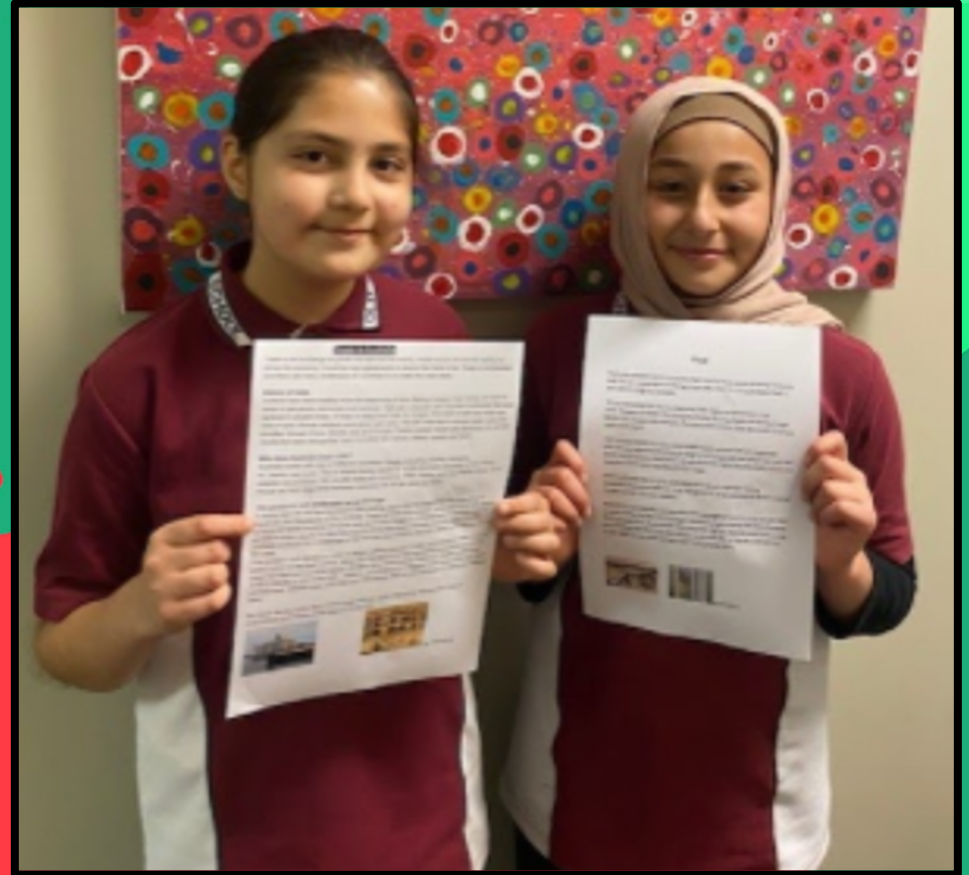


OGPS: Our Journey

*OGPS Instructional Rounds
Follow-up
2021*



Instructional Rounds

'Just like an onion'

PROBLEM OF PRACTICE: Is explicit teaching allowing our students to become autonomous learners?

- Are lessons worthwhile and delivered to cater for students at their point of need?

- Are students independently using strategies to self-assess and modify their performance?

- How are students using feedback to move learning forward?



Small Win

Whole School Celebration



Helen Morgani @HelenMorg... · 31/3/21 ...
Wellbeing Wednesday @OldGuildfordPS to end the term on a high. We shared our IR celebration wall & our draft Interventionist Teacher role statement. A busy but productive term! @DSafrglani @CarolineThiele1 @sharenscerri @CMassey_Edu @alex__brewin @AliciaTanios @jennycaino1



Whole School Focus

Where to start? The first layer of the onion

IS "EXPLICIT TEACHING" EVIDENT?

Summary Statement: In the vast majority of classes the LISC was evident to observers, however, LISC were rarely referred to by either teachers or students during the observation period. In 9/15 the LISC was judged to be selected to match appropriate syllabus outcomes. In the minority of classrooms (4/10), there was alignment of the LISC and the learning of the task. The vast majority of students could state what they were learning, when asked by the observers; but very few students could articulate why they were learning it.

IS THE LISC REFERRED TO BY THE TEACHER DURING THE LESSON?	▪ 0/4 classes showed evidence of teachers referring back to the LISC	▪ In 1 class the LI was briefly referred to by teacher (to a small group of students only)	▪ In 0/3 classes, the teacher referred to the LISC	▪ In 1 of the 4 lessons, the LISC was referred to and vocab from LISC was reinforced.
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Whole School Focus

Where to start? The first layer of the onion

ARE STUDENTS INDEPENDENTLY USING STRATEGIES TO SELF-ASSESS AND MODIFY THEIR PERFORMANCES?

Summary statement: Previously stated findings were that the LISC were rarely referred to by teachers during the observation period. There was no evidence of any student referring to the success criteria as they engaged in the learning task. There was no evidence of any self-assessment procedures built into the task. Consequently, no student could articulate what they needed to do to be successful in their learning.

<p>ARE STUDENTS USING THE SUCCESS CRITERIA TO SELF-ASSESS AND MODIFY THEIR PERFORMANCE?</p>	<ul style="list-style-type: none"> ▪ 0 classes showed evidence of teachers or students referring back to the LISC during the learning. ▪ 0 class had self-assessment built into the task. 	<ul style="list-style-type: none"> ▪ There was no evidence of self-assessment observed. 	<ul style="list-style-type: none"> ▪ 0 classes had self-assessment ▪ There was no evidence of students modifying their performance against the Success Criteria 	<ul style="list-style-type: none"> ▪ In 0 classes, students referred to the SC. ▪ There was no evidence of self-assessment observed, although there were opportunities for this.
<p>OBSERVER QUESTIONS: “HOW ARE YOU GOING WITH YOUR LEARNING?” “HOW DO YOU KNOW?”</p>	<ul style="list-style-type: none"> ▪ 0/8 students asked could explain how they were going with their learning. ▪ 0/8 could explain how they knew. 	<ul style="list-style-type: none"> ▪ There was limited evidence of students’ knowledge of how to answer these questions 	<ul style="list-style-type: none"> ▪ 0/30 could explain how they were going. ▪ 1/30 students knew how they were going. 	<ul style="list-style-type: none"> ▪ 0/5 could explain how they knew how they were going.

Whole School Focus

Where to start? The first layer of the onion

ARE STUDENTS USING FEEDBACK TO MOVE LEARNING FORWARD?

Summary statement: There was very limited evidence of teachers referring to the SC to give feedback, or of examples of feedback throughout the lesson that caused students to think and/or to move the learning forward. There were no examples of peer feedback.

<p>DID TEACHER FEEDBACK REFER TO THE LISC AND MOVE THE LEARNING FORWARD?</p>		<ul style="list-style-type: none"> ▪ No evidence of feedback to move learning forward. ▪ Feedback was mostly related to the task or involved a comment by the teacher and no follow-up. 	<ul style="list-style-type: none"> ▪ In 0 class was there evidence of feedback to move the learning forward. 	<ul style="list-style-type: none"> ▪ Evidence of teacher referring back to LISC during learning in 2 classes. ▪ Teacher feedback related to LISC in 2 out of 4 classrooms.
<p>WERE THERE OPPORTUNITIES FOR PEER FEEDBACK?</p>	<ul style="list-style-type: none"> ▪ Peer feedback was not evident in any classroom 	<ul style="list-style-type: none"> ▪ Peer feedback was not evident in any classroom 	<ul style="list-style-type: none"> ▪ Peer feedback was not evident in any classroom 	<ul style="list-style-type: none"> ▪ Peer feedback was not evident in any classroom.

Instructional Rounds

'Just like an onion'

PROBLEM OF PRACTICE: Is explicit teaching allowing our students to become autonomous learners?

- Are lessons worthwhile and delivered to cater for students at their point of need?

- Are students independently using strategies to self-assess and modify their performance?

- How are students using feedback to move learning forward?





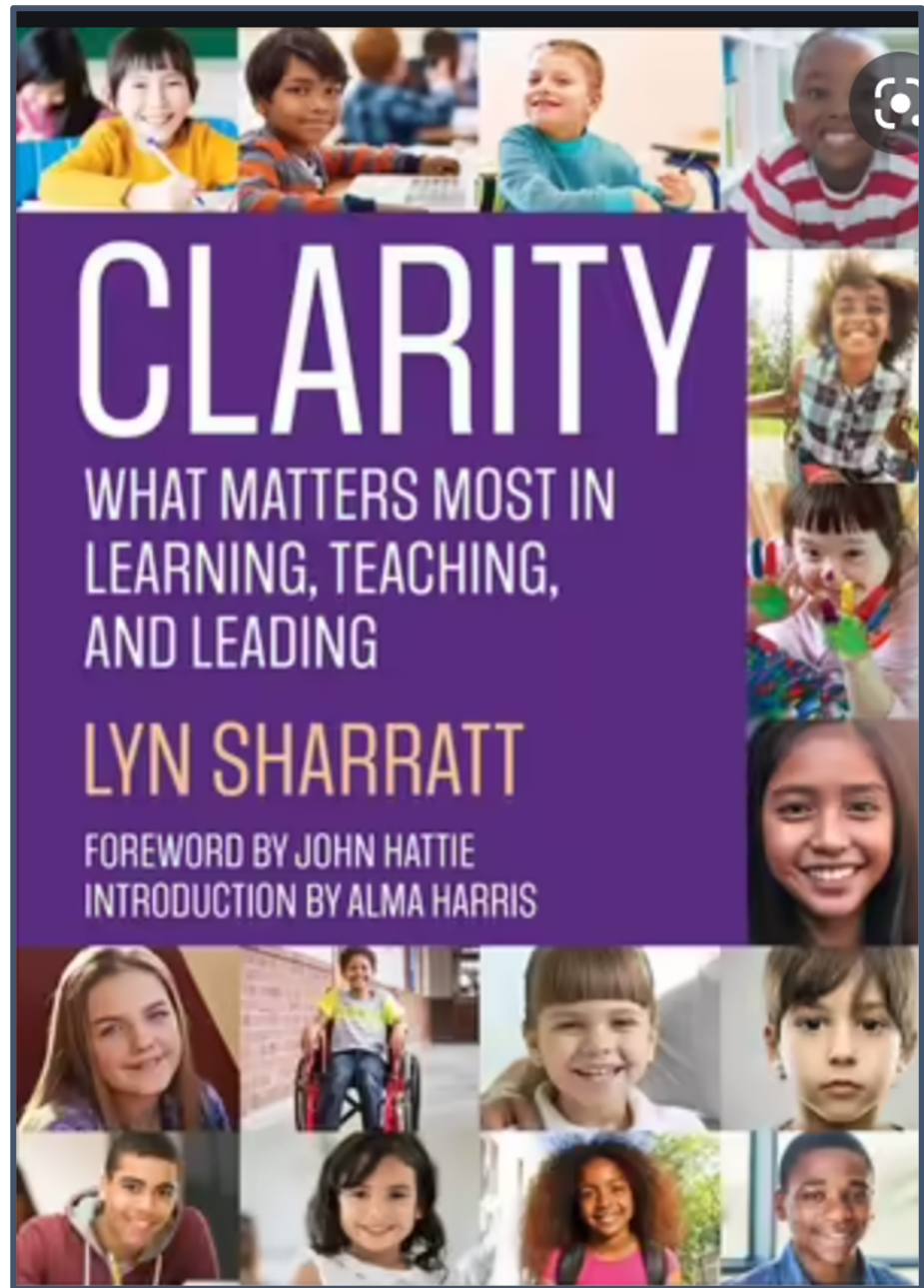
Agenda - Term 2, Week 1

10.55am – 12.25pm

Team Norms

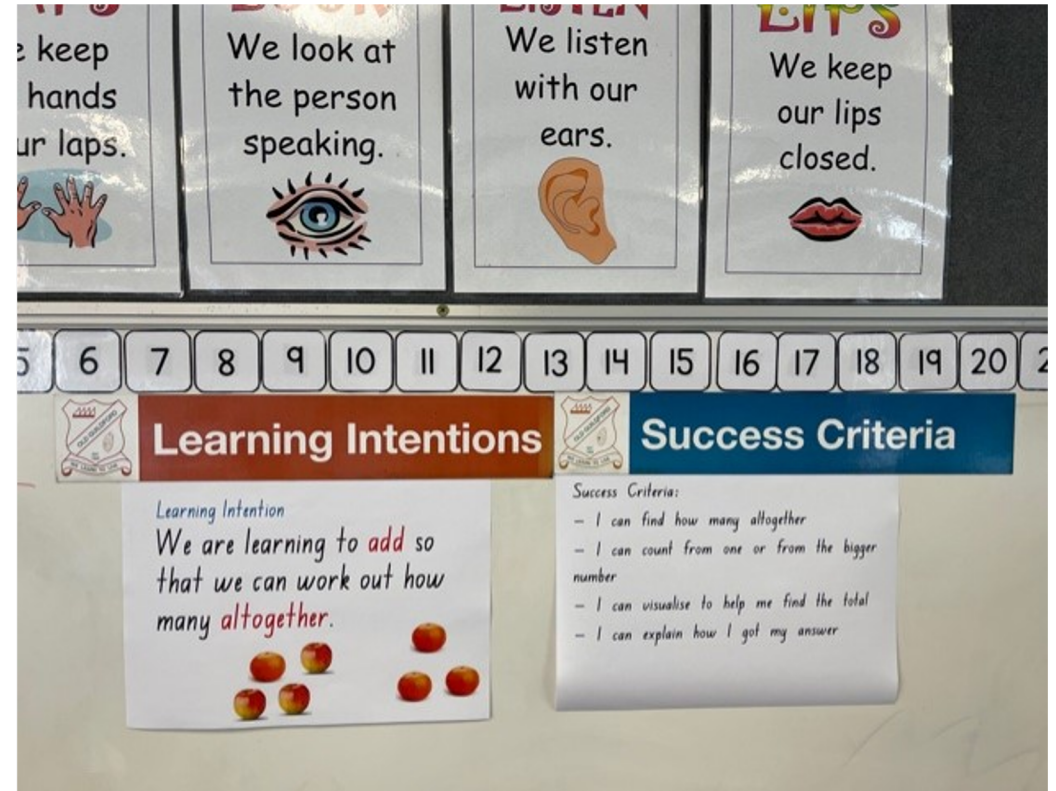
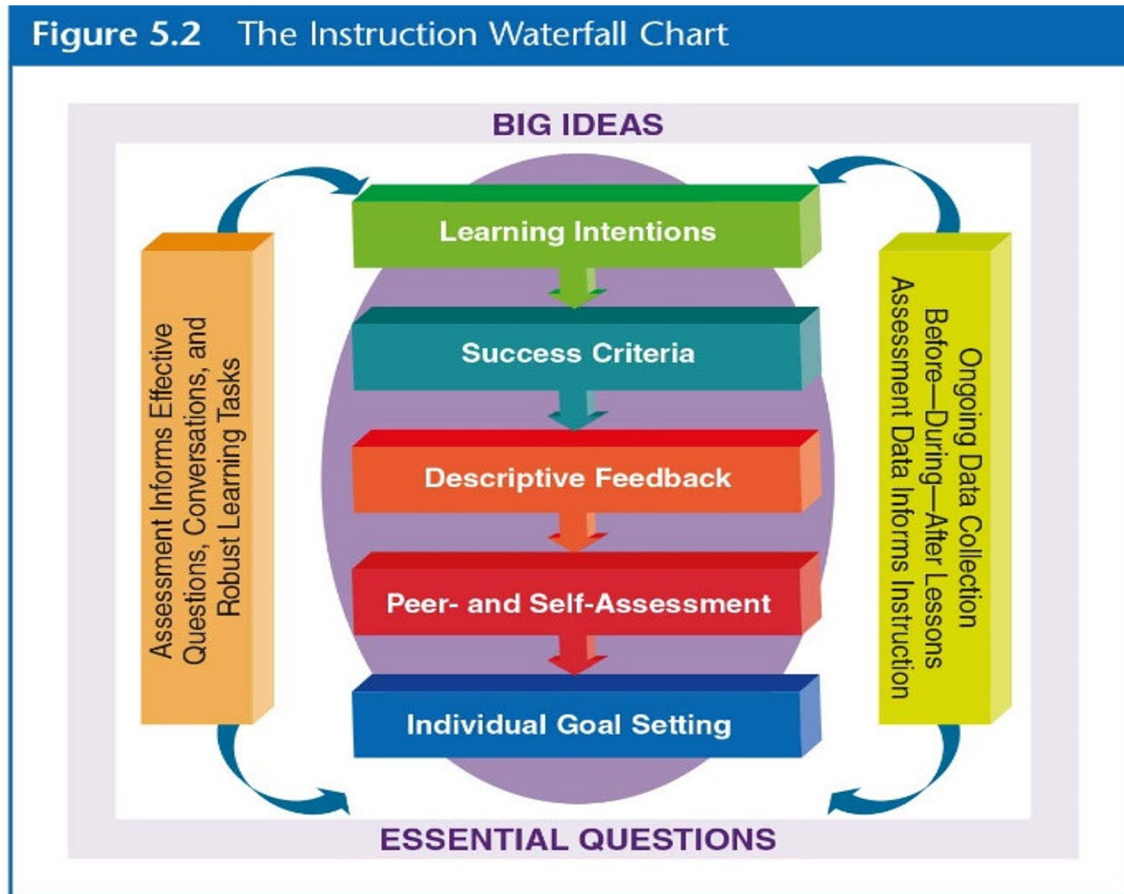
- Use honest, respectful communication that supports and challenges
- Compliment the learning with action to drive change
- Be organised and punctual with a learner’s mindset
- Maintain confidentiality

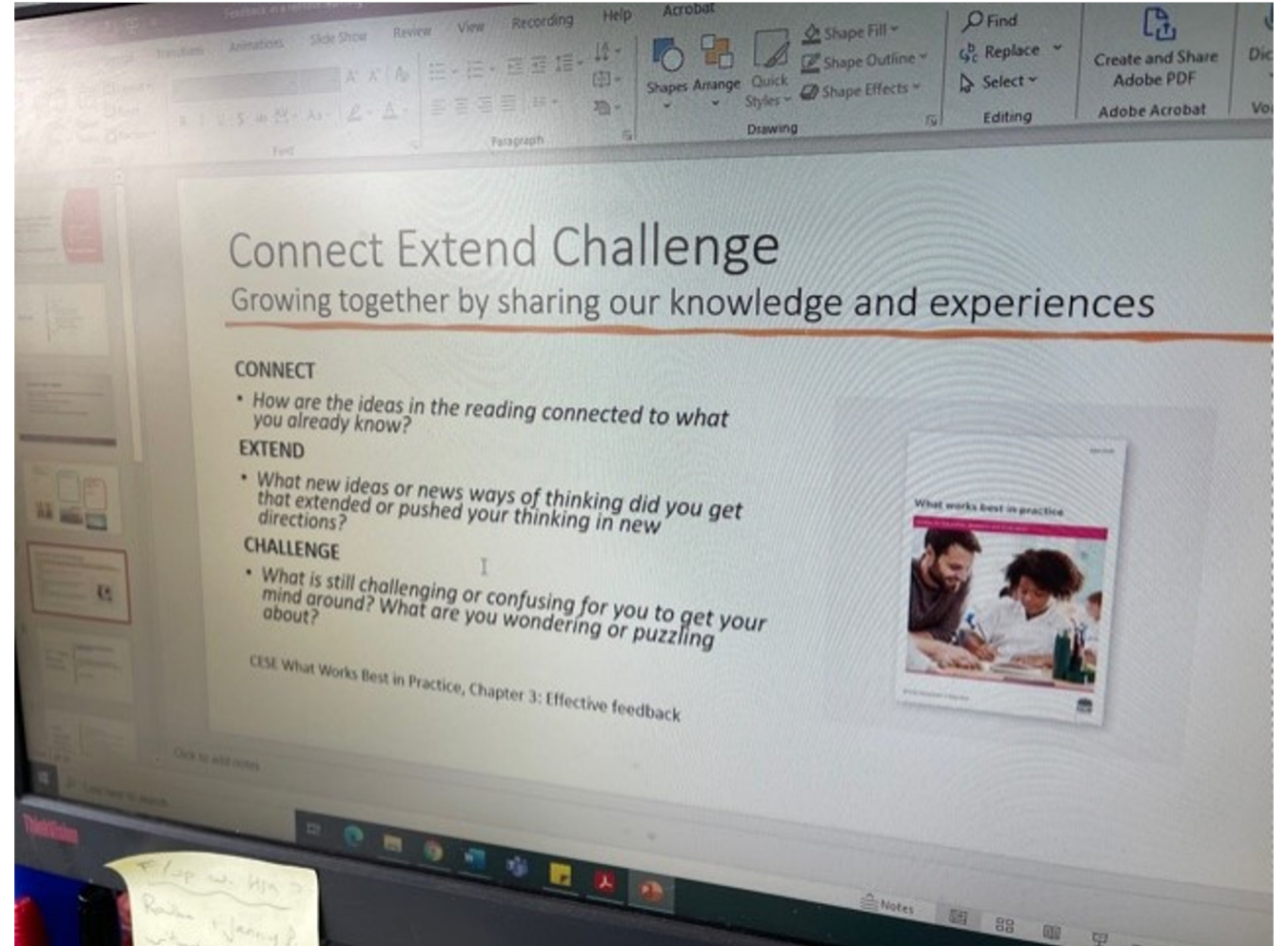
Item
Gratitude Check <i>‘It’s not an attitude of gratitude, it’s an actual practice’</i>
<ul style="list-style-type: none"> • Share 1 thing you are grateful for
Clarity
<ul style="list-style-type: none"> • Chapter 4 Assessment • Reflections against some of our IR findings & Recommendations • Whole school approach to re-visiting LISC – ES1 Sample led by Diane
Tier 2 and Tier 3 Plans
<ul style="list-style-type: none"> • Are Tier 2 IP set and ready to be used? • Have they been scanned and uploaded? • Link to COVID ILSP • Are ILPs in place for Tier 3 students? Have they been signed by parents and uploaded?
Other
<ul style="list-style-type: none"> - Eid PL Plan (Thursday 13 and Friday 14 May)– think from now as to how to maximise these days. - Semester 1 reports – Do teachers need a refresher in using Sentra? Whole staff meeting run by Helen in week 2 or 3. Will work on timeline soon. - Questions/Other Items?



Assessment Waterfall

Figure 5.2 The Instruction Waterfall Chart



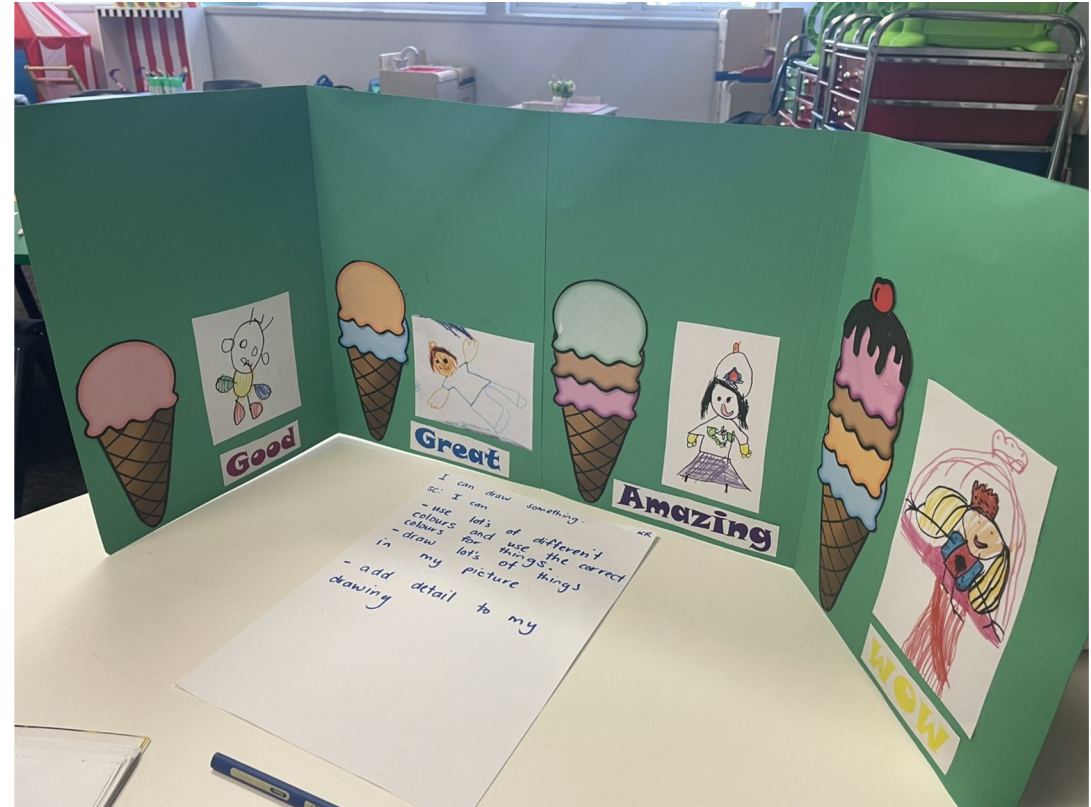


Bump it Up Wall

Before




After



Principles of Instruction


Barak Rosenshine's

PRINCIPLES OF INSTRUCTION




A thematic interpretation for teachers by Tom Sherrington @teacherhead

FOUNDED BY
OLIVER CAVE
@olivercave




REVIEWING MATERIAL

1 Daily review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review




QUESTIONING

3 Ask questions




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding




SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps




Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

4 Provide models




8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.


STAGES OF PRACTICE

5 Guide student practice




Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with "less effective teachers". Guided practice requires close supervision and feedback.
High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



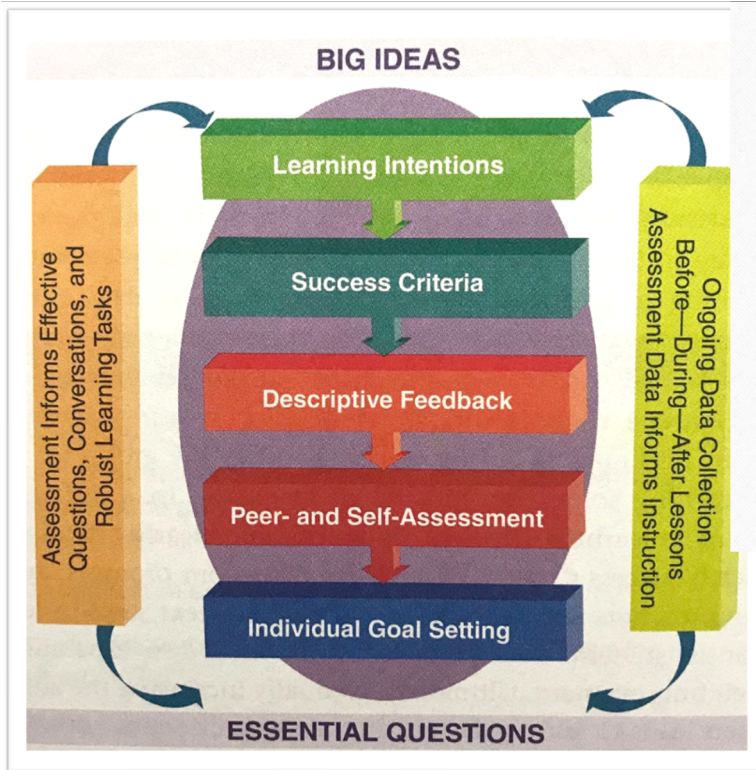
9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves, when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

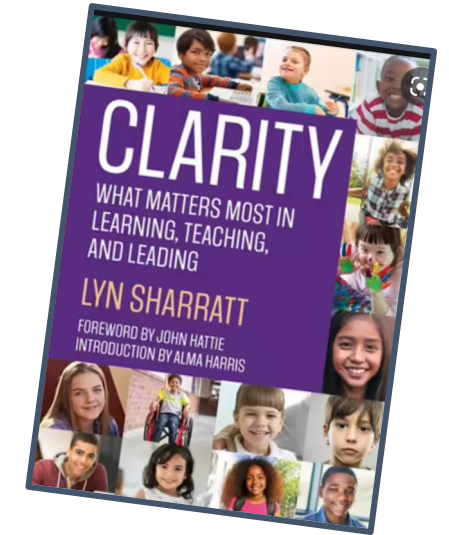
Stage One

Targeted PL on Evidence-based Best Practices



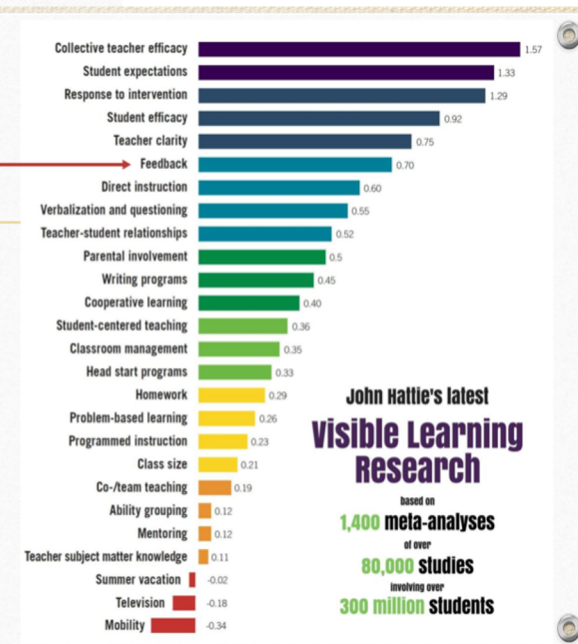
The Five Questions Teachers Ask Students to **build student autonomy in their own learning**

1. What are you learning? Why? → **Learning Intention**
 2. How are you doing?
 3. How do you know?
 4. How can you improve?
 5. Where do you go for help?
- Success Criteria**



What is the effect size of **FEEDBACK**?

According to John Hattie (2009), anything with an effect size of 0.4 or above is meaningful, and above 0.6 has high impact.



Stage One

Assessment and Feedback

Bump-it-Up Wall: Where We are...

Firetruck has a ladder the firetruck have hose with water for fires siren goes woos woos it has flashing lights blue and red ladder is for cats in trees firetruck have cones it has pump panel Elevating cylinders at the top.

- does it make sense?
- capital letters
- full stops

Firetrucks

A firetruck has a ladder to climb up to high places. The truck has a hose for water to put out fires. The firetruck has red and blue flashing lights so people know there is an emergency. The storage compartment has the equipment that they use for fires. The pump panel is where the water comes out from. The fire truck has a loud siren so you can hear the fire truck coming.

- Makes sense
- capital letters
- full stops
- 1 paragraph
- adjectives
- verbs
- conjunctions
- Heading

Fire trucks

A firetruck has a long ladder so the fire fighters can reach high places. The truck has a long hose that shoots out water to put out big fires.

The firetruck has bright red and blue flashing lights so people know to move out of the way when they are coming. The fire truck has a very loud siren because people need to hear them coming.

The fire truck has a pump panel to make the water come out of the hose big and strong. The storage compartment is for all their equipment to help people who are stuck in a fire.

orientation

A firetruck is a very big emergency service vehicle that helps you when there is a fire. They can help you when there is a fire in your home, your car and when there is a bush fire. What is on these big vehicles?

Ladder: → Sub Heading
The firetruck has a very long, white ladder so the firefighters can reach high places. The ladder is made of a very strong metal because the firefighters need to climb up to save people in danger.

Siren: → Sub Heading
The siren is very loud and noisy because it lets people know to move out of the way. This is because the firetruck needs to get to an emergency as soon as possible.

Flashing lights: → Sub Heading
The firetruck has red and blue flashing lights so the people can move out of the way because it's a real emergency. The flashing lights don't make a sound but they are bright so you can see with your eyes.

Last time I went to the Merrylands Central Gardens I had so much fun. When my family and I got to the park we all went for a walk and we all got to see the lakes and all the different trees. After the walk I rode my blue scooter. On my walk I saw birds in their nests and I saw some eels in the lake.

★ Capital letters	ABC
★ Punctuation to end my sentence	. ? !
★ Finger spaces	✎
★ Neat handwriting	✎
★ Sight word wall/adjectives	👁️
★ Sound out new words	c - a - t
★ Check that my sentences makes sense	🔍

Eels in the lake? Wow!
- I like how you remembered capital letters for proper nouns

Even better if:
Use more awesome adjectives

All Four Friends

Benji's new friends

At the end they decided to play in the garden tomorrow. They played together and have fun, made friendship.

decided

- ★ You used capitals for sentence beginnings and characters names.
- ★ You used commas correctly when listing the names.
- ★ They played together had fun and made friends.



Stage One

Impacts & Successes


Professional Learning - Descriptive Feedback

Before vs. After

Reading/Writing

I can not wait for lockdown to end so I can see my grandparents, my uncles and aunts and also my cousins so we can have a big bbq together. I am also looking forward to going to the park to ride my new bike.

Include some more adjectives to make your writing more exciting. For example: new _____ bike.



W O W **W O R K !**

spicy pinky

brave brave

grate straw

quaint

faint

stray

break

plane

flake





Excellent writing, Ahmed! Well done for adding in more adjectives this week!

the book is set in a beautiful room and turns into a forest.

the characters are max and terrible making monsters known as the wild things.

max (the hero) Max brings the king of the forest but he wants to miss his mum and the monster won't let him go home.

max sails back home and finds his ship waiting for him.

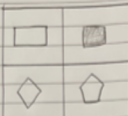
Professional Learning - Descriptive Feedback

Before vs. After

Rayon

This shape does not belong because it is not a quadrilateral.

The pentagon has 5 edges and 5 vertices but the quadrilaterals have 4 edges and 4 vertices.




Rayon

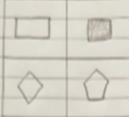
This shape does not belong because it is not a quadrilateral.

The pentagon has 5 edges and 5 vertices but the quadrilaterals have 4 edges and 4 vertices.

This shape does not belong because it does not have equal sides like the others.



This shape does not belong because it is dark and the other three are white.

This shape does not belong because the sides are equal, the square also has equal sides but it is black.



Impact - Stage 2

Response to IR Findings in the Stage 2 Classrooms

	 CONTINUE TO BUILD	 PRODUCTIVELY PONDER
Explicit Teaching	<ul style="list-style-type: none"> LISC was evident Matched appropriate syllabus outcomes Students could state what they were learning 	<ul style="list-style-type: none"> LISC rarely referred to Alignment of LISC with learning Students could not state why they were learning it
Worthwhile Lesson	<ul style="list-style-type: none"> Some classrooms had a level of challenge Some open-ended questions Modelling in half of classes 	<ul style="list-style-type: none"> Most classrooms had no opportunity to extend students (stretch) Mostly closed or recall questions Minimal student-student talk
Self-Assessment	n/a	<ul style="list-style-type: none"> No evidence of students referring to LISC No evidence of self-assessment No student could articulate how to be successful
Feedback		<ul style="list-style-type: none"> Minimal teacher feedback No examples of peer feedback

Impact - Stage 2

Response to IR Findings in the Stage 2 Classrooms

Success Criteria
Let's clarify
 "...success criteria summarise the key steps or the ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on."
Shirley Clarke

"IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE" ~ DYLAN WILIAM, UNIVERSITY OF LONDON



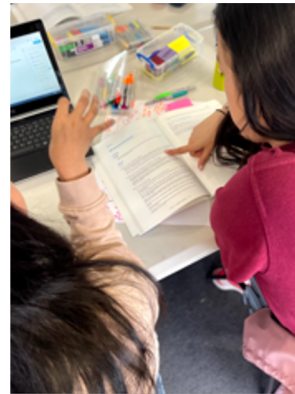
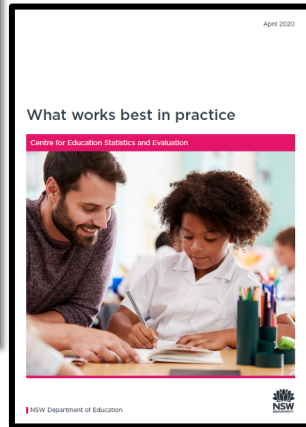
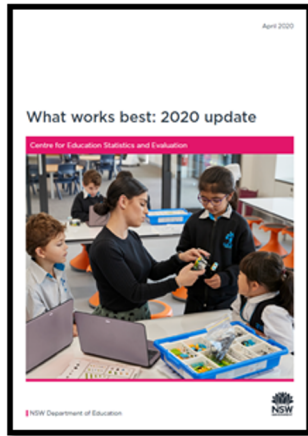
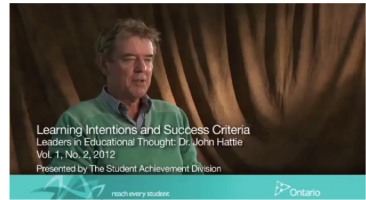
DoE Policy: Curriculum planning and programming, assessing and reporting to parents K-12

School Excellence Framework

Five Elements of Effective Assessment Practice
Lyn Sharratt

- establishing **learning intentions** that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work
- creating **success criteria** that describe what success looks like in relation to the learning intentions and are co-created by students and teachers
- providing **explicit descriptive feedback** to students in a timely manner and ensuring that it is clearly understood by students
- building the capacity of students to **peer assess and self-assess** using the success criteria as a reference
- developing the capacity for individual **goal-setting** by students, which includes students asking questions such as 'What do I need to improve?' and 'What is my next step?'

11 Old Guildford Public School – We Learn to Live



Where we started:
 I can write explanations.
Where we ended:
 I am learning to **gather information** and **use the writing process** to **create informative texts that explain** how things work in the world.



Learning Intentions 24.5.21

We are learning to manipulate (change), identify (find) and sketch (draw) two-dimensional shapes, including special quadrilaterals and describe their features so that we can see and define them in our everyday lives.

Success Criteria

- I can manipulate (change) two-dimensional (2D) shapes to make other 2D shapes.
- I can identify (find) common 2D shapes within a larger 2D shape.
- I can create quadrilaterals (4-sided shapes) using regular (common) 2D shapes.
- I can identify and count how many vertices a 2D shape has.

Handwritten notes:

Quadrilaterals!
What are they?
A quadrilateral is a polygon with four edges (sides) and four vertices.
Special Quadrilaterals
• Square
• Rectangle
• Parallelogram
• Rhombus
• Trapezium
• Kite

2D Shapes
angle
vertices
sides/edges
equal
length
width
taken from the polygon
Greek words meaning 'many angles'

Right-angled triangle
hexagon
heptagon
octagon

Students deserve great teachers.
And teachers deserve the support they need to become great.

Bill Gates

Effective Feedback

Why?

TEACHING DOMAIN:	THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
EFFECTIVE CLASSROOM PRACTICE	Feedback	Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Standard 5: Assess, provide feedback and report on student learning

Focus area 5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

Old Guildford Public School - We Learn to Live

Literacy Lodge

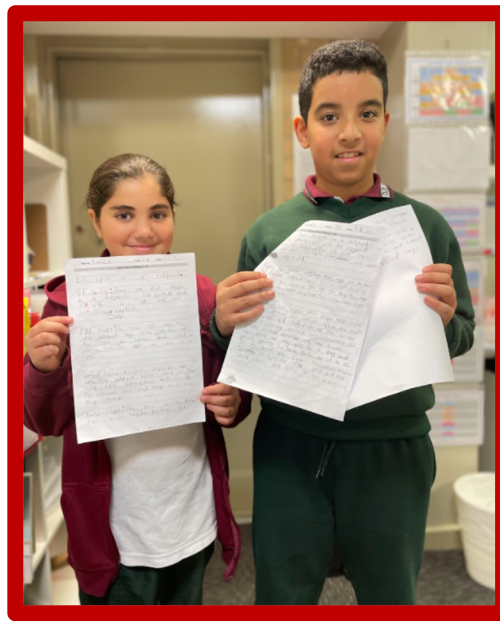
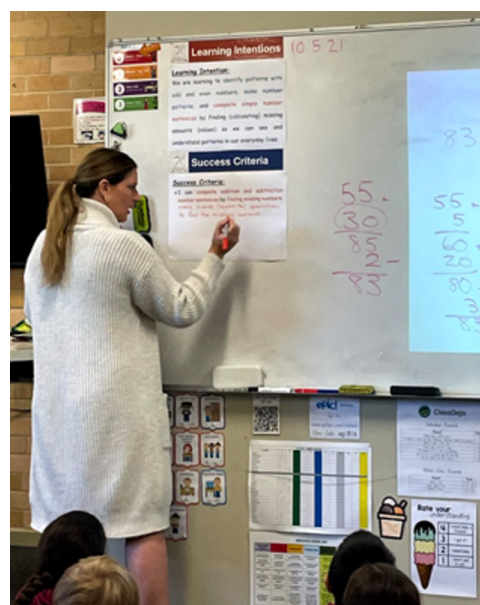
Check to see if you can identify the parts of the story and the characters.

ARMS
Aim
Plan
Monitor
Summarise

CUPS
Context
Understand
Support
Summarise

Check to see if you can identify the parts of the story and the characters.

Check to see if you can identify the parts of the story and the characters.



Effective Feedback

Traversing down the waterfall

- Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. (WWB, 2020 update)
- There are two elements that are required for a teacher to provide effective feedback. The first is knowing where students need to get to (the learning outcome) and the second is finding evidence of where students are at (through assessment and observation).

Figure 5.2 The Instruction Waterfall Chart

Old Guildford Public School - We Learn to Live



Big Idea	Respectful Relationships
Essential Questions	<p><i>Are positive relationships essential to maintain a happy and healthy life?</i></p> <ul style="list-style-type: none"> Do we need to get along with others? Why are empathy, inclusion, and respect important in our relationships? How do different people, places and environments impact our interactions with others?
Learning Intention	We are learning to investigate/explore relationships and use the writing process to create persuasive texts with supporting arguments to convince others of our point of view.
Type of Text	<p>Imaginative: <input type="checkbox"/></p> <p>Informative: <input type="checkbox"/></p> <p>Persuasive: <input checked="" type="checkbox"/></p>



Stage 3

LISC & Writing Process



Co-construction

Steps in the co-constructing of success criteria



"The co-construction process is vital to students' understanding of what success looks like and their ability to articulate how they can improve."
(Lyn Sharratt, 2019 - Clarity, p. 130)

Part 1: Teachers prepare through detailed planning

- Plan opportunities for students to discuss and engage in the development of SC that are clear, detailed, focussed, and aligned to the curriculum expectations
- Provide concrete models, anchor carts, and exemplars based on SC
- Model the use of SC to analyse and critique anonymous student work samples
- Teach students to use SC as tools for peer- and self-assessment

Your turn

Creating well-considered and intentional LISC



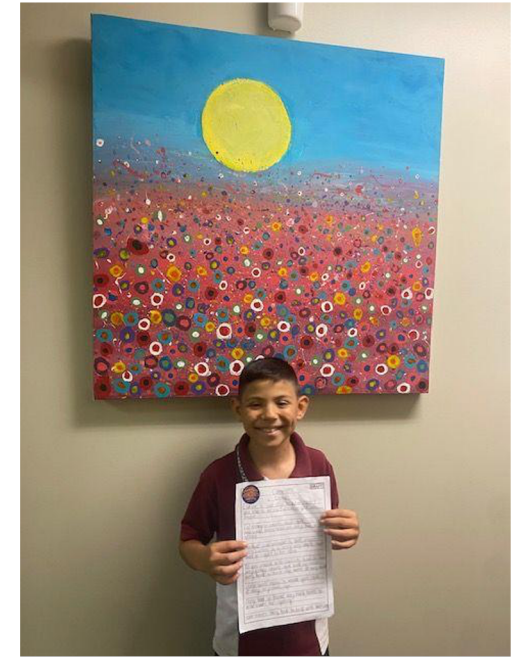
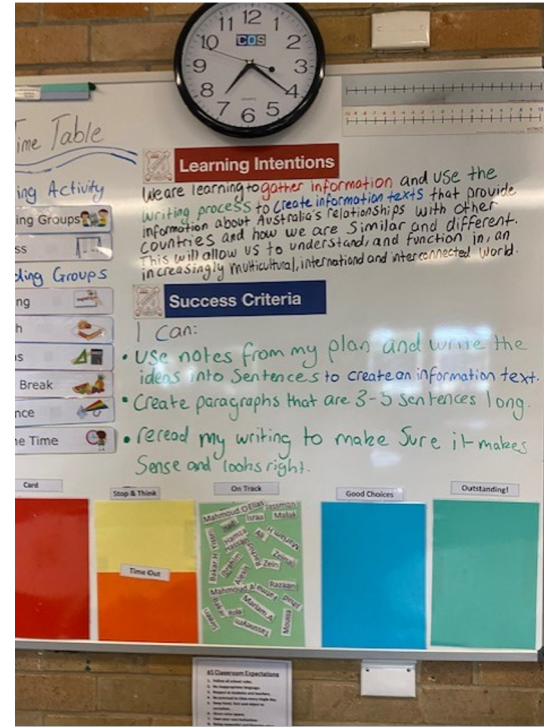
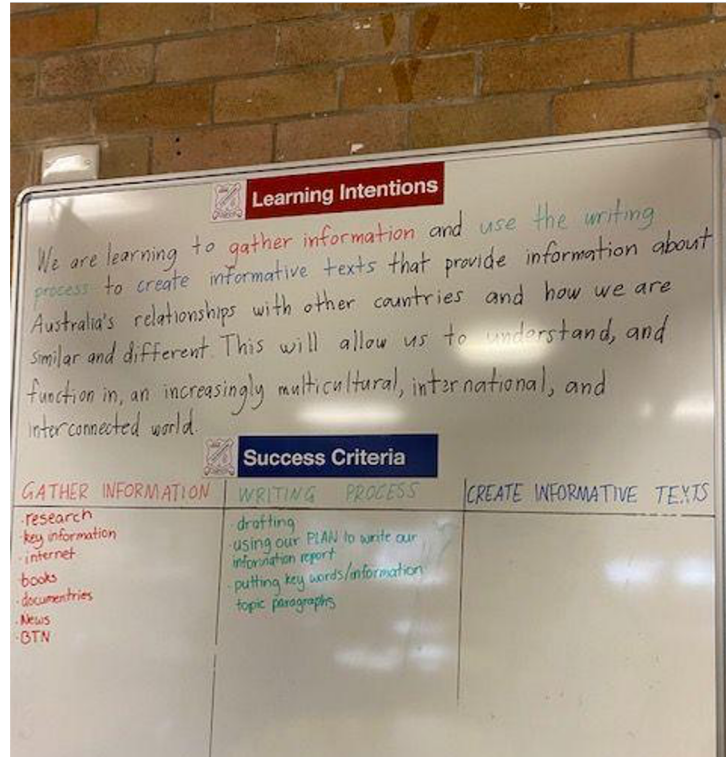
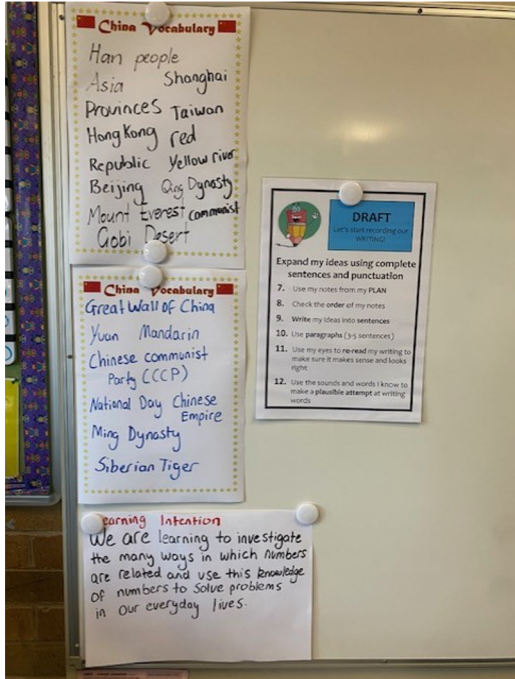
Task: Read and revise the Learning Intentions provided to ensure they include the elements outlined in today's PL. You will need to:

- Reimagine the LI based on current syllabus requirements, with a focus on what the students are learning rather than what they are doing (follow LI checklist)
- Include the 'why' so students can see the value in the LI (*this is because...*)
- Identify possible success criteria that students need to do to be successful in achieving the LI (follow SC checklist)
- Be prepared to share your ideas with the team.



Stage 3

LISC & Writing Process

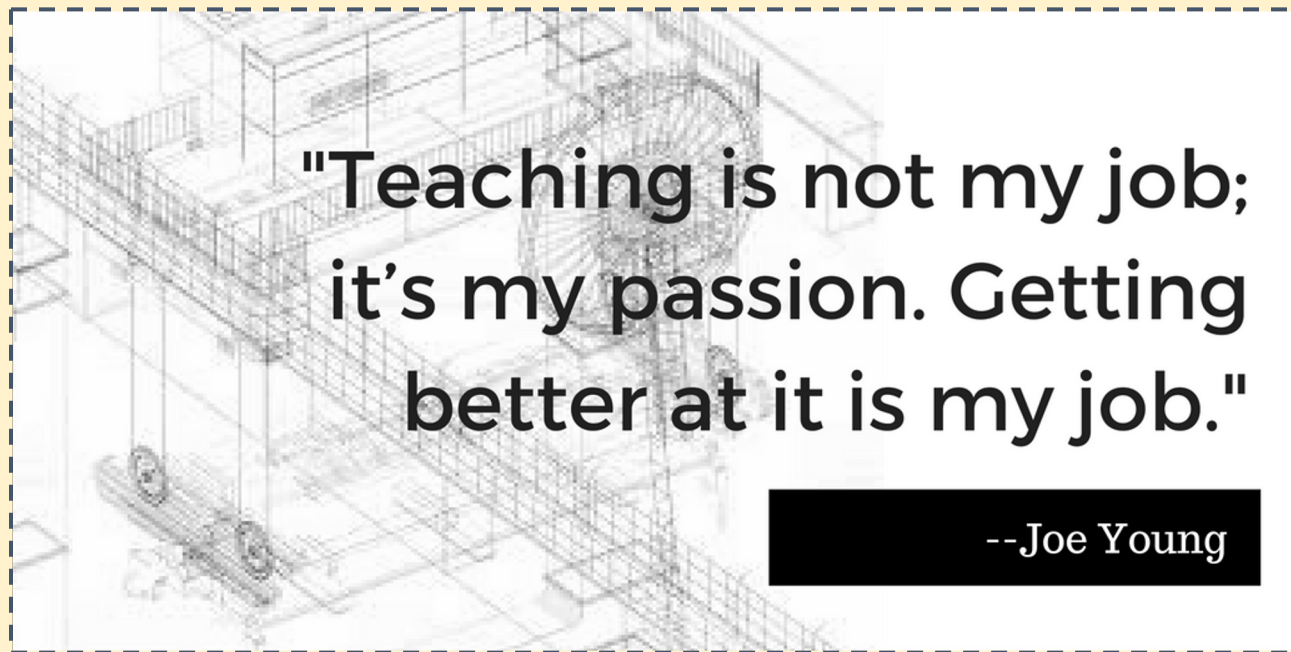


Big Idea	Interconnectedness
Essential Questions	<p>Better alone or better together: Where would Australia be without the rest of the world?</p> <ul style="list-style-type: none"> How do places, people, and cultures differ across the world? How are people and places connected to other places? What are Australia's global connections? Why are interconnections important for the future of places and environments?





IT'S ABOUT
the
JOURNEY
AS MUCH
AS THE
OUTCOME



"Teaching is not my job;
it's my passion. Getting
better at it is my job."

--Joe Young