

Old Guildford's Problem of Practice

How are teachers supporting students to be autonomous learners?

- *What evidence is there of the gradual release of responsibility?*
- *What scaffolds are in place to enable or extend students?*



Old Guildford PS Instructional Rounds

Term 2 2024

Creating a Path Instructional
Rounds Network



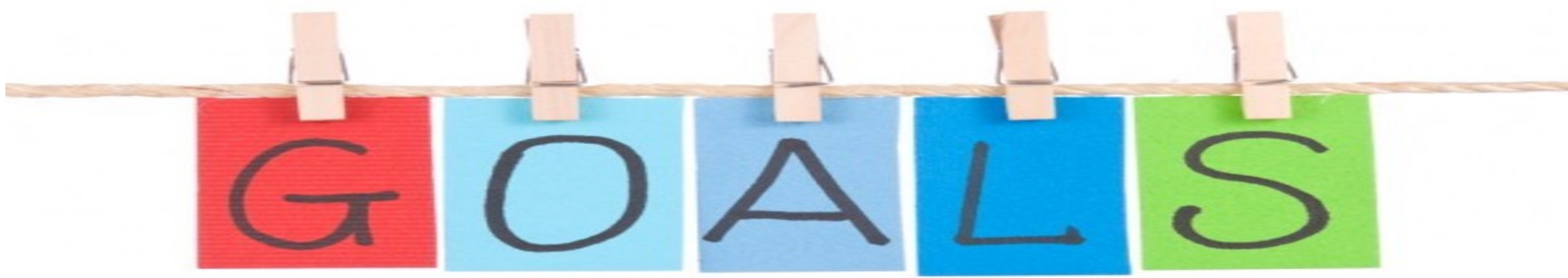


Challenge

**Challenged to learn, grow
and achieve**

Background to the Problem of Practice





- Reflect upon and explain when and how the GRR framework can be effective in optimising learning and supporting student autonomy.
- Identify aspects of the GRR framework within the instructional core – and relate this understanding to our observations of lessons at OGPS.
- Consider and propose the possible next level of work for Old Guildford, you as a teacher and/or school leader, and your school.
- What will the success criteria be?

What does **autonomous learner** mean to you?



What's most important is that teaching leads to learning

That we develop in students the knowledge skills and confidence they need to learn deeply, think creatively and critically, and be able to apply learning strategies to meet new challenges.

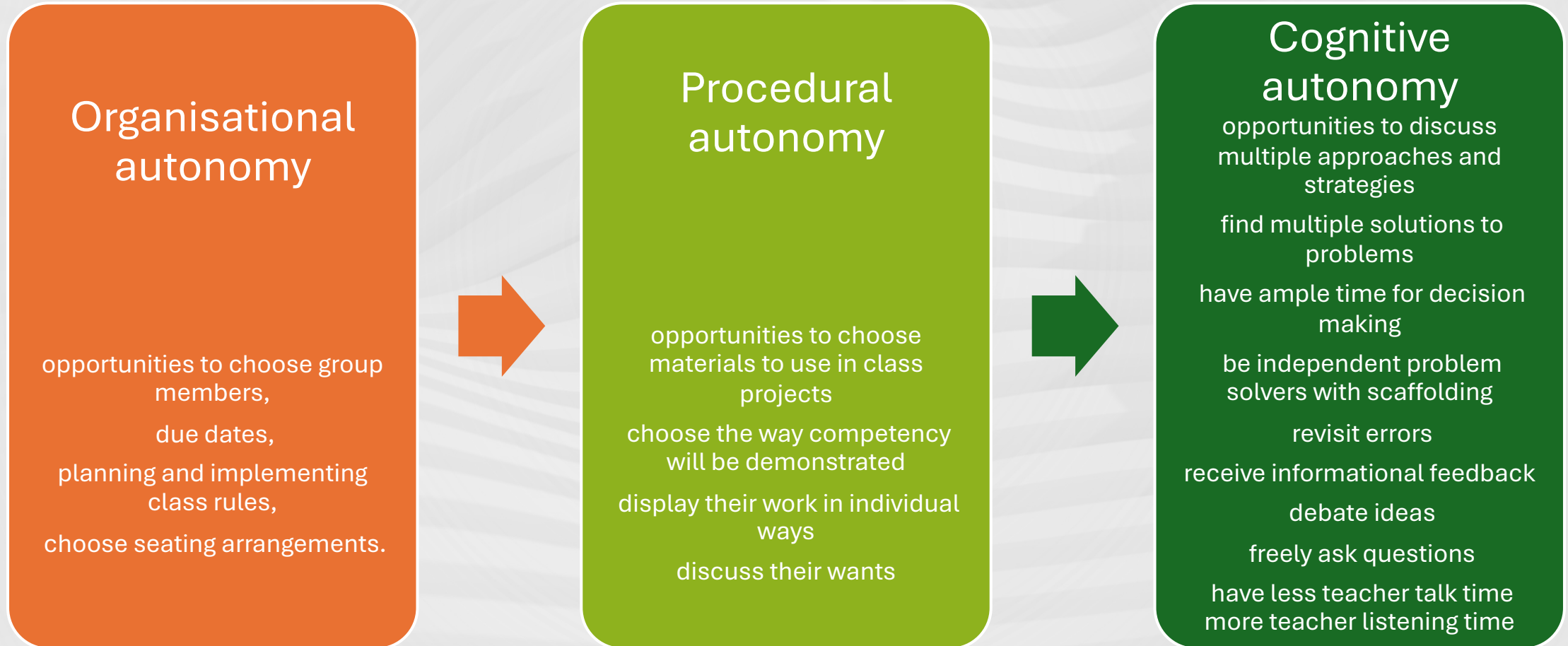
If what we're doing is not having that effect, we need to change what we're doing.

Autonomy often has become some synonymous with choice

(Supporting autonomy in the classroom: ways teachers Encourage student decision making and ownership – Stefanou & Turner 2004)

May be sufficient for providing initial feelings of control but it may not ensure the long-lasting effects that educators seek to promote

Autonomy often has become some synonymous with choice



Pre-Round Thinking



- 1. Share your key takeaways**
- 2. What are 5 or so key takeaways from the reading that you both feel are important in understanding OGPS PoP?**
- 3. Graphically organise your take aways**
- 4. Does our thinking merge!**

Can you overlay or link your key ideas onto the other groups to make connections and deepen our understanding of scaffolding and the GGR in relation to the PoP.

What are some of the possible misconceptions that teachers or school leaders might have about GRR and scaffolding?



What
questions do
you have?



Gradual release of responsibility




Is a pedagogical framework designed to teach all students how to make meaning, gain conceptual understanding and communicate effectively.




It's a tool to design learning and make informed decisions about the specific strategies that will best support each students' learning needs.



Creates a shared vocabulary that teachers can use to communicate more effectively when they discuss instruction.



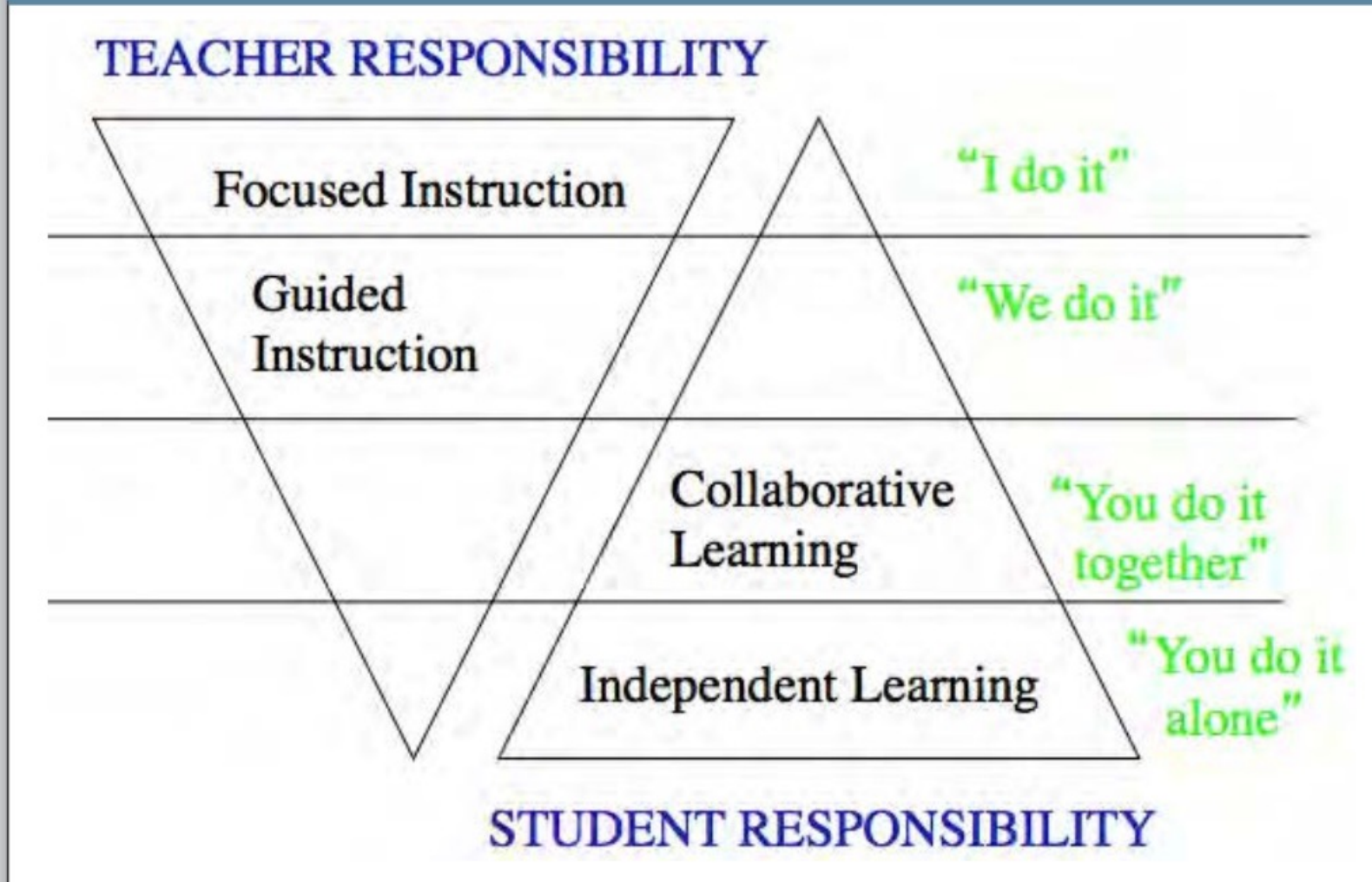
Is there a role
for student
collaboration
in the GRR?



The three-part model
omits a truly vital
component of learning
**student collaboration
with peers**

the **You do it together
phase.**

Figure. A gradual release of responsibility instructional framework



Note. From *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (2nd ed.), by D. Fisher & N. Frey, 2013, Alexandria, VA: ASCD. Copyright 2013 by ASCD. Reprinted with permission.



- Collaborative learning is a way for students to consolidate their thinking and expand their understanding
- Negotiating with peers discussing ideas and information problem solving and engaging in inquiry with others gives students the opportunity to use what they have learned during focused and guided instruction.

Fischer and Frey 2023



- It's important and necessary for deep learning for students to experience all four phases of learning when encountering a new concept.
- It's not the time to introduce new information to students.

This phase of instruction is a time for students to apply what they already know in novel situations or engage in a review of previous knowledge.

What predicts performance is what students are doing

Memorisation tasks produce fluency in memorisation and recall not necessarily understanding.

Memorising your times tables is not the same as understanding.

Old Guildford Instructional Round

Day 2

Creating a Path Instructional Round Network

**“THE REALITY IS THAT
RIGOR IS ABOUT STARTING WHERE
A STUDENT IS IN LEARNING AND
HELPING THEM GROW TO
NEW HEIGHTS”**

- DR. BARBARA BLACKBURN



REFLECTING ON – Day 1

- What has resonated most strongly for you? Why?
- What has changed in your thinking because of your learning?



What are you wondering ?



NETWORK PROPOSES THE NEXT LEVEL OF WORK

Considering all the evidence we have collected and analysed related to Old Guildford's PoP

- How can they focus their energy and resources to make progress on the problem of practice?
- What (new) knowledge and skills might teachers need, and how might the school support that learning?

QUESTIONS THAT MIGHT HELP FOCUS DIFFICULT WORK

- What is it we want our students to know & be able to do?
- What do we want our teachers to know & be able to do to sustain effective learning environments for students?
- What do leaders need to know and be able to do to create optimum conditions for teaching and learning?
- In what ways can we ensure teachers and leaders develop the skills they need to be consistently effective?

EXAMPLES OF POWERFUL QUESTIONS FROM RECENT ROUNDS

- **Are our assumptions about our students and parents preventing us from taking important initiatives? How could we explore this?**
- **How can we build our understanding and skill in the explore/monitoring phase of the lesson to ensure formative decisions are made either for small groups or the whole class?**
- **How can we use questioning to encourage and build reasoning in our students?**
- **How can you engage staff in professional learning around challenging and relevant tasks?**
- **How can we ensure professional learning translates into strong classroom practice?**

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