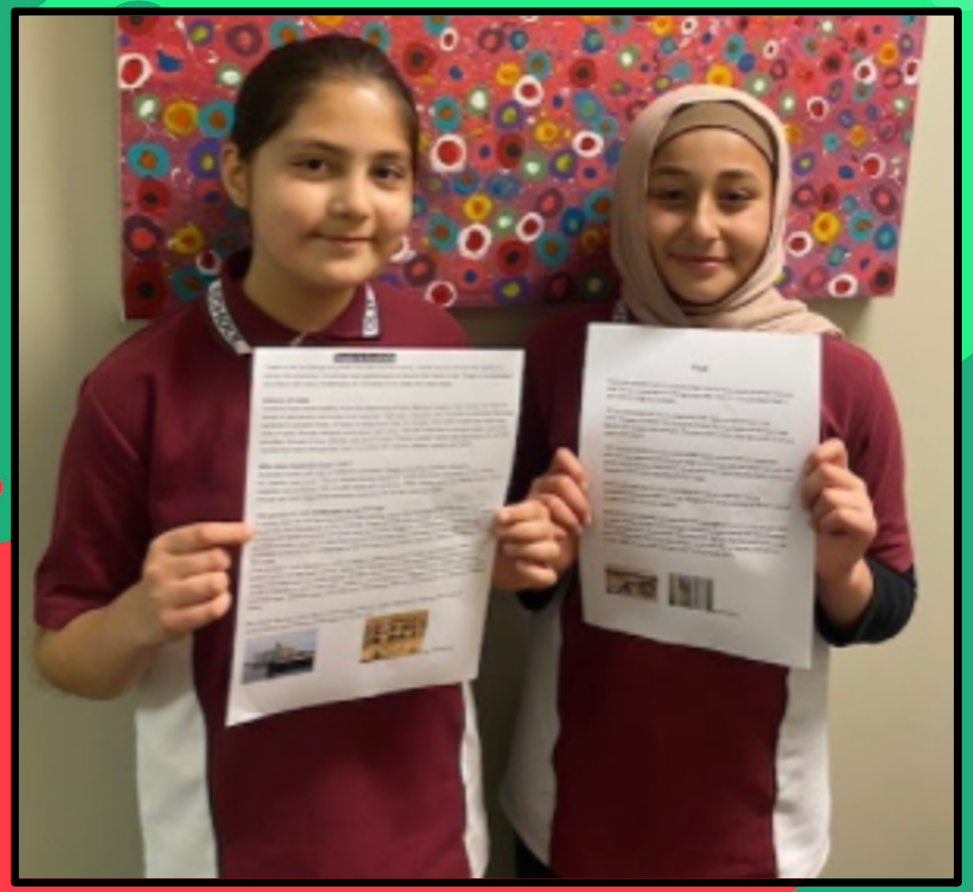
OGPS:
Our Journey



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

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.

Whole School Focus

Where to start? The first layer of the onion

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

<u>Summary statement:</u> 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.

ARE STUDENTS USING THE SUCCESS CRITERIA TO SELF-ASSESS AND MODIFY THEIR PERFORMANCE?	▪ 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.	▪ There was no evidence of self-assessment observed.	▪ 0 classes had self-assessment ▪ There was no evidence of students modifying their performance against the Success Criteria	▪ In 0 classes, students referred to the SC. ▪ There was no evidence of self-assessment observed, although there were opportunities for this.
OBSERVER QUESTIONS: "HOW ARE YOU GOING WITH YOUR LEARNING?" "HOW DO YOU KNOW?"	▪ 0/8 students asked could explain how they were going with their learning. ▪ 0/8 could explain how they knew.	▪ There was limited evidence of students' knowledge of how to answer these questions	▪ 0/30 could explain how they were going. ▪ 1/30 students knew how they were going.	▪ 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.*				
DID TEACHER FEEDBACK REFER TO THE LISC AND MOVE THE LEARNING FORWARD?		▪ 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.	▪ In 0 class was there evidence of feedback to move the learning forward.	▪ Evidence of teacher referring back to LISC during learning in 2 classes. ▪ Teacher feedback related to LISC in 2 out of 4 classrooms.
WERE THERE OPPORTUNITIES FOR PEER FEEDBACK?	▪ Peer feedback was not evident in any classroom	▪ Peer feedback was not evident in any classroom	▪ Peer feedback was not evident in any classroom	▪ 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?

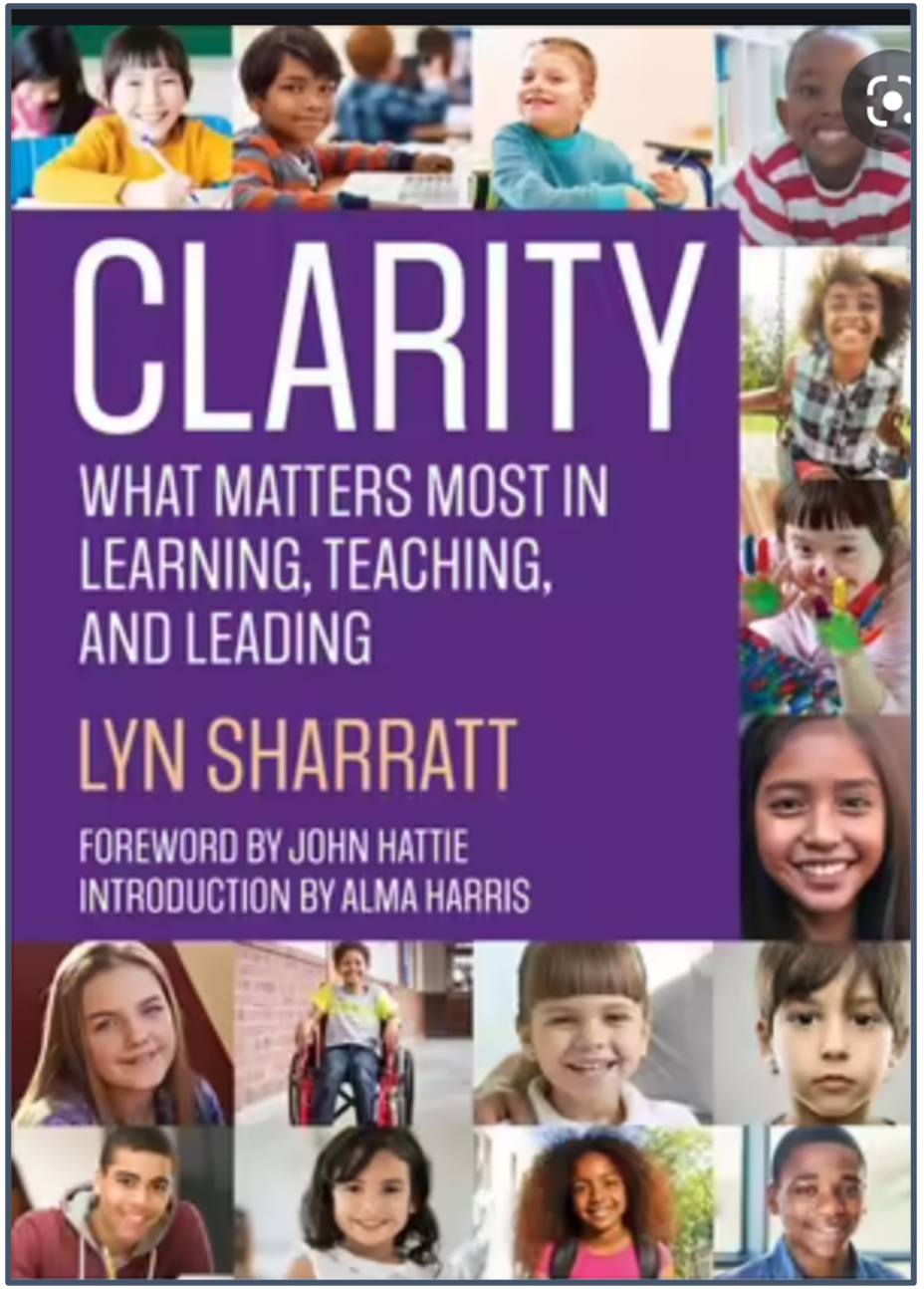
Agenda - Term 2, Week 1

10.55am – 12.25pm

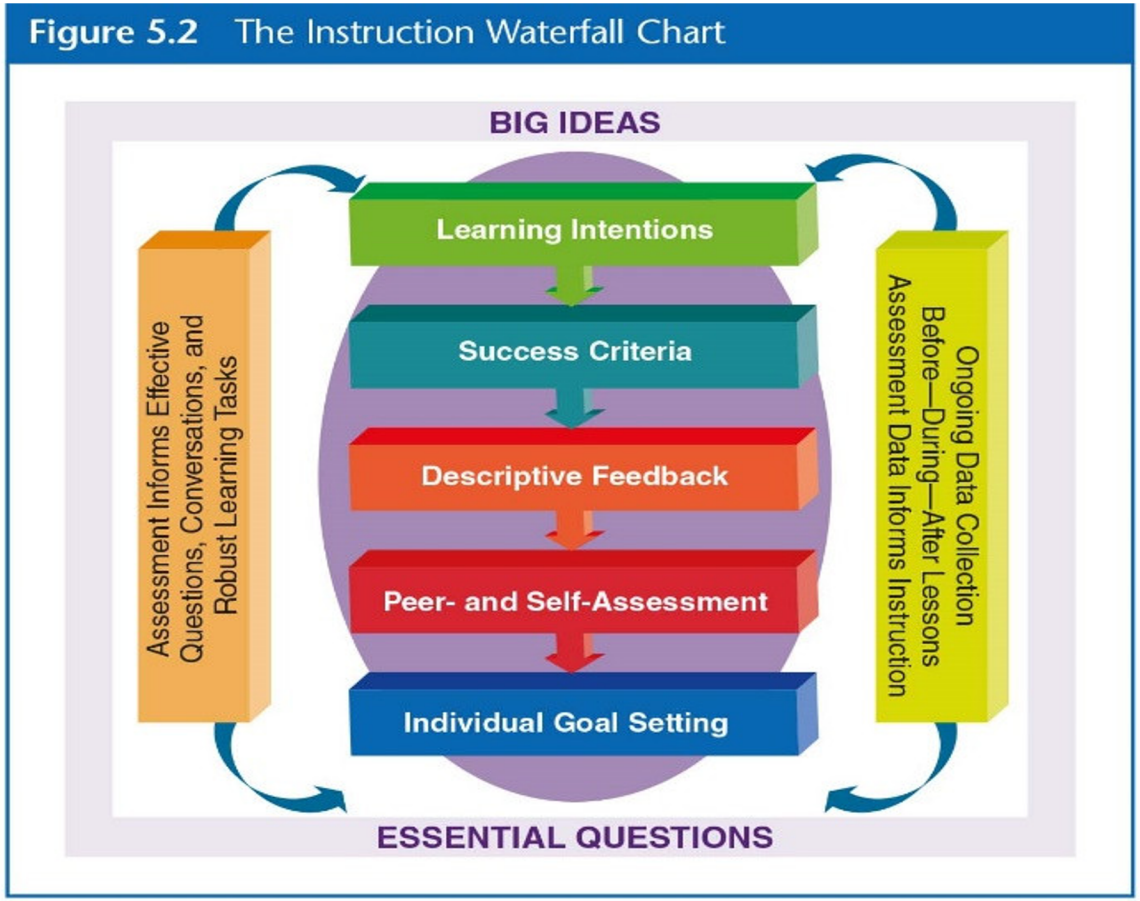
Team Norms

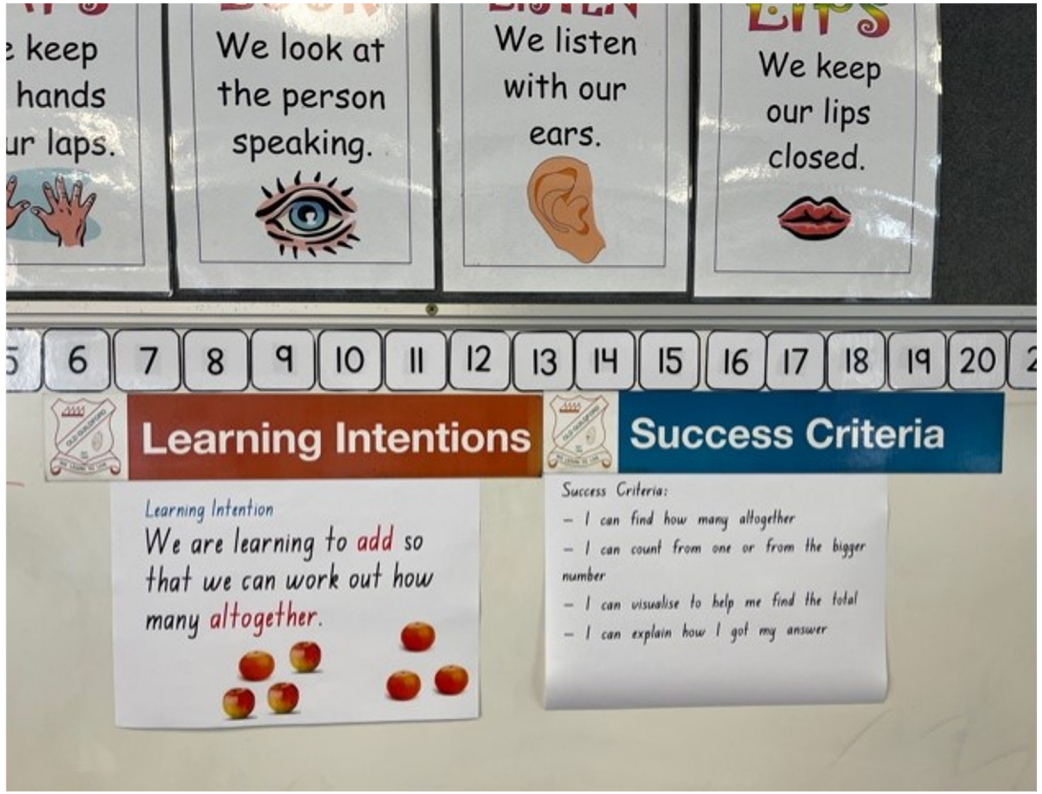
- Use honest, respectful communication that supports and challenges
- Compliment the learning with action to drive change
- Be organised and punctual with a learner's mindset
- Maintain confidentiality

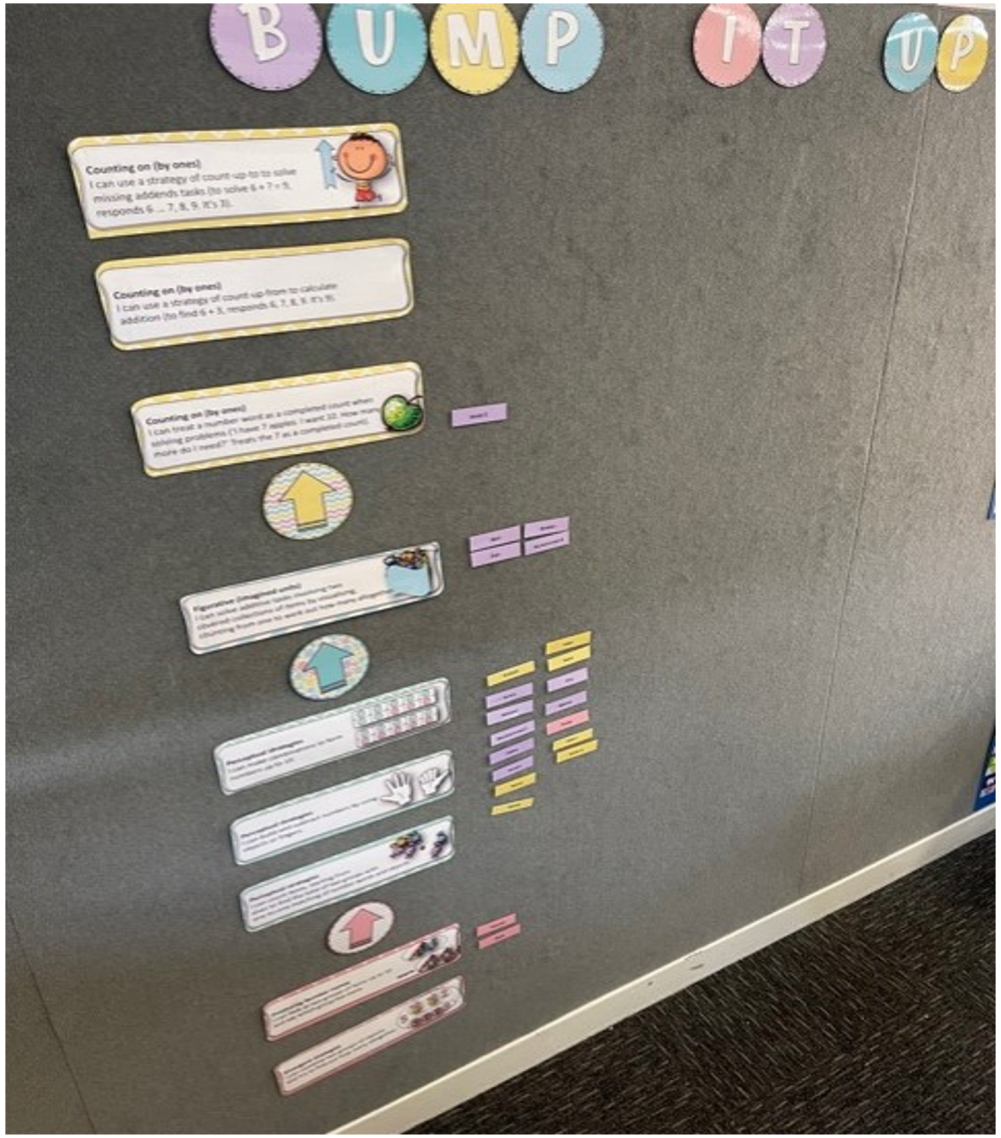
Item
Gratitude Check *'It's not an attitude of gratitude, it's an actual practice'* • Share 1 thing you are grateful for
Clarity • Chapter 4 Assessment • Reflections against some of our IR findings & Recommendations • Whole school approach to re-visiting LISC – ES1 Sample led by Diane
Tier 2 and Tier 3 Plans • 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 - 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 Sentral? Whole staff meeting run by Helen in week 2 or 3. Will work on timeline soon. - **Questions/Other Items?**

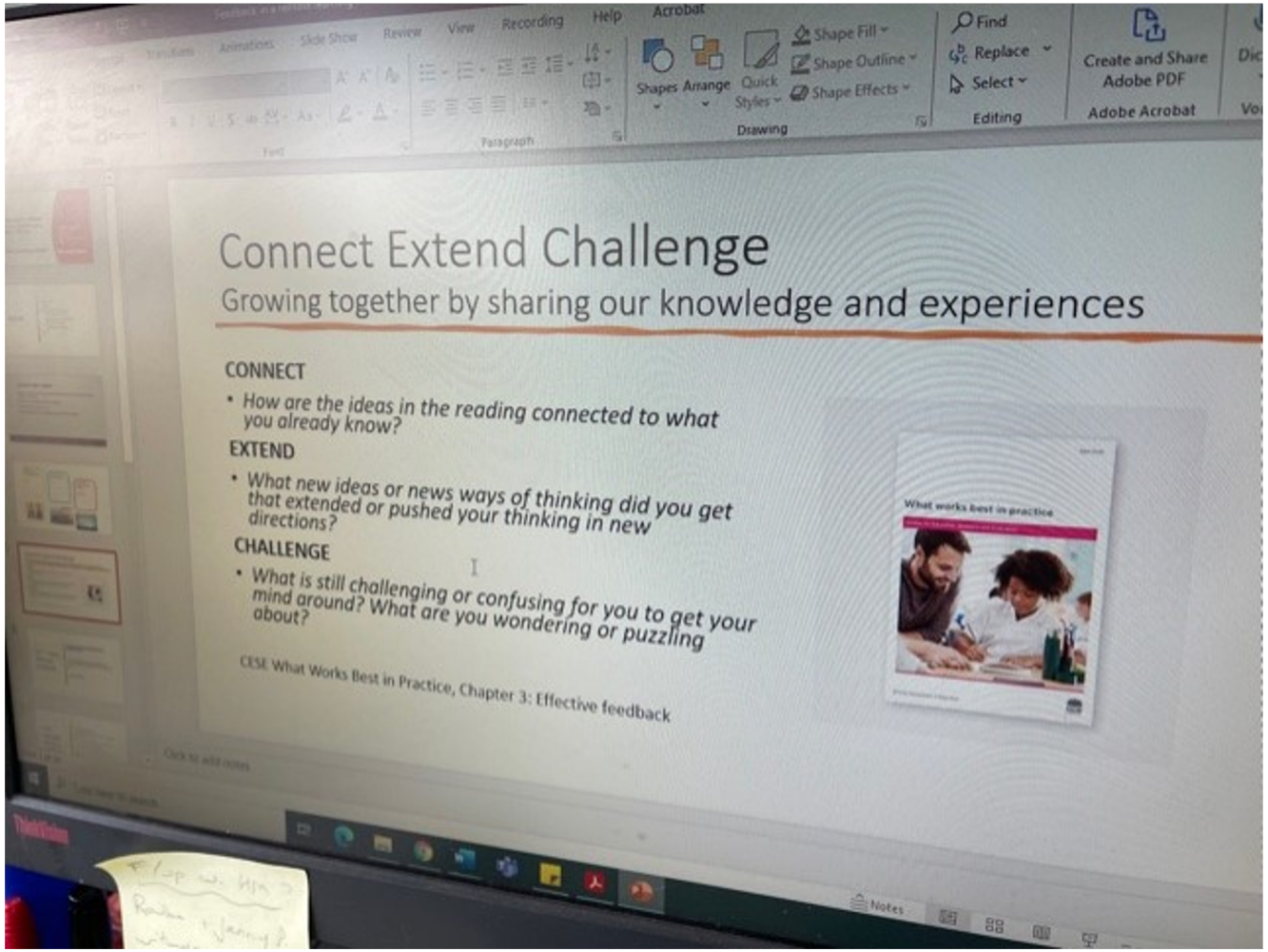


Assessment Waterfall





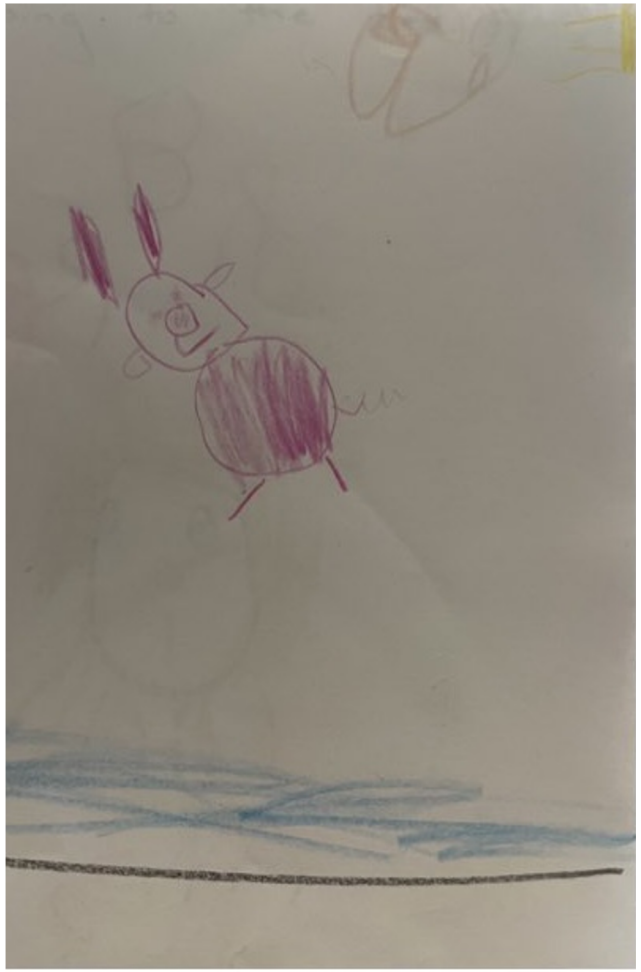

BUMP IT UP
Counting on (by ones)
I can use a strategy of count-up-to to solve missing addends tasks (to solve 6 + 7 = ?, responds 6 ... 7, 8, 9, it's 3).
Counting on (by ones)
I can use a strategy of count-up-from to calculate addition (to find 6 + 3, responds 6, 7, 8, 9, it's 9).
Counting on (by ones)
I can treat a number word as a completed count when solving problems (I have 7 apples, I want 10, how many more do I need? Treats the 7 as a completed count).

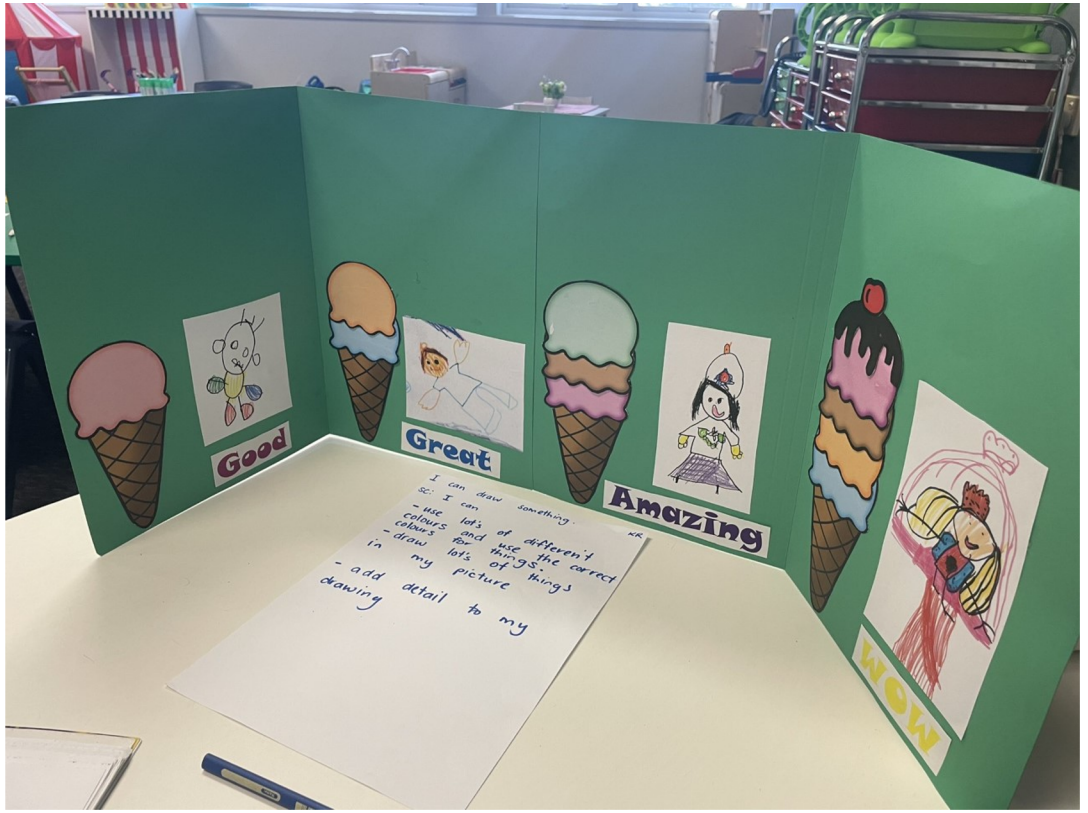

Connect Extend Challenge
Growing together by sharing our knowledge and experiences
CONNECT
• How are the ideas in the reading connected to what you already know?
EXTEND
• What new ideas or news ways of thinking did you get that extended or pushed your thinking in new directions?
CHALLENGE
• What is still challenging or confusing for you to get your mind around? What are you wondering or puzzling about?
CESE What Works Best in Practice, Chapter 3: Effective feedback
What works best in practice

Bump it Up Wall

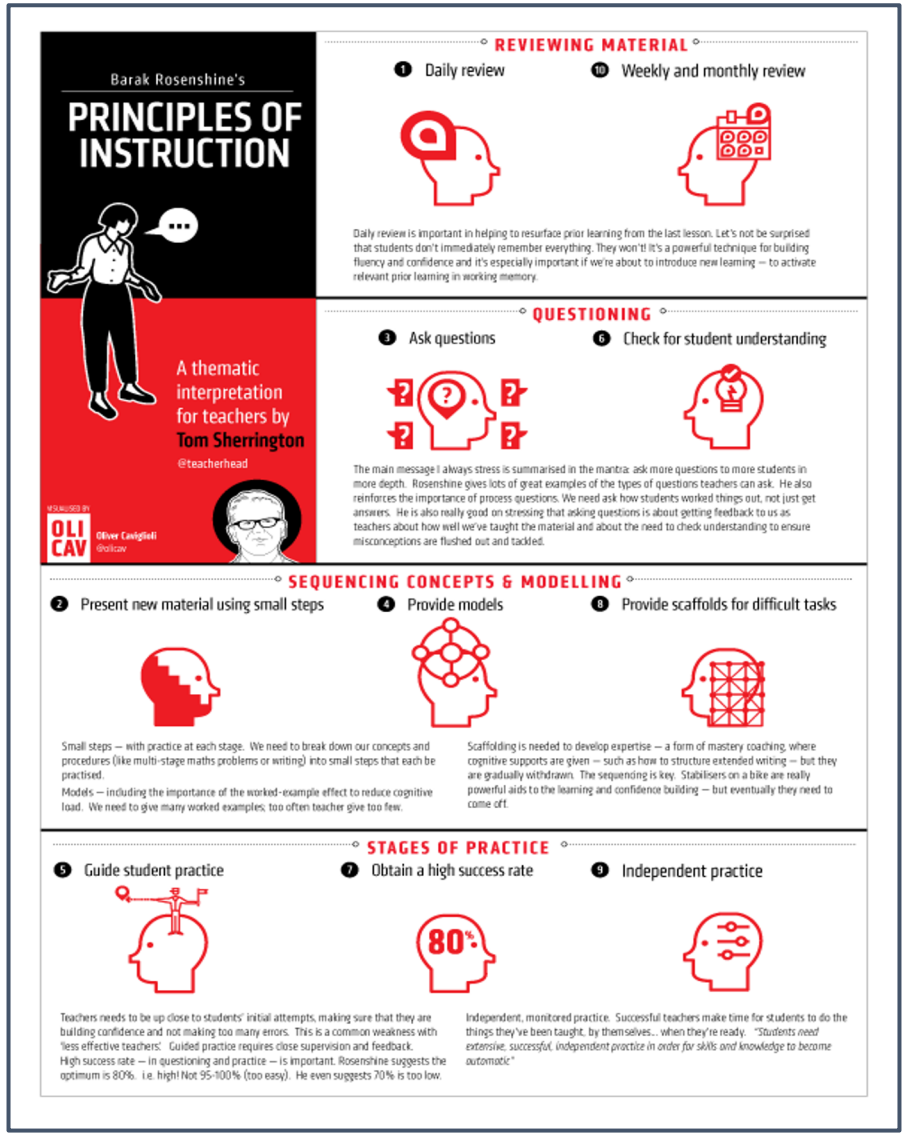
Before

After



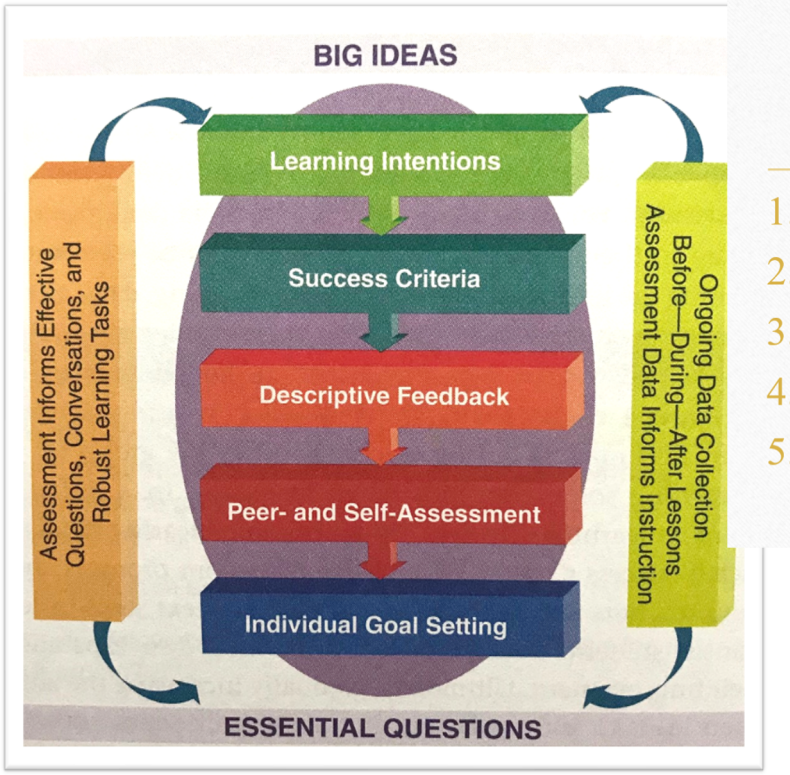


Principles of Instruction



Stage One

Targeted PL on Evidence-based Best Practices

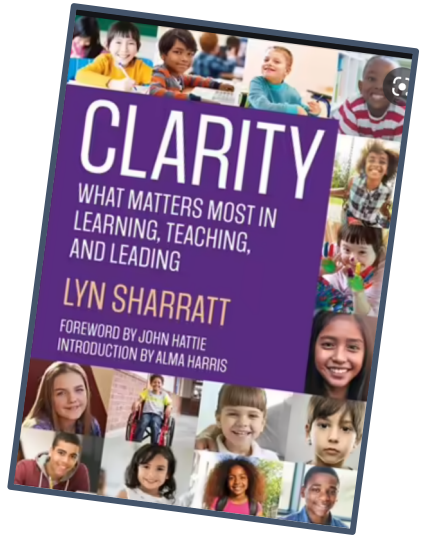


The Five Questions Teachers Ask Students
to build student autonomy in their own learning

1. What are you learning? Why? → **Learning Intention**
2. How are you doing?
3. How do you know?
4. How can you improve?

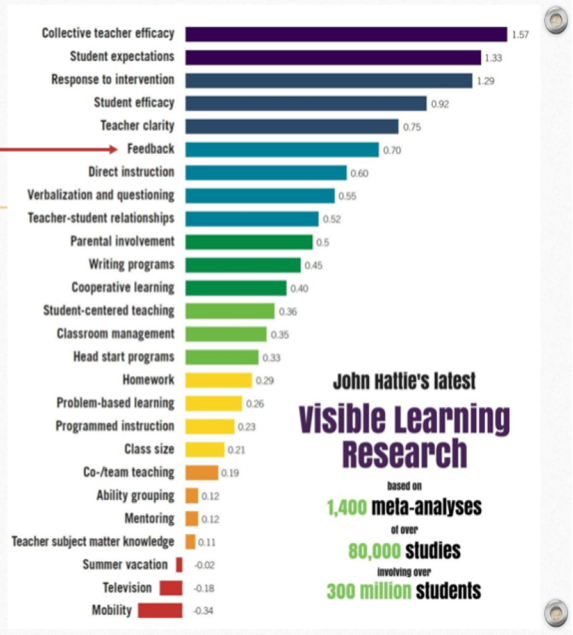
Success Criteria

5. Where do you go for help?



What is the effect size of FEEDBACK?

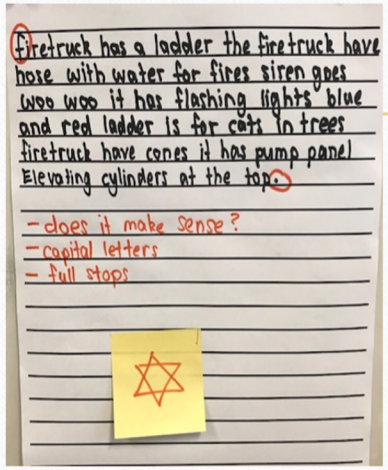
According to John Hattie (2009), anything with an effect size of 0.4 or above is meaningful, and above 0.6 has high impact.

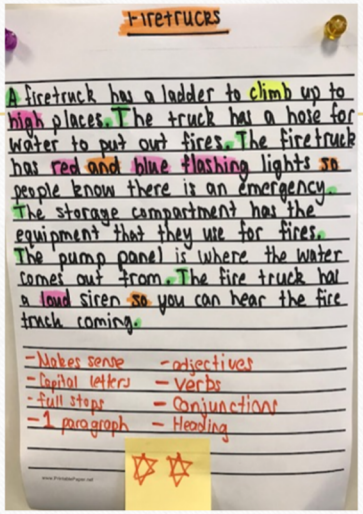


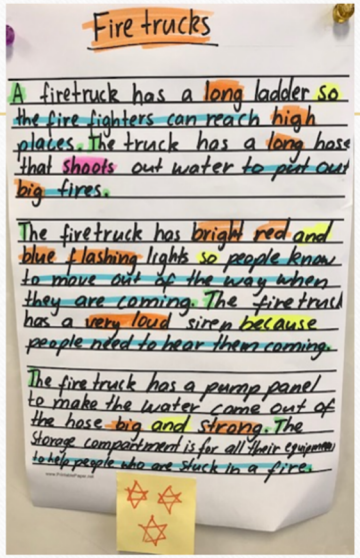
Stage One

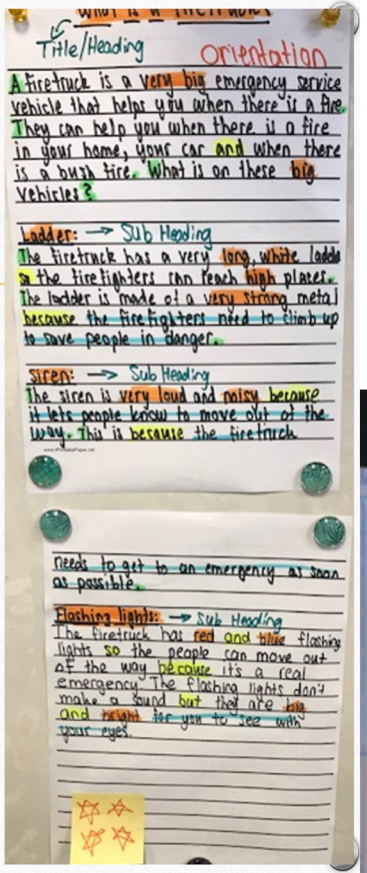
Assessment and Feedback

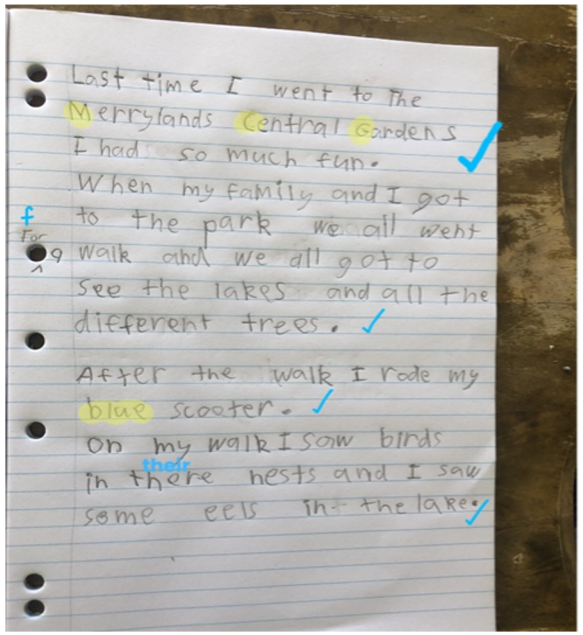
Bump-it-Up Wall: Where We are…





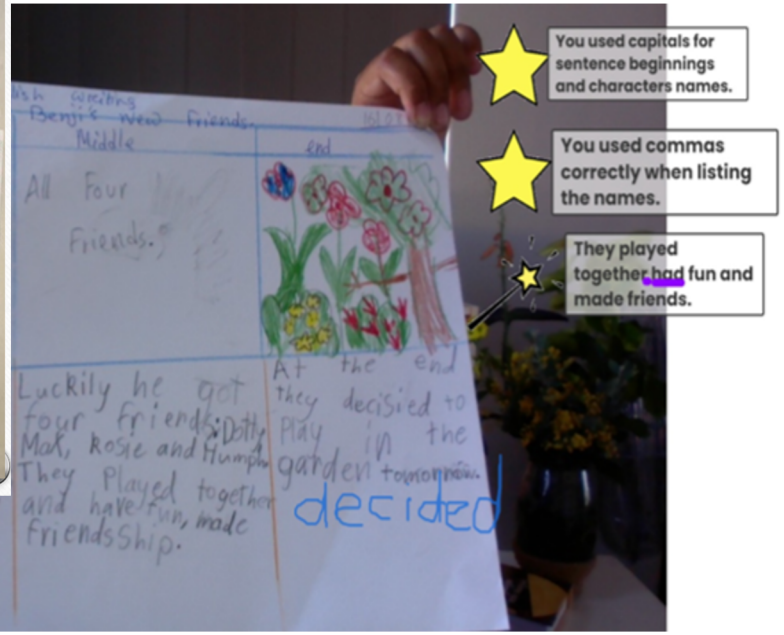






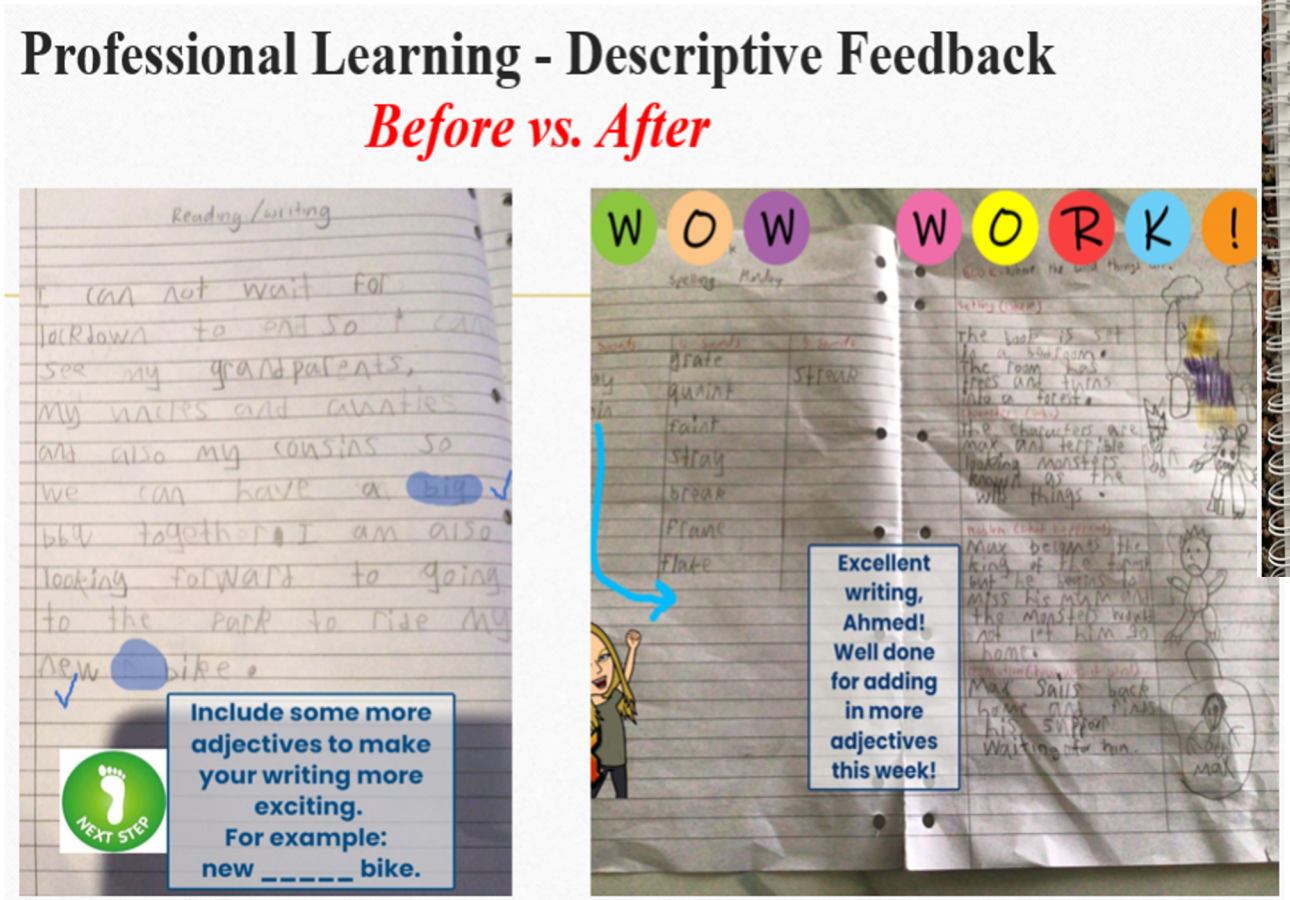
Eels in the lake? Wow! - I like how you remembered capital letters for proper nouns

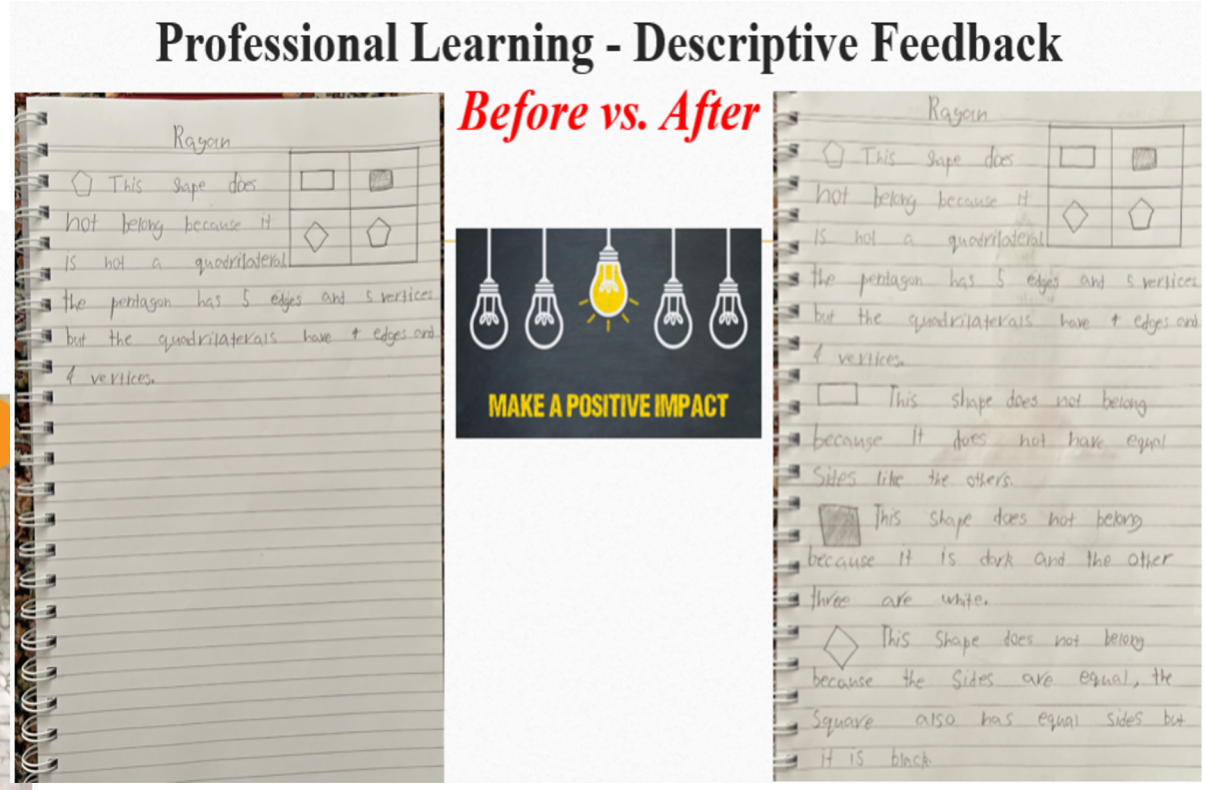
Even better if: Use more awesome adjectives



Stage One

Impacts & Successes





Impact - Stage 2

Response to IR Findings in the Stage 2 Classrooms

	CONTINUE TO BUILD	PRODUCTIVELY PONDER
Explicit Teaching	• LISC was evident • Matched appropriate syllabus outcomes • Students could state what they were learning	• LISC rarely referred to • Alignment of LISC with learning • Students could not state why they were learning it
Worthwhile Lesson	• Some classrooms had a level of challenge • Some open-ended questions • Modelling in half of classes	• Most classrooms had no opportunity to extend students (stretch) • Mostly closed or recall questions • Minimal student-student talk
Self-Assessment	n/a	• No evidence of students referring to LISC • No evidence of self-assessment • No student could articulate how to be successful
Feedback		• 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

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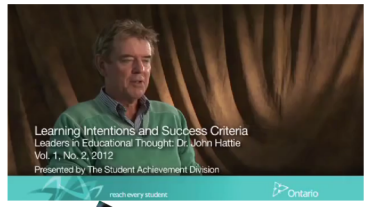
School Excellence Framework

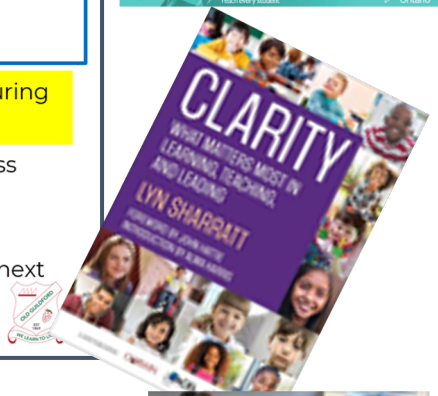
Five Elements of Effective Assessment Practice

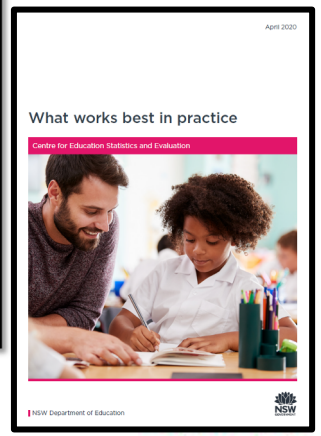
Lyn Sharratt

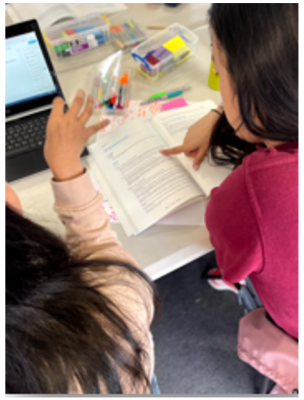
- establishing **learning intentions** that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work
- creating **success criteria** that describe what success looks like in relation to the learning intentions 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*







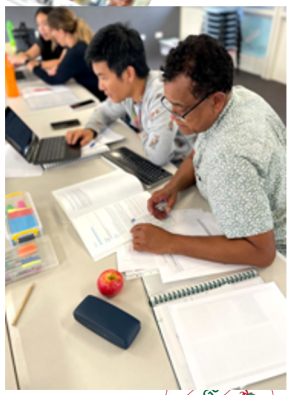


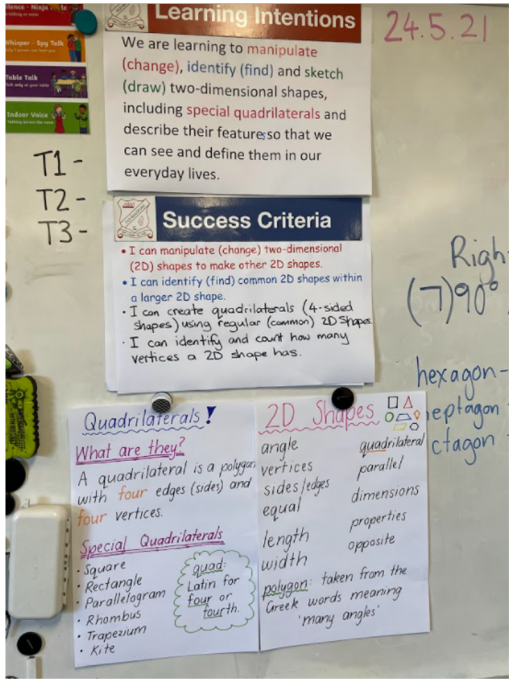
Where we started:

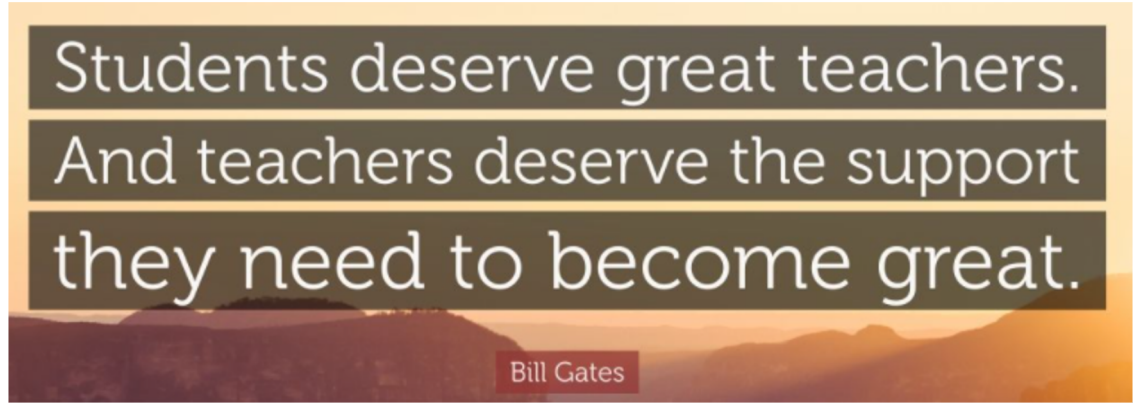
I can write explanations.

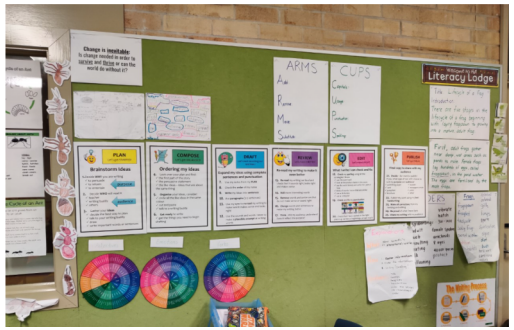
Where we ended:

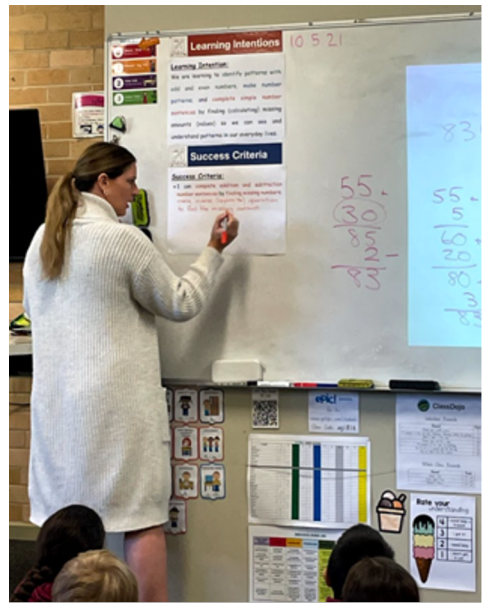
I am learning to **gather information** and **use the writing process** to **create informative texts that explain** how things work in the world.

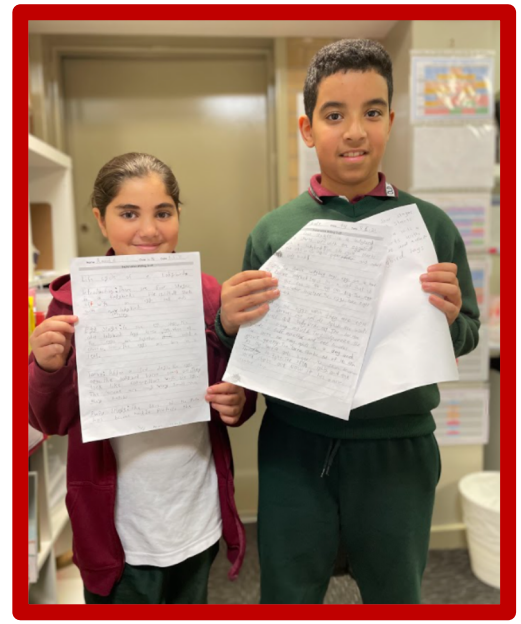












Effective Feedback

Why?

TEACHING DOMAIN:

- EFFECTIVE CLASSROOM PRACTICE
- DATA SKILLS AND USE
- PROFESSIONAL STANDARDS
- LEARNING AND DEVELOPMENT

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
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.

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

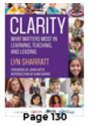
Big Idea	**Respectful Relationships**
Essential Questions	***Are positive relationships essential to maintain a happy and healthy life?*** • Do we need to get along with others? • Why are empathy, inclusion, and respect important in our relationships? • How do different people, places and environments 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	***Imaginative:*** ***Informative:*** ***Persuasive:*** ✓

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

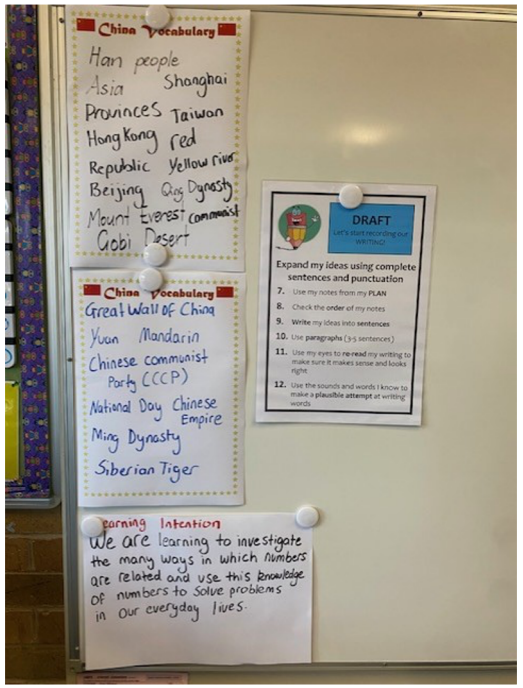
Creating well-considered and intentional LISC

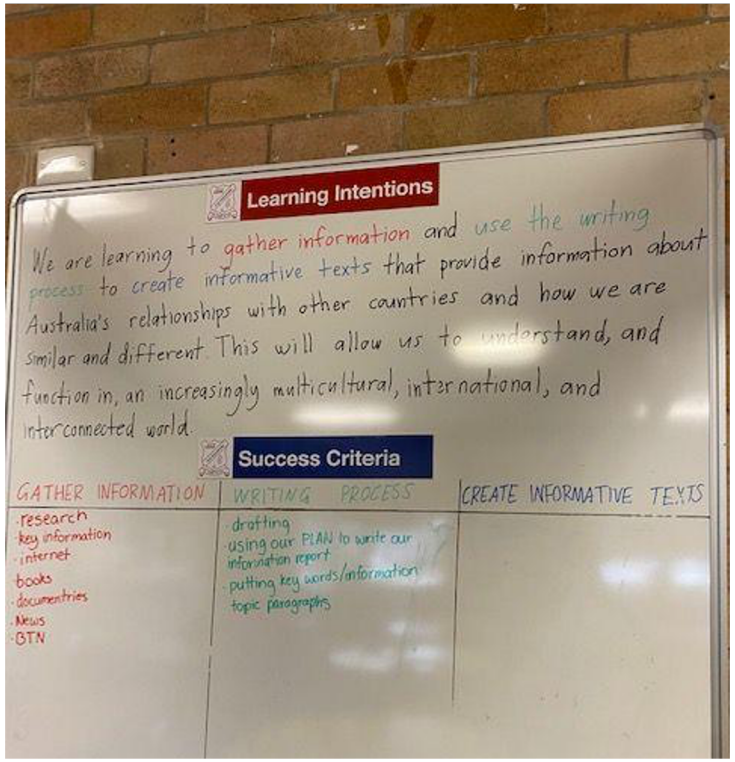
Task: Read and revise the Learning Intentions provided to ensure they include the elements outlined in today's PL. You will need to:

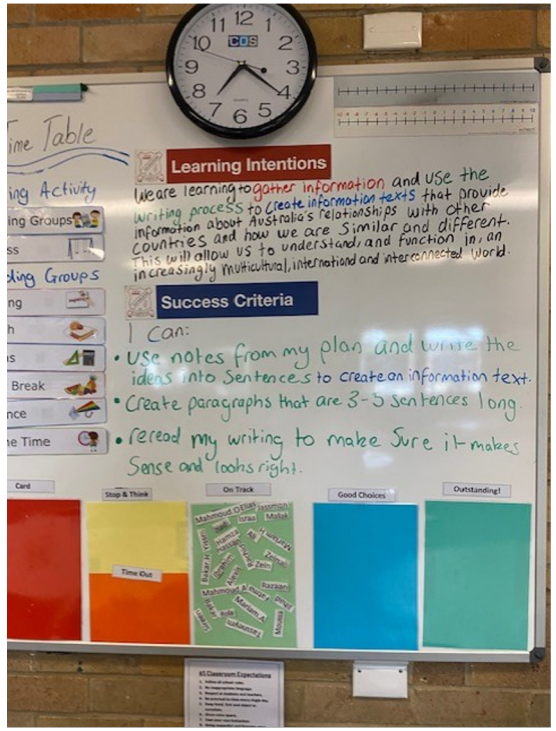
- Reimagine the LI based on current syllabus requirements, with a focus on what the students are learning rather than what they are doing (follow LI checklist)
- Include the 'why' so students can see the value in the LI (*this is because...)*
- Identify possible success criteria that students need to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

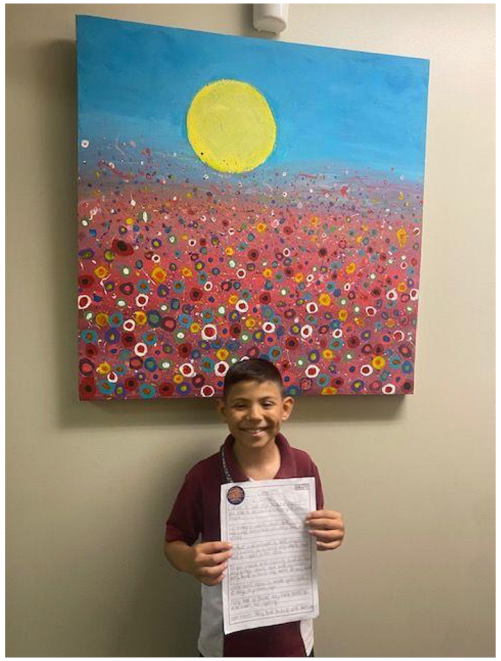
Stage 3

LISC & Writing Process









Big Idea	**Interconnectedness**
Essential Questions	***Better alone or better together: Where would Australia be without the rest of the world?*** • 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?

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

--Joe Young