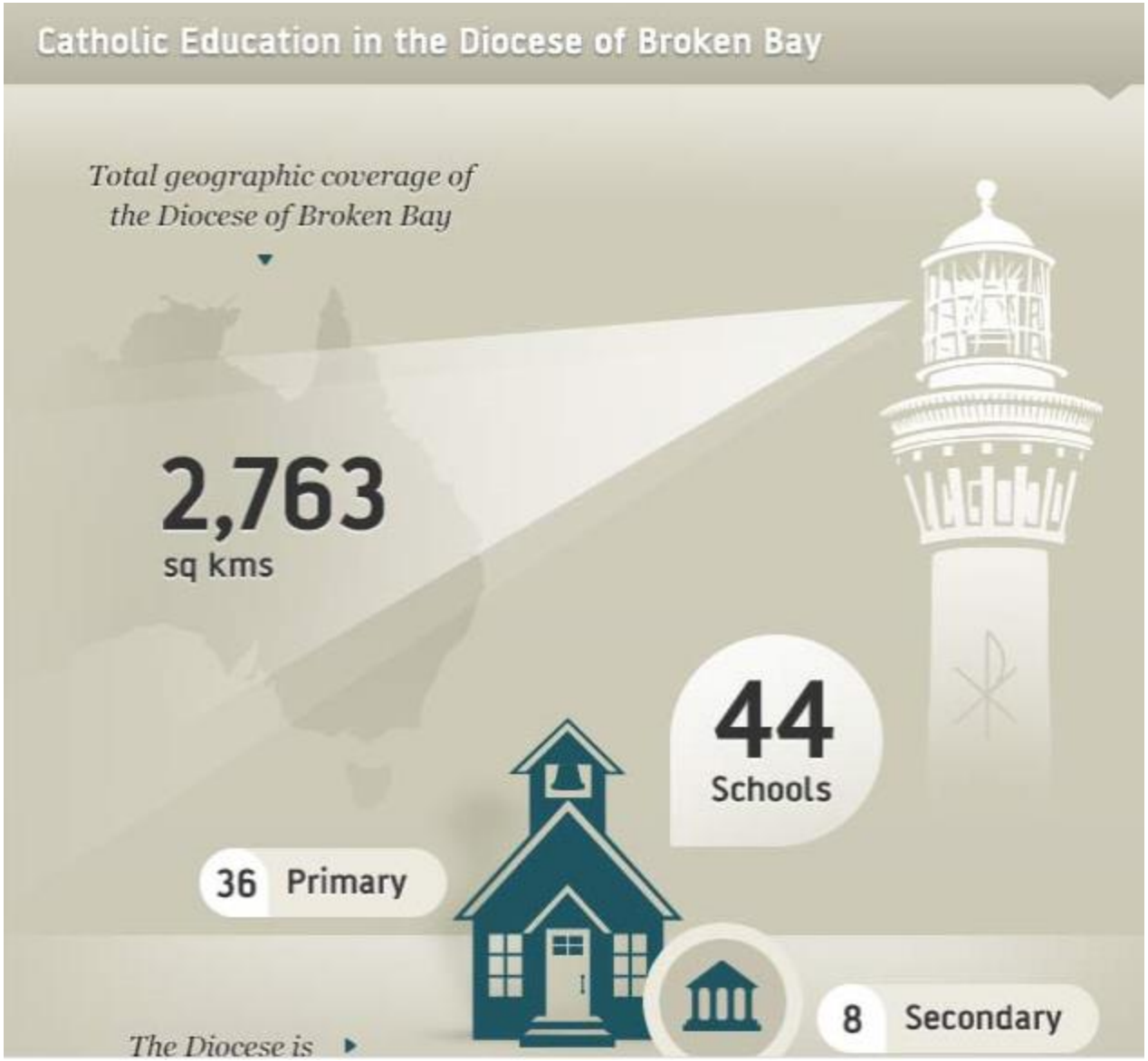
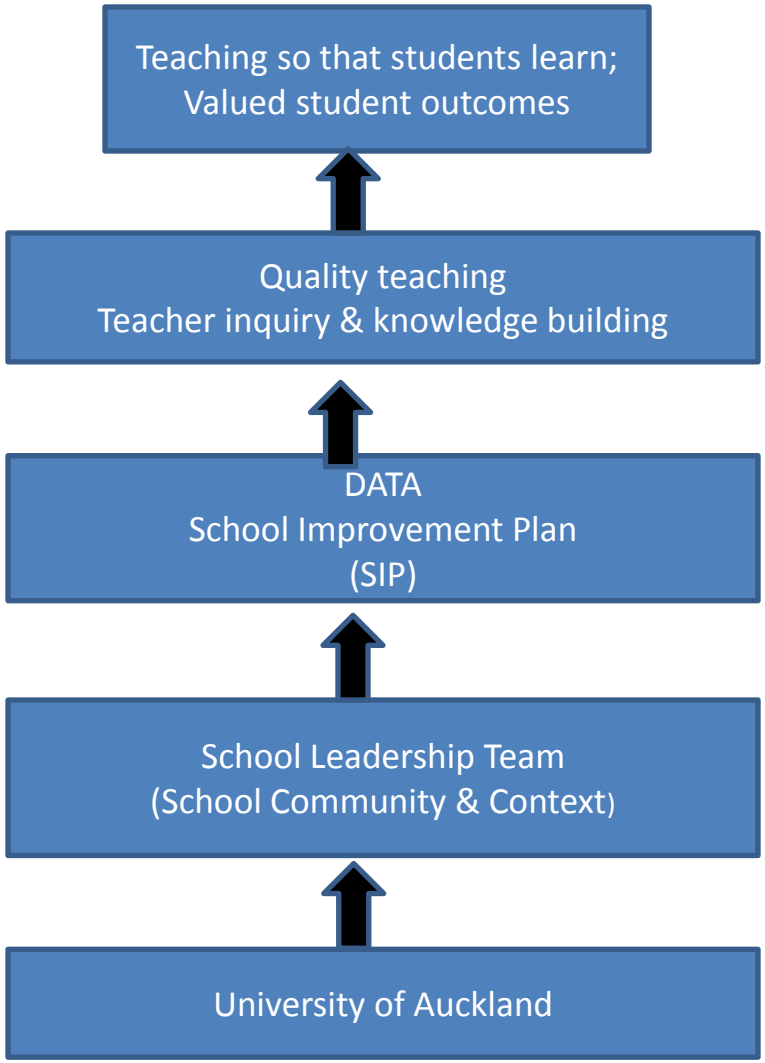
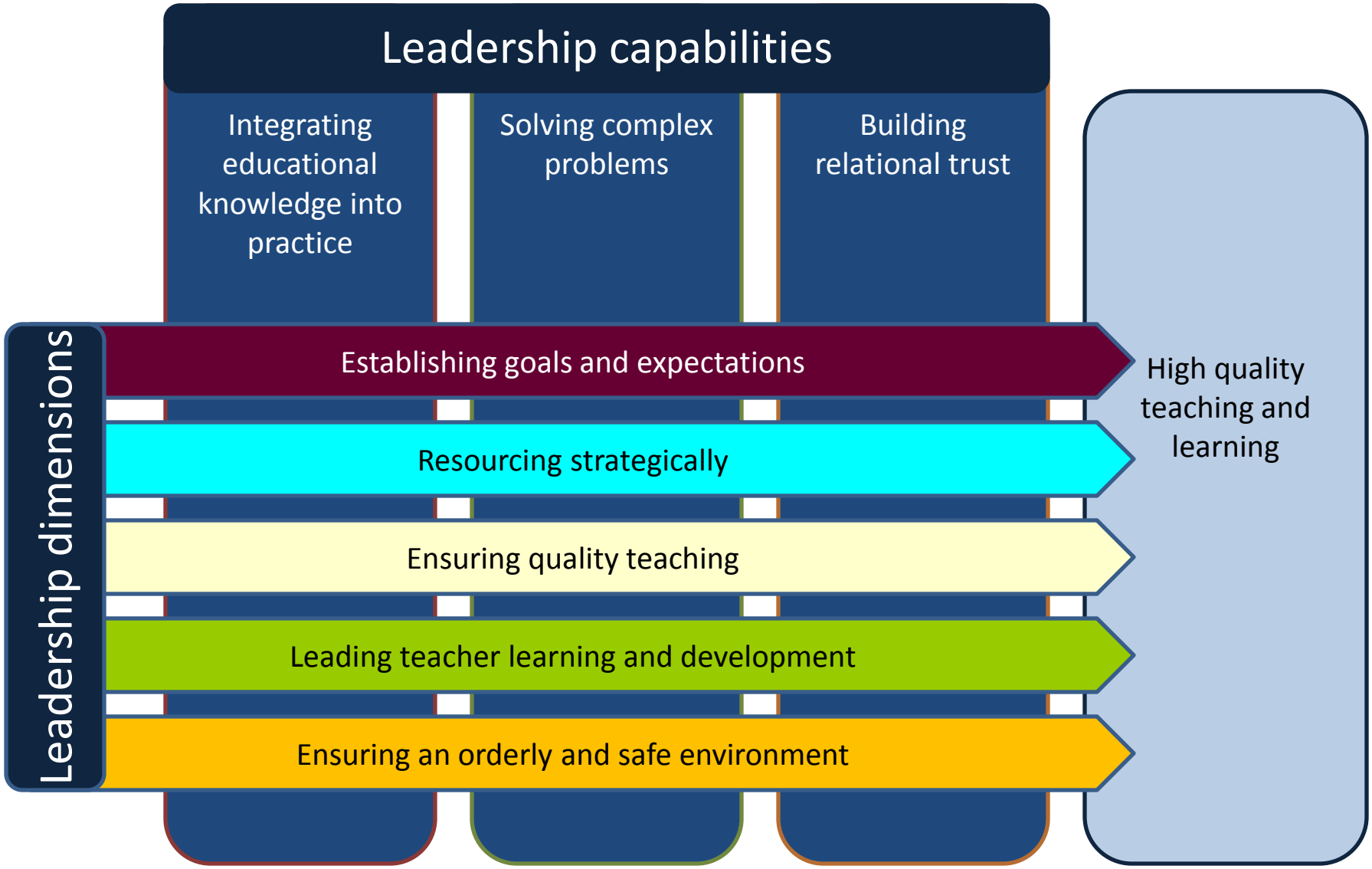
Teaching to Learn, Learning to Teach!

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

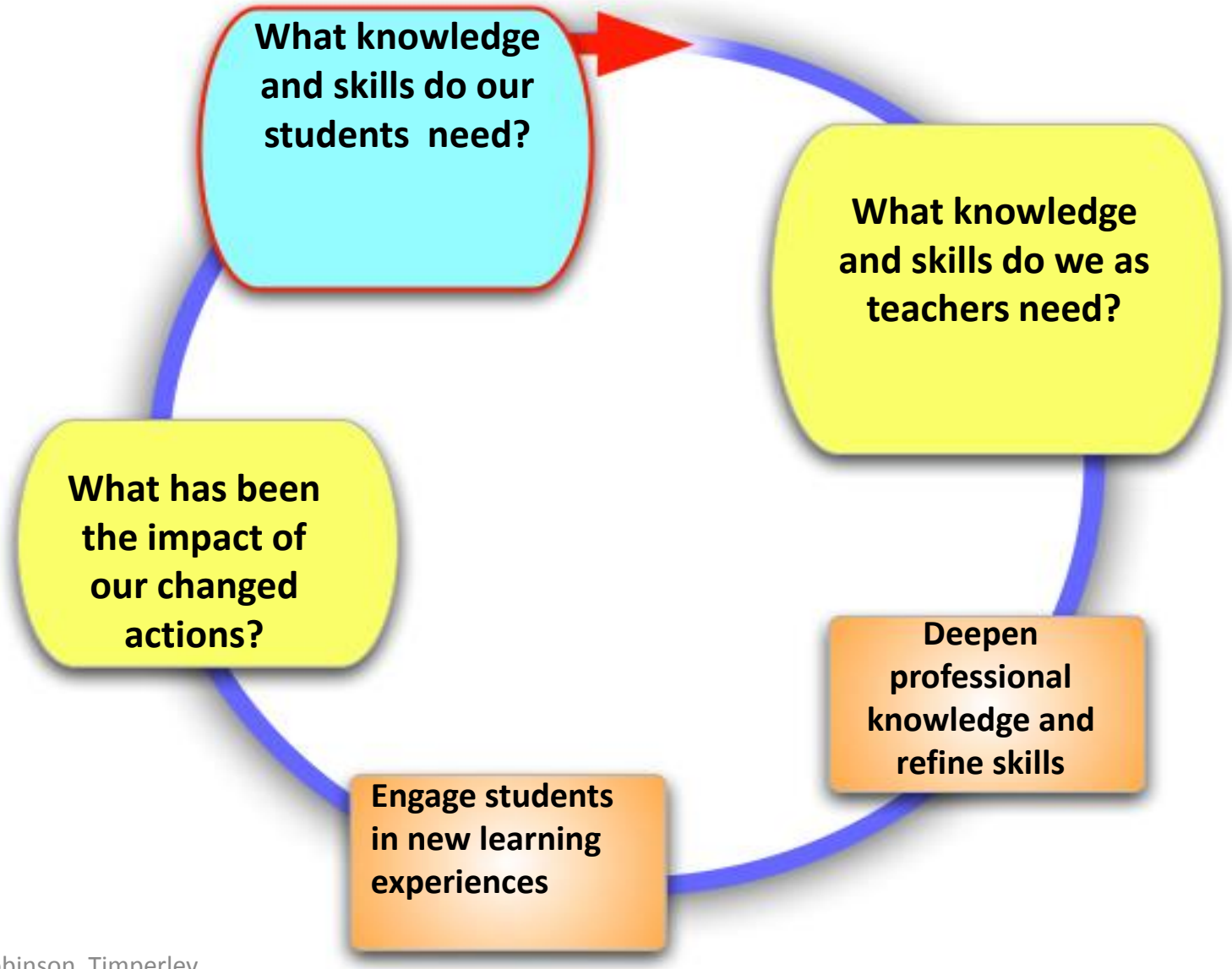
Leading Learning in Broken Bay





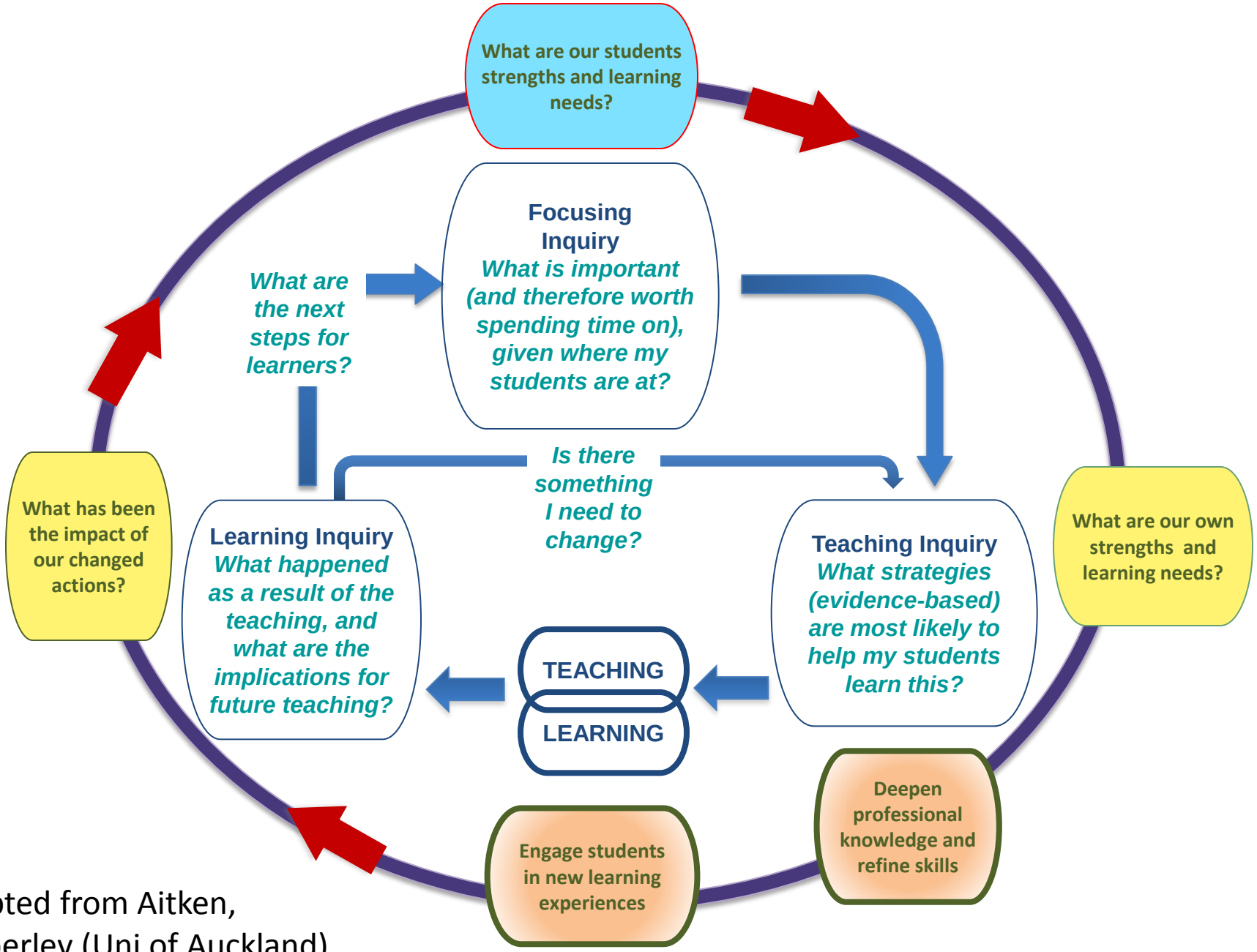
Source: Robinson, V.M.J., Hohepa, M., & Lloyd, C. (2009) School leadership and student outcomes: Identifying what works and why. Wellington: Ministry of Education

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



Adapted from Robinson, Timperley
Uni of Auckland

TEACHING as INQUIRY



Adapted from Aitken, Timperley (Uni of Auckland)

Sea
Change

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?

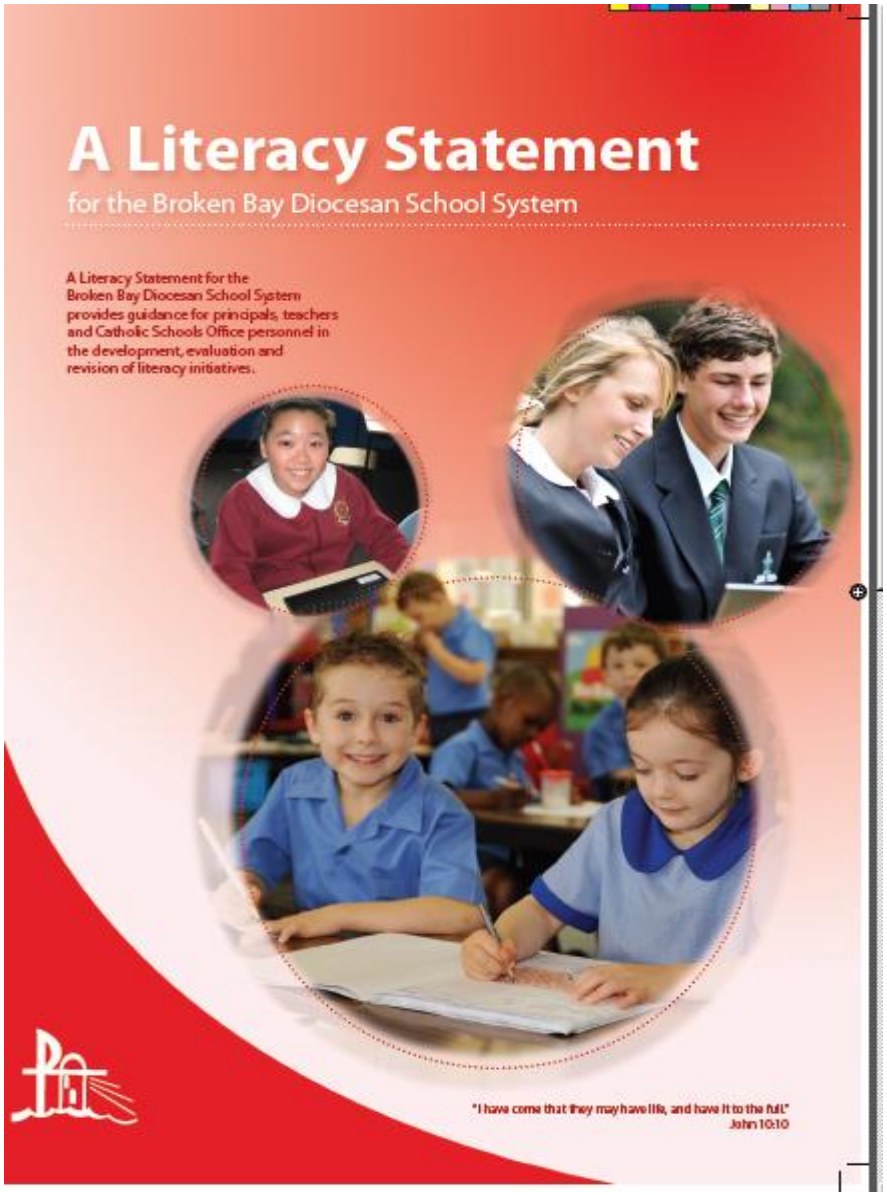
Has the teaching been effective?

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

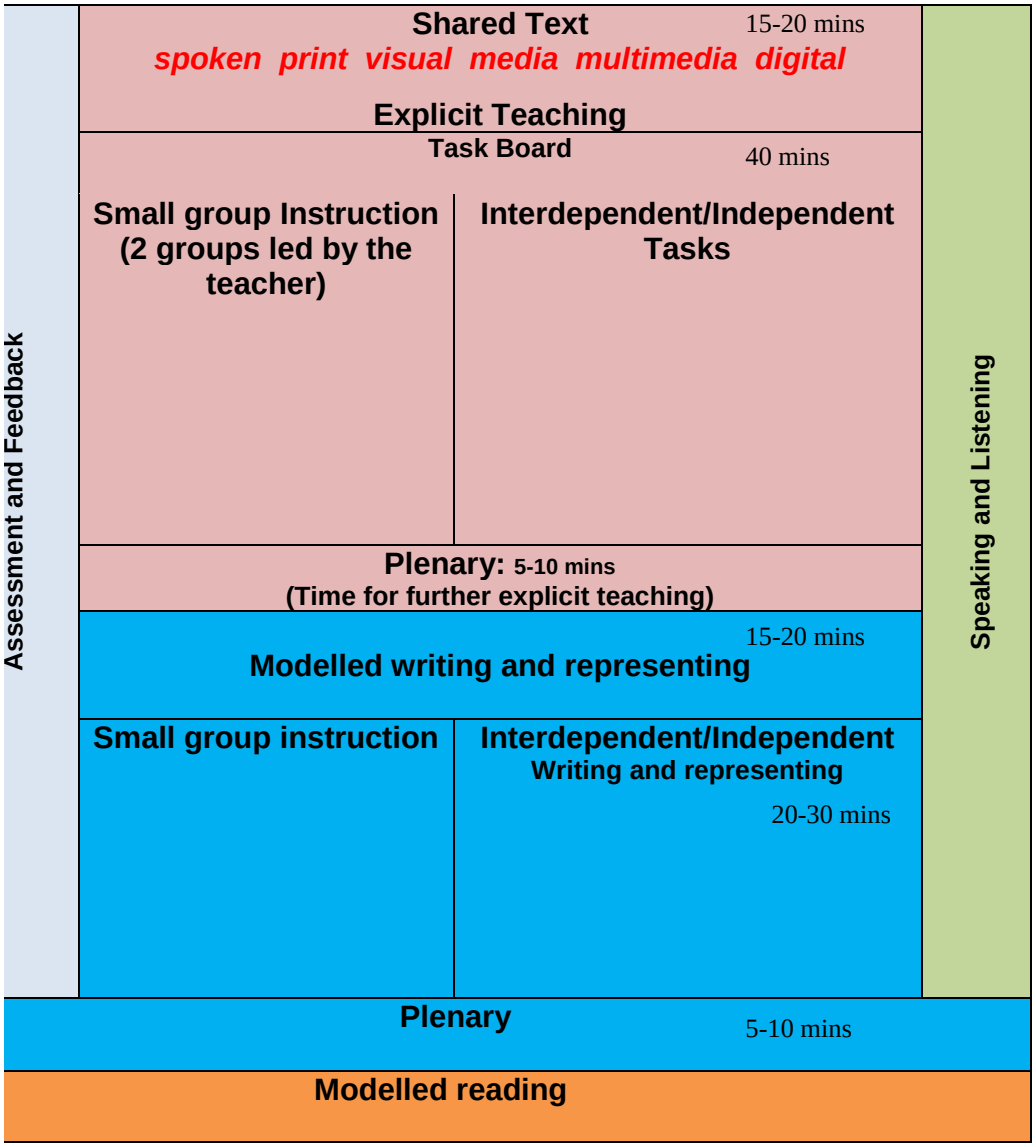
FOUNDATIONAL BELIEFS

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

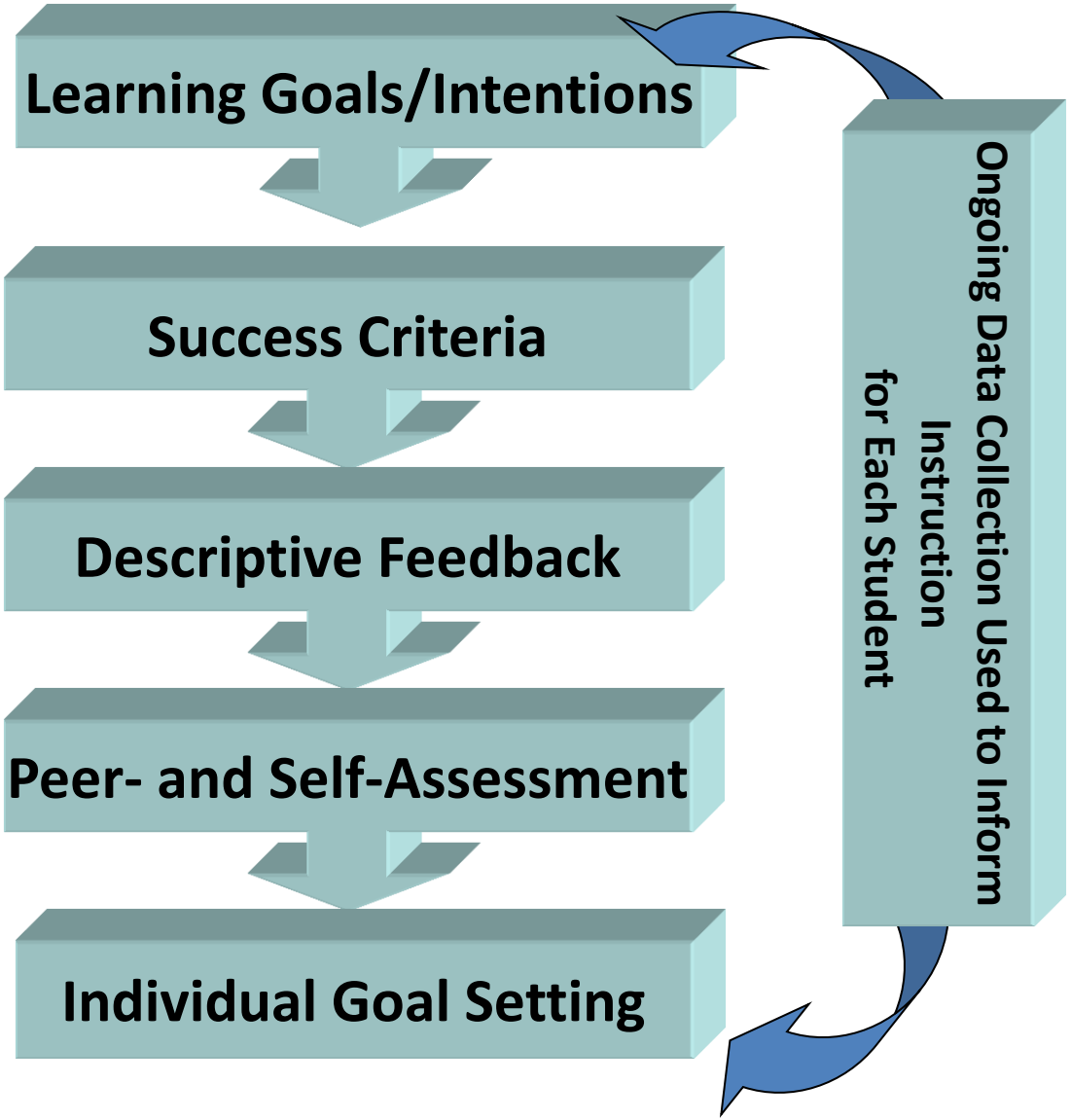
(Adapted from Hill and Crevola, 1997)

English Block Guide Lines



Collaborative Analysis of Student Learning (CASL)
Practice Analysis Conversations
Instructional Walks & Talks
High Yield Strategies
Data Walls and conversations
Co-teaching
Open to Learning Conversations

Assessment “For” and “As” Learning



“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?

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.

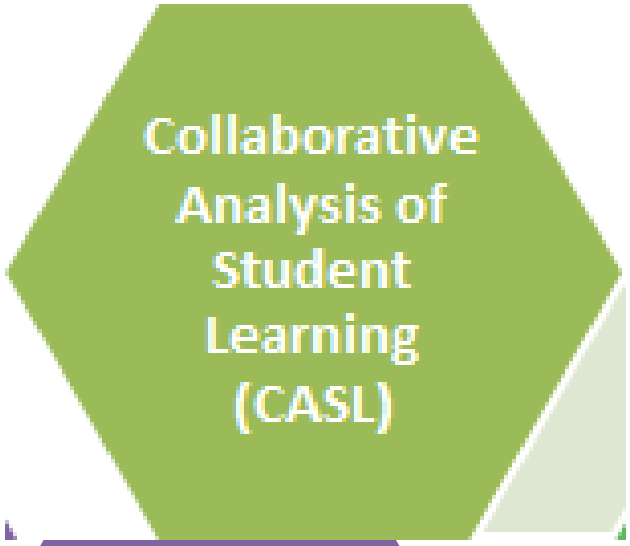
Observation Survey: high number of students requiring this assessment (in 2013, approx. 1/3 of all students entering Yr 1)

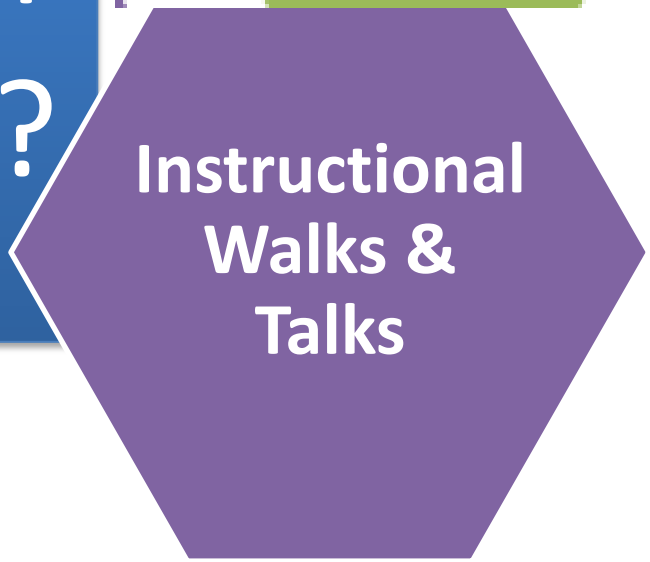
Reading levels K-6: high number of students below expected levels

NAPLAN results: results lower than system average

SCANNING

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

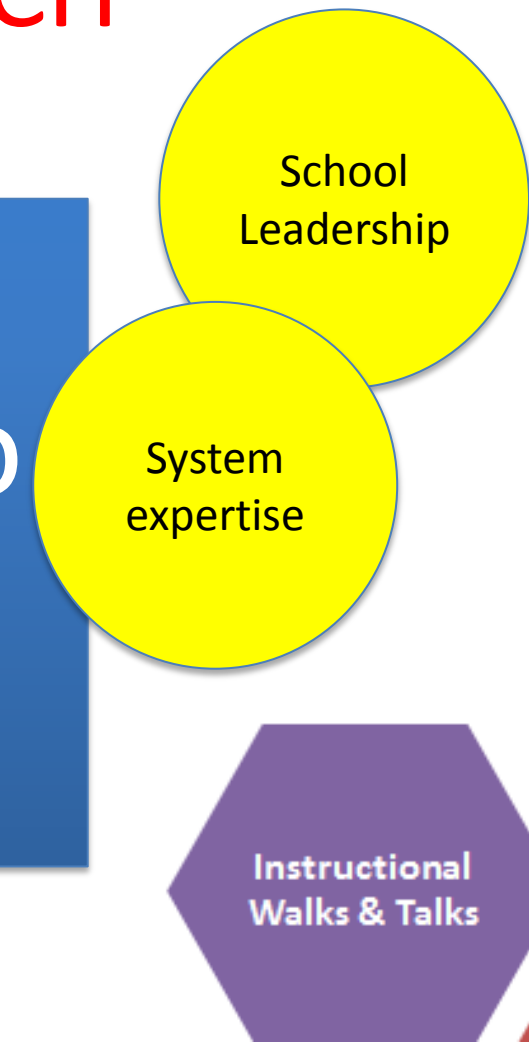
  'good' v 'good because'
- Scaffolds, word walls, grouping (seating, similar needs)
- Descriptive feedback

FOCUSING

What does our focus need to be?

DEVELOPING A HUNCH

- 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?

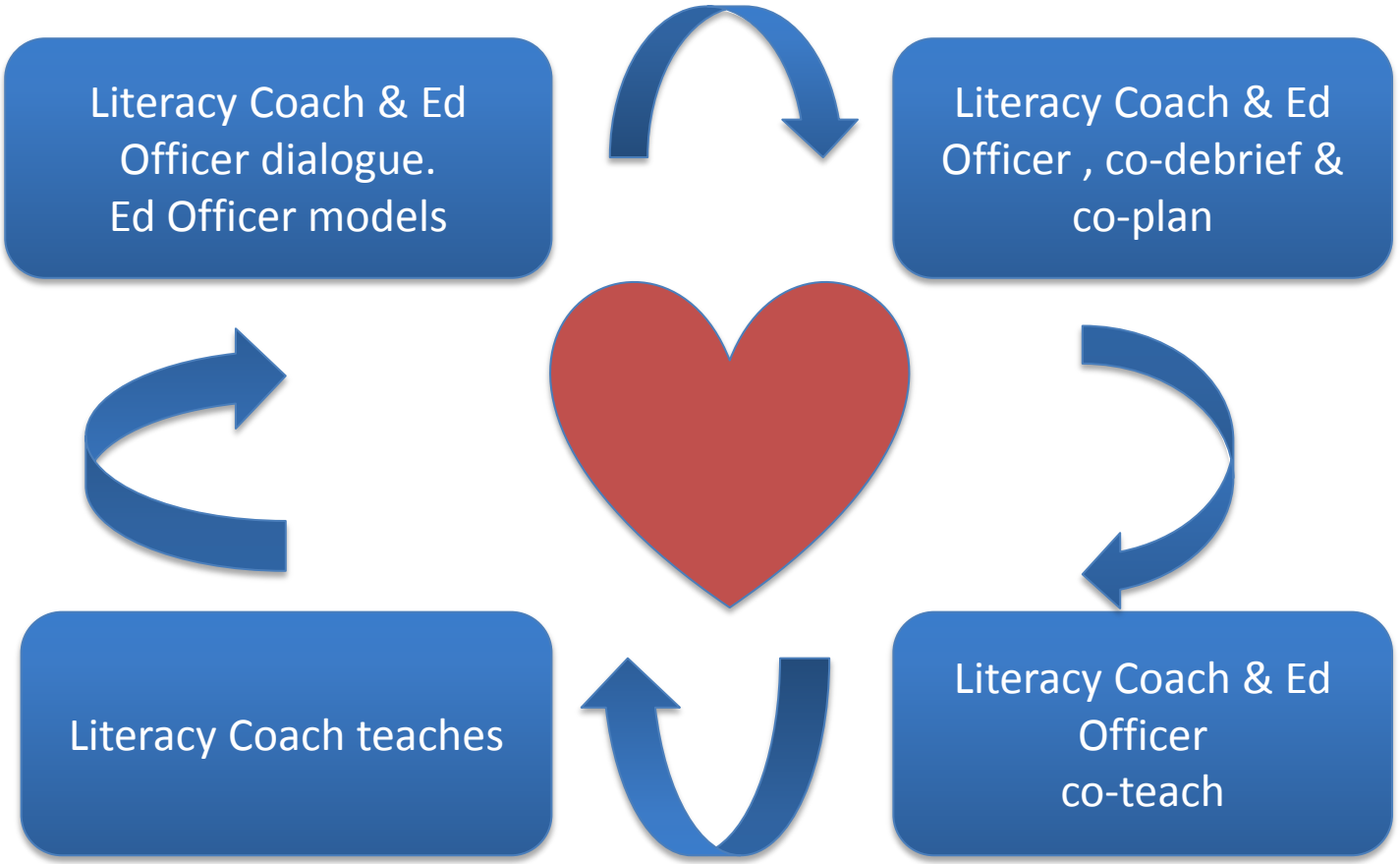
System level

- 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



THE CO-TEACHING CYCLE

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
- **CASL Meetings**
- **Modelling/Coaching**
- **Co-Teaching**
- **Parent Workshops**

- Instructional Walks and Talks show evidence of teachers using learning intentions and success criteria. Greater impact when used in conjunction with modelling.
- Student work samples (data) in follow up meetings has demonstrated student achievement following a change in practice.
- With the use of modelling, teachers have the opportunity to see the impact of evidence based best practice on their students.
- This collaborative strategy allows for a problem solving approach through inquiry.
- Parents have the opportunity for deeper understanding and also develop practical ways to support their child's learning.

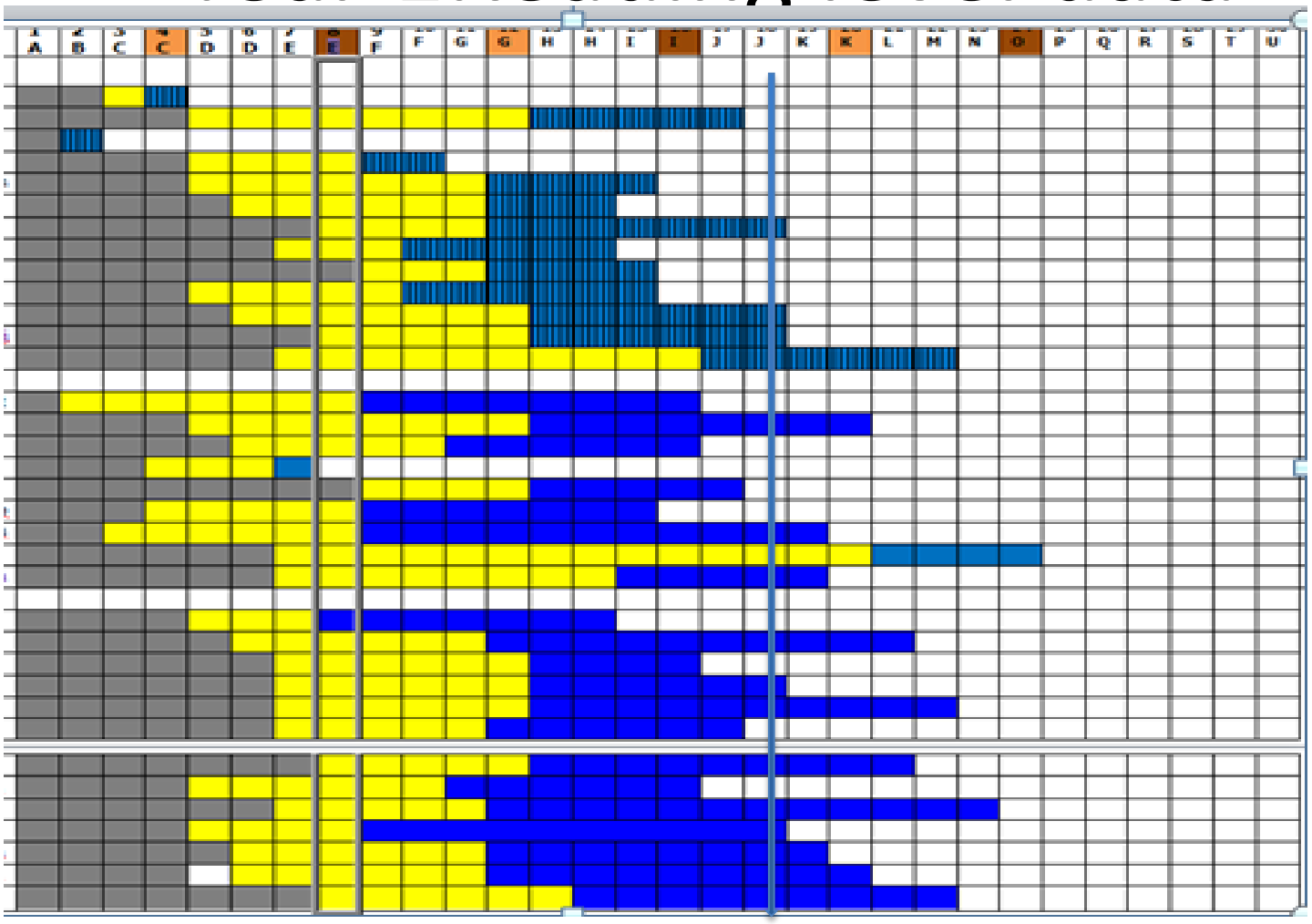
TAKING ACTION

What will we do differently?

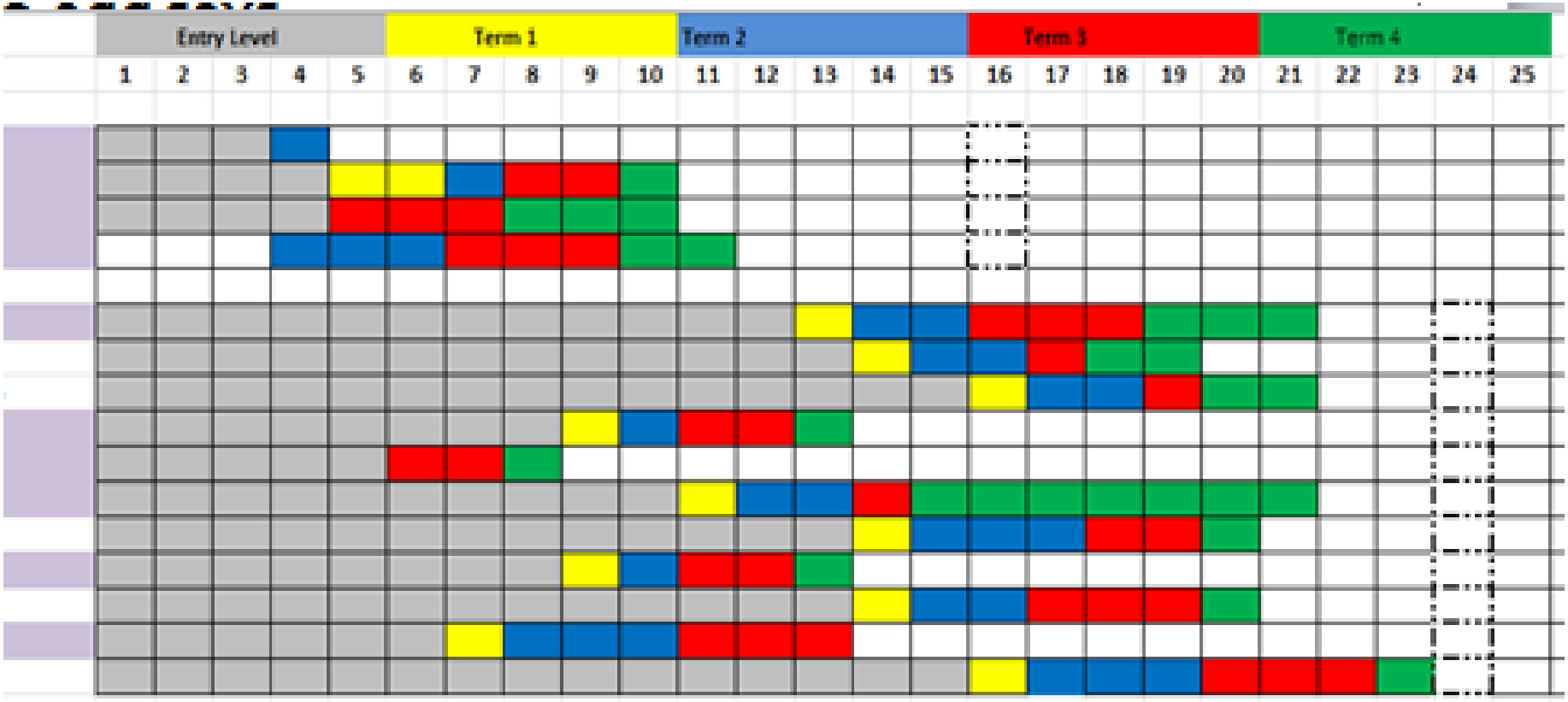
CHECKING

Have we made enough of a difference?

Year 1Reading level data



Below diocesan minimum standards K-2 2014



End of Year at Risk Students

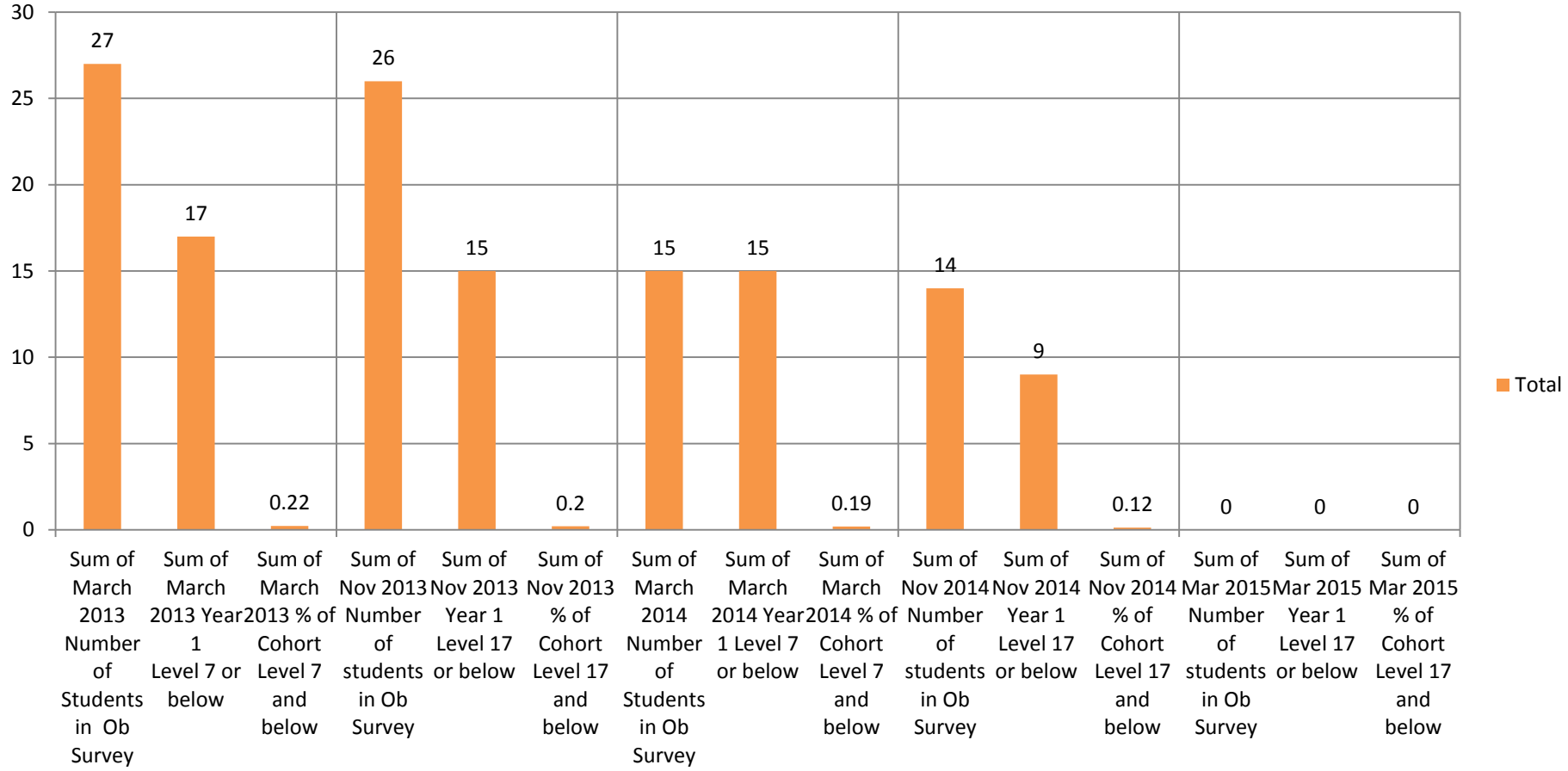
- Students at risk of not achieving reading benchmark at November 2011
  K-2 – 2011 - 83 students from 232 students

- 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

Case study school
Mar 2013 cohort: 76
Nov 2013 cohort: 75
Mar 2014 cohort: 77
Nov 2014 cohort: 76
Mar 2015 cohort: 67



What works best:

Evidence based practices to help improve NSW student performance

Effective practices in literacy and numeracy

http://www.cese.nsw.gov.au/EffectivePractices

NSW Department of Education and Communities