Teaching to Learn, Learning to Teach!

Using data to inform teaching practice in literacy and improve student learning.
Catholic Education in the Diocese of Broken Bay

Total geographic coverage of the Diocese of Broken Bay

2,763 sq kms

44 Schools

36 Primary

8 Secondary

The Diocese is
Leading Learning in Broken Bay

Teaching so that students learn; Valued student outcomes

Quality teaching
Teacher inquiry & knowledge building

DATA
School Improvement Plan (SIP)

School Leadership Team
(School Community & Context)

University of Auckland
Leadership capabilities

- Integrating educational knowledge into practice
- Solving complex problems
- Building relational trust

Leadership dimensions

- Establishing goals and expectations
- Resourcing strategically
- Ensuring quality teaching
- Leading teacher learning and development
- Ensuring an orderly and safe environment

Teacher inquiry and knowledge-building cycle to promote valued student outcomes

- What knowledge and skills do our students need?
- What has been the impact of our changed actions?
- Engage students in new learning experiences
- What knowledge and skills do we as teachers need?
- Deepen professional knowledge and refine skills

Adapted from Robinson, Timperley, Uni of Auckland
What are our students strengths and learning needs?

Focusing Inquiry
What is important (and therefore worth spending time on), given where my students are at?

Learning Inquiry
What happened as a result of the teaching, and what are the implications for future teaching?

Engage students in new learning experiences

Deepen professional knowledge and refine skills

What are our own strengths and learning needs?

What has been the impact of our changed actions?

What are the next steps for learners?

Is there something I need to change?

Teaching Inquiry
What strategies (evidence-based) are most likely to help my students learn this?

Adapted from Aitken, Timperley (Uni of Auckland)
What changes?

• A shift of focus from what the adults do – to what the students learn - through inquiry
• School Improvement Plans (SIPs) used as tools for improvement in student achievement. SIP quality criteria encourage school self evaluation
• Common language developed – goals, targets (student-focused), improvement strategies (adult-focused)
• Focus on pedagogical leadership of formal leaders in the school.
Sea change 1:
What knowledge and skills do our students need?

Analysis of student data allows teachers to identify areas requiring further teaching and learning opportunities.

Assessment – ‘Fit for Purpose’ assessment
Literacy related data to monitor student achievement
- Reading levels according to reading recovery levelling
  - Observation Survey data – Yr 1 students
    - PAT R
  - Plotting students on the literacy continuum
    - NAPLAN
Sea change 2: What knowledge and skills do we as teachers need?

Teachers are encouraged to inquire about student needs and to reflect on their own learning needs in order to assist student achievement.

Teacher professional learning often has a direct impact upon student achievement. ‘Fit for Purpose Professional Learning’. Expert support provided for teachers to reflect, review and refine practice. Professional Learning opportunities planned using the Gradual Release of Responsibility model using ‘expert knowledge’.
Sea change 3: What has been the impact of our changed actions?

Has the teaching been effective?

Has student achievement improved as a result of inquiry and practice? The inquiry is part of collective professional agency and does not sit with the teacher alone. It is a collaborative process that may involve leadership, regional expertise and teachers.

Has teacher knowledge and pedagogy been enhanced as a result of an inquiry into student needs?

Has teaching practice had a direct impact upon student learning and achievement?

On-going gathering of data
Data analysed
Goals and targets set
Next step teaching planned
A Literacy Statement
for the Broken Bay Diocesan School System

A Literacy Statement for the Broken Bay Diocesan School System provides guidance for principals, teachers and Catholic Schools Office personnel in the development, evaluation and revision of literacy initiatives.

"I have come that they may have life, and have it to the full." (John 10:10)
FOUNDATIONAL BELIEFS

Throughout the Diocesan school system these foundational beliefs underpin our literacy work.

- It is a fundamental right of all students to be literate
- All students can achieve high standards given the right time, support and opportunity
- High expectations and early and ongoing intervention are essential
- All teachers can teach to high standards given the right assistance
- Teachers need to be able to articulate what they do and why they teach the way they do

(Adapted from Hill and Crevola, 1997)
English Block Guide Lines

Assessment and Feedback

- Shared Text
  - spoken  print  visual  media  multimedia  digital
  -Explicit Teaching
    - Task Board
  - Small group Instruction (2 groups led by the teacher)
  - Interdependent/Independent Tasks

Speaking and Listening

- Plenary: 5-10 mins
  (Time for further explicit teaching)
- Modelled writing and representing
  - Small group instruction
  - Interdependent/Independent Writing and representing
  - 20-30 mins
- Plenary: 5-10 mins
- Modelled reading
High Yield Strategies

- Collaborative Analysis of Student Learning (CASL)
- Practice Analysis Conversations
- Co-teaching
- Open to Learning Conversations
- Instructional Walks & Talks
- Data Walls and conversations
Assessment “For” and “As” Learning

1. Learning Goals/Intentions
2. Success Criteria
3. Descriptive Feedback
4. Peer- and Self-Assessment
5. Individual Goal Setting

Ongoing Data Collection Used to Inform Instruction for Each Student

“Good to Great to Innovate” 2015 - Lyn Sharratt & Gale Harild
Spiral of Inquiry
A framework for transforming learning in schools

..the focus is on high quality and high equity for every learner, regardless of their starting point

..... central argument is that innovation floats on a sea of inquiry and curiosity is a driver for change.

Seminar Series 234
A framework for transforming learning in schools: Innovation and the spiral of inquiry
Helen Timperley, Linda Kaser and Judy Halbert 2014
What's going on for our learners?
How do we know?
Why does this matter?

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Source: Seminar Series 234
A framework for transforming learning in schools:
Innovation and the spiral of inquiry
Helen Timperley, Linda Kaser and Judy Halbert 2014
Two key questions

What’s going on for our learners?

How do we know?
Case study school
What’s going on for our learners?
How do we know?

**Reading**: on-going trend showing high number of students below expected levels.

**Observation Survey**: high number of students requiring this assessment (in 2013, approx. 1/3 of all students entering Yr 1)

**Reading levels K-6**: high number of students below expected levels

**NAPLAN results**: results lower than system average
What’s going on for our learners?
Instructional Walks and Talks

Questions for students
• What are you learning?
• How are you going?
• How do you know?
• Where can you get help?
• How can you improve?

Evidence based best practice
• Learning Intentions
  ‘I’m doing’ v ‘I’m learning’
• Success Criteria
  ‘good’ v ‘good because’
• Scaffolds, word walls, grouping (seating, similar needs)
• Descriptive feedback
FOCUSING

What does our focus need to be?
What is leading to this situation?
LEARNING

How and where can we learn more about what to do?
How and where can we learn more about what to do?

System level
• Best evidence practice – Lyn Sharratt, David Hornsby, Auckland Uni, NSW CEC
• Education Officers with literacy expertise to mentor, model, co-coach, co-teach at all levels of the school (leadership, classroom teachers and literacy coaches).
• Appointment of designated literacy coaches.

School level
• PL plan aligned to SIP to increase ‘first wave’ instruction.
• Recommend school wide practices – diocesan English block, inquiring and building knowledge and practice in each component.
• High yield strategies (modelling, co-teaching, CASL meetings).
• Develop a school culture that is reflective, has high expectations, sets targets and ensures best use of resources both human and non-human.
THE CO-COACHING CYCLE
Based on GALLAGHER AND PEARSON’S GRADUAL RELEASE OF RESPONSIBILITY MODEL

Literacy Coach & Ed Officer dialogue. Ed Officer models

Literacy Coach & Ed Officer, co-debrief & co-plan

Literacy Coach teaches

Literacy Coach & Ed Officer co-teach
1. **Co-Planning**
   - Find time to plan, teach with video, debrief and reflect with trusted colleague
   - Begin with curriculum expectations, Learning Goal, draft Success Criteria to co-construct with students
   - Plan before during and after lesson; think about timing, flow and pace
   - Use research-based, high-yield instructional strategies differentiated based on student need
   - Discuss Collaborative Inquiry focus for the teaching based on assessment for learning data (what do you want to improve about your practice?)

2. **Co-Teaching**
   - Work side-by-side in classroom
   - Co-Facilitate classroom discussion
   - Focus on students’ thinking
   - Monitor students’ engagement
   - Change pace and flow if needed
   - Ask “How do you know all students’ are achieving?”

3. **Co-Debriefing**
   - Examine video clips to look/listen for student voice, questions/responses and higher-order thinking
   - Examine teaching questions and prompts used
   - Consider if taught, learned and assessed curriculum were aligned
   - Discuss joint teaching, thinking about what worked, didn’t work, what to do differently
   - Evaluate Collaborative Inquiry focus for improved practice

4. **Co-Reflecting**
   - Engage with co-teaching partner in candid, open, honest dialogue about their teaching and learning
   - Identify and understand changes needed in practice and beliefs to become consciously skilled
   - Plan next steps for student and teacher learning based on formative assessment – working from where ALL students are in their learning

Source: Lyn Sharratt
Examples of PL at *our* school, in *our* classrooms.

- **Staff Meetings**
  - High Yield Strategies
  - NAPLAN Analysis
  - Spelling
  - Instructional Walks and Talks show evidence of teachers using learning intentions and success criteria. Greater impact when used in conjunction with modelling.

- **CASL Meetings**
  - Student work samples (data) in follow up meetings has demonstrated student achievement following a change in practice.

- **Modelling/Coaching**
  - With the use of modelling, teachers have the opportunity to see the impact of evidence based best practice on their students.

- **Co-Teaching**
  - This collaborative strategy allows for a problem solving approach through inquiry.

- **Parent Workshops**
  - Parents have the opportunity for deeper understanding and also develop practical ways to support their child’s learning.
What will we do differently?
Have we made enough of a difference?
Year 1 Reading level data
Below diocesan minimum standards
K-2 2014
End of Year at Risk Students

• Students at risk of not achieving reading benchmark at November 2011 K-2 – 2011 - 83 students from 232 students

• Students at risk of not achieving reading benchmark at November 2012 K-2- 2012 - 24 students from 232 students

• Students at risk of not achieving reading benchmark at November 2013 K-2- 2013 - 29 students from 232 students

• Students at risk of not achieving reading benchmark at November 2014 K-2- 2014 - 15 students from 232 students
<table>
<thead>
<tr>
<th>Sum of March 2013</th>
<th>Sum of March 2013 Year 1 Level 7 or below</th>
<th>Sum of March 2013 % of Cohort Level 7 and below</th>
<th>Sum of November 2013</th>
<th>Sum of November 2013 Year 1 Level 7 or below</th>
<th>Sum of November 2013 % of Cohort Level 7 and below</th>
<th>Sum of March 2014</th>
<th>Sum of March 2014 Year 1 Level 7 or below</th>
<th>Sum of March 2014 % of Cohort Level 7 and below</th>
<th>Sum of November 2014</th>
<th>Sum of November 2014 Year 1 Level 7 or below</th>
<th>Sum of November 2014 % of Cohort Level 7 and below</th>
<th>Sum of March 2015</th>
<th>Sum of March 2015 Year 1 Level 7 or below</th>
<th>Sum of March 2015 % of Cohort Level 7 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
<td>Number of Students in Ob Survey</td>
</tr>
</tbody>
</table>
What works best:

Evidence based practices to help improve NSW student performance

Effective practices in literacy and numeracy


NSW Department of Education and Communities