What's happening in the Classroom

So much great stuff...but lets focus on Teaching & Learning and the New Curriculum tonight

SOUTH COOGEE PUBLIC SCHOOL

VISIBLE LEARNING and what it means for your child's learning

Students = someone who attends school

Learners = someone who engages in learning

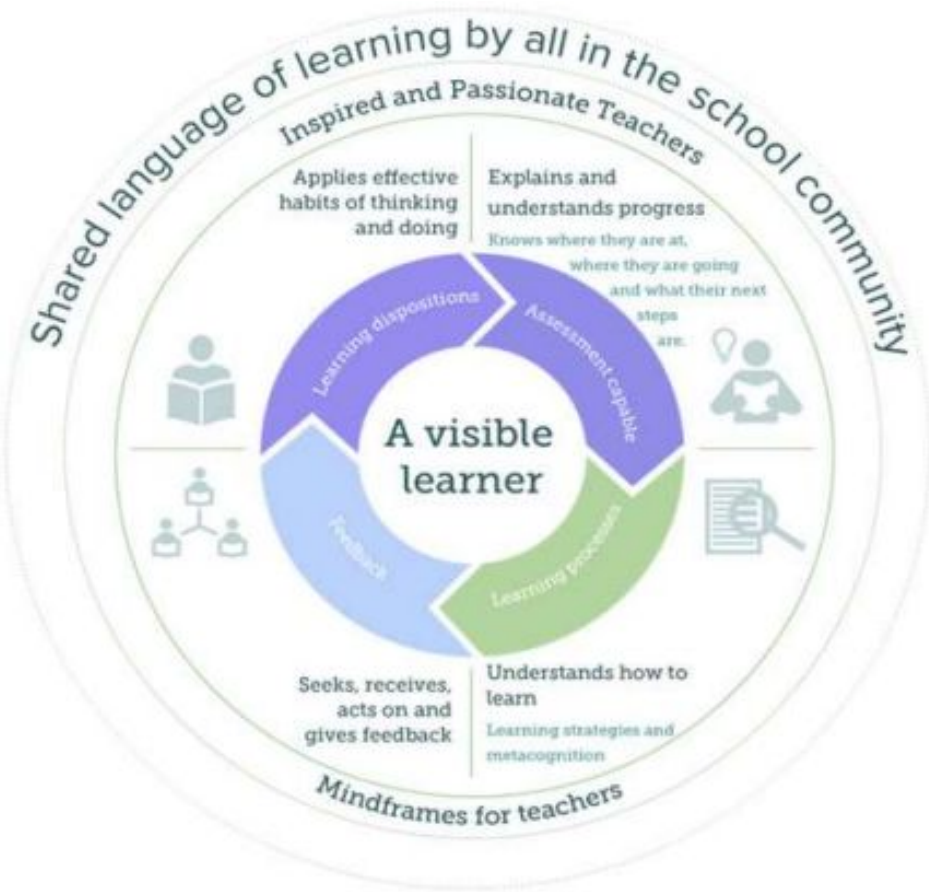
What is Visible Learning

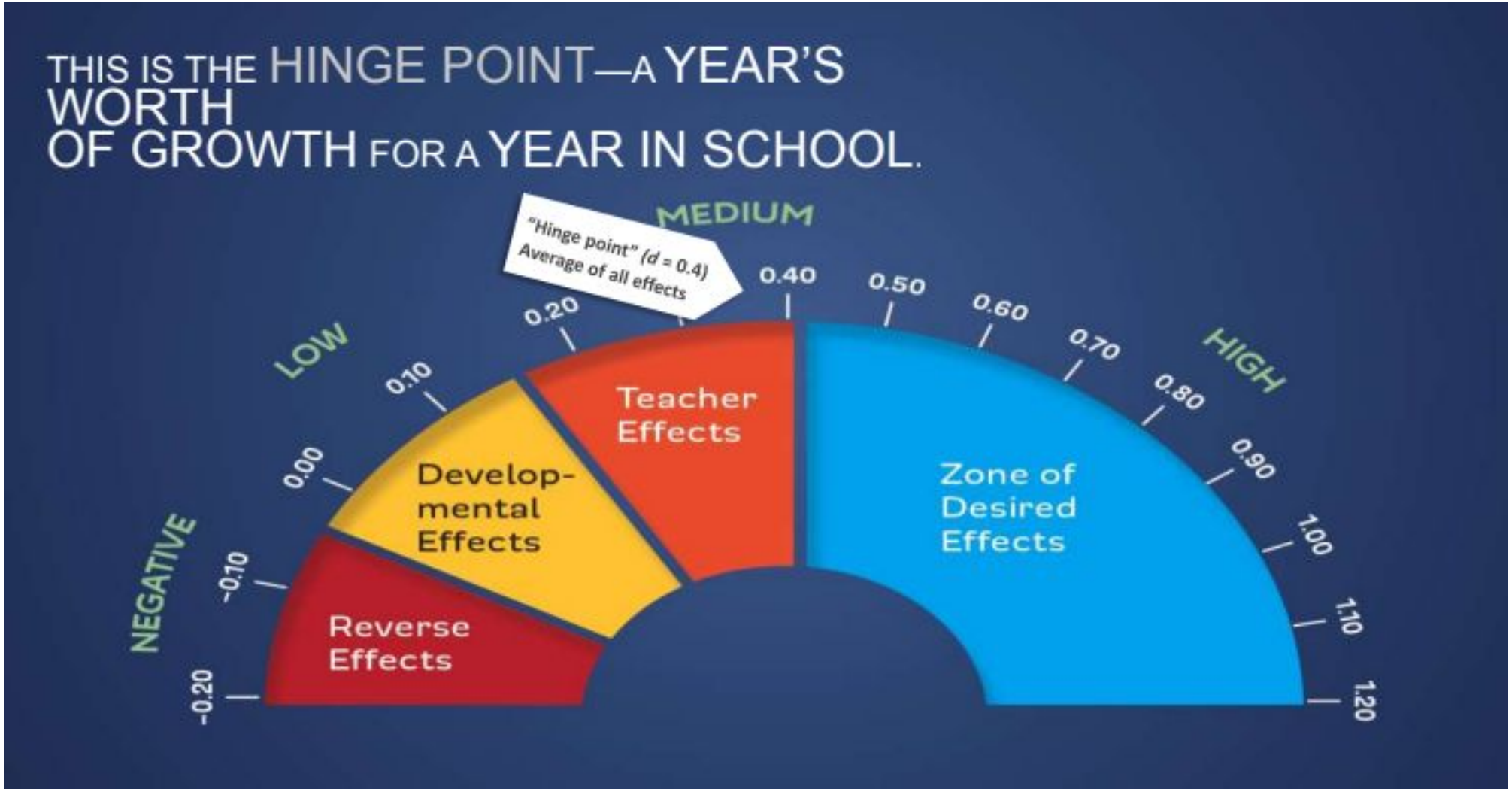
Visible learning is an in-depth change model of professional learning and development. It is based on the principles developed from Prof. John Hattie's unprecedented meta-analysis of research studies on student achievement.

'What Works Best'

Visible learning takes the theory of Prof Hattie's research and puts it into a practical inquiry model for teachers and school leaders to ask questions of themselves about the impact they are having on learner achievement.

'Teachers Make a Difference'





Professor John Hattie published Visible Learning: This is the world's largest evidence base into what works best in schools to improve learning. 1,400 meta-analyses of 93,000 studies involving more than 250 million students.

He built a story about the power of teachers and of feedback, and constructed a model of learning and understanding by pointing out what works best in improving student learning outcomes.

The way we do it around here...

Why Visible Learning?

Teachers engage with effective research, knowledge and motivation to become more inspired and passionate teachers who are empowered to make a change in their classroom, measure the impact of that change, and improve learner outcomes.

What is a visible learning strategy?

Visible learning strategies involve a teacher observing and analysing learner data in order to understand individual learning needs, set goals and objectives for them, effectively implement differentiated instruction, and engage them in their own learning. We do this through **IMPACT CYCLES**.

What makes a good learner Visible Learning?

Visible learners have high expectations of their learning and are not afraid to ask questions or make mistakes; visible learners are guided to self-regulate their learning.

The Big Picture

Why we are doing it... Because it's 'what works best' for student learning & achievement.

What we have done...

• Community, staff and student consultation • Analysed research and school data • Planned Professional Development • Met with other schools • Evaluated Classroom practice	• Embedded best practice • Reflected and collected data • School Improvement Plans and School vision • Staffing • Growth mindset

Whole school: Teacher Clarity - Learner Qualities - Know thy Impact - Learning Process

Learners:

Where am I going? Learning Intentions

How am I going? Success Criteria

Where to next? Feedback

Learning Intentions – Where am I going?

Learning intentions describe what it is we want students to learn in terms of the skills, knowledge, attitudes, and values within any particular unit or lesson. - John Hattie

Learning intentions encourage learners to:

- understand exactly what they are learning to do in that lesson and what is most important
- articulate their learning
- self assess their work
- stay focused

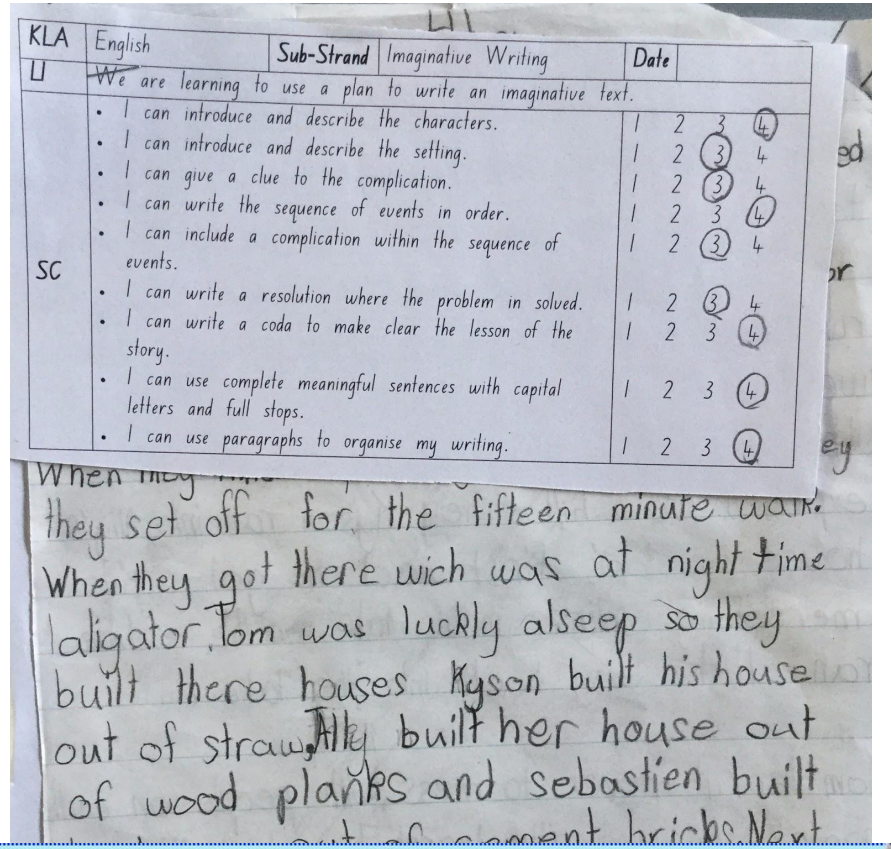
Success Criteria – How am I going?

"…success criteria summarise the key steps or the ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on. " - **Shirley Clarke**

When and how do learners use Success Criteria?

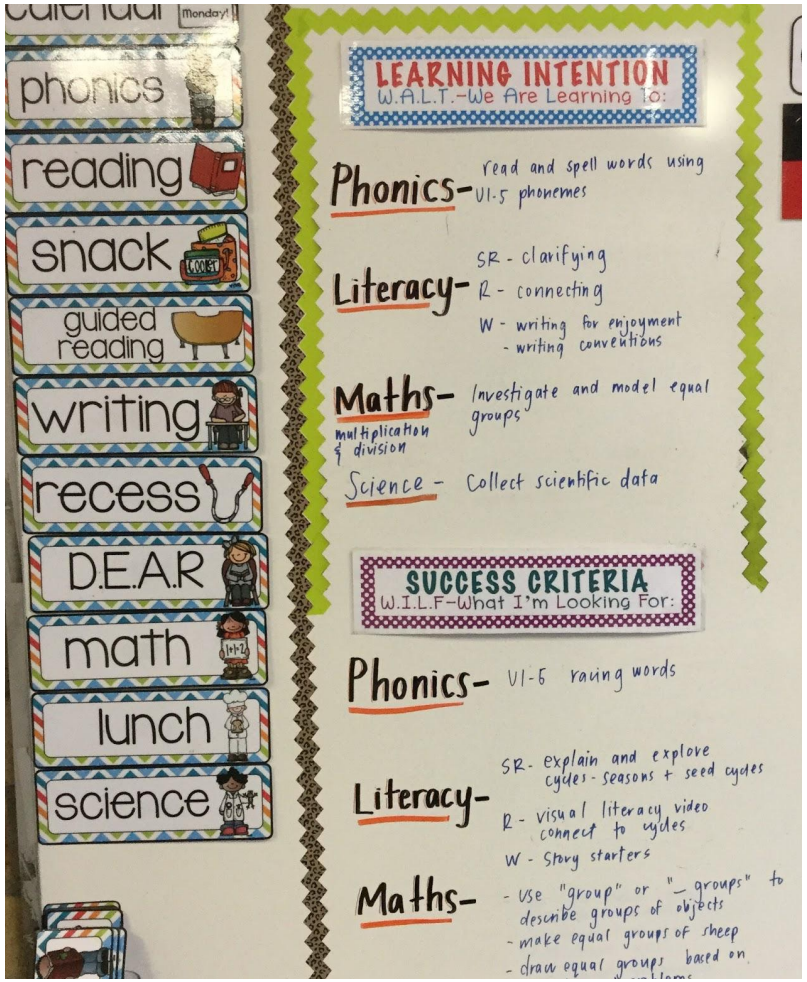
Learners are engaged with Success Criteria in the following ways:

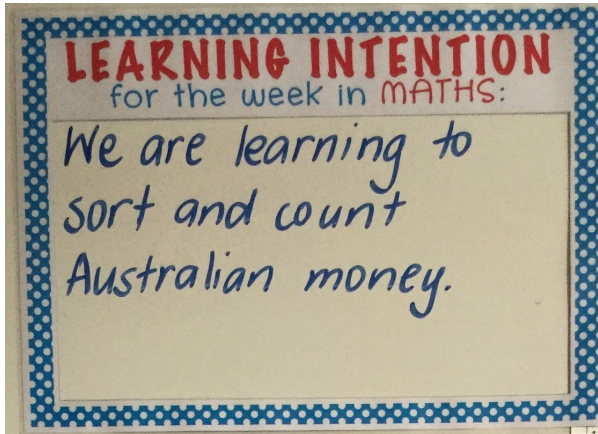
- moderating and/or deconstructing work
- applying Success Criteria to their own work and the work of peers
- referring to Success Criteria while giving/receiving/responding to feedback

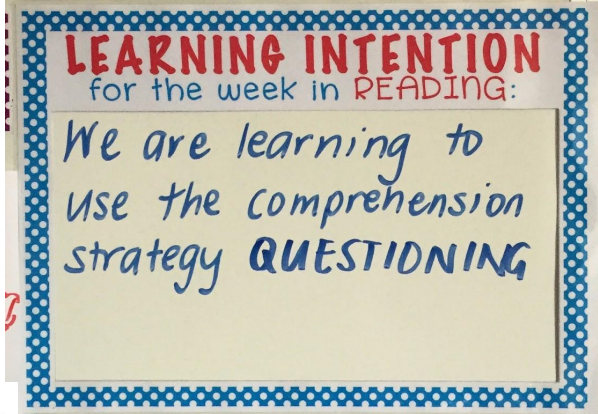


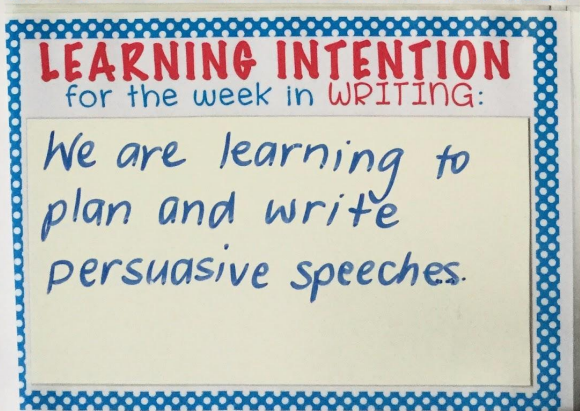
KLA	English	Sub-Strand	Imaginative Writing	Date	
LI	We are learning to use a plan to write an imaginative text.				
SC	• I can introduce and describe the characters.	1	2	3	4
	• I can introduce and describe the setting.	1	2	3	4
	• I can give a clue to the complication.	1	2	3	4
	• I can write the sequence of events in order.	1	2	3	4
	• I can include a complication within the sequence of events.	1	2	3	4
	• I can write a resolution where the problem in solved.	1	2	3	4
	• I can write a coda to make clear the lesson of the story.	1	2	3	4
	• I can use complete meaningful sentences with capital letters and full stops.	1	2	3	4
	• I can use paragraphs to organise my writing.	1	2	3	4

they set off for the fifteen minute walk. When they got there wich was at night time laligator, Tom was luckly alseep so they built there houses Kyson built his house out of straw, Ally built her house out of wood planks and sebastien built









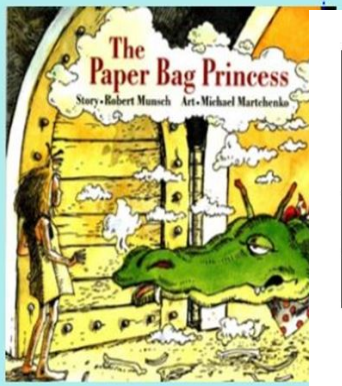
Lesson 5b: Structure

LI:

We are learning to understand the structure of an imaginative text.

SC:

- I can identify the features of the orientation.
- I can identify the features of the sequence of events and complication.
- I can identify the features of the resolution and coda.



Independently Writing an Orientation Success Criteria	Personal Rating	Partner Rating
I have used an action to begin my story by including an interesting verb	/3	/3
I have used show don't tell by explaining what the character sees, smells, hears, feels and tastes	/5	/5
I have a hook to engage the reader	/3	/3

NSL:_____

_____

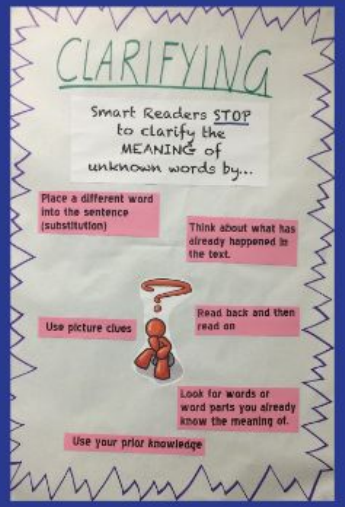
_____

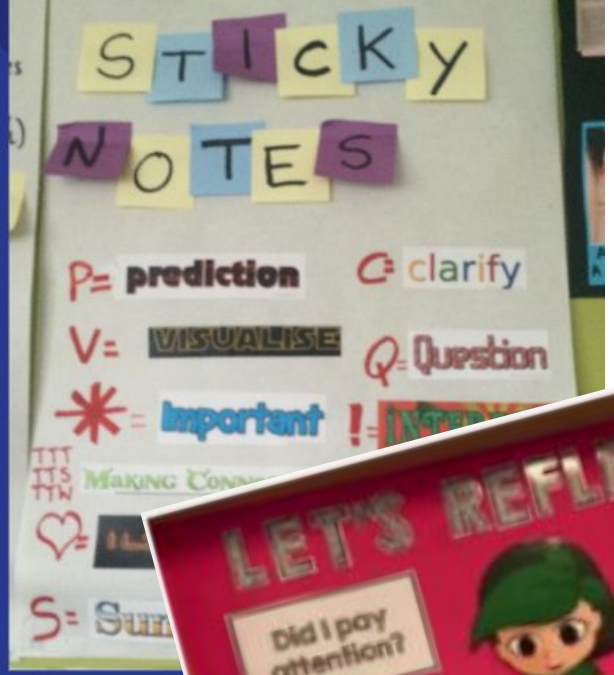
Feedback – Where to next?

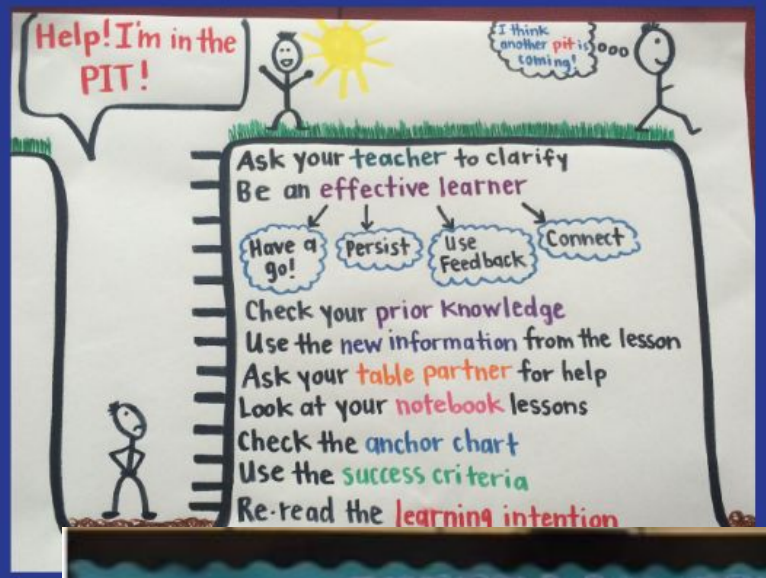
"feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the (learner) than the (teacher). Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning," **Dylan Wiliam, Embedded Formative Assessment**

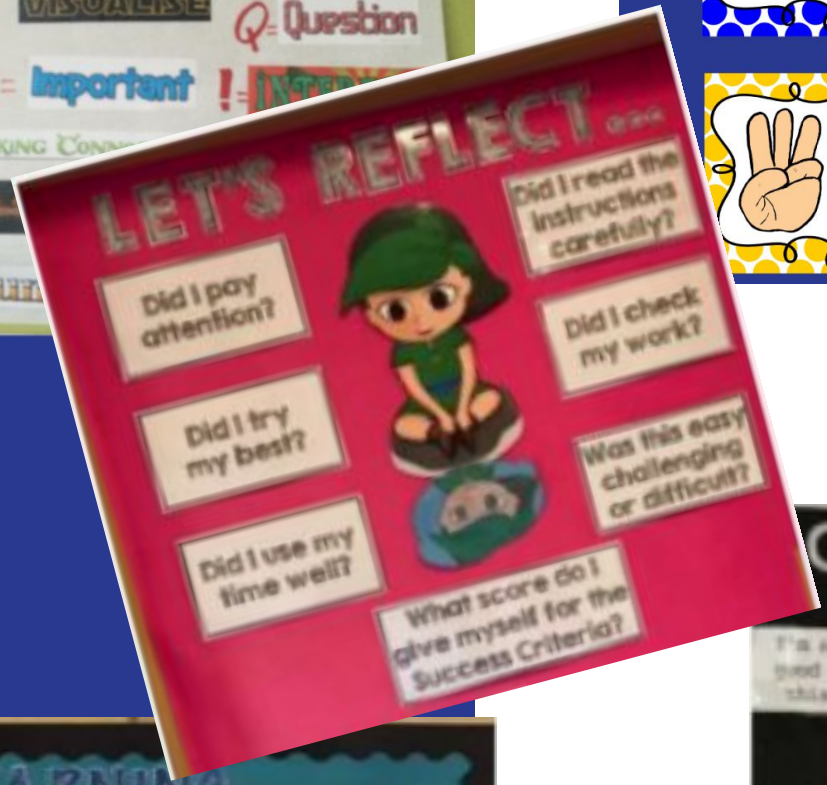
Feedback that is effective for learners needs to be:

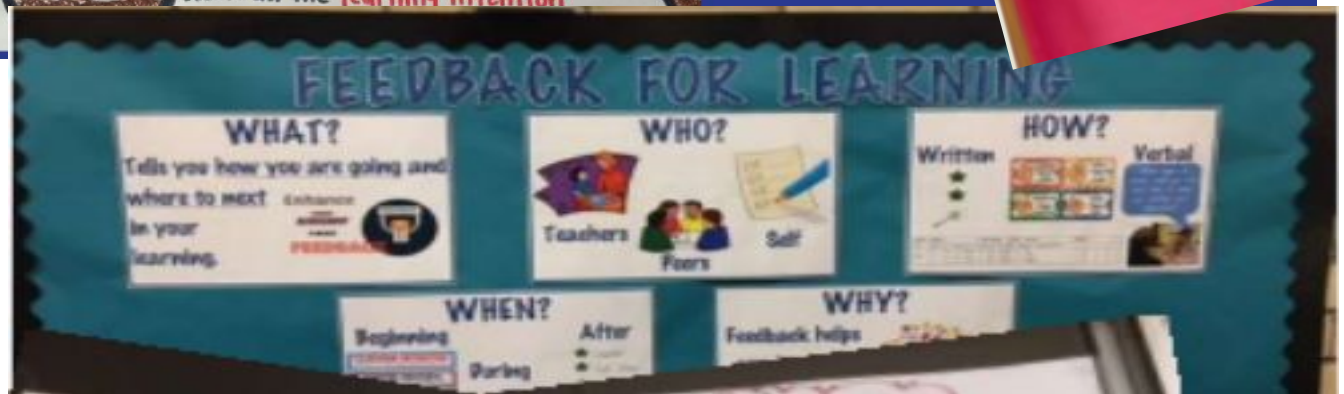
- relate specifically to a learning intention/goal and success criteria
- be timely, that is, immediate or soon after action
- reduce the discrepancy between desired and current understanding by answering three major questions:
    - Where am I going? (What are the goals?)
    - How am I going? (What progress is being made toward the goal?)
    - Where to next? (What activities need to be undertaken to make better progress?)
- support learners to monitor their own progress and achievements.



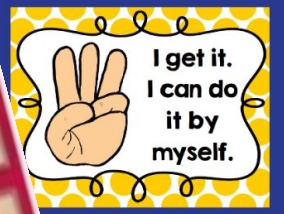


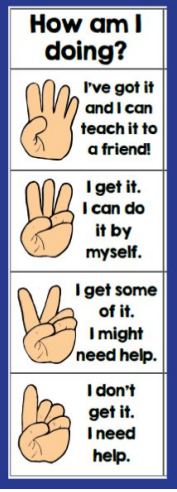






Marzano's Four Point Rating Scale When to use?





Student Wellbeing Visuals

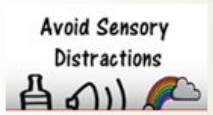
How to use a range of visual supports

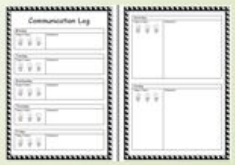
- Class timetables
- Individual timetable
- Procedural schedules
- First and Then
- Choice board
- Swing tag (timetable/routine activities/locations)
- Finished box

Supporting behaviour

https://www.okeydokey.com.au/free-resources/visual-supports/

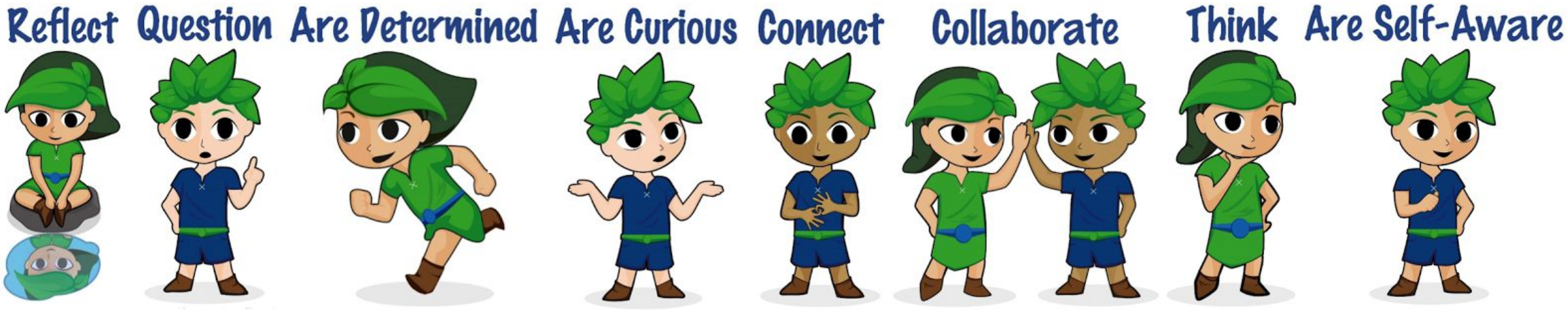
- Social stories
- Personal profiles
- Timers
- Visuals
- Behaviour contracts
- Reward Charts
- Differentiation of classroom activities
- Scripting
- Classroom organisation





Learner Qualities

Effective Learners at South Coogee PS ...



Learner Qualities – What are they?

- They are the qualities or dispositions that our school values in our learners
- Habits of thinking and doing
- Natural ways of responding to situations
- Influence lifelong learning, therefore they need to be developed in all students

Are Self-Aware

I am aware of myself e.g. my actions, thoughts, strengths, weaknesses and next steps.

Are Determined

I do not give up when I am faced with a challenge.

Are Self-Aware

Looks like...

Using classroom displays

Looking at Learning Intentions and Success Criteria

Using checklists and rubrics

Choosing good learning partners

Setting personal learning goals

Sounds like...

I am good at … because …

I rate myself … because …

Next time I will …

I know I have reached my goal because …

Can I please have some feedback on …?

Are Determined

Looks like...

Having a go

Staying positive when learning is tricky

Using different strategies

Learning from others

Being proud when I achieve

Sounds like...

I am going to keep trying.

I am going to learn from my mistakes.

I can't do it – yet!

This may take time and effort.

If it is hard, I am learning.

What am I missing?

Reflect

I think about and look back on my learning to enable me to best move forward.

Think

I have an idea, opinion or belief about something.

Collaborate

I work with others to help me with my learning.

Connect

I link knowledge and thinking together to create new understandings.

Question

I ask questions to find new knowledge.

Are Curious

I am curious about different things.

Learner Qualities - How are they used?

Learner Qualities are:

- Explicitly taught at the beginning of the year
- Blended with class lessons
- Referred to in all learning areas
- Student reflection and feedback
- Reinforced and celebrated through reward systems
- Peer interactions and feedback discussions

Teacher Professional Learning (TPL)

- **TPL sessions** - Numeracy / Literacy, Wellbeing & Behaviour, Expectations, School Improvement Plan, External Validation, New Syllabuses, Feedback, Reflective practice, Curriculum Reform

- **QTSS** - Weekly meetings with grade/stage teams. Using Impact cycles to Identify, learn, improve & reflect led by two Assistant Principal Curriculum & Instruction leaders. As part of this initiative there is a focus on demonstration lessons, Team Teaching and Classroom Observation opportunities.

- **Policy updates & Mandatory training** - code of conduct, cyber security, fraud & Corruption, Child Protection, Anti-Racism, Anaphylaxis, Aboriginal Cultural Education, e-Emergency Care, Data Breach Preparedness

- **Stage meetings** specific stage based needs for learners and teachers with a focus linked to the TPL schedule.

Collaboration - Impactful

- Collaboration across the school - building culture in learning, emotion and social avenues
- Collaborative planning involves grade or stage level teams to plan and create lessons/units of work, programs, implement new curriculum, scope & sequences, transition, school or DoE initiatives…
- Collaborative planning provides opportunities for teachers to work together, observe and use data and analyse practice and learner improvement
- Collaboration improves teacher and learner performance and exposes them to improved practices, which leads to stronger pedagogy.

It is our responsibility to work with teachers to support and continue to build them as great educators. Impactful for our learners.

School Improvement Plan 2021 - 2024

SCHOOL VISION STATEMENT: Our Vision at South Coogee PS is to empower our learners to have clarity in learning and progress, together with the ability to embrace effective dispositions to engage in challenge as lifelong learners. Our educators are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged in collective teacher efficacy to support every learner to shape their own educational, social and emotional success.

Our Mission is:

- to enable clarity and a shared language of learning that reflects a practice of respect, tolerance, inclusion and excellence
- to deliver differentiated, in-depth and cohesive learning programs aligned to evidence informed progress achievement
- an inclusive learning environment that is responsive to student voice
- engaging high quality educational resources to enhance future focused pedagogies
- continue a strong relationship with the community and parents to participate in learning and

Strategic Direction 1:
Student Growth & Attainment

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Strategic Direction 2: Collaborative Leadership

To inspire a collaborative culture where leadership capacity is built through a clear performance and development framework and high quality professional learning. Teachers demonstrate personal responsibility for improving teaching practice in order to improve students' learning. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for students success.

Strategic Direction 3: Community Culture

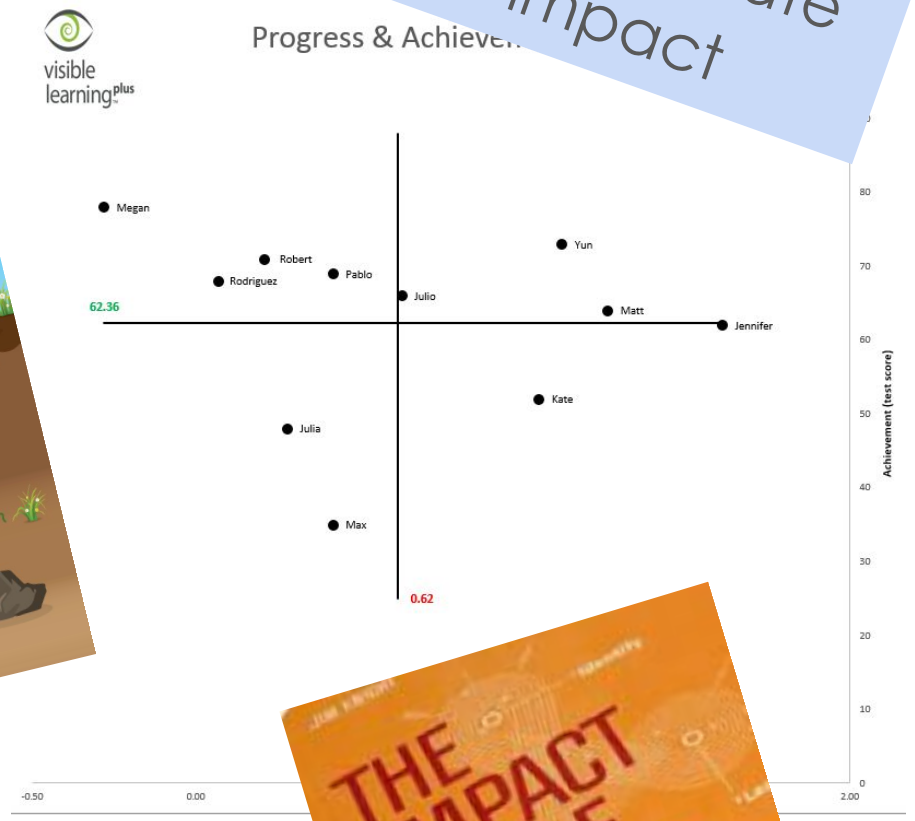
Creating a culture that enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

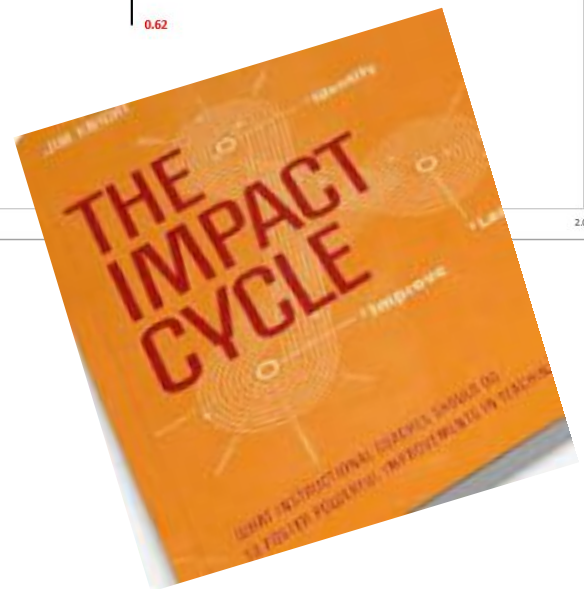
What's Next

Cont. Improving feedback to learners

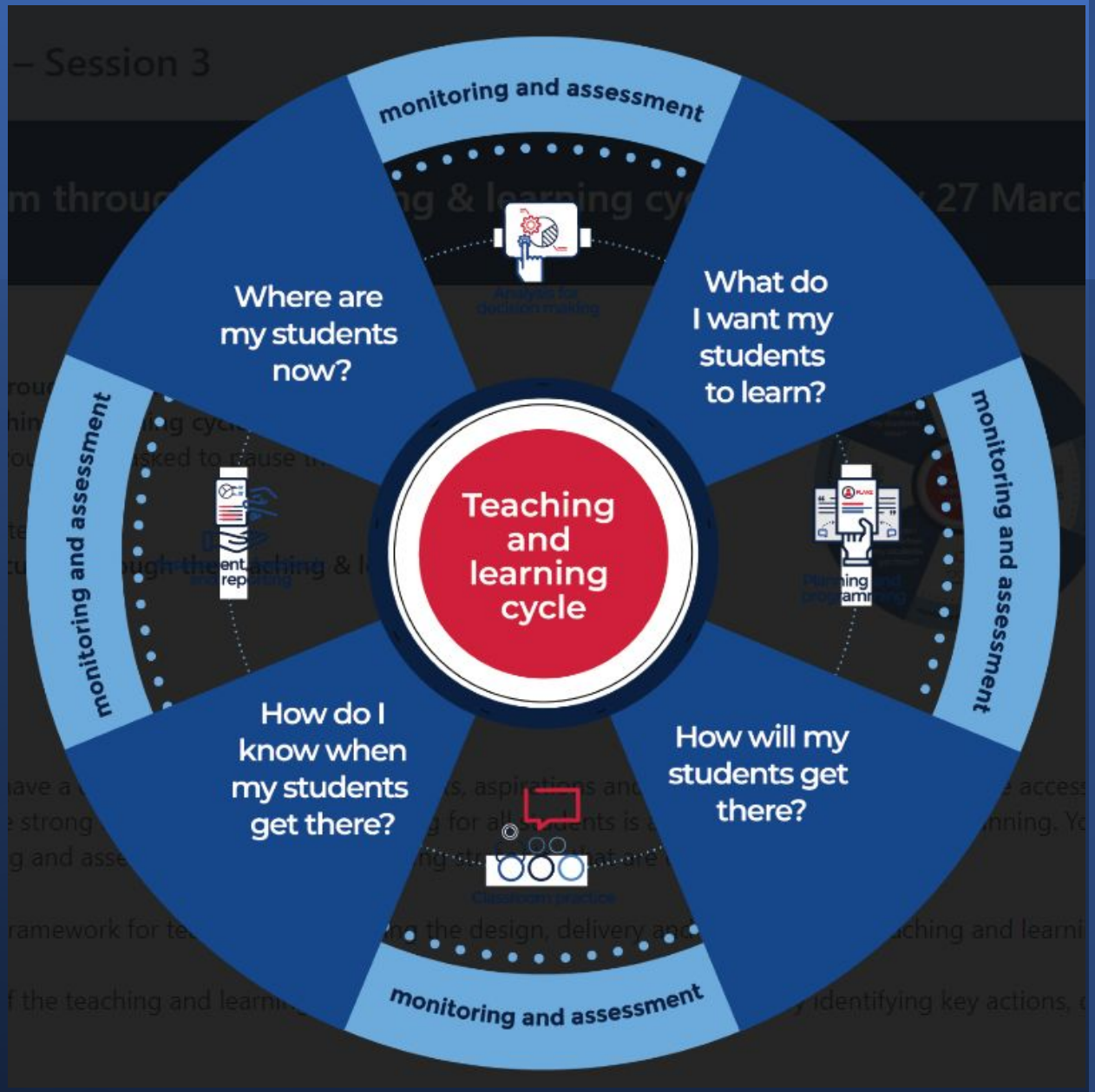
Sharing the learning process and the learning pit with learners

Data to evaluate our impact

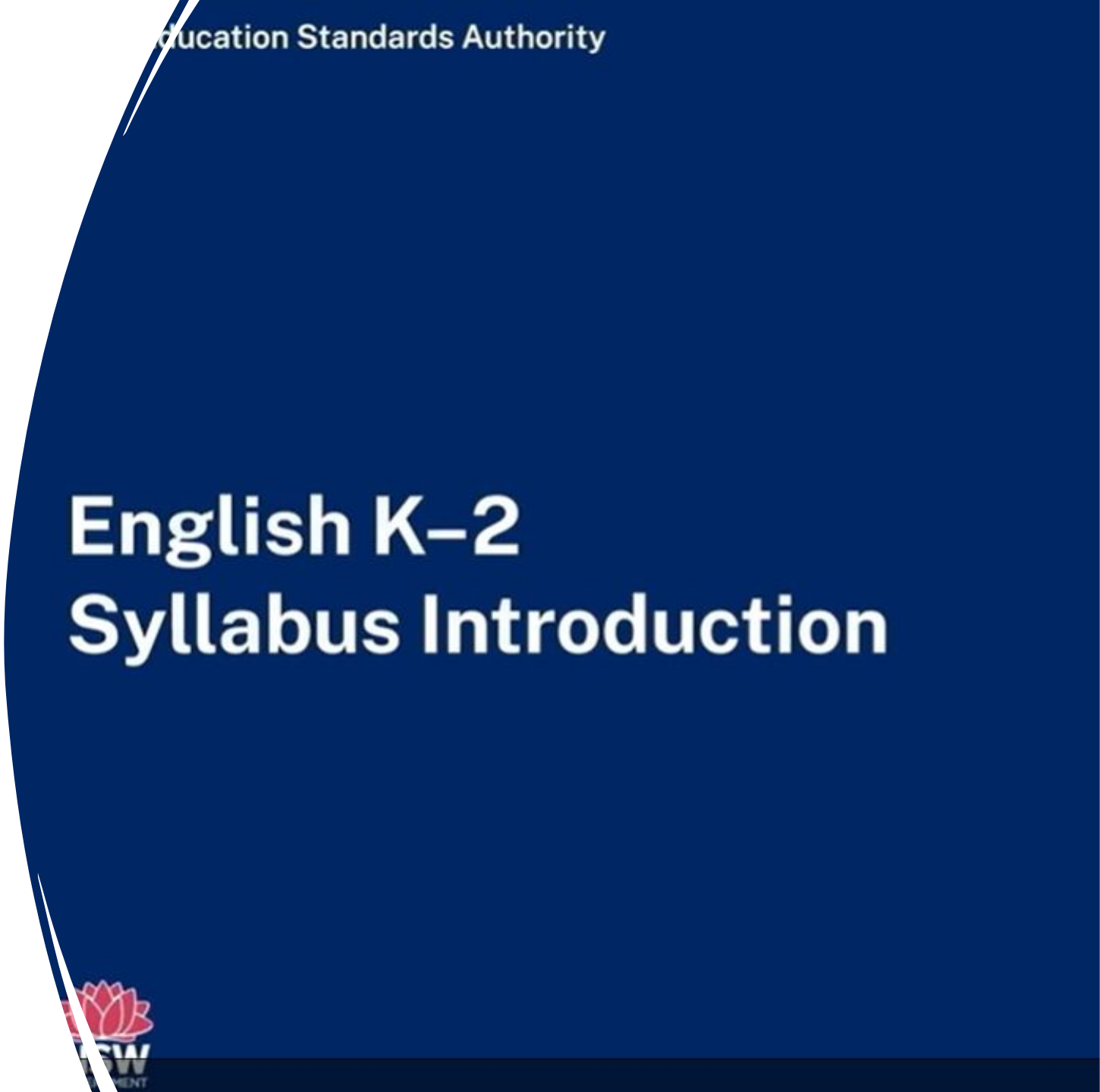




Parent Information Evening 2023


monitoring and assessment
What do I want my students to learn?
monitoring and assessment
How will my students get there?
monitoring and assessment
How do I know when my students get there?
monitoring and assessment
Where are my students now?
monitoring and assessment
Teaching and learning cycle

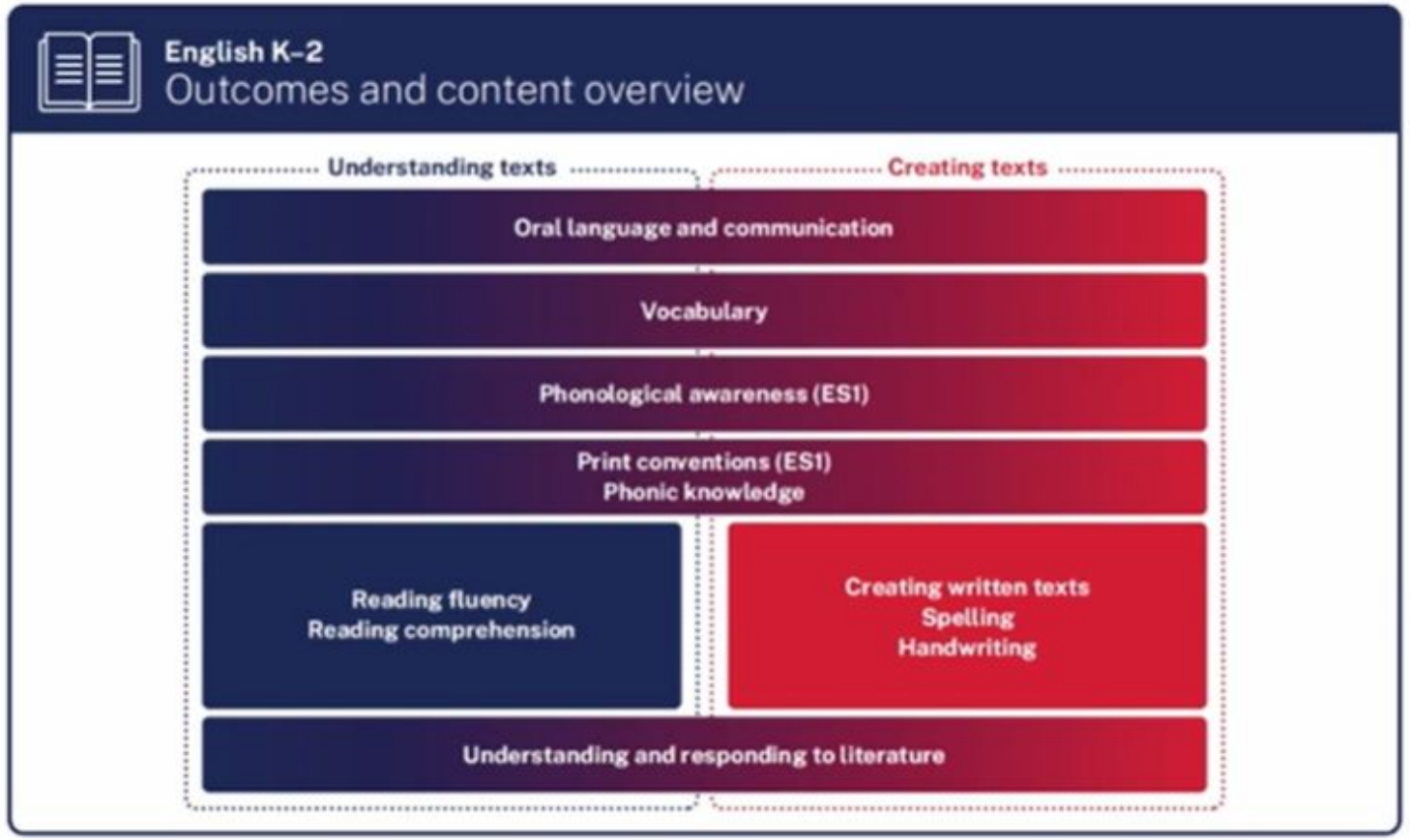
- https://curriculum.nsw.edu.au/resources/syllabus-introduction-videos



All the outcomes for English K–2 fall under:

- Understanding texts
- Creating texts.

The diagram below shows the organisation of the outcomes and content for English K–2.



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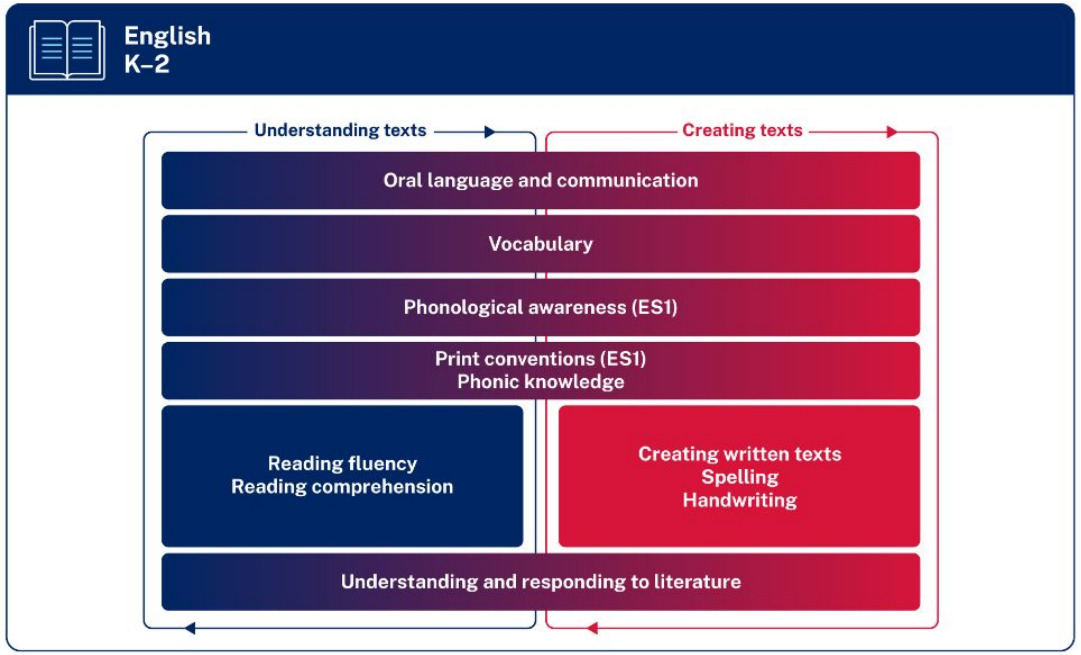
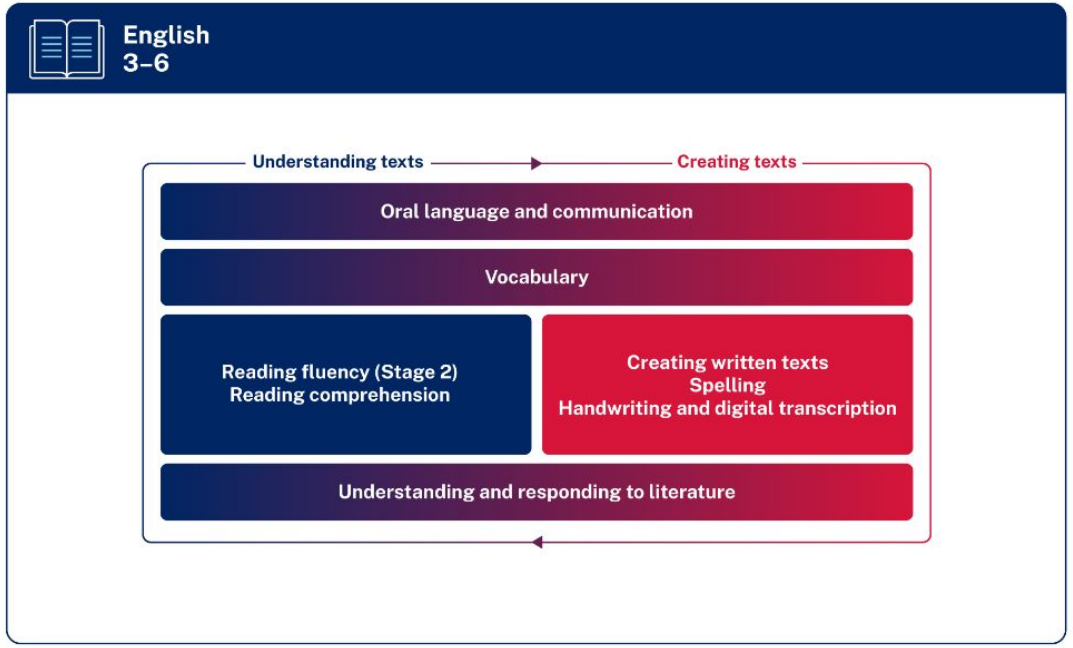

English
K–2
Understanding texts
Creating texts
Oral language and communication
Vocabulary
Phonological awareness (ES1)
Print conventions (ES1)
Phonic knowledge
Reading fluency
Reading comprehension
Creating written texts
Spelling
Handwriting
Understanding and responding to literature


English
3–6
Understanding texts
Creating texts
Oral language and communication
Vocabulary
Reading fluency (Stage 2)
Reading comprehension
Creating written texts
Spelling
Handwriting and digital transcription
Understanding and responding to literature

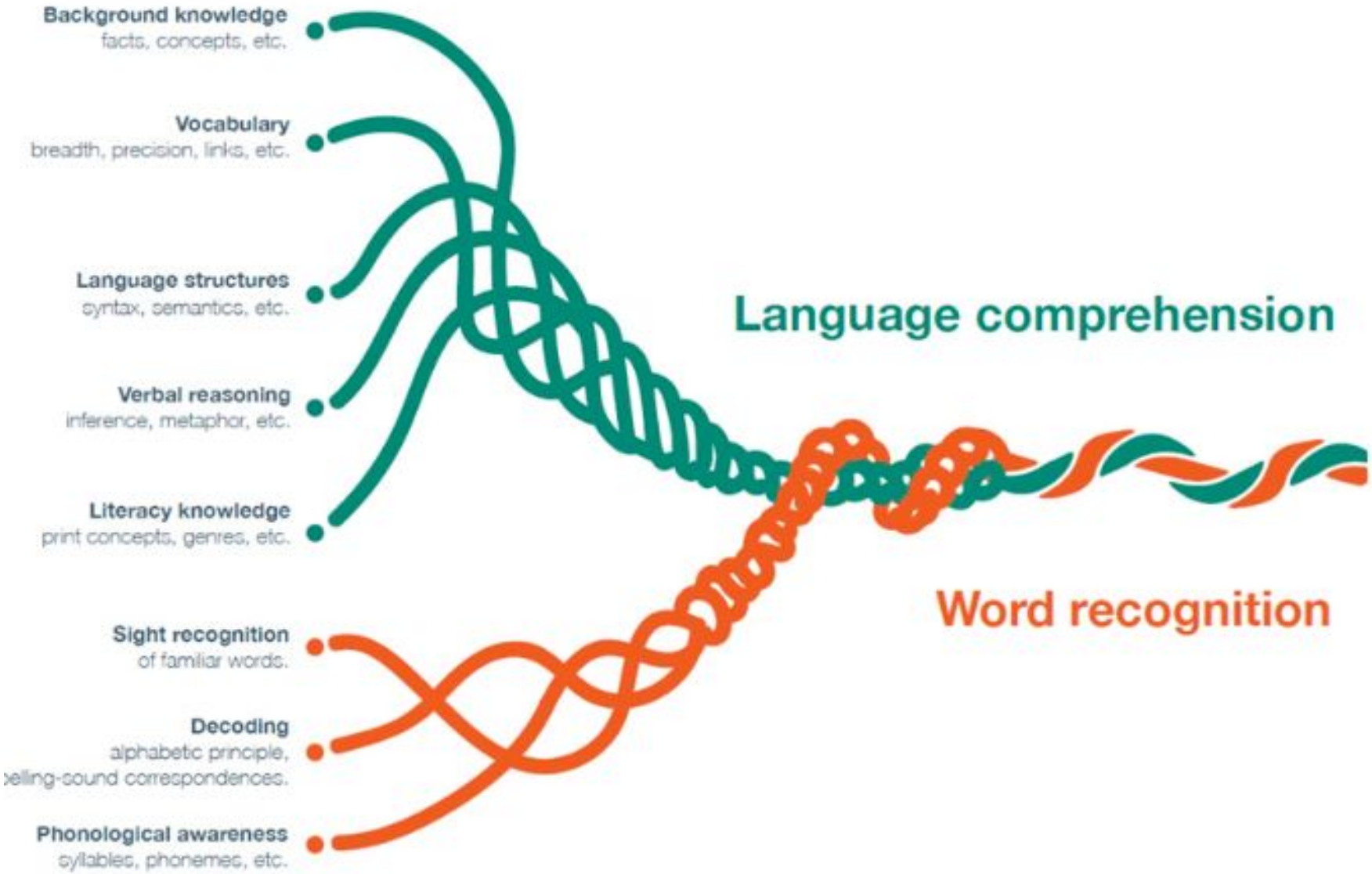
The Simple View of Reading

Gough and Tunmer (1986) describe the Simple View of Reading as **language comprehension**, coming together with **word recognition (decoding)** skills to support **reading comprehension**.

Adapted from Gough and Tunmer (1986).

It is important to make the distinction between **language comprehension** and **reading comprehension**.

- The ultimate goal of reading is to **understand** and **comprehend** the message intended by the writer. Reading researchers agree that reading is a complex cognitive task. It involves a range of **cognitive skills** and **abilities**
- The **complexity of reading comprehension** means that no single model or framework can explain all that happens when a person reads. However, several academics have suggested helpful frameworks for clarifying our understanding of the essential components of reading instruction.

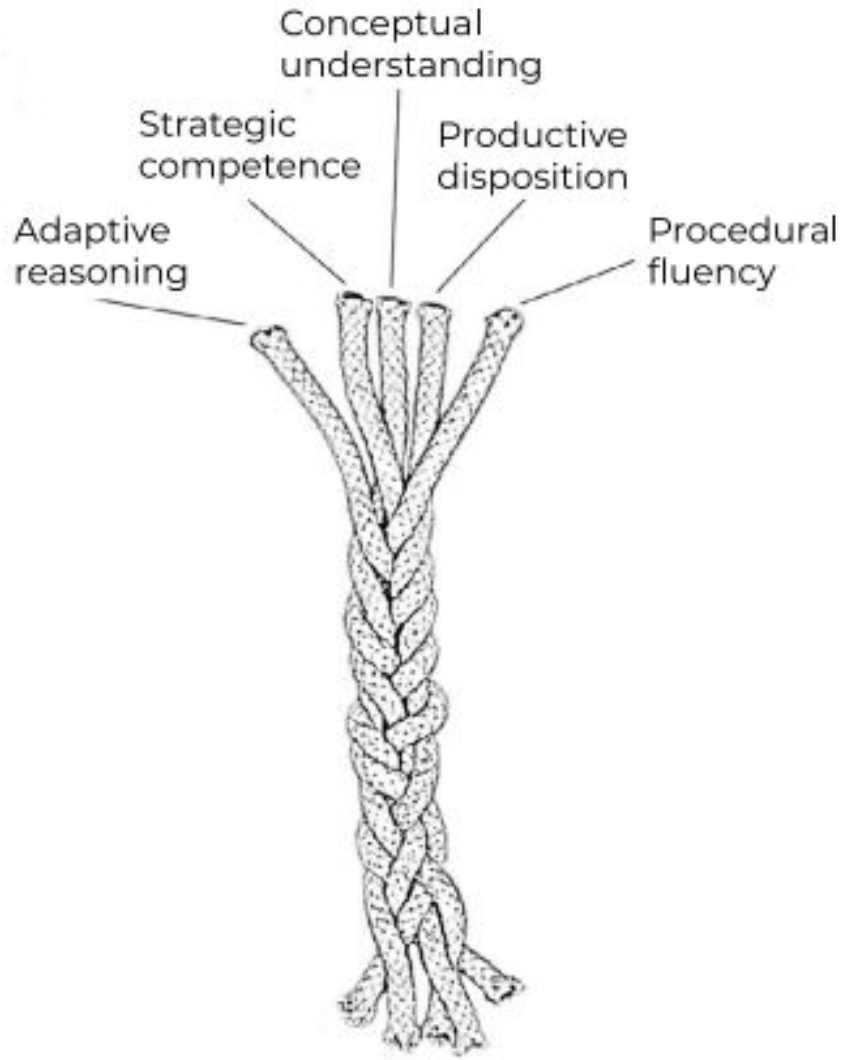

Background knowledge
facts, concepts, etc.
Vocabulary
breadth, precision, links, etc.
Language structures
syntax, semantics, etc.
Verbal reasoning
inference, metaphor, etc.
Literacy knowledge
print concepts, genres, etc.
Sight recognition
of familiar words.
Decoding
alphabetic principle,
elling-sound correspondences.
Phonological awareness
syllables, phonemes, etc.
Language comprehension
Word recognition

Mathematics K–2

Working mathematically through communicating reasoning, understanding and fluency, and problem solving

Number and algebra		Representing whole numbers	Combining and separating quantities	Forming groups
Measurement and space	Geometric measure	2D spatial structure	3D spatial structure	Non-spatial measure
Statistics and probability			Data	Chance

Intertwined strands of proficiency



Mathematics 3–6

Working mathematically through communicating reasoning, understanding and fluency, and problem solving

Number and algebra	Stage 2	Representing numbers using place value	Additive relations	Multiplicative relations	Partitioned fractions
	Stage 3	Represents numbers	Additive relations	Multiplicative relations	Representing quantity fractions
Measurement and space	Stages 2 and 3	Geometric measure	2D spatial structure	3D spatial structure	Non-spatial measure
Statistics and probability	Stages 2 and 3			Data	Chance

NSW Department of Education

Number talks: What, why and how

Why are number talks important?

They support students in coming to believe that they have mathematical ideas worth listening to.

They afford opportunities for students to participate in meaningful discussions
- build understanding
- build positive dispositions towards maths

They build skills and understanding.
- develop adaptive expertise

They provide opportunities to develop understanding and fluency.
- using knowledge with confidence, flexibility and efficiency
- knowing how the mathematics works and how it is connected
- empowers students into making decisions

What is a number talk?

A number talk is a purposefully planned, 10-20 minute teaching routine where the class is given a problem to solve mentally before sharing their approaches with their peers as the teacher facilitates meaningful discussion, documents thinking and helps make connections between thinking and to important mathematical ideas.

Features of a number talk

Number talks are for all students. We can use them consistently to support learning

We are explicitly, or intentionally planning, thinking about how the stimulus meets the learning needs of the class so we can effectively target teaching.

Number talks are a teaching routine with a fairly consistent structure. They can be used during any part of a lesson and during any part of the day.

Solving mentally is an important part of a number talk.

Sharing with peers involves turning and talking after having time to think. It is part of a bigger discussion where the whole class is learning intentionally selected ideas.

Talk positions students as owners and authors of mathematical ideas, fosters sense making, positive dispositions and deep understanding.

Documenting student thinking using a range of representations supports students to make sense of the mathematics. We can use this as formative and summative assessment.

Making connections involves guiding discussion to examine and explore the thinking of others. It is making connections leads to the mathematical purpose, connecting ideas and previous experiences.

NSW Department of Education

Using number talks – a few examples

Early Stage 1

Let's talk 3
8 and 6

Let's talk 3
8 and 6 part 2

Stage 1

Let's talk - 23 minus 19

Let's talk 4 - 8+6+8

Stage 2

Let's talk
230 minus 190

Let's talk
How many ways?

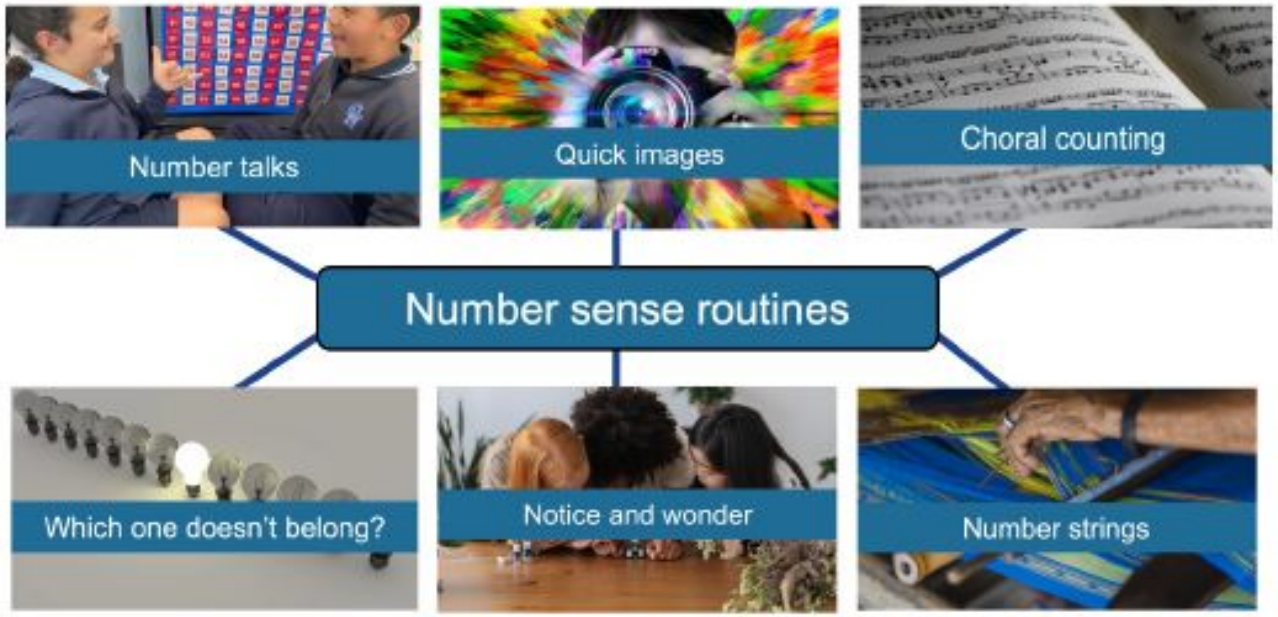
Let's talk 2 5 x 9

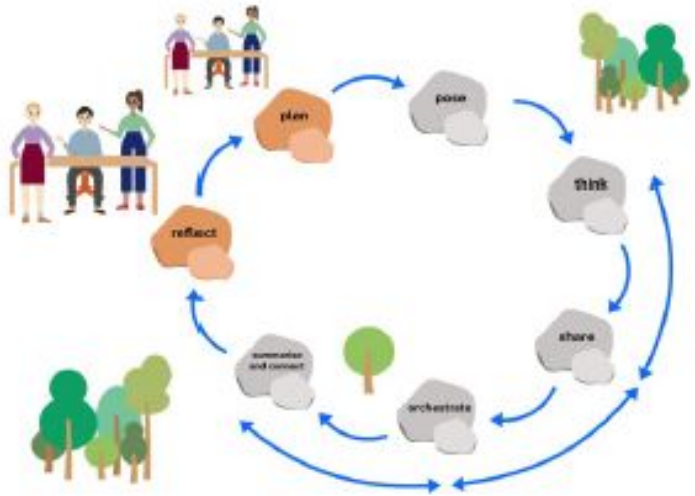
Stage 3

Let's talk
2 3 minus 1 9

Doubling and halving

Let's talk 15 x 9





A routine: A customary course of action

Number talks

A number talk is a purposefully planned, 10-20 minute teaching routine where the class is given a problem to solve mentally before sharing their approaches with their peers as the teacher facilitates meaningful discussion, documents thinking and helps make connections between thinking and to important mathematical ideas.

73 + 38

Can you think of one way to mentally solve 73 + 38?

Can you think of another way?

Can you think of a third way?

Which one doesn't belong?

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'Which one doesn't belong' is designed to build skills in reasoning by attending to properties, attributes and relationships.

9	25
88	16

Take a moment to think of some reasons why each of these numbers could be the one that doesn't belong in the group.

Share your justifications.

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Notice and wonder

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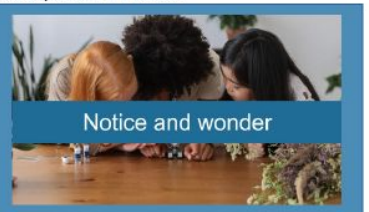
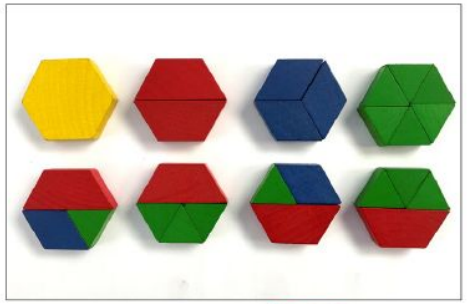


Notice and wonder involves asking students to analyse situations, noticing similarities, differences, relationships patterns, properties, etc. and using those noticings to generate curiosities, conjectures and generalisations.



Jot down 2 or 3 things you notice.

Share your noticings. Did you notice the same things or different things?

What do your noticings make you wonder?

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Number strings

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Number strings involve sharing a 'string' of related problems that are designed to build understanding and confidence in using what is known to solve what is not known, highlighting efficient approaches, deriving facts, exploring properties, relationships and the operations.

helper problems

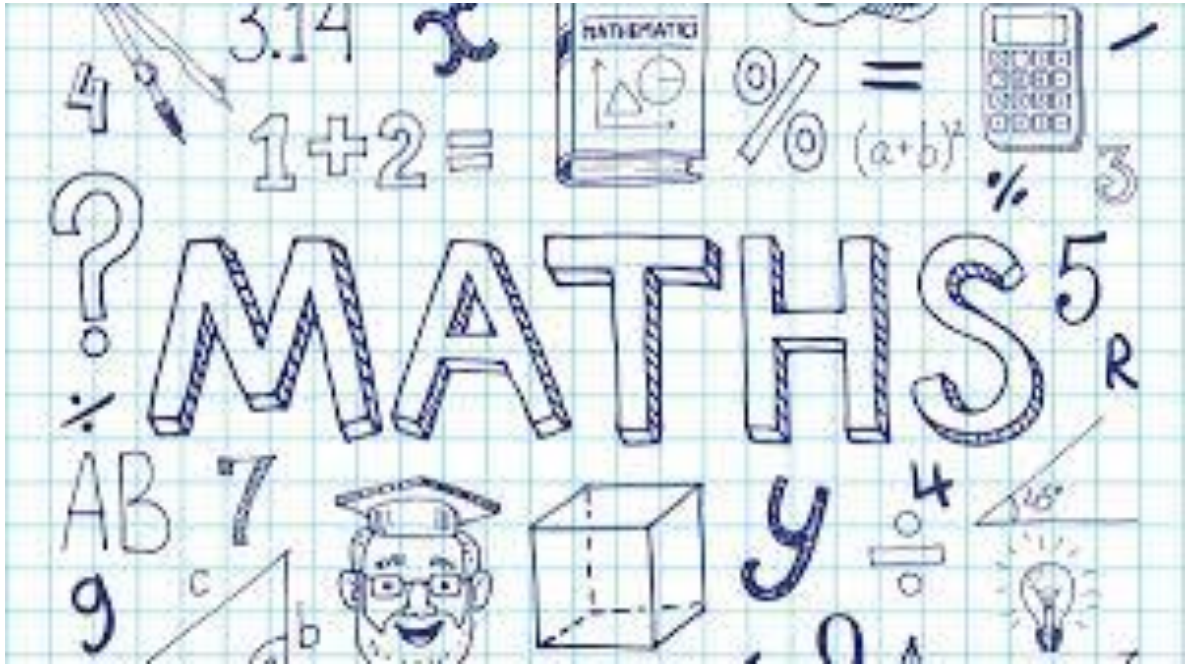
5 tens
5 x 10
50

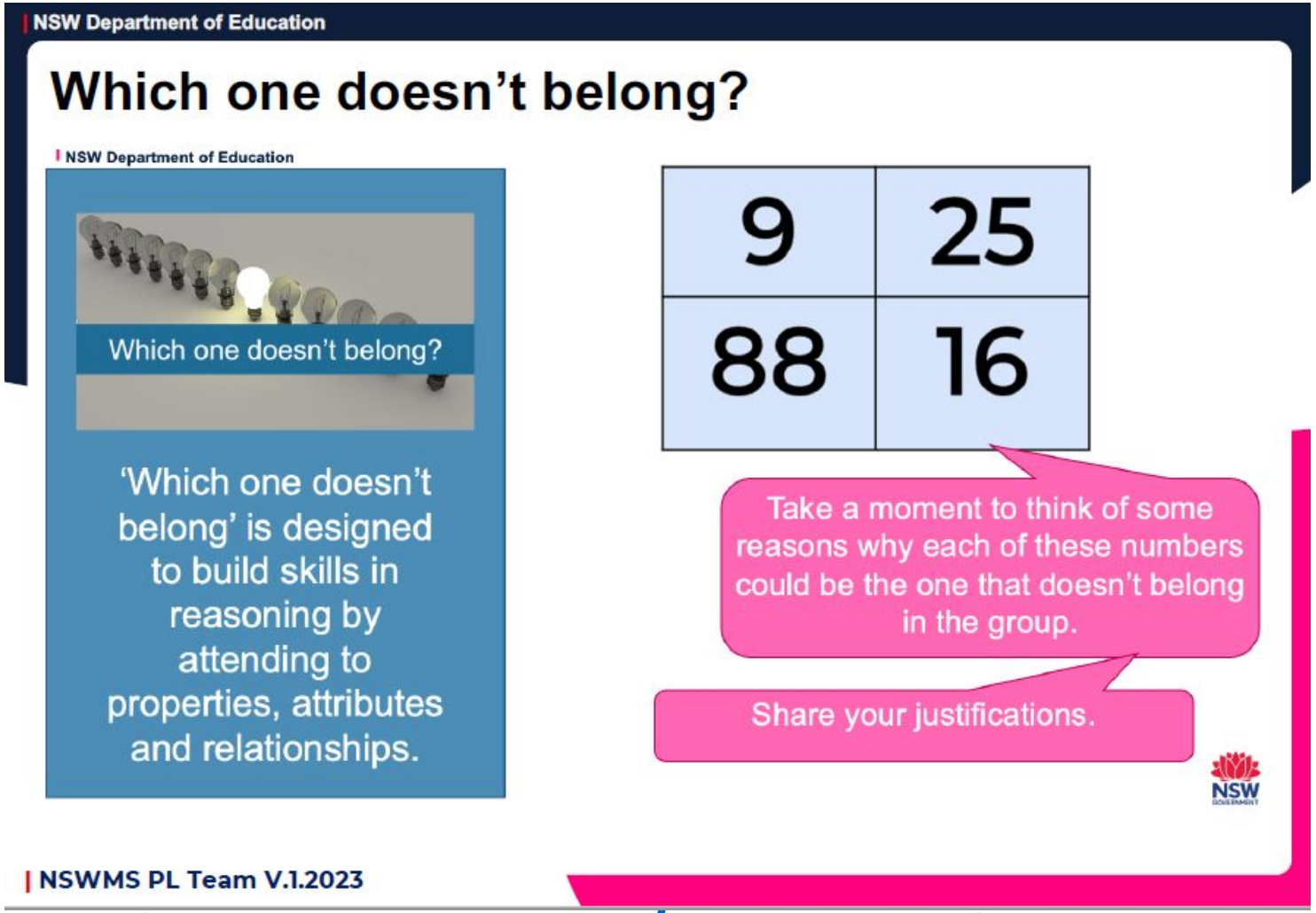
5 fives
5 x 5
25

challenge problem (or clunker)

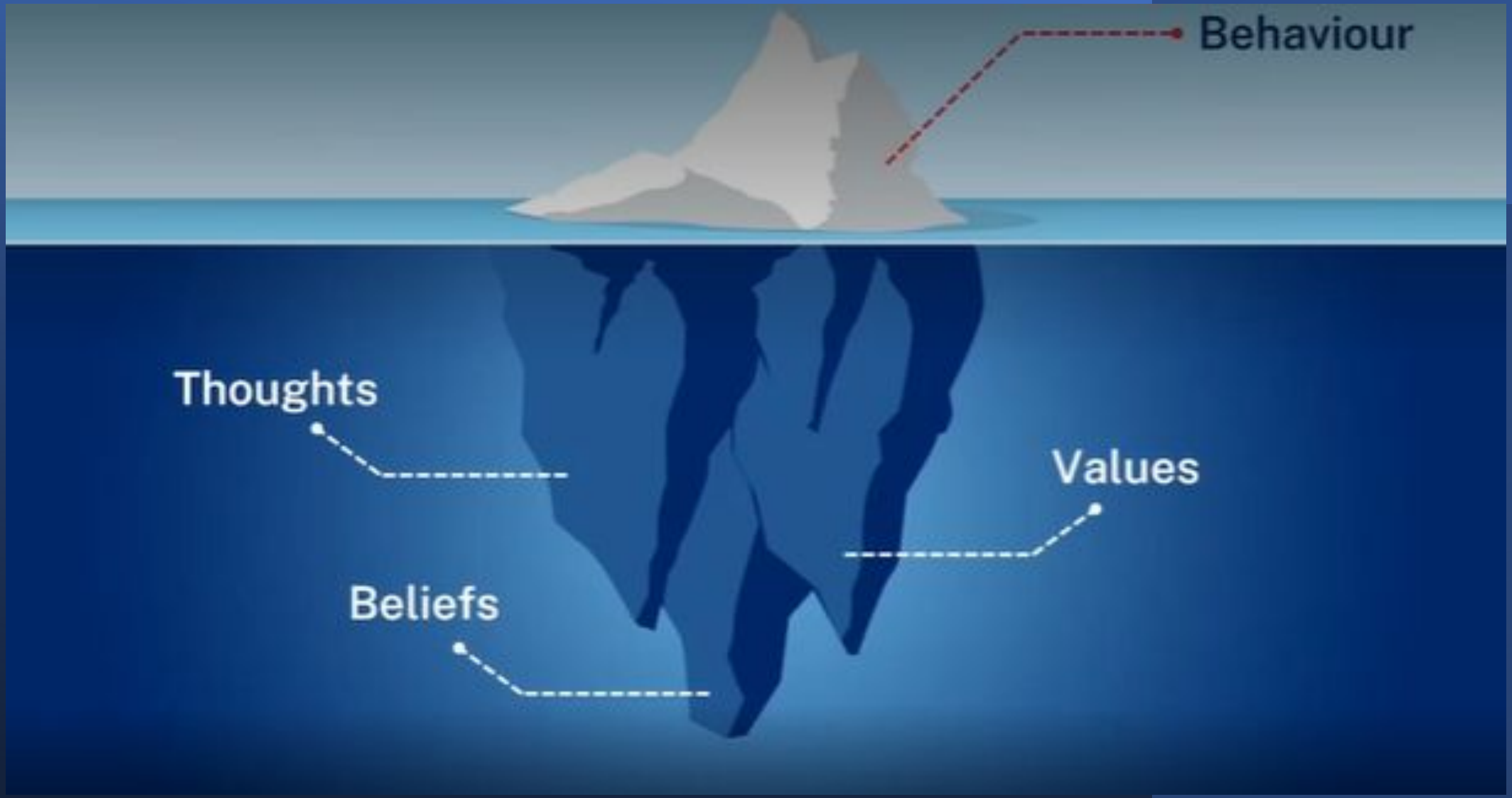
5 fifteens
5 x 15
5 tens + 5 fives

Parent Activity





https://www.openlearning.com/nswmathsstrategypl/coalks-number-sense/2_choose_your_own_adventure/which-one-doesnt-belong/?cl=1


Behaviour
Thoughts
Values
Beliefs

https://www.youcubed.org/resources/solving-ma

Survey Monkey - Feedback