**Unleashing Greatness – Going Deeper**
KED Champions
International Centre, University of Bolton - Tuesday 9th June 2020
**Professor David Hopkins**

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## The Story is always about Moral Purpose

I know if I need extra help or to be challenged to do better I will get the right support

My parents are involved in the school

I belong here

I know how I am being assessed and what I need to do to improve my work

I get to learn lots of interesting and different subjects

I can get the job that I want

I know what good work looks like and can help myself to learn

I can work well with and learn from many others as well as my teacher

I know what my learning objectives are and feel in control of my learning

I use computers to help me learn

"All these… whatever my background, whatever my abilities, wherever I start from"

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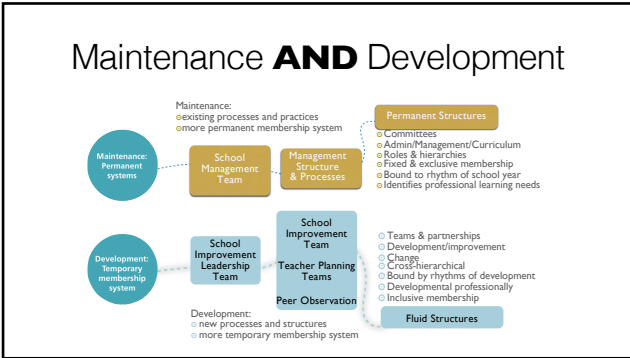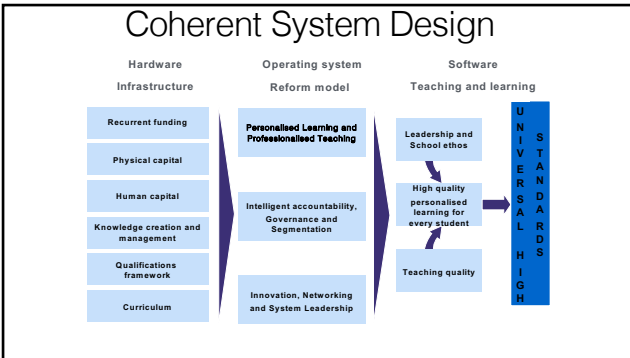THE WORLD EXPERT IN YOUR SCHOOL…                    →

YOU!

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## Maintenance **AND** Development



4

## Coherent System Design



5



1. Clarify Moral Purpose
2. Focus on Classroom Practice
3. Decide on the Non-negotiables
4. Articulate the Narrative
5. Instructional Rounds & Theories of Action
6. Triads and Peer Coaching
7. Instructional Leadership
8. Network in MATs

**Unleashing Greatness …**

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**Today ...**

**Morning**
- **You & Moral Purpose**
- **Instructional Rounds & Theories of Action**
- **Triads and Peer Coaching**

Afternoon
- Decide on the Non-negotiables
- Articulate the Narrative
- Development Planning

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## What do we know about successful systems?

1. The quality of a system or school cannot exceed the quality of its people

2. The only way to improve student outcomes is to improve the quality of teaching

3. High performance requires every child to succeed

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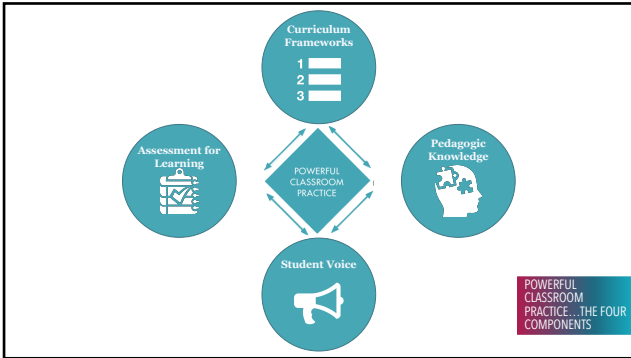**FOCUS ON CLASSROOM PRACTICE**

## LEARNING EXPERIENCES ...

I wrote - with Bruce Joyce - some time ago that:

*Learning experiences are composed of content, process and social climate. As teachers we create for and with our children opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanizing social conditions.*

TED^x UniversityofBolton

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POWERFUL CLASSROOM PRACTICE…THE FOUR COMPONENTS

**Curriculum Frameworks**

1
2
3

**Assessment for Learning**

**Pedagogic Knowledge**

POWERFUL CLASSROOM PRACTICE

**Student Voice**

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Common Practice

| | | |
|---|---|---|
| Idiosyncratic | What and when (but not how) planned in teams | Colleagues a major influence particularly in the early years |
| Delivered by individuals | Significantly influenced by how the teacher was taught | On the job learning (from mistakes) |
| Limited use of evidence base | Minimally impacted by teacher training | Limited and haphazard use of technology |

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Our Theories of Action

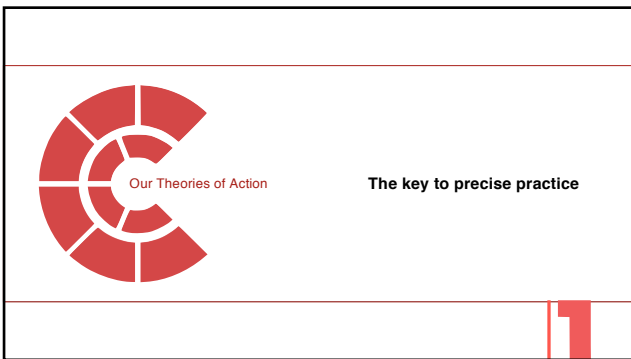**The key to precise practice**

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## Slide 13

### THE INSTRUCTIONAL ROUNDS PROCESS WORKS LIKE THIS

Rounds visit to focus on teaching and learning in the school

Small groups visit a rotation of classes and descriptive evidence is gathered

Analyse evidence taking into account school context

Develop Theories of Action

Visitors provide structured feedback to school and teachers

Host school uses the Theories of Action as a basis for planning ongoing professional development.

### FIVE LESSONS FROM INSTRUCTIONAL ROUNDS

| | |
|---|---|
| 1 | **Similar Theories of Action** are defined and implemented in **most schools**, despite differences in schooling phases and contexts |
| 2 | This is not a **'pick and mix'** approach. It's necessary to integrate all Theories of Action into a teacher's professional repertoire |
| 3 | All Theories of Action are characterised by teaching approaches with **inquiry at their centre**. |
| 4 | Some Theories of Action are about the **whole school**, and some are about the **individual practice** of teachers |
| 5 | All Theories of Action have a high level of **empirical support** in the research literature. |

THE STORY OF OUR INSTRUCTIONAL ROUNDS

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## Slide 14

As a result of our "inside-out" work on Instructional Rounds we have identified ten *Theories of Action* that when taken together promote Curiosity...

Six Theories of Action for the Teacher

**Prioritise High Expectations & Authentic Relationships**

**Emphasise Enquiry Focused Teaching**

**Adopt Consistent Teaching Protocols**

**Adopt Consistent Learning Protocols**

**Harness Learning Intentions, Narrative & Pace**

**Set Challenging Learning Tasks**

**Frame Higher Order Questions**

**Connect Feedback to Data**

**Commit to Assessment for Learning**

**Implement Cooperative Groups**

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## Slide 15

### CURIOSITY & POWERFUL LEARNING: EFFECT SIZE

The Effect Size barometer

A barometer like this accompanies each theory of action on the following pages.

Some strategies fall in the red zone. They impede learning. Some learning is attributed to developmental effects – as children and young people develop, they develop new learning capabilities. Hattie tells us that learning occurring in the orange zone is learning that would probably occur even if there was no schooling.

The yellow zone includes teaching strategies leading to learning outcomes that would occur in a typical year of schooling.

As teachers and school leaders, our task is to apply strategies that fall in the yellow and blue zones. They are high value strategies. Compared to other strategies, they have the largest effect size – that is, they make the biggest difference for our students' learning.

Effect Size for Higher Order Questions

ES = .73
Control group
Experimental group

| Standard Deviations | -3sd | -2sd | -1sd | 0sd | 1sd | 2sd | 3sd |
|---|---|---|---|---|---|---|---|
| Cumulative Percentages | | 2 | 16 | 50 | 84 | 98 | 99.9 |

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**Four Whole School Theories of Action**

**Prioritise High Expectations & Authentic Relationships**
*If* schools and teachers prioritise high expectations and authentic relationships, *then* curiosity will flourish

**Emphasise Enquiry Focused Teaching**
*If* enquiry is a defining characteristic of a school's culture, *then* the level of student achievement and curiosity will increase

**Adopt Consistent Teaching Protocols**
*If* we adopt consistent teaching protocols, *then* student behaviour, engagement, learning and curiosity will be enhanced

**Adopt Consistent Learning Protocols**
*If* we adopt consistent learning protocols in all classes, *then* all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity

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**Six Theories of Action for the Teacher**

**Harness Learning Intentions, Narrative & Pace**
If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, then achievement and understanding will increase and curiosity will be enhanced

**Set Challenging Learning Tasks**
If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning

**Frame Higher Order Questions**
If we systematically employ higher order questioning, then levels of student understanding will deepen and levels of achievement will increase

**Connect Feedback to Data**
If we connect feedback to data about student actions and performance, then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced

**Commit to Assessment for Learning**
If we commit to peer assessment, and assessment for learning, then student engagement, learning and achievement will accelerate

**Implement Cooperative Groups**
If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase

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# Teacher Rubrics

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## Teacher Rubrics

### Four purposes for teachers

1. Clearly set out the habits, behaviours, and performance expectations of high quality teaching

2. Support personal reflection by teachers about where their practice falls on the continuum

3. Provide a common reference point and language for teachers and school leaders when discussing teaching practice and performance

4. Inform planning for professional learning and development

### Three outcomes for students

| | |
|---|---|
| ENSURING MASTERY | Teachers plan with an unrelenting focus on high standards to ensure all students achieve mastery |
| CONTINUAL DEVELOPMENT | Every action and every communication is focussed on the individual student's ability to constantly grow and improve |
| LONGEVITY | All students set and achieve their goals, and all students are ready for post-school education and employment |

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## Teacher Rubrics
## Challenging Tasks

**COMMENCING PRACTICE**

**Teacher is aware of strategies that create challenge in the classroom.**

- Tasks allow many students to avoid challenge while still meeting success criteria.
- Teacher uses subject-specific language to explain concepts.
- Some students use subject-specific language to explain concepts.
- Some students are often passive and display off-task behaviour.
- A minority of students engage in higher level cognitive tasks.
- Teacher sets low level cognitive tasks that ask students to repeat, reproduce, match, or sequence.
- Students are occasionally asked to develop or apply their thinking.

**INTERMEDIATE PRACTICE**

**Teacher uses teaching strategies that are usually matched to most students' needs.**

- Most tasks set by the teacher challenge students and require them to use subject-specific language to explain concepts.
- Some students are challenged to demonstrate subject expertise.
- Occasionally the teacher mismatches challenges and students' levels of understanding. This is apparent from flagging pace, engagement, motivation.
- Students demonstrate some autonomy. They often require teacher input before deciding what they need to do to improve their performance.

**EXPERT PRACTICE**

**Teacher uses well-judged and often inspirational teaching strategies. Students learn optimistically and independently.**

- All tasks are precisely targeted. Each student makes greater than expected progress.
- All students understand the desired learning outcome and regulate their performance against it.
- Students are engaged by, and able to complete, tasks that require them to find contradictions or tensions in knowledge, and to expose assumptions in knowledge.
- Students know subject-specific language and use it to talk about their thinking.
- Students confidently formulate counter-knowledge and generate new knowledge.
- Students have the autonomy and expertise to monitor their learning. They ask questions and work independently on increasingly complex tasks.

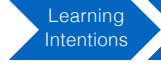**ACCOMPLISHED PRACTICE**

**Teacher matches teaching strategies to most students' needs.**

- Most tasks are differentiated and set within the ZPD for all students.
- All students demonstrate progress.
- Students are encouraged and supported to use subject-specific language to explain their thinking.
- Students are asked to perform high level cognitive tasks, such as arguing, justifying, analysing, and evaluating.
- Students demonstrate autonomy through task choice.
- Students can talk about the gap between their current performance and the desired performance.
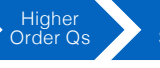
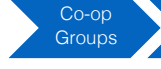20

## Sequencing the Theories of Action

Learning Intentions → Higher Order Qs → Task Setting

Co-op Groups → Feedback → AfL

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| How students think and learn | | |
|---|---|---|
| Number | Principle | Curiosity & Powerful Learning |
| 1 | Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning | *Moral purpose* |
| 2 | What students already know affects their learning | *Learning intentions, challenging tasks* |
| 3 | Students' cognitive development and learning are not limited by general stages of development | *Learning intentions, challenging tasks* |
| 4 | Learning is based on context, so generalising learning to new contexts is not spontaneous but instead needs to be facilitated | *Inquiry, challenging tasks, assessment for learning, feedback to data* |

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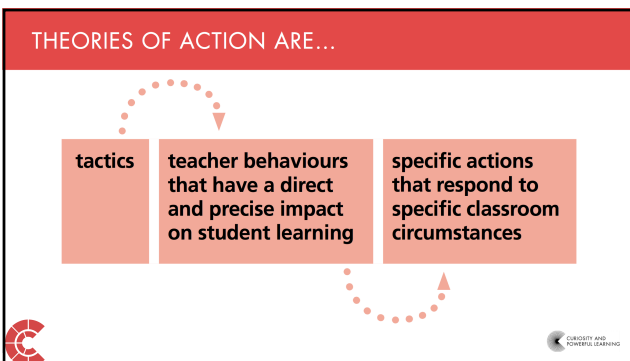| How students think and learn | | |
|---|---|---|
| Number | Principle | Curiosity & Powerful Learning |
| 5 | Acquiring long-term knowledge and skill is largely dependent on practice | *Teaching and learning protocols* |
| 6 | Clear, explanatory, and timely feedback to students is important for learning | *Connect feedback to data, assessment for learning* |
| 7 | Students self-regulation assists learning, and self-regulatory skills can be taught | *Learning protocols* |
| 8 | Student creativity can be fostered | *Inquiry, challenging tasks, assessment for learning, feedback to data* |

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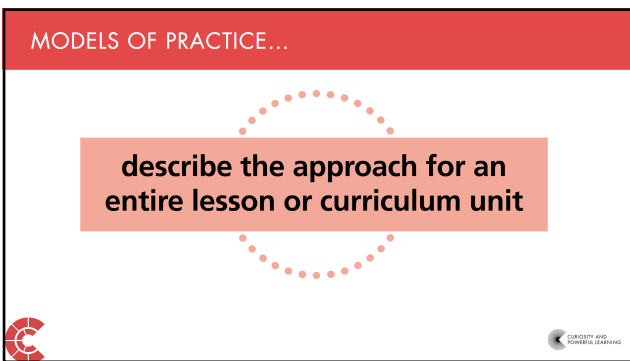| Target Teaching – John Hattie | | |
|---|---|---|
| Influence | Effect Size | Source |
| Feedback | **1.13** | Teacher |
| Student's prior cognitive ability | 1.04 | Student |
| Instructional quality | **1** | Teacher |
| Direct instruction | 0.82 | Teacher |
| Remediation/feedback | 0.65 | Teacher |
| Student's disposition to learn | 0.61 | Student |
| Class environment | 0.56 | Teacher |
| Challenge of goals | 0.52 | Teacher |
| Peer tutoring | 0.5 | Teacher |

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**Table 1. Examples of low- and high-impact investments in building academic achievement (from Hattie, 2009)**

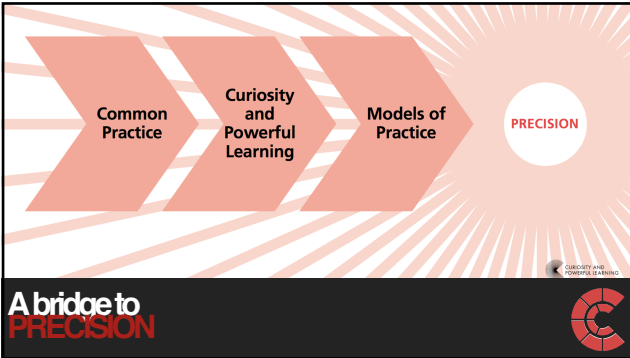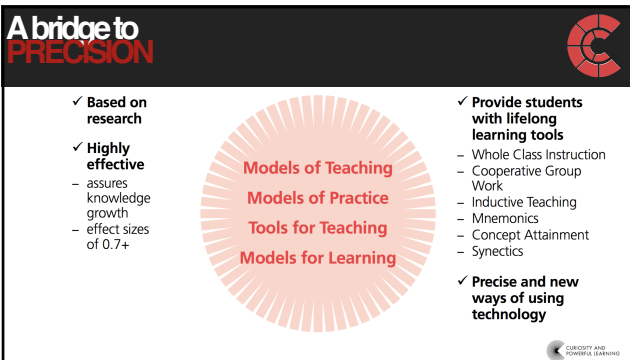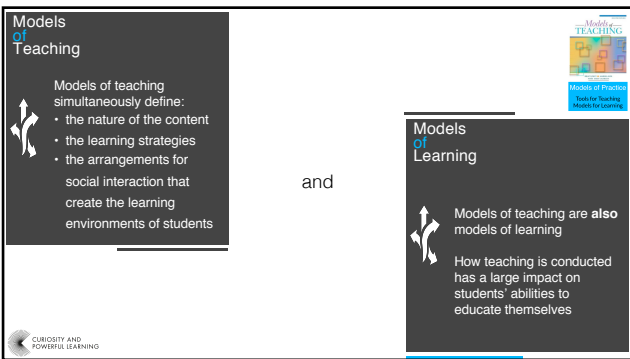| Influence | d | Influence | d |
|---|---|---|---|
| Retaining back a year | -0.32 | Collective teacher efficacy | 1.57 |
| Suspension/Expelling students | -0.20 | Student assessment capability | 1.33 |
| Charter Schools | 0.04 | Cognitive Task Analysis | 1.29 |
| Teacher performance pay | 0.05 | Response to Intervention | 1.09 |
| Single-sex schools | 0.08 | Conceptual change programs | 0.99 |
| Modifying school calendars/timetables | 0.09 | Strategies to integrate with prior knowledge | 0.93 |
| Initial teacher education programs | 0.10 | Self-efficacy | 0.92 |
| Tracking/Streaming | 0.12 | Success criteria | 0.88 |
| School choice | 0.12 | Transfer strategies | 0.86 |
| Reducing class size | 0.16 | Classroom discussion | 0.82 |
| Growth vs Fixed mindsets | 0.16 | Deliberate Practice | 0.79 |
| One-to-one Laptops | 0.16 | Teacher clarity | 0.75 |
| Home-school programs | 0.16 | Feedback | 0.74 |
| Web-based learning | 0.18 | Reciprocal teaching | 0.74 |
| Within-class grouping | 0.18 | Rehearsal & memorisation | 0.73 |
| Systems accountability systems | 0.20 | Building student confidence | 0.71 |
| Adding finances | 0.21 | Goals/success criteria | 0.68 |

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## THEORIES OF ACTION ARE…

| tactics | teacher behaviours that have a direct and precise impact on student learning | specific actions that respond to specific classroom circumstances |
|---|---|---|

CURIOSITY AND POWERFUL LEARNING

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## MODELS OF PRACTICE…

**describe the approach for an entire lesson or curriculum unit**

CURIOSITY AND POWERFUL LEARNING

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**A bridge to**
**PRECISION**

Common Practice → Curiosity and Powerful Learning → Models of Practice → PRECISION

CURIOSITY AND POWERFUL LEARNING

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**A bridge to**
**PRECISION**

✓ Based on research

✓ Highly effective
– assures knowledge growth
– effect sizes of 0.7+

**Models of Teaching**
**Models of Practice**
**Tools for Teaching**
**Models for Learning**

✓ Provide students with lifelong learning tools
– Whole Class Instruction
– Cooperative Group Work
– Inductive Teaching
– Mnemonics
– Concept Attainment
– Synectics

✓ Precise and new ways of using technology

CURIOSITY AND POWERFUL LEARNING

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Models of Teaching

Models of teaching simultaneously define:
• the nature of the content
• the learning strategies
• the arrangements for social interaction that create the learning environments of students

and

Models of TEACHING
Models of Practice
Tools for Teaching
Models for Learning

Models of Learning

Models of teaching are **also** models of learning

How teaching is conducted has a large impact on students' abilities to educate themselves

CURIOSITY AND POWERFUL LEARNING

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| Model of Practice | Learning Skills |
|---|---|
| Direct Instruction | *Extracting information and ideas from lectures and presentations* |
| Cooperative Group Work | *Working effectively with others to initiate and carry out cooperative tasks* |
| Inductive Teaching | *Building hypotheses and theories through classification* |
| Mnemonics | *Memorising information* |
| Concept Attainment | *Attaining concepts and how to invent them* |
| Synectics | *Using metaphors to think creatively* |

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**Triads and Peer Coaching**
Provide the infra-structure for professional development in the school and the means for putting the Theories of Action into Practice. The 'In-school Workshop' is the location for skill development through expert coaching, when once mastered is sustained the classroom through 'Peer Coaching'. Triads are the organisational unit for implementation.
• Joyce and Showers Coaching Model
• Workshop – Workplace
• Triads

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SUCCESS

Good Learning and Teaching At Scale…
technically simple, socially complex

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**Intrinsic Motivation**

Dan Pink (Drive, 2009)

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INTRINSIC MOTIVATION:IMPROVES PERFORMANCE ENHANCES JOB SATISFACTION

1 — Autonomy - control over the work

2 — Mastery - get better at the work

3 — Purpose - be part of something that is bigger than me

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**OPERATIONALISING INTRINSIC MOTIVATION**

**Autonomy**
control over the work

**Mastery**
get better at the work

**(Moral) Purpose**
be part of something that is bigger than me

1.Structural change: **development** & maintenance

2.Professional learning: a **coaching model**

3.Protocols

4.Teacher teams

5.Observation

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## Professional learning: A Coaching Model

| | |
|---|---|
| Theory | |
| Demonstrate | **Workshop** - "Expert" coaching |
| Practice | |
| Feedback | |
| Coaching | **Workplace** - Peer coaching |

- School Improvement Team
- Teacher Planning Teams
- Peer Observation
- School Networks

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## Professional learning: A Coaching Model

| PROFESSIONAL LEARNING: EFFECT SIZES FOR TRAINING OUTCOMES BY TRAINING COMPONENT | | | |
|---|---|---|---|
| **Training components and combinations** | **Knowledge** | **Skills** | **Transfer of training** |
| Information | 0.63 | 0.35 | 0.00 |
| Theory | 0.15 | 0.50 | 0.00 |
| Demonstration | 1.65 | 0.26 | 0.00 |
| Theory + Demonstration | 0.66 | 0.86 | 0.00 |
| Theory + Practice | 1.15 | | 0.00 |
| Theory + Demonstration + Practice | | 0.72 | 0.00 |
| Theory + Demonstration + Practice + Feedback | 1.31 | 1.18 | 0.39 |
| **Theory + Demonstration + Practice + Feedback + Coaching** | **2.71** | **1.25** | **1.68** |

Adapted from Joyce and Showers, 1995

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## Triads



- **Following Workshop**
- **Groups of three**
- **Meet regularly**
- **Observe in pairs using protocols**
- **Soon after discuss data**
- **Then share with the other**
- **Repeat cycle with the other**
- **Meet every half term to review and record progress**

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*Behaviours*

**Levels of Use**

**Explores** new and different ways to implement innovation

**Integrates** innovation with other initiatives; does not view it as an add-on; collaborates with others

**Begins** to explore ways for continuous improvement

**Comfortable** with innovation and implements it as taught

**Concerned** about mechanics of implementation

**Begins** to plan ways to implement the innovation

**Begins** to gather information about the innovation

**No** interest shown in the innovation; no action taken

**Levels of Use**

Levels of Use:
- 6 Renewal
- 5 Integration
- 4b Refinement
- 4a Routine
- 3 Mechanical
- 2 Preparation
- 1 Orientation
- 0 Non - use

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**FIVE CONDITIONS FOR BUILDING INTRINSIC MOTIVATION AMONG TEACHERS**

**ADAPTIVE**

Our School

Leadership & US

| | | Our School | | Leadership & US |
|---|---|---|---|---|
| 1 | Maintain structures for scaffolding teacher development | Not in place | 0 1 2 3 4 | In place |
| 2 | Make peer coaching ubiquitous | Not in place | 0 1 2 3 4 | In place |
| 3 | Create protocols for both teaching and learning | Not in place | 0 1 2 3 4 | In place |
| 4 | Incentivise teacher teams | Not in place | 0 1 2 3 4 | In place |
| 5 | Ensure classroom observation focuses on learning | Not in place | 0 1 2 3 4 | In place |

CURIOSITY & POWERFUL LEARNING

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Morning
- You & Moral Purpose
- Instructional Rounds & Theories of Action
- Triads and Peer Coaching

**Afternoon**
- **Decide on the Non-negotiables**
- **Articulate the Narrative**
- **Development Planning**

**Today ...**

CURIOSITY AND POWERFUL LEARNING

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**DECIDE ON THE NON-NEGOTIABLES**
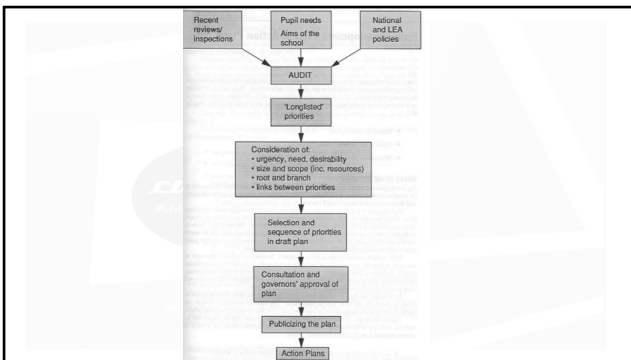
LEADERSHIP…THE PLAYBOOK FOR SUCCESS

School leaders who bring about significant improvements in student achievement tend to follow a common "playbook"

They:

- decide on what is non-negotiable
- install capable and like-minded people in critical positions
- deeply engage with stakeholders
- secure resources for the non-negotiables
- get early wins on the board

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## Selecting and Sequencing Priorities

A rag-bag of priorities does not make a good plan. A collection of priorities put together on an arbitrary or ad hoc basis creates problems in implementation and makes it difficult to justify the selection.

The choice of priorities is guided by two principles. The plan must be:

- *manageable*: the risk of trying to do too much too quickly must be avoided;
- *coherent*: the priorities must be placed in a sequence that makes implementation easier.

So Consider –

1. Urgency, need and desirability
2. Size and Scope including Resources
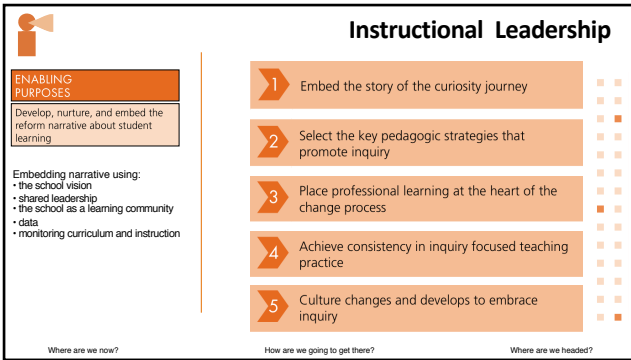3. Root and Branch
4. Links between Priorities

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Slide 55:

**Tools For Planning**

1. **Instructional Leadership – 5 steps**
2. **School Improvement Pathway**
3. **School Improvement Process Proforma**

CURIOSITY AND POWERFUL LEARNING

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Slide 56:
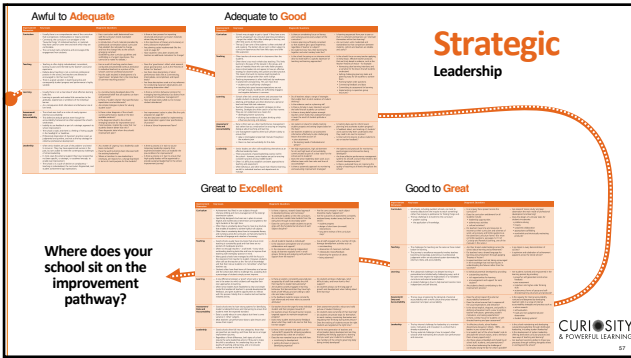
**Instructional Leadership**

**ENABLING PURPOSES**

Develop, nurture, and embed the reform narrative about student learning

Embedding narrative using:
• the school vision
• shared leadership
• the school as a learning community
• data
• monitoring curriculum and instruction

1. Embed the story of the curiosity journey
2. Select the key pedagogic strategies that promote inquiry
3. Place professional learning at the heart of the change process
4. Achieve consistency in inquiry focused teaching practice
5. Culture changes and develops to embrace inquiry

Where are we now?     How are we going to get there?     Where are we headed?

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Slide 57:

Awful to **Adequate**     Adequate to **Good**

**Strategic Leadership**

Great to **Excellent**     Good to **Great**

**Where does your school sit on the improvement pathway?**

CURIOSITY & POWERFUL LEARNING

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**Powerful Learning**

*Being a relentless focus on improving the learning outcomes of 'every student' in 'every school' across the whole system...*

The school improvement journey...

Selecting and sequencing the theories of action...

Professional learning...

Ensuring consistency...

Culture change and development...

Strengths, weaknesses, opportunities, threats...

A six-step framework for investigating school improvement processes through the Theories of Action

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# ROAD to NOWHERE

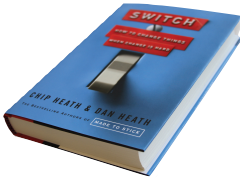If you're not on a journey to excellence, the road to nowhere is yours

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## Stories matter…

CURIOSITY
POWERFUL

- Psychologically privileged

- Currency of our thoughts

- Flight simulators for the mind

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# THE IMPORTANCE OF NARRATIVE

| The Switch idea | The school improvement perspective |
|---|---|
| A credible idea makes people believe | Our theories of action |
| An emotional idea makes people care | Our moral purpose |
| The right story makes people act | Our collaborative action influences every classroom, the whole school, the system |

SWITCH
CHIP HEATH & DAN HEATH

CURIOSITY AND POWERFUL LEARNING

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PHASE 1:
EMBED THE STORY OF
THE CURIOSITY JOURNEY

… is **urgent** – it translates the vision of curiosity, of a focus on inquiry, into clear principles for action.

… offers a **motivating** image of the future we are creating for our school and our students.

… links **moral purpose** to action in practical and concrete ways – our values are the constant companions of our actions.

OUR STORY

… makes **tangible connections** between teaching and learning.

These connections sustain a teaching and learning culture that produces and maintains high standards and student empowerment.

… is **inclusive**, and **oriented to action** in every classroom and across the whole school.

… is **shared and understood** by staff, students, and the school community.
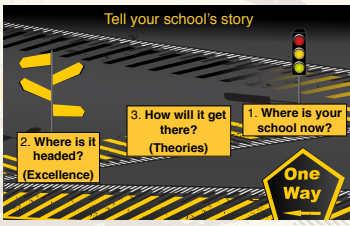
Characteristics of a compelling school improvement story

CURIOSITY
& POWERFUL LEARNING

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PHASE 1:
EMBED THE STORY OF
THE CURIOSITY JOURNEY

OUR STORY

Is there urgency?
Is it motivating? How?
Is morale purpose to the fore?
Clear connections between learning and teaching?
Is it inclusive and can it be shared and understood across the community?
Are there clear actions?

Tell your school's story

3. **How will it get there?**
(Theories)

1. **Where is your school now?**

2. **Where is it headed?**
(Excellence)

One Way

CURIOSITY
& POWERFUL LEARNING

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**THE WORLD EXPERT IN YOUR SCHOOL...** →

**YOU! – SO, WHAT DO YOU DO ON MONDAY?**

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CURIOSITY & POWERFUL LEARNING PROGRAM

ACEL | McREL INTERNATIONAL

**In School Activity following Workshop One**
**All activities led by School Improvement Team**

1. Leadership team discuss C&PL and commit to the approach confident that it is consistent with the values and aspirations of the school.

2. Conduct a series of staff sessions to introduce C&PL to the whole school and the initial outline narrative and use this to gather feedback and contributions to developing the school narrative of improvement. Convince staff that C&PL is not another initiative but a rigorous school improvement approach which builds on the strengths of the school.

3. Establish the School Improvement Team . This might already exist, and consideration have to be given to specific roles and responsibilities in relation to C&PL. Decide on meeting schedule.

4. Make decisions about allocation of resources and the deployment of time to ensure the success of C&PL.

5. Consider the current school initiatives and the policy agenda. Decide what are the school priorities in relation to the best outcomes for all students. Discard those initiatives that are not generating the best outcomes for students.
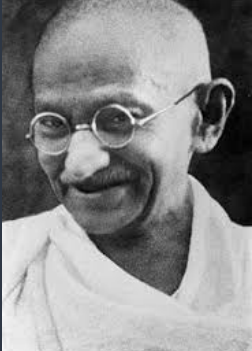
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CURIOSITY & POWERFUL LEARNING PROGRAM

**In School Activity following Workshop One contd**
**All activities led by School Improvement Team**

6. Enquire into the strengths and challenges of the school. Any school improvement strategy must reflect the specific context of the school. This means that there needs to be a thorough analysis of the school context, student attainment and learning and the teaching approaches of staff.

7. Using the School Improvement Pathway design the whole school C&PL development plan. Use this to underpin the narrative for the school that links the C&PL school improvement activities with the school's development plan. Additionally, this is an opportunity to integrate other proven teaching and learning initiatives into the plan.

8. Cross reference the NSW School Excellence Framework into the narrative along with professional standards . Work towards creating one comprehensive plan that makes sense to staff rather than multiple plans.

9. Discuss and begin to draw up plans for introducing Triad working. Consider whether it will be whole school initially or departmentally.

10. Forge links with other similar schools engaged in C&PL.

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You must be the change you wish to see in the world …
Live as if you were to die tomorrow; learn as if you were to live forever.

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### Slide 69

PRACTICE

Text

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POLICY          RESEARCH

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