the Debate enabled them to explore tensions. They demonstrated that they could use the Role Fluidity practised in the previous class experiences to lightly and compassionate call out behaviour that was teasing, and stop it before it happened. Reflecting back on previous sabotaging and disruptive behaviours such as sitting on chairs or leaning on desks, children identified that during ShiftED lessons, no one is sent out. One student identified that ShiftED had facilitated a new classroom protocol for managing disruptions and students now entered the room respectfully, and wait to be invited to “slide back in.”

Some reflections from students identified the different tone or classroom climate that the Debate would create. One student referred to this as calm and going with the flow. For this child, he was referring to the increased ease with which children could have different views, change their views and not be stuck. Other children also commented on decision making, listening, having voice and being in tension as easier and calmer when using their new skills. Lessons were “nice” because “people are listening”. ShiftED was valued and appreciated because shy people could have something to say and the processes meant you would not be interrupted.

1. Pedagogical change

This domain focuses on the teachers' stories with relate to their pedagogical practices impacted by implementation of the ShiftED tools and strategies. The first story highlights increased inclusion and engagement practices by allowing diverse views to be voiced, in the Come With story. The second story of teachers' openness to new ways of being in the classroom and co-designing classroom boundaries is the Energy Field story. The third story in the pedagogical change domain reflects teachers' more conscious, deliberate and explicit strategies with children including the need for movement, in the Role Fluidity story. All teachers' stories included reference to use of these actions and intentional choices about the approaches, method and, strategies that create particular classroom culture and types of engagement for children. Teachers' stories converged around the behaviours in their classrooms that impacted whose voices were heard more or exerted more influence, and consequently who was marginalised or silenced.

Inclusion and engagement practices

I think my class had some very strong personalities where things were just black and white, and that immediately lead to conflict. So, the quieter students felt that their opinion is valued, that it is important. And they now have an opportunity to talk through using the Soft Shoe Shuffle and the Debate. Students have said that even if they're not in a majority, that they still feel that what they've got to contribute is valuable, and it might end up being a 'Come With'. They have learnt a healthy respect or an appreciation of other people's opinions, they can respectfully agree or disagree, and even though they might not have the majority vote, they still feel like I have a bit of a voice.

We used the Soft Shoe Shuffle as away for students to express themselves without having to give voice. The use of the Debate and voting enabled students to not feel as though they were singled out or that they were different and the use of the Come With enabled them to feel they could make a legitimate choice that wasn't a majority view and still have a means to be included, valued and heard. The tools were quickly identified by students as giving them a way to make choices to enact change, that is, beyond just hearing a different view, and then making choices that might mean changing your mind.

Students were able to express what they wanted and what wasn't working for them. This included broaching issues that were not entirely comfortable to the role of teacher, and so reminding myself that this not about students complaining but having voice and trying to understand matters for which they had limited experience. Creating the culture of including all of the views when you are not in the majority was a new perspective. Outdoor activities presented an opportunity for students to demonstrate more inclusive practices by the children who applied their emerging democratic strategies to identify games that more children would want to play or to choose a variety of games to be played for shorter time so more children were included. It took a little while for students to give their "Come With" because they were so used to teachers having the power of veto or final say regardless of the children's voice.

The Come With is often a reasonable suggestion that will help students feel more comfortable with the decision that's been made. Often in the class, rather than 80% of the class agreeing, you might get 95% of the class in agreement with the Debate and Argument tools, Importantly, there is more respect given to the Come With as a genuine inclusion and acknowledgement of the different view, rather than just a way to deal with being upset. There is a level of calm and comfort with not all being in agreement, even on issues such as vaccination. By students using neutrality and listening to the minority, as the teacher, I felt they could have a really rich conversation with no judgment, and students felt safe to share their views.

Deep Democracy Analysis

The Soft Shoe Shuffle provides opportunity for students to share and express their position in response to various statements without having to verbalise. **The Debate** enables the dissenting views to be surfaced and the **wisdom** held in the collective to be revealed. The benefit of the Come With is that there is a healthy and respectful appreciation for different views.

Teachers used the ShiftED tools for neutrality as part of their pedagogical practice to create classroom climates for students' active and compassionate listening.

Teachers' openness to new ways of being the teacher

ShiftED gave me several new ways of practising or redesigning how to set boundaries and make decisions in the classroom. The tools and coaching enabled me to feel, generally more open to these new ways. In particular, the tools provided a way to open new areas for discussion about our classroom relationships as well as complex world issues such as vaccination.

As a teacher, ShiftED tools gives me a structure to provide more positive classroom conditions and the students have permission to freely speak, and I don't feel compelled to interfere a lot when they speak so their voices are valued. The Rewards programme was an example of how they developed an understanding of why their voice is important and created an opportunity for the students to understand more deeply the classroom dynamics and having a voice, and how to have a voice within the classroom dynamics. The students chose the classroom expectations or parameters for the reward system. The expectations were expressed as seven behavioural rules around what made them feel safe, happy, and what allowed them to learn. They chose which one (rule) they would like to focus on out of the seven rules. At first, it was a bit hard to get going and I would give one marble to recognise a positive behaviour. But in the end, you know, I would be giving fistfuls of marbles, because they did so well. And when the bucket was filled, there was a big cheer every single time. Students became very engaged.

They were happy to try a different rule each day. And they have become very quick to agree. There is no arguing or bickering over which rule to focus on. So, I think they realize that they can do it. And I remind them about that: that this is a really good thing. Deep Democracy actually allowed the students to say what they wanted and what wasn't working for them, but at the same time, it challenged what they said, you know, by listening to others, and I think that, for me, was the biggest thing. Giving them advice as the teacher and giving their views to other students, so they're also listening actively. I came to realise that for the students the classroom suggestion box is not listening by the teacher or hearing what others think. It's just like, "Oh, I'm angry with this. And maybe that needs to change I put in the suggestion box."

The Resistance Line was a good reminder for me to look at the real cause of behaviour, not just, labelling a behaviour such as attention seeking. But finding its real meaning by asking, "what else is going on here?" The energy field is something that certainly exists for me now, and definitely I think that it's a good thing to acknowledge the state your classroom, and the change in energy so we are not sweeping a traumatic experience under the carpet. I actually had to open my mind about the energy field to stop, to look at things, and think about what might have led to everyone's heightened state. I used to just try ignoring it and going on with my agenda. But now I can be more responsive to the energy field, and use an exciting game for 10 minutes and support the co-regulation or return to focus and concentration, rather than just steaming ahead without showing due respect and showing that you care about them and not just the timetable.

Deep Democracy Analysis

The **Energy Field** helped support or provided a rationale for having debates about issues such as classroom rules through to vaccination because the energy field was there. To just ignore the fact

that, the student's world was being turned up by side down by COVID-19, and not acknowledging they wanted and needed to talk about it, wasn't going to make it go away. Providing the structure for children to have the conversation about it, allowed some shared perspectives and resolution, rather than internalising their thoughts and worries.

This is a story of significant change in the degree to which the teacher was open to going with the flow of behavioural changes within themselves and the students. The pedagogical shift for the teacher reflects deeper inner work in adopting meta-skills of open mindedness about the role of students in determining parameters, and assuming responsibility for monitoring classroom behaviour. The teacher's open heartedness supported their ability to model to reach an agreed way of respecting and including the 'no' for what could be learned from that view. Indeed, teachers described abandoning old practices that were not democratic.

Being conscious and deliberate about democratic processes.

On reflection, I feel that I may not have been doing the exact tools and strategies on the Road Map but what we do weaves its way into everything. So maybe the first on the list is the greatest change for me...the idea that student voice is important. And that at the same time, there still can be a space for a bit of autocracy when it comes to maintaining a little bit of order when needed. Only when needed. So that was a big thing for me, and particularly with my class. Previously, I had received advice from leadership that I needed to listen more to the voices of the children. But I remember advice was that listening to children was to "just ask what they want and do what they want", which did not sit well with me. And then I realised through Deep Democracy, that, yes, you do ask the children. But at the same time, that's not the only thing you do. There is validity in the autocrat view, the teachers view, too. So that was, that was a bit of a relief for me. It worked well to normalise the fact that you are looking to improve student voice, but at the same time, there are occasions where you have to show them there are parameters in place for student safety and well-being. And those parameters can be called the autocrat view and the students can discover ways to come with that view.

ShiftED helped me incorporate listening to the children's voices as a part of my teaching practice especially through establishing weekly class meetings. During these sessions students can freely talk about topics. I had the idea of class meetings from a colleague who was also doing the ShiftED training. I had always wanted to do class meetings but hadn't managed to get started till ShiftED. And so Deep Democracy helped me see the importance of prioritising class meetings. So now we do that.

It became evident that students really needed and enjoyed the movement aspect of Soft Shoe Shuffle and the Debate. I began to recognise that when the students were movement in students supported the role fluidity and flexibility, as if the kinaesthetic and vestibular experience allowed the cognitive shift also. I stopped the movement part for a while, I think I felt constrained by time and that movement somehow made processes longer. But for the students the the movement part was a very valuable part of the process. So, they obviously needed that movement, you know, how they get a bit fidgety sometimes when they're sort of stuck. So, there was a comment made from multiple students that they did love that aspect of movement, that during The Debate that depending on what was said by each side, that they were allowed the flexibility to change their mind. And so, although they might have at the beginning believed this if something else was said that they believed stronger, that they were allowed to move and it's the same with The Soft Shoe Shuffle, like they were allowed the flexibility to change their mind and it was okay to do that. You know, a lot of the times it's like well, you know, make up your mind and you like this or do like this and so that they liked that flexibility that they could be fluid and change their minds if they wanted to. So, I had to be more conscious of using the tools with the movement.

Deep Democracy Analysis

Teachers' **consciousness** and explicit awareness of their rationale for particular choices was not so prominent across the teachers' stories. Two teachers had strong and explicit references in their stories to changes in their level of awareness, thinking and deliberate choices about pedagogical and ShiftED strategies. The pedagogical choices about classroom structures extended to a range of new **meta-skills** being adopted through the use of the ShiftED tools but also in the level of consciousness when making choices about pedagogies. The movement is particularly important for supporting the diversity of ideas and opinions, and also that **Role Fluidity** is essential in knowing self, others and combined information.

2. Impact on Student Behaviour (And Attitudes)

This domain explores the extent to which ShiftED impacted on student behaviour and attitudes as reported in the teacher interviews through three stories. Firstly, the change in academic development was reflected in the story about persuasive writing about All Terrain Vehicles with Year 3. Secondly, the Resistance Line story in which students explicitly address the behaviours that sabotage classroom learning and well-being. Finally, the Rewards Programme story highlights students' participation and engagement in addressing roles, relationship and responsibilities. Each of these stories is analysed with a LDD (Lewis and Lewis, lens and then Theory U (Scharma, 2016) lens.

Academic Development-Persuasive Writing - Compassion

The students' capabilities in academic achievement improved, they deepened their thinking by listening to and valuing diverse views about a current affairs topic through ShiftED tools. The change in academic capability was evident in their increased competence in persuasive writing.

The topic was about new laws for all-terrain vehicles (ATVs). Quad riding is quite an emotive topic because so many children own and ride ATVs and quite a lot of them have been injured. Students did a Soft Shoe Shuffle on the topic and framed a statement with opposing points of view for a Debate. The Children's television programme, Behind the News, was used to provide some information on statistics and the current changes in laws requiring roll bars on ATVs at intermittent stages. They moved easily into the process, listening carefully to all views and having a go at both sides. They were not stuck in one side or in their own view, with role fluidity. The children practiced the dynamic dialog (a conversation on their feet) where they explored their views and their thinking. Following the Debate they generated their grains of truth for framing their thinking in order to do some persuasive writing.

Several topics of discussion were raised through the ShiftED tools. The topics covered a range of curriculum areas Health, English-persuasive writing, technology, sports, media arts. Most significantly the ShiftED process moved students towards deepening their ideas and exploring perspectives further, which was far more effective in engaging and personalising the learning than just watching Behind The News (ABC). The students did not just listen as a passive audience. They generated ideas and expressed points of view, and they did it well, and they were very thoughtful.

The children's capacity for, and improvement in persuasive writing has probably been the most significant change. With persuasive writing and valuing diverse views they have done the Debate and the Argument in the two lines on their feet. Even discussions on the floor (students sitting still on the mat), for example, have used the Debate process. Everything from one side and everything from the other rather than ping ponging back and forth and getting stuck in a view. It's a marvellous tool to use with the children around the curriculum area of English and in particular

persuasive writing. In preparing students' end-of-year reports, I was reading through their final writing samples, I noted that the Soft Shoe Shuffle prompted diverse thinking and expanded ideas several times this term. The students really did well and it has really encouraged deeper and more connected conversation as they delved into each other's opinions and explored tangents. The 'grains of truth' they generated are strongly evident in their writing. On reflection, I think the most significant change has been in the learners, their academic and their social development, as they have learned to listen and to value diversity.

Deep Democracy Analysis

The key LDD concepts revealed in this story are **role fluidity** and the **meta skill of compassion** which are both important in addressing polarisation (Course competencies 4&7, 3&6). Polarisation is a theme of conflict and through the ShiftED tools students learn to find a part of themselves in the different and opposing view, to accept that part of themselves and others. This requires applying compassion for self and others. In experiencing compassion students listen deeply and really hear the other view. As students embrace the other view, they experience role fluidity and deeper understandings of the issue. Role fluidity is experienced on their feet where students physically move from one view to another, letting go of one and trying on another, view. The Soft Shoe Shuffle and The Debate and Argument tools enable role fluidity and consequently deeper understanding. As described in students going deeper around All Terrain Vehicles (ATVs).

Classroom Learning and Wellbeing - The Resistance Line

The Resistance Line brought about the biggest change to the classroom behaviour, not just to some but to all the students as observed when students recognised and understood sabotaging classroom behaviours whilst learning about the Resistance Line. Most significantly students took action, which was sustained. The class became a lot more accepting and respectful of other people's points of view.

From the beginning of the year (1 February 2021), the class had struggled with disruptions in learning with put-downs, name calling, belittling classmates, always and continually! Every time someone said something there were a lot of put downs. *Every time* someone said something those louder voices in the classroom always had a comment and it was affecting the confidence of students. Some of the quieter, less confident students who we'd been encouraging to try and share their opinions would give it a try, and every time they would feel like they were being put down by these other students. So much so, that was causing the students who were being put down to say,

“Well, I don't know, every time I do have something to say, or I'm brave enough to put my hand up, I'm getting shut down. As much as Mrs. Hardy is telling those (disruptive) students not to and to value everyone's opinion it's not getting through to them. It's not enough.”

It was too big a knock for the confidence of the quieter students when they put themselves right out there. From the beginning of the year, we were trying to do something about that.... about being respectful by going over classroom rules for example: one person speaking at a time; if you've got something to say, you've got to put your hand up, and no talking over the top of other people. A lot of other teachers, specialist teachers had identified the 'put down behaviour' too. They would say to me, 'Your kids can be quite mean to each other' and some of the kids were taking it really personally. Whereas for other kids, it's obviously the way they spoke to each other in day-to-day life. And perhaps it was the way they were spoken to, so they didn't see anything wrong with it. Whereas some of these other kids in our class were mortified that they were being called 'idiot' and being told to either shut up or 'doh'! It was the half a dozen kids in there that were just constant!

When the ShiftED programme began into Term 1, February 2021, the disruptive behaviours were incorporated into learning about the Resistance Line and resulted in the class developing a bespoke

Resistance Line. This enabled the students learn about the resistance line concept whilst applying it in their own meaningful context. The process had a very deep impact because the students were able to take action and they are still (8th November 2021) referring to the behaviours on the Resistance Line.

A part of ShiftED was teaching about the Resistance Line. We came up with that idea to look at what interrupts our classroom learning from the behaviour that was so disrespectful and clearly upset the quieter student's (and all students) learning. We did the Soft Shoe Shuffle and the Debate and we discussed all of the different things that interrupted learning in the classroom.

The Debate was: *Putdowns like Shut Up, idiot, name calling and judgements disrupt our learning/ Putdowns like Shut Up, idiot, name calling and judgements do/don't disrupt our learning.*

Everyone voted 'yes' and one student voted 'no'. His 'no' view was....'it's not just in our classroom it's in every classroom and it's happening to all people around here and around the world and it's hurtful. The decision incorporating the 'no' was *Putdowns like Shut Up, idiot, name calling and judgements disrupt our learning and hurt people here and around the world.* Everyone voted 'yes'.

The surprise was even the students that were being most disruptive and were doing the name calling and put downs had things that were disrupting their learning. So, although we initially did it to try and balance the voices and power in our classroom, everyone benefited from it, because even some of the students who were causing a lot of the disruption, had other things that were disrupting their learning.

The Soft Shoe Shuffle provided so much feedback and insight about what interrupted learning and by developing the classroom Resistance Line, students were able to visualise and organise their thinking about the behaviour. We ended up with about 20 different things that interrupted people's learning. We were then able to unpack it, discuss it and make changes to the classroom. There were even students that said, 'I don't like to be up the back of the classroom. I like to be at the front. That's where I learn the best. So, the thing that helps me learn is making sure I am in the right spot in the classroom'. They wrote down the things that were disrupting their learning and drew the picture of it. We laminated it and made that display. And they still refer to it now (8/11/21), and they still use the language (Figure 4).

The teacher reports, "I don't know how we would have got through these days with what was going on with those put downs and name calling and in particular 'idiot' without ShiftED.

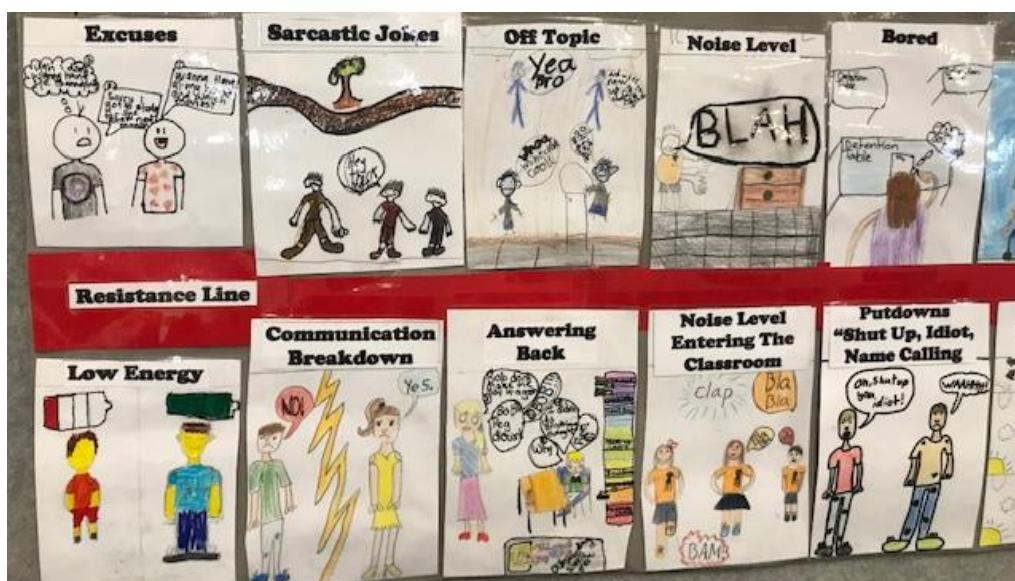


Figure 4 Students' exploration of the Resistance line in the disruptive class behaviours

POSTSCRIPT MAY 2022

The teacher reports that she is doing ShiftED with her 2022 Year 5/6 class and the effects are greater capacity for students to speak authentically and to listen deeply: to identify behaviours (student & teacher-role fluidity) that support classroom learning and to grow those behaviours: greater capacity to accept diversity and more importantly to find the wisdom, gifts and learning by acknowledging difference and not fearing or 'othering' it. The students are thriving and the learning is of a higher quality (anecdotally) as evidenced in student output and quality of work compared with Term 1 of previous years.

Deep Democracy Analysis

The key LDD concepts evident in this story are **The Conscious and Unconscious Model** and the **Resistance line** (Course Competencies 1 & 2). The same metaphor can be applied to a group or classroom, i.e., a small part of what happens in the classroom is conscious and most is unconscious.

Deep Democracy work in schools is about connecting the tools to the learning and culture in the classroom – 'what do students know and what do I want them to know as their teacher, and what else is happening in the classroom?' A brief understanding of what is conscious and what is unconscious will make everyone aware of what is contributing to the learning *and* the culture of the classroom. The conscious in the classroom is what the teacher wants to teach and what the students appear to be learning. It is what is clearly and overtly being stated in the room.

The unconscious in the classroom is what else is happening during the lesson, what is overt and covert and what, other than the subject content, students may be learning or taking in.

When we use the term 'resistance' we are referring to actions that specifically sabotage the desired experience of the classroom. These actions are initially covert, like jokes and sarcastic jokes, but eventually become overt like withdrawal.

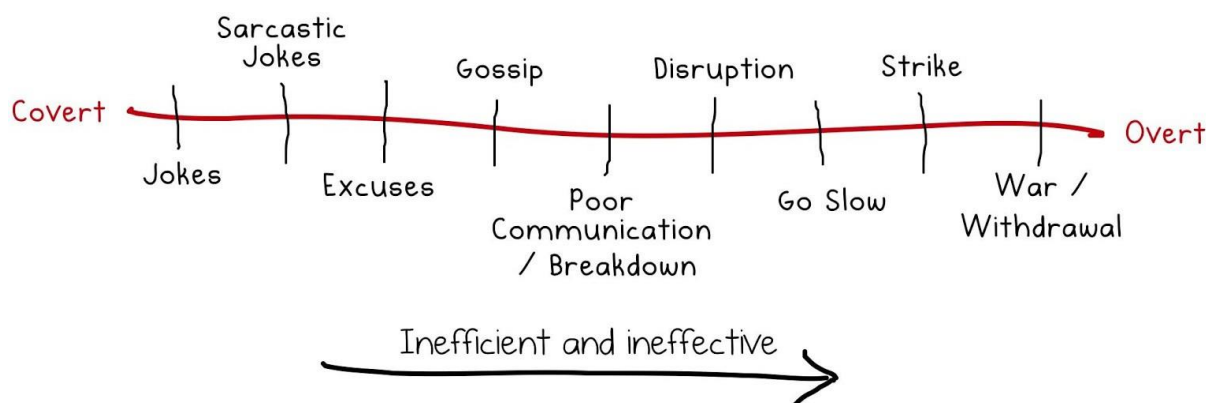


Figure 5 The Resistance Line as a diagnostic tool.

The processes had a very deep impact because the students were able to recognise new ways of being and take action. They continued to reference resistance line behaviours as a meta language to the end of the school year (December 2021).

Engagement and Participation in Addressing Roles, Relationships and Responsibility **- The Rewards Programme**

Classrooms are dynamic learning environments. Addressing roles, relationships, classroom dynamics and taking responsibility was highlighted in the classroom rewards programme.

A teacher reported that a change in understanding that precipitated the greatest change in student behaviour was that prioritising student voice could sit comfortably alongside the autocrat view, the teacher's view. This understanding manifested the 2021 Rewards Programme for a Year 6 class.

ShiftED supported a tracked system of rewards for the students. The concept was to reward with an experience for learning effort, not a materialistic reward, and to make the effort visible. Classroom decision-making was prioritised by hearing all the views, voting and incorporating the ideas of the minority, by valuing the 'no' or the minority view. The new decision-making process was deeper and brought everyone along.

The Rewards Programme tied the children to an understanding about *why* their voice is important. With the rewards programme there is opportunity for the students to understand more deeply classroom dynamics, the importance of having a voice, and *how* to have a voice within the classroom dynamics.

The parameters for the reward experience are the classroom expectations which the students created. They created those expectations at the beginning of the school year before ShiftED and Lewis deep Democracy. There are seven classroom expectations. Those expectations were set up around what made them (students) feel safe, happy, and what allowed them to learn. For example, '*One person speaking at a time*' is a rule. There are others that are a bit broader, from the school's Seeds of Success, such as '*to be interested in learning different subjects.*' For the rewards experience process they get to pick which one of the seven they'd like to focus on for the week, and they can see their progress to achieving success in their chosen rule as the marbles build up in the bucket. They get marbles in a bucket every time they do well. And when the marbles bucket is full, they get their reward. Students are very engaged. What changed was *how* to make the classroom expectations live by hearing the views of the students. ShiftED and Lewis Deep Democracy was a big game changer.

Deep Democracy Analysis

The key LDD concepts here are the Resistance line (see above) and Role Theory/Role Fluidity (Course Competencies 2 & 4). The use of the word role in this theory goes beyond the conventional societal concept. In LDD and ShiftED a role can be:

- A view, an opinion or a thought- I think, I believe, my view....
- A feeling/affect/emotion- urgency, sadness, anxiety, excitement....
- A symptom- tired, wriggling, headache....
- An action- leaving the room, leaning, getting a drink
- An archetype- leader, helper, joker, father, mother, hero, teacher. No matter what the nature of the group, these roles will exist. They are known as archetypal roles.

A group and a classroom are made up of many different roles. The role exists beyond the individual and the individual is more than the role. The theory that the role is greater than the individual has a powerful impact on teachers when they look at their classroom. They no longer see the classroom in relation to individuals but rather in relation to roles in an energy field of the classroom. They know that if a role exists it is beyond the individual. It exists to cater to the group's needs. If the

individual is not present someone else will hold the role. When gathering the grains of truth, the time when the group becomes aware of itself how it navigates the tension to grow and expand their understanding of the dynamics.

3.Change in teachers' thinking -

This domain was generated by recurring references to changes in thinking and behaviour at a deep level by teachers. These changes were reported as extending beyond the classroom or the pedagogical repertoire. There were two distinct themes comprising this domain. The first referenced personal transformation through application of Meta Skills and being conscious of the Resistance Line with family and clubs. The second theme referenced deep inner work also, but was expressed as a shift in identity and way of being in, and seeing the world.

Personal transformation through application outside of the classroom / non-school contexts (recreation clubs, family)

Practising the Meta Skills of active and compassionate listening have had an impact on me personally. I'm always willing to listen. And I feel I do. But I don't know if that was always reciprocal. And not just from students. I think to a certain extent from the leadership. We (teachers) are required to listen, but leadership have to listen to us as well. So, I think that Deep Democracy was a big game changer. In my understanding of how I felt and what I was experiencing that may have been causing frustration. I was better able to adopt different perspectives on others' ways of being, especially in relation to my more critical awareness of democracy and hearing the different voices.

Deep Democracy Analysis

Several teachers were engaged in deep inner work to change their role through **Meta Skills of Compassion and Neutrality**. They were also more conscious of being on the **Resistance Line** in certain contexts, themselves. Teachers were more conscious of the need for **Role Fluidity** in themselves and others.

Impact on their being in a different way (in classroom and elsewhere) such as recognising role in democracy and autocracy

My relationships with students changed and I understood more with the ShiftED tools and strategies based on Role Theory and Role Fluidity. This enabled by to have greater capacity to hold the group with neutrality and compassion. I have really reflected a lot on this and I feel that the more I develop insights into my class my capacity for neutrality improves.

As the teacher, I now feel that my role is to use the ShiftED process and allow the views to emerge by making it safe and positive to have diversity and to value the tension that comes of diversity. As the teacher I now see my role in facilitating us to be opening to insights and growth.

Deep Democracy Analysis

Neutrality is foreign to many teachers because of the many traditional and industrialised models of schooling still prized in education systems. The concept of neutrality allows teachers to move away from the classroom tradition of 'only one person speaking at a time' and will facilitate a conversation about the *views of the group* so that all voices are heard. Understanding and exploring roles and role fluidity is key. A teacher's strengths are to hold a group, read a group; to be compassionate with a compelling purpose for all students to learn and shine. As the students learn and grow, the teachers will learn and grow too. Each child has something to contribute. Each teacher has something to contribute to the learning in the classroom.

4. Challenges to depth / extent of application:

This domain is comprised of two themes. The first theme is based on explicit references to implementation barriers where teachers talked about not having enough time. This was analysed in relation to either resistance or being stuck. The second theme is based on the limited use of ShiftED and LDD language. This is analysed in relation to implementation science and the early stages of adoption when the data for evaluation was collected.

Resistance or stuck (not enough time)

Teachers reflected on their decisions not to use ShiftED or the use of tools fading because they didn't have time. An example of this was a teacher who had acknowledged the benefit of using Soft Shoe Shuffle and the Debate for class meetings but frequently felt too pressured to be following the timetable and if she was running out of time, the tools would not be used.

A second aspect of implementation challenge is also related to the level of confidence and competence with deciding when to prioritise or de-prioritise processes. One teacher's example of this was whether to continue on with a maths lesson or go into the edge/cycling. Her conflict in this instances was about feeling the pressure to prioritise academic instruction over supporting students to address the tension in the group.

Deep Democracy Analysis

There are a range of perspectives on stuckness that might lead to using time as a rational justification for not applying the learning. One aspect is the underpinning elements of professional learning that may be at play: motivation; the social connectivity (the supporting community of practice), and spacing for processing the learning, practice and reflection. It is possible that the social and professional context generated a threat response for teachers trying out new strategies, particularly given the fatigue being experienced by teachers post pandemic restrictions. The theoretical principles of LDD point to several possibilities including: practical barriers and / or emotional resistance; unconscious values and beliefs; resisting as a response to autocracy (even of the self), or is a level of Communication Breakdown and Go Slow.

Consciousness and level of adoption evident in explicit use of language (need to use the language that students know)

Often teachers' stories of most significant change described strategies but they did not use the explicit language of Energy Fields or Role Fluidity. One teacher's story acknowledged that, "even the students would remind me to use the correct name." Children were quick adopters of the Soft Shoe Shuffle, the Debate and the 'Come with'. Similar to the use of time as an excuse for resistance, the absence of LDD terminology may reflect the level of self-mastery. This theme also raises the question of whether it is essential to use the common language. The achievement of new understanding of classroom (social) dynamics and the personal work toward improved Meta Skills seems to have been prioritised and it is expected that where teachers sustain the community of practice that will develop the shared language with colleagues, and students will benefit from the explicit and shared language.

7. Discussion and implications for programme design

The objective of undertaking the research and development process for the ShiftED suite of LDD tools and strategies was to answer the research questions that would illuminate better understanding about the impact and processes. The research questions are:

1. How do teachers perceive shifts in their own values, behaviours and sense of self-efficacy through participation in the SHIFTED project?
2. What changes occur in teachers' 'everyday' pedagogical practices after completion of SHIFTED training?
3. What changes in students' capabilities are observed by teachers throughout the SHIFTED project?
4. What are students' perceptions of changes in classroom experiences across the SHIFTED project?

ShiftED teachers' values, behaviours and sense of self-efficacy:

Teacher participants' stories indicated shifts in the perceptions about their role in the classroom and the value of student voice. The stories of change described personal changes in listening with compassion and curiosity, and acting with courage in ways that were new. The quantitative data measuring self-efficacy was only for one point in time, and certainly indicates that the volunteer participants had strong to very strong sense of self-efficacy at the start of the training. Consistent with this is the self-reported confidence in using the ShiftED tools and strategies immediately post training. Further, the confidence in understanding and applying the key concepts was also reported as high immediately after training. The motivations stated for joining the training are congruent with the growth mindsets and positive expectations that volunteer teachers stated in their enrolment surveys. The Most Significant Change stories provide a range of examples of the values, behaviours and sense of self-efficacy with strong representation of: compassion, active listening and confidence about role fluidity.

The impact of COVID-19 has been discussed throughout the report and the variations to the mode of delivery of ShiftED needs special mention. The experience of the Belgian LDD trainers to delivering training almost entirely online due to COVID-19 is informative about the feasibility of delivering online. A second lesson from this context is that, times of crises are when frontline service providers such as teachers are most in need of the tools provided by ShiftED. So when the teachers needed tools to address polarity of opinions and enacted policies, they were not able to access the professional learning in the format with which they were most familiar. The experiences of the Belgian LDD trainers supports the provision of online modes of training as an option.

ShiftED teachers' 'everyday' pedagogical practices

The key tools of the The Soft Shoe Shuffle and The Debate provided teachers with safe and structured processes that could be adopted as part of their day to day pedagogical practice. These tools provided all children to have a voice in the classroom, to give their opinions, to potentially see different and diverse opinions, and to allow the diversity to occur and emerge in a structured way that allowed for new ways to reach agreement. This was impactful for teachers who were experiencing extreme behavioural disruptions; disengaged learners, and inclusion and diversity challenges. The Most Significant Change stories highlighted in particular, the Come With, The Resistance Line and being aware of The Conscious and Unconscious in classroom dynamics as providing teachers with strategies and tools that turned classroom learning and climate around.

ShiftED students' capabilities according to teachers and students themselves

The teacher perceptions of changes in students' behaviour and attitudes were highlighted in the Most Significant Change stories, but also reinforced by the Grains of Truth collected with students.

Children were positive about ShiftED tools and valued the feeling of being included, respected and listened to. They demonstrated responsibility and appreciation of the new insights about behaviours that were disruptive or sabotaged classroom climate. Many of the students' observations of changes referred to improved calmness and being relaxed, in addition to engaged (having fun) which point to a level of co- and regulated classrooms. It is not surprising then that academically students were more engaged and on-task which impacted the quality of higher order and critical thinking.

8. Summary and recommendations

Three core LDD tools and strategies are found to have a positive impact on teachers' pedagogical practices for more co-regulated, inclusive, respectful and learning classrooms. The complete suite of ShiftED tools and strategies equipped teachers to engage with the inner work and be most responsive. However, their understanding of The Conscious and Unconscious gave them a deeper capacity for compassion and openness, that is the Meta Skills and a deepening understanding of classroom dynamics. The Resistance Line provided a diagnostic for thinking, and talking about disruptive behaviours and what, in a classroom, impacts learning. Further, it provided students with a tool to take responsibility for decision making and action. Finally, The Debate enabled teachers to create a safe space for students to explore and try out different roles and points of view and avoid the stuckness or polarisation that occurs when limited information or appreciation of the 'other' has been made possible.

Teachers did report that some of the greatest challenges are access to time, space and funding for training. As teaching teams, some of the participants were able to share their planning and development of their skills and understandings as a community of practice. Contemporary research demonstrates that adopting and embedding new pedagogical practices is effective with regular or routine coaching. However, one of the positive demonstrations from COVID-19 restrictions is that an online and short intervention may work as a just in time and manageable chunk of learning that is still impactful.

Hence, it is recommended that:

1. LDD continue to provide ShiftED training (Figure 9 ShiftED Roady Map) options for teachers to:
 - i) receive the underpinning knowledge about the Meta Skills of Compassion and Neutrality to shift teachers' pedagogical practices and dispositions in learning
 - ii) gain and teach students better insights into classroom dynamics and disruptive behaviours underpinned by theory Conscious and the Unconscious and Role Theory; the diagnostic Resistance Line and the use of Soft Shoe Shuffle,
 - iii) use the Debate as a safe and structured process to promote diversity of views and navigate the tension toward agreement.
2. Two pathways for ShiftED training be made available to meet teacher and student needs for the outcomes outlined in this report. The two pathways are identified as:

ShiftED Pathway 1 is a three-phase on-line course

Phase 1 is personal on-line learning and three 90-minute on-line sessions with an instructor.

Phase 2 is personal on-line learning and six weekly sessions of 90 minutes on-line with an instructor.

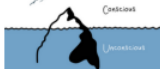
Phase 3 is teacher Accreditation (Figure 6 Pathway 1)

Program Structure for Teachers


PHASE 1 - LDD ShiftED Foundation Course
(Conscious/Unconscious, The Resistance Line & The LDD Debate)

3 x 90-minute experiential sessions, weekly in a small group of teachers (min 8, max 12)
Enabling the understanding of basic LDD principles.
Helping the teacher introduce, support and build confidence in using the debate in the classroom


Prior to the first session, there will be 15 minutes of self-learning. Teachers will review 3 short micro-courses and the masterclass on the learning platform.




THE CONSCIOUS AND UNCONSCIOUS
Providing teachers with a new lens and way to understand classroom dynamics.



THE RESISTANCE LINE
A useful diagnostic tool to assess behaviour that interferes with learning and how to overcome it.



THE LDD DEBATE
Discover how to encourage participation with all students and deal with different views and tensions.



Cost for Teachers:
US\$ 120 per teacher
Early bird discount:
US \$105 per teacher

Continued learning (optional)

PHASE 2 - Supervision & Deeper Learning for Teachers
6 Sessions (weekly) - US\$ 35 per session

Teachers will attend supervision with LDD instructors to gain greater confidence in The LDD Debate and deepen their learning. They will discover Role Theory, a new way to look at classroom dynamics and interpret behaviour and additional tools such as the Soft Shoe Shuffle and the Check-in.

PHASE 3 - Accreditation
This phase will train teachers to teach the methodology to other teachers. Details to be decided.




Figure 6 ShiftED On-line Pathway 1

ShiftED Pathway 2 is a four-phase face-to-face action research course

This delivery offers ongoing research and development with data collection at Phase 1, Phase 2 (A or B) and Phase 3, certification and credit for admission into Level 3 Lewis Deep Democracy. This pathway is manualised, developed and evaluated, with face-to-face delivery (Table 6 Pathway 2).

Table 6 ShiftED Face2Face Pathway 2-Action Research

<p><u>PHASE 1-Teacher Enrolment</u> Teachers complete online enrolment with informed consent for participation in research activities. Data collected: Self-rating scale and mindset assessment; demographics; Expectations and motivations</p>	<p><u>PHASE 2A-Teacher Training OR</u> Minimum Three x 2-hours group training in LDD tools with accredited facilitators. Two in-classroom sessions with the LDD supervisor (co-facilitation and observation) Data collection: Teacher and facilitator surveys at conclusion of training.</p>	<p><u>PHASE 2B-Teacher Training</u> Six 1-hour classroom sessions in LDD tools with accredited facilitators each followed with 30 min teacher/facilitator reflection and training conversation. Participant Manual as resource. Data collection: Teacher and facilitator surveys at conclusion of training.</p>
<p><u>PHASE 3-Teacher Supervision</u> Three fortnightly 90-minute small group (4-6) collaborative learning with supervision by the LDD facilitator. Four monthly 90-minute small group (4-6) collaborative learning with supervision by the LDD facilitator.</p>	<p><u>PHASE 4-Follow up</u> Data collection: Teacher and facilitator surveys at 6 months, 1 and 2 years; Volunteer interviews to collect stories of significant change at 6 months and 1 year</p>	<p><u>ACCREDITATION</u> Teachers will receive certificates of attainment, for professional recognition, on completion of the ShiftED programme.</p>

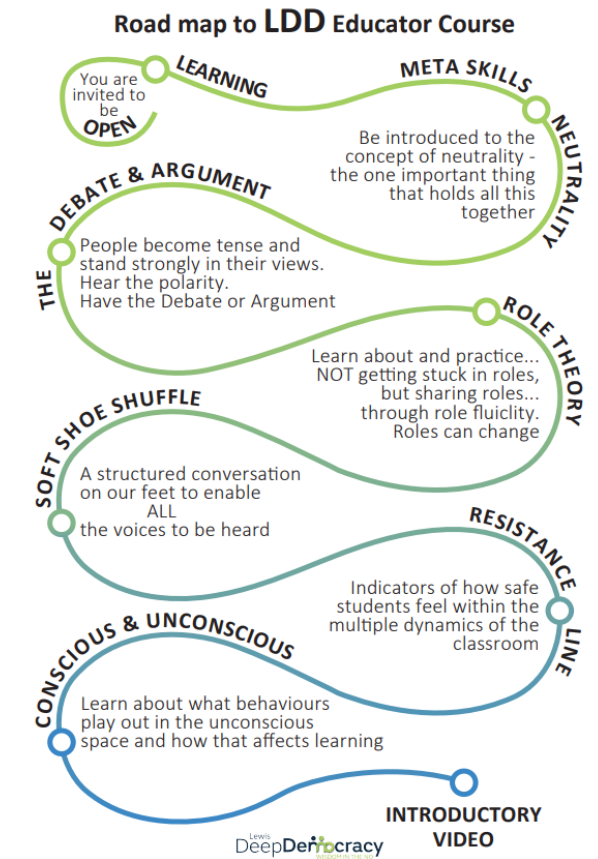


Figure 8 ShiftED Pathways 1 and 2 align to the Road Map - The LDD Educator Course

After word. Susan and Fanny's creative metaphor for ShiftED and invitation to the LDD Education community:

*Given that the ShiftED goals are: taking LDD to students and inspiring pedagogical and transformational shifts for teachers, we think we need to genuinely keep pathways open for the LDD community to really have a say and that's the long journey bus. Fanny's long journey for 6 schools and 12 teachers is ShiftED as the short course of approximately three 90min sessions. The long journey bus will continue to collect data and feed to the research partners. The short and long journey ShiftED will **blast** the education community from policy makers, through board rooms to the classroom for the children and young people.*

*AND...we have a metaphor. Busses.....I can see a lovely graphic of our LDD sheep on the busses! There is a fleet of ShiftED busses. Some of them are short journey busses and some are long journey busses, and like the short and long journey busses of Europe they are the **same on the outside ShiftED** and internally they are slightly different colours. ShiftED short journey is green merging with some fluro yellow! ShiftED long journey are blue and shades of....where the water flows.*

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APPENDIX A Life skills definitions and indicators

Definition	Indicators
	Voice
<p>The ability of learners to have a voice, feel confident in having that voice, even if expressing a different view, and with that voice have agency.</p> <p>The ability of learners to relate to the topic in relation to themselves and their own experience, resulting in the integration of information, agency and place-based action.</p> <p>The ability of learners to express themselves despite unbalanced power differentials.</p>	<p>Define voice in terms participation in the classroom.</p> <p>MSC Technique to collect personal change stories, verify and analyse data e.g. measure the level of involvement of the learners using a rating scale...</p> <ul style="list-style-type: none"> ▪ Rate (count/record) the amount of times students speak. ▪ Rate the amount of times students expresses an opinion i.e. by moving in the Dynamic Dialog/Soft Shoe Shuffle. ▪ Gather data/views from both teachers and students. ▪ Rating to quantify changes pre and post session. <p>NOTE: In LDD may not be physical voice – may be where they stand in participation in the SSS.</p>
	Listening
<p>The ability of learners to listen to other’s opinions with attention, focus and effort.</p>	<p>Use MSC Technique to collect personal change stories, verify and analyse data</p> <ul style="list-style-type: none"> ▪ Rate behavioural response scoring by counting/recording movement in the Dynamic Dialog/Soft Shoe Shuffle ▪ Contributions-how many and nature ▪ Levels of general classroom disruption e.g. interruptions, off task behaviours ▪ Responding to others’ opinions-how many: ▪ Rating to quantify changes pre, during and post session.
	Diversity
<p>The ability of learners to hear a view different from their own.</p> <p>The ability of learners to embrace diversity by integration of new information into their agency, advocacy and call to action.</p>	<p>Use MSC Technique to collect personal change stories, verify and analyse data e.g....</p>

Life skills definitions and indicators (cont'd)

Tension

The ability of learners to recognise if there are differences between forces, arguments or influences that may cause difficulties.

The ability of learners to identify the feelings that are produced in situations when: - people are anxious; people do not trust each other, and there is a possibility of sudden violence or conflict

Use MSC Technique to collect personal change stories, verify and analyse data

- Teacher directed observation of learners resolving tension using LDD Debate and Argument tools.
 - Time sampling for counts of acknowledgements of different points of view; leaning into tension as opposed to avoiding it or letting rank resolve it.
 - Observed use the tools to resolve the tension, gain the wisdom of the group and grow through owning the projection.

Insights

The ability of learners to discover insights into how to relate to themselves and others.

Use MSC Technique to collect personal change stories, verify and analyse data

- Teacher and learner change stories

Transferring skills

APPENDIX B Plain language statement and enrolment



ON-LINE ENROLMENT /
REGISTRATION

ShiftED INTERNATIONAL enrolment form

Consent Checklist **I have read the ShiftED teacher information which explains what this research project is about and I understand it.**

- I have had a chance to ask questions about the project, and I am comfortable with the answers that I have been given. I know that I can ask questions whenever I like. (1)
- I have volunteered to participate in the research project for ShiftED in which I will receive six hours of training, in class supervision, and follow up support sessions at 6 months 1 year and 2 years FREE. (2)
- I agree to participate in observation sessions, questionnaires and interviews for the purpose of data collection. (3)
- I agree to having an audio tape made of the interview for the purpose of transcription (4)
- I agree to having a video (or photographs) made when I identify it appropriate for the purpose of education. (5)
- I know that I am free to refuse any questions or requests for data I am not comfortable with. (6)
- I know that I can withdraw at any time and if I do withdraw, there will be no bad consequences for me. (7)
- If I withdraw none of the information I have given can be used in the research. (8)
- I know that the researchers will keep my information confidential so far as the law allows. (9)
- I know that I won't get paid for participating in the research project. (10)

Consent **I have read this Informed Consent Form and I agree with it.**

- Yes (1)
- No (2)

Q1.1 Name:

Q1.2 Years in the teaching profession:

Q1.3 Year level of schooling in which you have mostly worked:

Q1.4 Tell a story of the most challenging class you have worked with; why it was challenging; what strengths you brought; what you identified as strengths in the children / young people to work with, and what was the outcome. (no more than 250 words)

Q1.5 What was your most significant personal learning in this most challenging class?

Q2.1 What motivated you to enrol in the ShiftED professional learning?

Q2.2 What practical issues do you anticipate will challenge your full engagement with the program?

Q2.3 What do you think will be most challenging about implementing pedagogical change after the participating in the program?

Q2.4 Please list five values or principles do children and young people see and hear you apply in your responsibilities as a teacher.

MINDSET ASSESSMENT PROFILE (Dweck, C. 2002)

Q3.1 No matter how much intelligence you have, you can always change it a good deal.

Q3.2 You can learn new things, but you cannot really change your basic level of intelligence.

Q3.3 I like my work best when it makes me think hard.

Q3.4 I like my work best when I can do it really well without too much trouble.

Q3.5 I like work that I'll learn from even if I make mistakes.

- Q3.6 I like my work best when I can do it perfectly without any mistakes.
- Q3.7 When something is hard, it just makes me want to work more on it, not less.
- Q3.8 To tell the truth, when I work hard, it makes me feel as though I'm not very smart.

Q4.1

SELF-EFFICACY SCALE - this questionnaire helps to gain a better understanding of the potential challenges for teachers.

(Tschannen-Moran, M & Woolfolk Hoy, A., 2001)

How much can you do to get through to the most difficult students?

Nothing (1)	Barely anything (4)	Very little (5)	limited (6)	Some influence (7)	Moderate influence (8)	Quite a bit (9)	Significant amount (10)	A great deal (11)
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- Q4.2 How much can you do to help your students think critically?
- Q4.3 How much can you do to control disruptive behavior in the classroom?
- Q4.4 How much can you do to motivate students who show low interest in school work?
- Q4.5 To what extent can you make your expectations clear about student behavior?
- Q4.6 How much can you do to get students to believe they can do well in school work?
- Q4.7 How well can you respond to difficult questions from your students ?
- Q4.8 How well can you establish routines to keep activities running smoothly?
- Q4.9 How much can you do to help your students value learning?
- Q4.10 How much can you gauge student comprehension of what you have taught?
- Q4.11 To what extent can you craft good questions for your students?
- Q4.12 How much can you do to foster student creativity?
- Q4.13 How much can you do to get children to follow classroom rules?
- Q4.14 How much can you do to improve the understanding of a student who is failing?
- Q4.15 How much can you do to calm a student who is disruptive or noisy?
- Q4.16 How well can you establish a classroom management system with each group of students?
- Q4.17 How much can you do to adjust your lessons to the proper level for individual students?
- Q4.18 How much can you use a variety of assessment strategies?
- Q4.19 How well can you keep a few problem students from ruining an entire lesson?
- Q4.20 To what extent can you provide an alternative explanation or example when students are confused?
- Q4.21 How well can you respond to defiant students?
- Q4.22 How much can you assist families in helping their children do well in school?
- Q4.23 How well can you implement alternative strategies in your classroom?
- Q4.24 How well can you provide appropriate challenges for very capable students?

Thank you for your contribution to the learning community for ShiftED.

APPENDIX C ShiftED Phase 2 Post training survey

ShiftED INTERNATIONAL Post training Phase 2

Hello and Welcome back! Congratulations on your dedication and completion of the ShiftED professional learning sessions.

We have just a few questions to find out how the professional learning experience was for you and what has been happening in relation to applying the pedagogical tools in your classroom since completing the training.

These questions are expected to take about 15-20 minutes. We will be de-identifying any responses before collating the information from our participants around the world.

Once there are stories to share, we will be making those available to all participants.

Q1 Who did you do your ShiftED professional learning with?

Open text

Q2 When did you complete your training?

DD MM YYYY

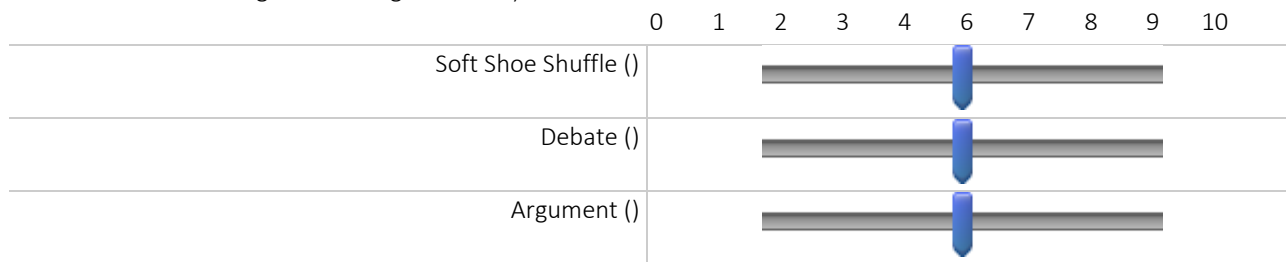
Q3 What format was your professional learning?

- block days (1)
- sessions over several weeks (2)
- Other Click to write (3)

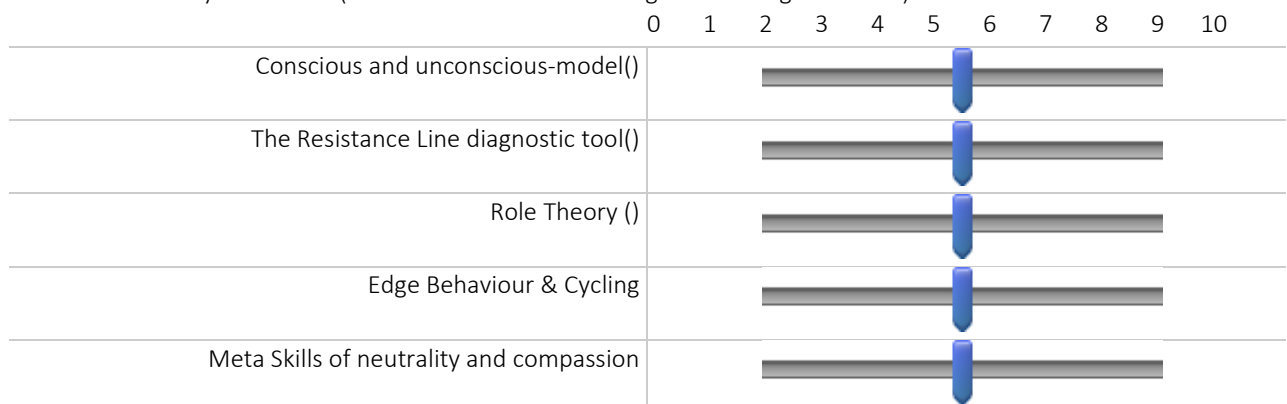
Q4 What mode of professional learning was used?

- in classroom facilitation with students (1)
- mixture of in classroom and out of class instruction (2)
- block out of class instruction with some in classroom sessions (3)
- Other Click to write

Q5 How confident would you rate yourself on each of the tools: 0 = "not confident at all" to 10 = "very confident" (able to transfer across a range of learning situations)



Q6 How confident would you rate yourself on each of the following underpinning concepts in ShiftEd: 0 = "not confident at all" to 10 = "very confident" (able to transfer across a range of learning situations)



Q7 What are the most noticeable change/s in your **attitudes or assumptions** in your pedagogical practice since using the ShiftED pedagogical tools?

Q8 What are the most noticeable change/s in your **behaviours** since using the ShiftED pedagogical tools?

Q9 What are the most noticeable change/s in your **sense of self-efficacy** (adoption of change) since using the ShiftED pedagogical tools?

Q10 What is the most noticeable change in your classroom climate?

Q11 What is the most noticeable change in student capabilities? (Please provide as many examples as you like)

Q12 Which of the following dispositions best align with areas of personal growth you might be focused on next? (Multiple choices possible)

- neutrality (1)
- handling change
- ok with uncertainty
- relinquishing control
- being able to 'go with the flow'
- compassion
- flexibility
- open-mindedness
- curiosity
- mindfulness

For each of the ShiftED concepts listed, give a brief description of your effective use or understanding of those you use most often.

Q13 Conscious and unconscious

Q14 Resistance line diagnostic tool

Q15 Role theory

Q16 Edges & Cycling Neutrality

Q17 Meta skills of neutrality and compassion

Q18 Role Fluidity

Mindset and Teacher Self-efficacy scales are included here

Are there aspects of the theories, tools or practices for being ShiftED that you would like further support with? Please note them below.

Thank you for your generosity and valued contribution to new learning about ShiftED as a pedagogical tool and we look forward to sharing this new collective wisdom with you soon.