

Stories of Good Practice

Narre Warren South P–12 College, Victoria

Segment 3: Implementation

Reflect/Implement

Use a forcefield analysis to help you identify the possible factors that may have helped to drive and prevent or slow the development and implementation of the Year 12 (VCAL) Personal Development Studies' Multicultural Day at Narre Warren South P–12 College. If you were a teacher at the school, what de-activating forces (possible strategies for overcoming or pre-empting the preventing forces) would you suggest be considered?

Draw up a three-column table. Record the following headings in your table: Driving forces, Preventing forces and De-activating forces.

| Driving forces | Preventing forces | De-activating forces |
|----------------|-------------------|----------------------|
| | | |

Complete a forcefield analysis for a Civics and Citizenship program at your school.

Reflect

The teachers in the video clip list a range of factors that were the keys to implementing a successful Civics and Citizenship program. List the keys to success and explain why each is necessary. If you are undertaking a collegial professional learning activity, share your list and reasons with your colleagues.



How might you use these keys (or similar keys) to implement a successful Civics and Citizenship program at your school?