FROM DIS-ENGAGEMENT TO ENGAGEMENT

Nurturing wonder & igniting passion

LOSS OF EMOTIONAL CONNECTION

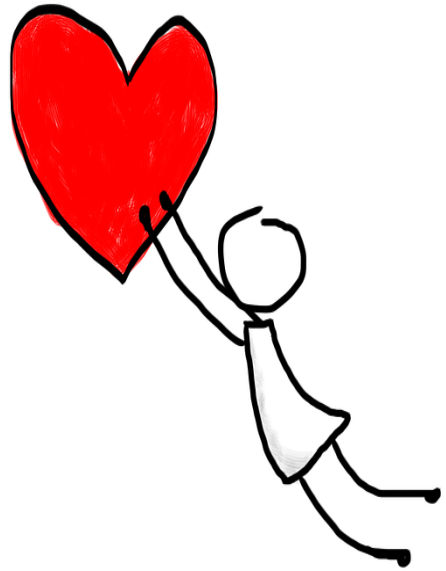
Curriculum content based on big Ideas & disciplinary skills

LEARNING THAT IS TRIVIAL

Pedagogy that puts students at the centre

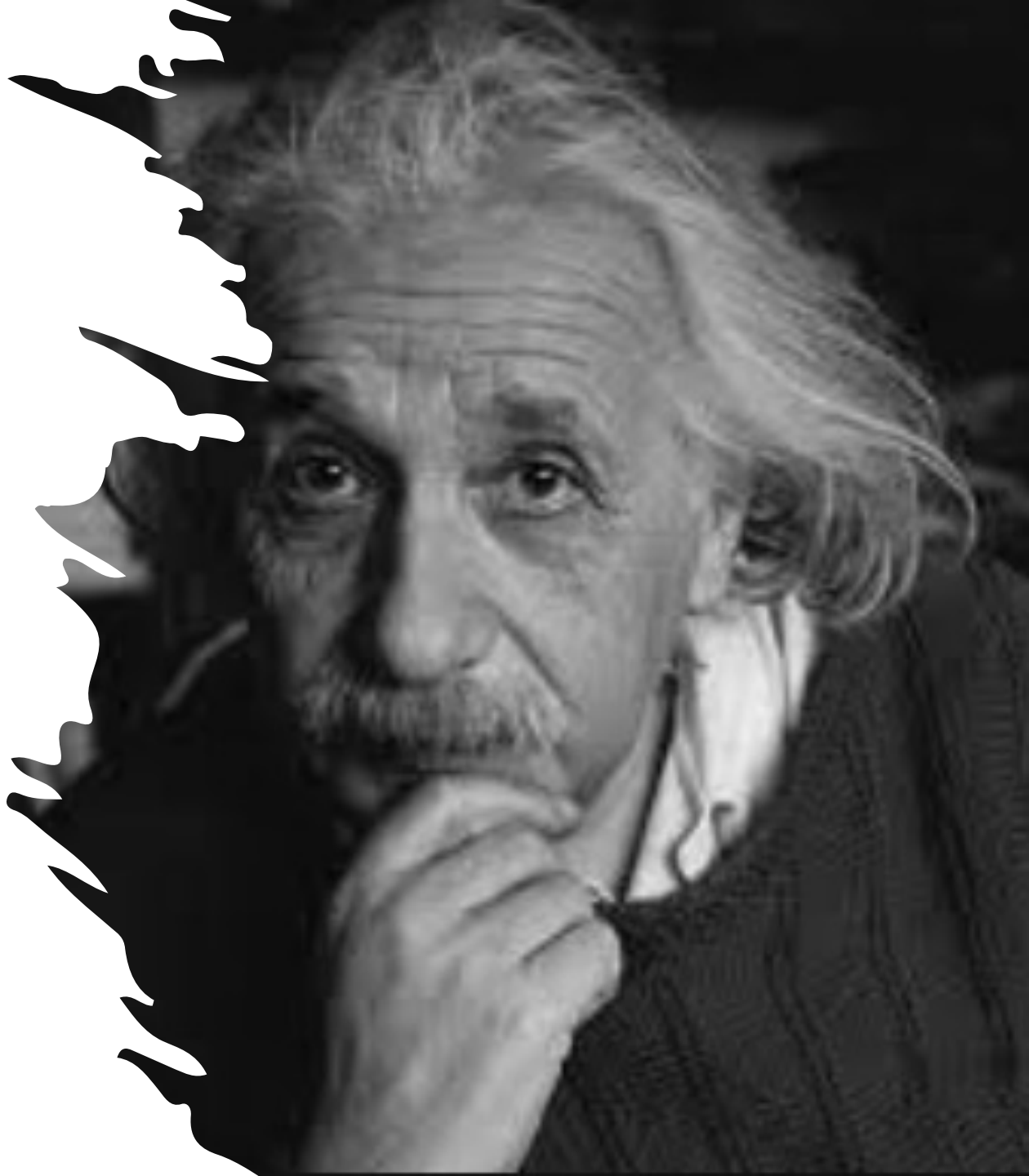
LEARNING THAT IS SHALLOW & LOSS OF AUTONOMY

“Nurturing Wonder
& Igniting Passion”



Albert Einstein

It is the supreme art of the teacher to awaken joy and creative expression and knowledge



One quick change for teachers & leaders: Simon Brooks

ASK STUDENTS LESS OFTEN:

Do you have any questions?

ASK STUDENTS MORE OFTEN:

What are you wondering?

EMPOWERING CURRICULUM CONTENT

Is today's learning helping me to understand big ideas that I can build on year after year?

Am I learning the reasoning skills of the learning area in a way that empowers me to think like an expert?

PEDAGOGY THAT PUTS STUDENTS AT THE CENTRE

Have you considered me?

Am I engaged?

How do you know?

Do I understand what I'm supposed to be learning & why I'm supposed to be learning it?

Does this learning provide challenge for me? Will it promote deep & powerful understanding?

Am I capable of succeeding in this learning? Do I know that you have high expectations for me?

Am I valued in this classroom as an individual and as a learner?

Is the learning structured so that I am an active participant?

Is my voice important in this classroom? Do I get a chance to reflect on my learning; learn skills of self-regulation; and actively construct knowledge with others?

Do I have power in my classroom? Do I get some say in what I learn, how I learn it and how I will be assessed?

Does this learning build on my background – skills, experience and culture? Does it connect to authentic contexts?

FROM DIS-ENGAGEMENT TO ENGAGEMENT

Nurturing wonder & igniting passion

Curriculum content based on big Ideas & disciplinary skills

Pedagogy that puts students at the centre

Strathfield North PS

Term 2, 2022

WELCOME & INTRO TO POP

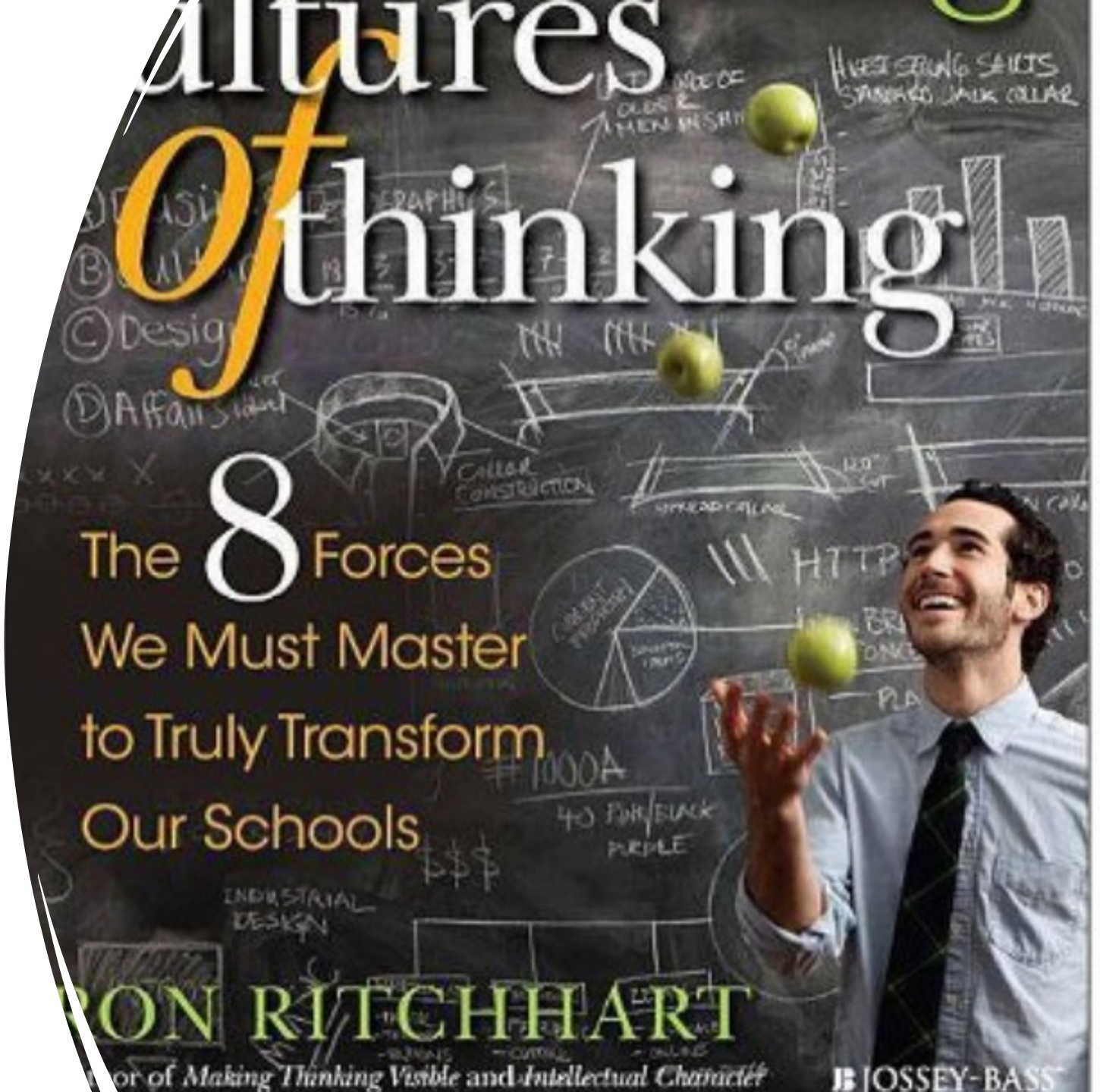
STRATHFIELD NORTH PS

Are we challenging & supporting all students?

- *Are the tasks rigorous and do they challenge students at the point of need?*
- *Are our students doers or learners? Are there opportunities for them to be active in their learning?*
- *Are students genuinely engaged in their learning? Are we igniting their passions?*

Simon Brooks: The best things we can ask ourselves as teachers and leaders?

- *Why am I talking?*
- *How can I pull back?*



- In IR we build a common language of instructional practice. Our knowledge and understanding builds over time.
- Within and between schools we build a culture of inquiring and learning at a deep level

LEARNING INTENTION

YOU WILL EXPAND YOUR UNDERSTANDING OF THE CONCEPTS UNDERPINNING THE PROBLEM OF PRACTICE

FOCUS ON:

1. ***CHALLENGE/RIGOUR &***
2. ***ENGAGEMENT/PASSION***

GO GO MO (Give One; Get One; Move On)

Previous learning: Rigour & Challenge

- 2019: Enfield PS How well are we challenging our students to learn
- 2021: Old Guildford PS Is explicit teaching allowing our students to be autonomous learners? (”Worthwhile Lesson Framework”)
- 2021: Burwood Is the lesson worthwhile? Does it incorporate rigour and high expectations for all students?

Student Engagement

- 2011: Granville South PS How are our students encouraged to be active in the learning process?
- 2016: To what extent are formative assessment practices impacting on learning & engagement for our students?
- 2017: How effectively are we engaging students in mathematical learning?

Rigour & Challenge 1

Zone of Proximal Development

Jann Farmer-Hailey – don’t dumb down the learning: scaffold to pull students gently towards it

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Rigour & Challenge 2

James Nottingham – The Learning Pit

Rigour & Challenge 3

Barbara Blckburn: "Rigor is Not a Dirty Word"

Definition of Rigor

Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he and she can learn at high level, and each student demonstrates learning at high levels

Understanding is similar to climbing a mountain. You have to start at the bottom, but to get the full view (the rigorous view); you have to make it to the top. You climb to the top one step at a time; the steps become increasingly more difficult as you go, but the view is worth it.

STUDENT ENGAGEMENT #1

- Canadian – synthesis of four research projects 2006-2011
- Student engagement was area that showed most potential in improving school effectiveness.
- When schools worked well students talked more than in “traditional” schools.
- Schools should re-vision how students involve themselves in learning.

Program for International Student Assessment (PISA) PISA 2000: Reading

- Correlations between engagement and reading was 0.40. An effect of this size is equivalent to improvement of on year level.
- Student engagement had greater effect on reading outcomes than socio-economic status and gender.
- In Australia the correlation was more marked than the majority of other OECD countries.

There are three brain networks involved in learning

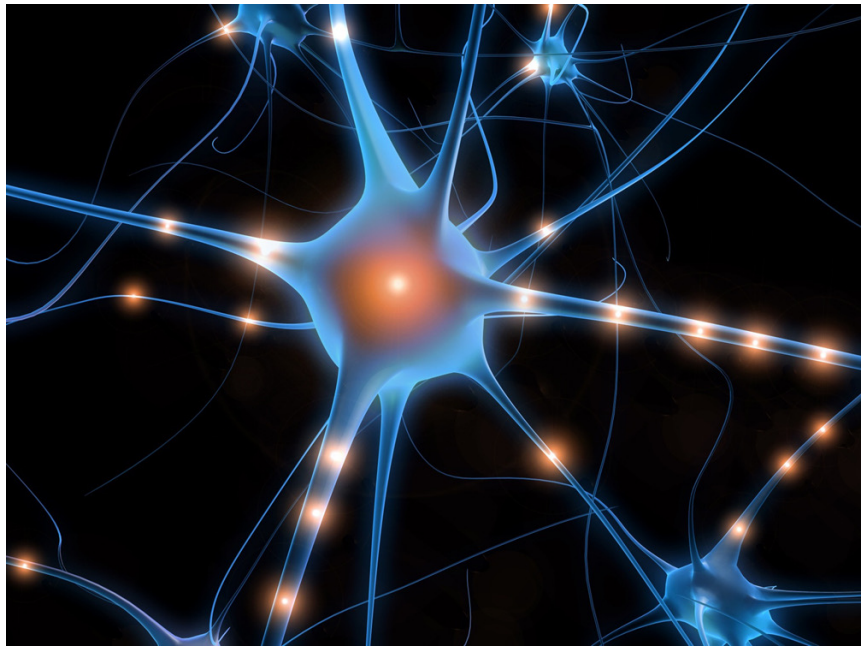
- "recognition" – senses, prior learning
- "strategic" – focuses on the goal and progress towards the goal
- "affective" - interest, motivation and stress

All three systems are used simultaneously for learning: emotion and cognition are inextricably linked

Negative emotions (anxiety) decrease learning, whilst positive emotions facilitate learning

STUDENT ENGAGEMENT #2

Mind, brain and education
- an emerging field



STUDENT ENGAGEMENT #3 'e'ngagement

Student engagement has a definition in the Fair Go Project as an interplay of high levels of cognitive, affective and operative, dimensions. This is much more than being on task.

When students are strongly engaged they are successfully involved in tasks of high intellectual quality and they have passionate positive feelings about these tasks.

- "School is for Me"
- "Insider Classroom"
- Pedagogical focus on nature of classroom learning experiences & interactions :
  - Deep understanding (high cognitive)
  - Genuine valuing (high affective)
  - Active participation (high operative)

STUDENT ENGAGEMENT #1

AM I "ON TASK" or "IN TASK"? How do you know?

Do I understand what I'm supposed to be learning & why I'm supposed to be learning it?

Does this learning provide challenge for me? Will it promote deep & powerful understanding?

Am I capable of succeeding in this learning? Do I know that you have high expectations for me?

Am I valued in this classroom as an individual and as a learner?

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Do I have power in my classroom? Do I get some say in what I learn, how I learn it and how I will be assessed?

Does this learning build on my background – skills, experience and culture? Does it connect to authentic contexts?

REFLECTION

- What surprised you about the learning we have just engaged in?
- How do the processes or content relate to something else you know?

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LEARNING INTENTION

YOU WILL EXPAND YOUR UNDERSTANDING OF THE CONCEPTS UNDERPINNING THE PROBLEM OF PRACTICE

PERFORMANCE OF UNDERSTANDING

YOUR PERFORMANCE OF UNDERSTANDING IS TO CREATE A CONCEPT MAP OF THE PROBLEM OF PRACTICE

SUCCESS CRITERIA

YOU WILL KNOW YOU'RE SUCCESSFUL IF YOU HAVE:

- **IDENTIFIED THE MAIN IDEAS AND PLACED THEM AT THE CENTRE OF YOUR CONCEPT MAP**
- **SHOWN THE WHERE THERE ARE CONNECTIONS BETWEEN THE IDEAS & DESCRIBED THESE CONNECTIONS**
- **ELABORATED ON YOUR IDEAS BY GIVING CONCRETE EXAMPLES OF WHAT WE SHOULD SEE IN CLASSROOMS**

P O I # 1
HEADLINES (VISIBLE THINKING ROUTINE)

LEARNING INTENTION

You will expand your understanding of the concepts underpinning the PoP

STEPS IN THE PROCESS

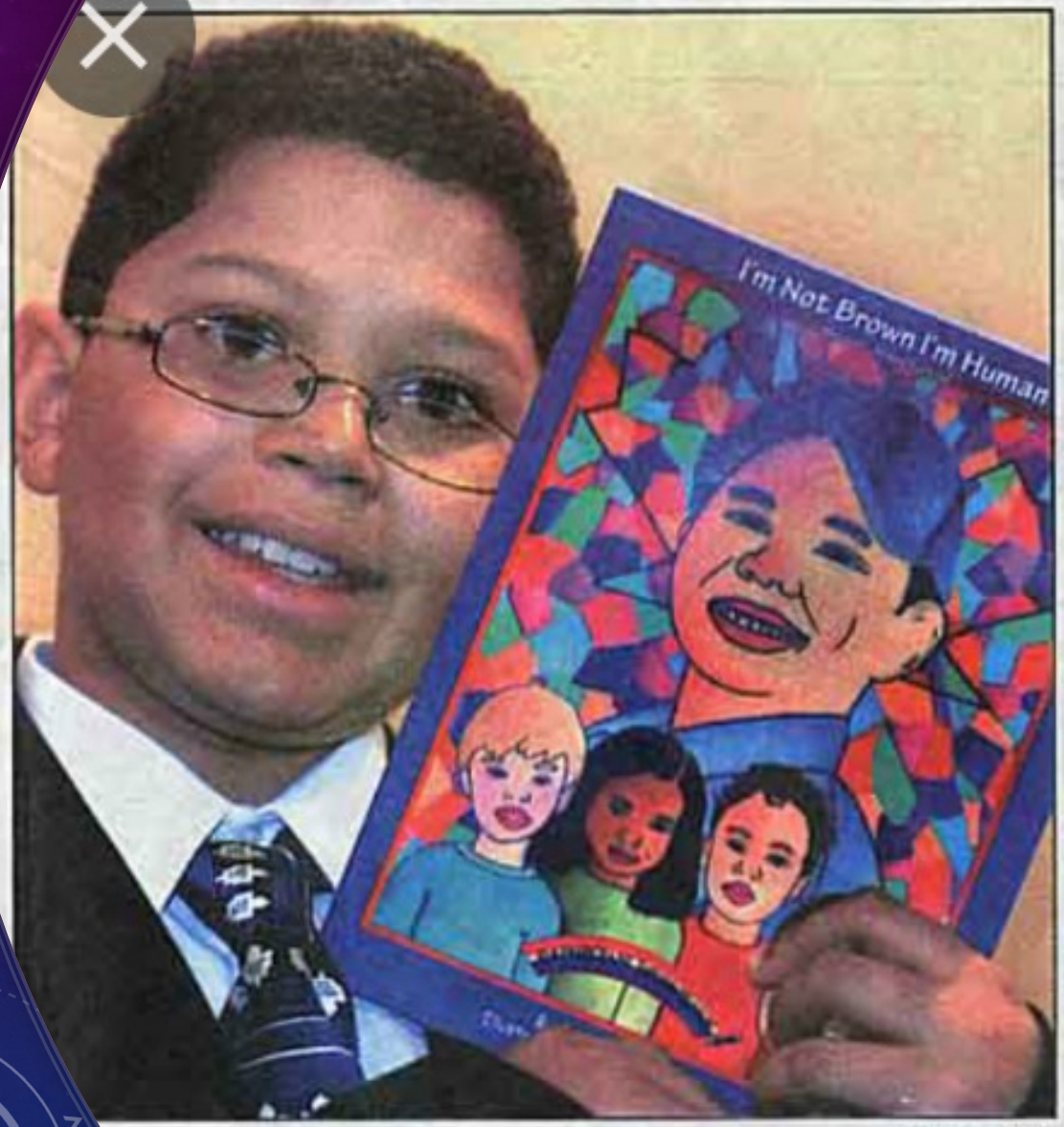
1. Individually read the one of the 4 short readings

- *High Potential & Gifted*
- *Engagement*
- *Increase Complexity*
- *Increasing student engagement and ownership*

2. Working with a partner, create a headline that captures the essence of your reading

3. Collaborate and create a by-line

4. Write 3-4 sentences for the main body of your news article detailing how this reading extended your thinking about the concept of a “performance of understanding?



VERONICA HENRI/SUN

udent James Valitchka's new book, I'm Not Brown I'm Human, details how learn to overcome racism. This is the 11-year-old Toronto boy's sixth book.

A good heart is colour-blind

11-year-old author teaches how to overcome racism

MICHELE HENRY
Toronto Sun

James Valitchka is no stranger to the soul-piercing sting of racist remarks.

One of only two black kids attending an affluent elementary school in a predominantly white Ottawa neighbourhood, the 11-year-old was often teased, beaten up and belittled because of his skin colour.

"I had to leave that school," said the pre-teen, who moved to Toronto with his mother last year. "It made me feel really bad about myself."

Sensing there were other kids grappling with the same stresses, the Grade 5 student put pen to paper and wrote his sixth book, which is titled *I'm Not Brown I'm Human* and details how children can learn to overcome racism. Released in a limited number of local bookstores this week, the young author waved it proudly about the Dominion ballroom at the Sheraton Centre yesterday during the Toronto kickoff of Black History Month in Canada.

'Just bullying'

"Racism is just bullying because of skin colour," he said.

Rosemary Sadlier, president of the Ontario Black History Society, addressed the crowd yesterday and told local politicians and community members alike that celebrating black history and culture is paramount to defeating hatred.

"Where we see so much negativity we lose sight of the contribution that people of African origin have made since the very beginning of this country," she said. "To have Black History Month in Toronto right now is of critical importance because it's one of the pro-active things to address some of the issues that affect us all right now, such as gun violence."

Among the books by black authors and illustrations by black artists that filled the entrance to the ballroom, was demonstration of the Bla History Canada website.

Developed by Histo blackhistorycanada.ca launched at the event a resource for teache ing information ab history in Canada

michele.henry@

Leonard Nimoy's stellar enterprise

■ "Star Trek VI" gave actor last, best chance to fully develop character of Mr. Spock.

By BOB STRAUSS
Los Angeles Daily News

LOS ANGELES — You'd think that Leonard Nimoy would be the "Star Trek" actor most eager to say goodbye to the whole, as well as the specific, Enterprise.

After all, Mr. Spock, his half-alien character, was the science fiction series' most indelible icon. And, of course, there were those ears.

Even though Nimoy is the most insistent of the seven

Leonard Nimoy
'I'm not sick of it.'

272 × 302

P O I # 2
CONCEPT MAPS

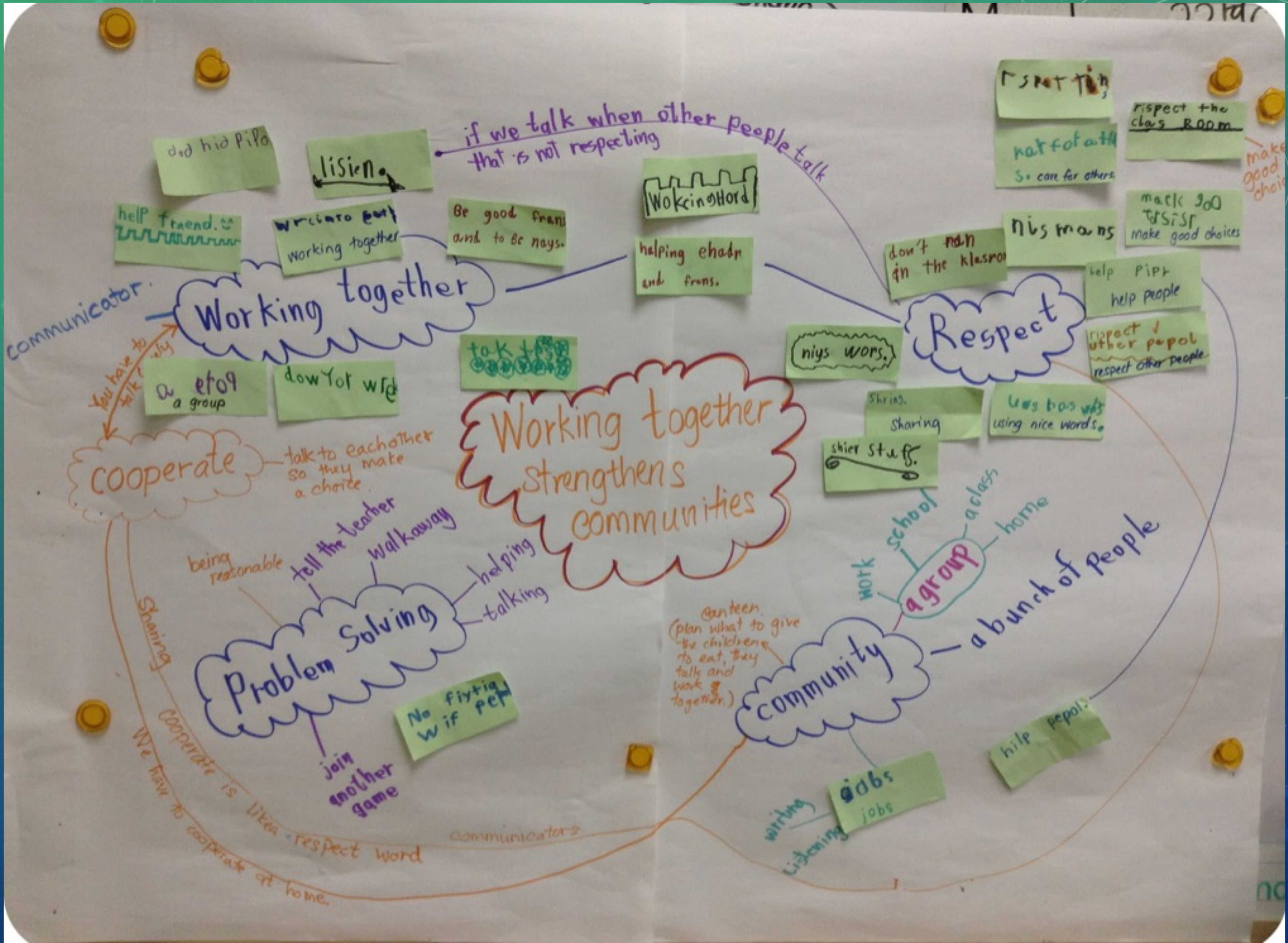
STEPS IN THE PROCESS

1. With a partner, take turn to discuss the main ideas from your pre-reading & pre-round task
2. In your group, use a large piece of butchers paper. Take turns to share and generate the main ideas. As you place each main idea on the paper explain it to the group.
3. When all ideas are down, sort the ideas according to how central they are to the POP. Are there other key ideas that need to be added?
4. Connect your ideas by drawing connecting lines. Write on the line in a short sentence to explain how the ideas are connected

THNK ABOUT HOW THE HEADLINE READINGS CONNECT THESE IDEAS!

1. Elaborate on the ideas by adding details eg specific strategies that teachers might use.

MODEL



Working together strengthens communities
Working together
Respect
Problem Solving
Community
cooperate
communicator
if we talk when other people talk that is not respecting
lisien.
help friend.
working together
Be good frens and to Be nays.
WokingHord
helping chadr and frens.
dow Yor wrk
a group
tak
niys wors.
talk to eachother so they make a choice
being reasonable
tell the teacher
walk away
helping
talking
join another game
No fiytig wif pepl
Sharing
cooperate is like a respect word
We have to cooperate at home.
communicators
canteen (plan what to give the children to eat, they talk and work together)
a group
school
a class
home
work
a bunch of people
jobs
writing
listening
hilp pepol.
rspet tin
rispect the clas Room
S. care for others.
make good choices
don't run in the klasrom
nis mans
help people
rispect uther pepol
respect other people
Sharing
shier stuff.
using nice words.

Understanding

To what degree did this task (performance o understanding) deepen your understanding?

One develops understanding through an ever-more challenging and demanding set of performances

Are our students learning?

What one change would have made the lesson more effective?

If you were a student in this lesson what would you now know and be able to do?

FINDINGS

DATA

"Give me any data from your school and I'll tell you five different stories about it. Just tell me which ones you want to hear."

Don't be data driven. Be driven to find the data that actually matters.

Changing our practice hinges on changing our lens."

- Jeff Duncan Andrade

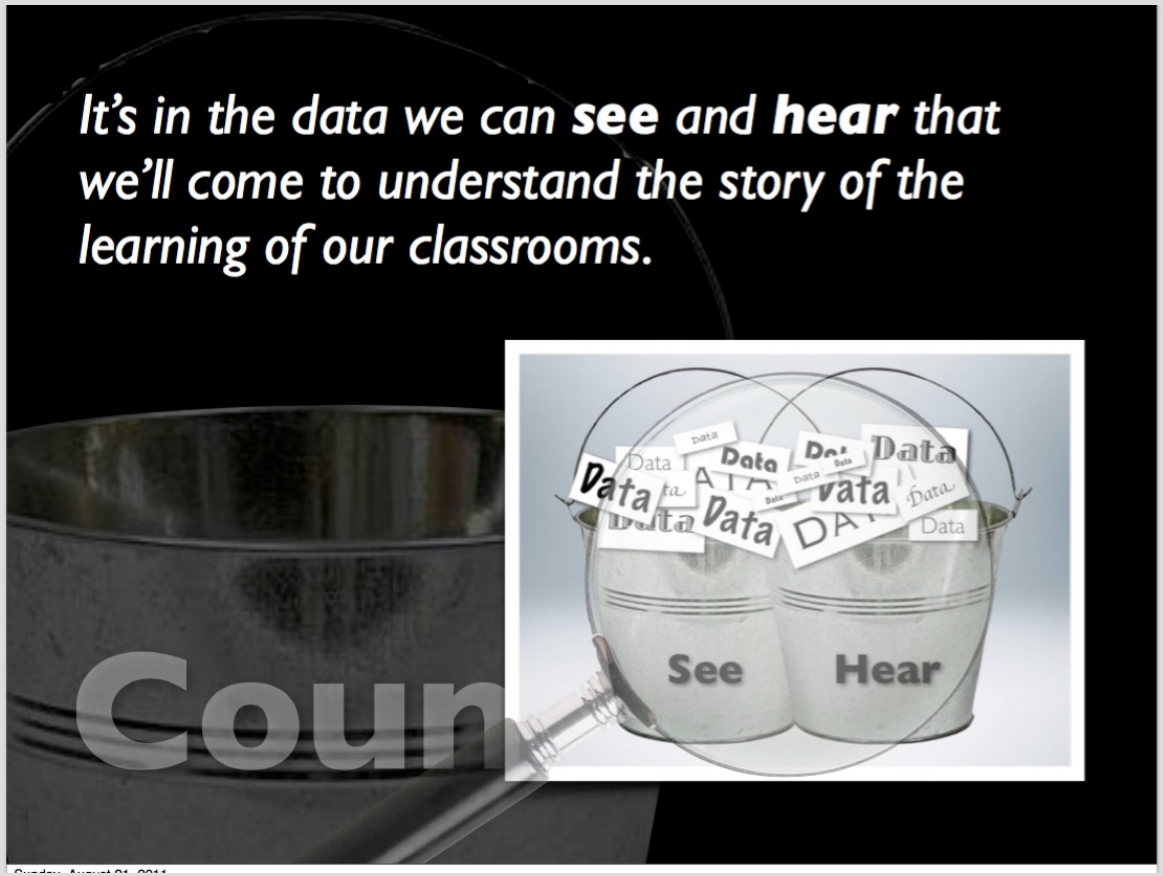
Levels of Data

1. Satellite data – helps illuminate patterns of student achievement over time, points us in a direction for further investigation eg NAPLAN

2. Map data – points to a slightly more focused direction eg reading levels, student perception surveys.

3. Street level data – fine-grained & unambiguous – points to specific directions for improvement.

OBSERVATIONS



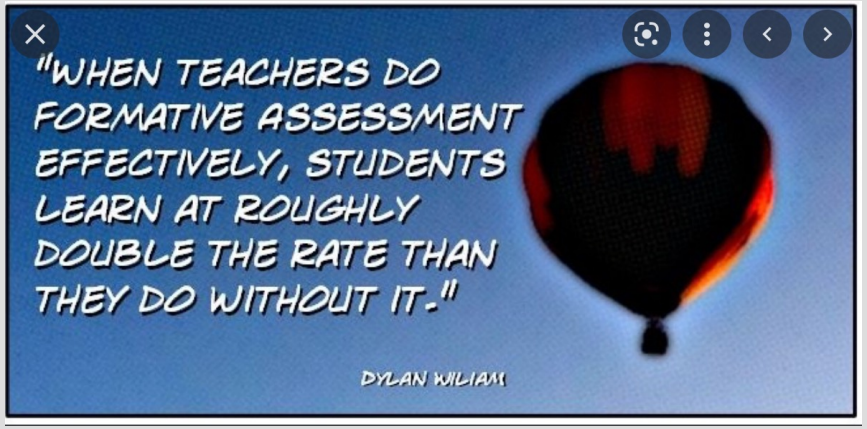
DATA THAT MATTERS

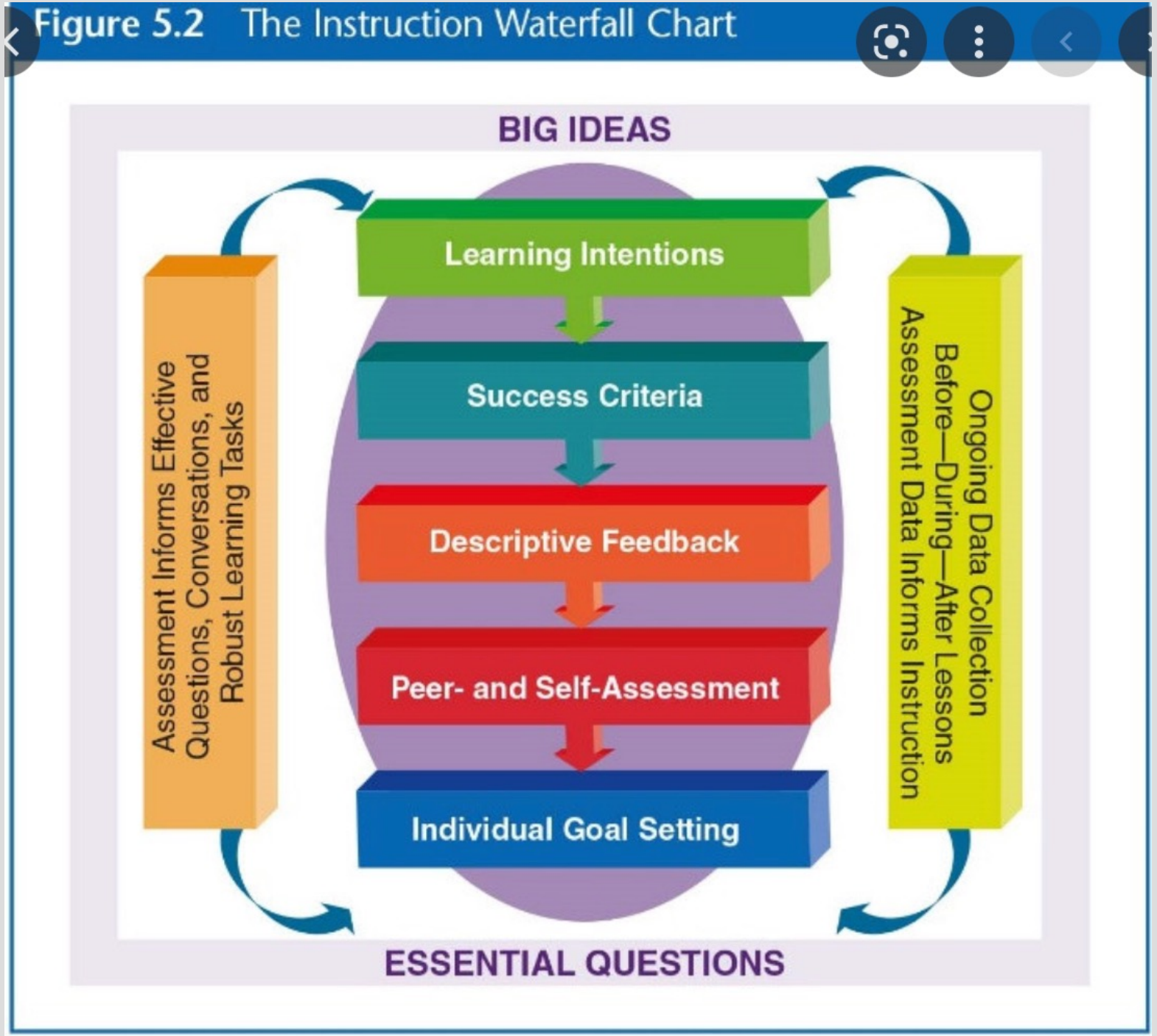
"Raising student achievement doesn't happen one test at a time, whether that test is standardized or teacher made. Test results are always an incomplete picture of what's happening in a classroom. Yet we continue to tweak instructional methods to raise test scores so that we can build and marvel at data sets that allow us to claim "data-driven decision making".

It is a logic model that ignores the most critical source of evidence – what students are actually learning. Gathering information about that learning should be everyone's role, and turning that data into evidence by using it to improve student learning should be everyone's most important work".

Connie Moss and Susan Brookhart, Formative Classroom Walkthroughs, p99

Assessment of learning
involves teachers summarizing, judging, and evaluating student work against the SC, providing a summation that must inform next steps for their teaching and student learning. Thus, it is a never-ending cycle of teaching and learning as assessment of learning becomes diagnostic and informs assessment for learning.
CLARITY





WHAT KINDS OF LEARNING ARE OUR STUDENTS ENGAGED IN?

Level 1: Recall	Level 2: Skill/Concept	Level 3: Strategic Thinking	0 Precedural
Requires students to recall facts, terms, concepts, trends and theories. May require students to recognise specific information contained in maps, tables, graphs, drawings	Requires students to compare or contrast people, events and concepts and give examples, classify or sort items into meaningful categories; describe, interpret or explain issues, problems & patterns, causes, effects, significance or impact, points of view	Requires students to draw conclusions, cite evidence, apply concepts to new situations, use concepts to solve problems, recognise and explain misconceptions and explain main concepts, justify arguments through application and evidence	Student talk was predominantly procedural ie did not relate to the learning but rather about administration or routines eg getting equipment, ruling margins in a book, moving to a group table

WHAT TYPES OF QUESTIONS ARE OUR TEACHERS ASKING?

Review Questions	**Procedural Questions**	**Generative Questions**	**Constructive Questions**	**Facilitative Questions**
Ask students to recall previous knowledge or procedures.	Direct classroom activity and behaviour rather than focus on content.	Sparks inquiry. Two main types essential questions that direct long term exploration or authentic questions which are content questions to which the teacher doesn't already know the answer.	Advance inquiry. These are questions that ask students to connect ideas, make interpretations, focus on big ideas and central concepts, extend ideas and so on.	Ask students to explain or elaborate thinking.
Can you remember what we talked about yesterday?	Does everybody have a pencil?	How might we produce literature that would encourage people to act on 'climate change'?	So what connections are you making now as a result of what you have just heard?	What makes you say that?

POWERFUL QUESTIONS

THE WAY FORWARD

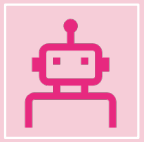
"A VITAL QUESTION, A CREATIVE QUESTION, RIVETS OUR ATTENTION. ALL THE CREATIVE POWER OF OUR MINDS IS FOCUSED ON THE QUESTION. KNOWLEDGE EMERGES IN RESPONSE TO THESE COMPELLING QUESTIONS. THEY OPEN US TO NEW WORLDS."

Verna Alley, The Knowledge Revolution

The First Thing to Consider

What "work" do I want this question to do? That is, what kind of conversation, meanings, and feelings do I imagine this question will evoke in those who will be exploring it?

OTHER THINGS TO CONSIDER



Is this question relevant to the real life and real work of the people who will be exploring it?

Is this a genuine question—a question to which I/we really don't know the answer?

Is this question likely to invite fresh thinking/ feeling?

OTHER THINGS TO CONSIDER

What assumptions or beliefs are embedded in the way this question is constructed?

Is this question likely to generate hope, imagination, engagement, creative action, and new possibilities or is it likely to increase a focus on past problems and obstacles?

Does this question leave room for new and different questions to be raised as the initial question is explored?

EXAMPLES OF POWERFUL QUESTIONS FROM A RECENT ROUND

- ***How do we ensure professional learning translates into sustained change of classroom practice?***
- ***Do teachers and students understand the purpose of the SC and how this is used to give feedback to allow students to be self-directed learners?***
- ***How can we take the whole school community on the journey towards rigorous learning?***
- ***How active are our students in their learning? How do we know?***
- ***Are our assumptions about our students and parents preventing us from taking important initiatives? How could we explore this?***