draft templates for...

- Learning Intentions and Success Criteria
- NGPS Instructional Model
- NGPS Planning Model
- NGPS Planning templates
summarise for your team in 5-15 words...
The Science of That Dress - YouTube
https://www.youtube.com/watch?v=jexmHNOzHg
pair share...

how is this video an analogy about the idea of teachers planning together
pair share square...

how is this video an analogy about the idea of teachers planning together
stage of teacher growth could be a bias in your team

‘The other thing I work with schools [on] is, I say that there are three stages of teachers' growth. Firstly: getting the delivery right. Secondly: lifting the expectations as you’ve now got high performing delivery. And finally: refining delivery so you’re constantly looking at ‘How can I improve the kids?’ So that’s their journey and that probably is similar to a school journey – get the delivery right and then lift the expectations. Don’t just keep teaching what you’ve always taught, lift the expectations and then refine that over time.’

John Fleming
identify to your team which stage you are at and **explain why**…
so, why...?

• Learning Intentions and Success Criteria

• NGPS Instructional Model

• NGPS Planning Model

• NGPS Planning templates
so, why...?

variability within schools is higher than between schools

Hattie...
Visible Learning Meta Analyses
Visible Learning Literacy
Visible Learning Mathematics

Insight Assess Portal

Muffy Hand
FOREWORD by Sir Michael Barber

INTRODUCTION

1. WASTED GOOD INTENTIONS
2. THE FUNDAMENTAL PROBLEM
3. GETTING THE STRATEGY RIGHT
   Achievement standards
   The ‘tail’ and ‘narrowing the gap’
   Flatlining
4. THE POLITICS OF DISTRACTION
   Distraction 1: Appease the parents
   Distraction 2: Fix the infrastructure
   Distraction 3: Fix the students
   Distraction 4: Fix the schools
   Distraction 5: Fix the teachers
5. SUMMING UP THE DISTRACTORS

REFERENCES
In subjects such as arts, music and physical education (where there is a history of fewer standardised measures calibrated over time), it is worth conducting standards-setting sessions with teachers as this can lead to decisions about expected yearly growth. For example, teachers could be asked to bring two anonymous pieces of student work showing growth over three-plus months. They would then be asked to place the work along a curriculum-year line and have a robust discussion about progress based on the teachers’ judgements of growth and whether this progress is sufficient. This can lead to healthy debates about what it means to be good at – and the development of a common conception of progress among teachers.

Indeed, this development of a common conception of progress is the key to accelerating progress. When teachers have different conceptions or expectations about what ‘challenge’ in the curriculum means, this can some years of disasters be moderated was introduced, samples for all units of work (a of why a piece of work was rather than Merit, Merit rather and so on).

Now, despite the remarkable the country, it is possible that secondary school in New Ze is confidence in the compa teachers evaluate challenge and there has been a steady percentage of students attai nition. This is a major credit to 1 leaders’ and system professio commitment to work togeth important issue.

In the past few years, Ne undertaken a similar shake-up school years. The premise of the day-to-day decisions te:
Direct instruction
Teacher Clarity
Teacher student relationships
Classroom discussion
Vocabulary programs
Problem Solving teaching
Spaced versus Mass practice

Surface, Deep and Transfer Learning

But not smaller class size or inquiry!
pair share…

why do you think lower class size has a positive, but lower effect size?
pair share square...

why do you think lower class size has a positive, but lower effect size?
pair share...

why do you think inquiry has a lower effect size?
pair share square...

why do you think inquiry has a lower effect size?
Let's look at Learning Intentions and Success Criteria

*teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence* - Hattie p19 Visible Learning for Teachers 2012

**How to write your Learning Intentions and Success Criteria**

**Learning intention:**
- Will explicitly describe what the learner will know, understand, or be able to do
- Usually for that lesson, but can be for a series of lessons that make up a Unit of Work
- It does not describe the task, but explains the learning
- It needs to be manageable and focus on the most important aspect for that session

**Success Criteria:**
- Can often be designed with students
- It explains how the achievement of the learning intention will be judged
- Two to three should be enough
- It provides evidence of achievement for the teacher and the student

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**Learning Intention:**
- We will understand that data can be shown on a picture graph

**Success criteria:**
- I can use tally marks accurately
- I can count how many
- I can draw a picture to show how many

**Investigation/Task:**
After reading and discussing the book *Tally O'Malley* by Stuart Murphy and Cynthia Jabar, as a whole group the students design a recording sheet to collect data about the colour of cars in the car park. With a partner they collect the data using tally marks. The teacher demonstrates how the data can be represented on a picture graph where one object equals one data value. Students make statements about greatest and least. Each student creates their own graph and records a greatest or least statement.

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**Learning Intention:**
- We will be able to identify the stages of a narrative story graph

**Success criteria:**
- I can find a beginning
- I can identify when the horizon is used
- I can draw a picture to show how many

**Investigation/Task:**
Students are introduced to the short story *The Old Man’s Brew* by Jack Hennevelt. The teacher reads aloud, before handing out copies, and then asks that small groups share the role of reading to each other. Students then read the story independently. Using coloured pencils students mark where they find evidence for each of the Seven Steps elements. In pairs they share and justify their research ready to articulate what they found back with the whole group.

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**Learning Intention:**
- We will know how three-dimensional fonts are created

**Success criteria:**
- I can use length, width and depth to create geometric form
- I can effectively manipulate artist’s chalk
- I can apply the smudging technique

**Investigation/Task:**
Students are engaged in a street art project that is a Unit of Work. In the unit they define street art, look at street artists, compare street art with graffiti, discuss implications for street artists and communities and explore the issue of tagging. Students explore elements of three-dimensional fonts and techniques to create special effects. The students design and create a skateboard top that reflects a form of street art. This lesson is one of a series to support the investigation.
One thing this means...

• for you?

• as a team?

share with each other
New Gisborne Primary School Instructional Model

Teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence. Hattie p19 Visible Learning for Teachers, 2012

Warm up/Tuning in

Mini lesson

Independent work

Teaching group

Teacher conferences

Share / reflection

Warm up/Tuning in

Looks like
- Individual, pair or small group
- Automatic response practice, strategic game or manipulative puzzle
- Independent reading, spelling, word of the day, short sustained writing

Independent work

Looks like
- Students independently or in small groups engaged in learning experiences that are supported by the mini lesson
- Teacher moves around the classroom offering support for learning
- Teacher collects evidence of learning and misconceptions
- Students engaged in tasks where all are successful and appropriately challenged

Share / reflection

(checking for understanding)

Looks like
- Students can check how they have performed in light of the success criteria
- Teachers and students acknowledge achievement and give positive feedback about learning
- Reflection might be as a whole group, with a partner, and can be recorded in a learning portfolio or journal
- Checking for understanding by the teacher occurs during the session as they collect feedback from students

Mini lesson

Looks like
- Share learning intention and success criteria
- Develop anchor charts
- Introduce vocabulary

Teaching group

Looks like
- Small groups work with the teacher
- Explicit teaching or support is provided
- Alternative learning intention and success criteria may be needed

Teacher conferences

Looks like
- Teacher and student engage in a purposeful conversation about their learning: reviewing and setting learning goals
One thing this means...

- for you?
- as a team?

share with each other
### New Gisborne Primary School Planning Model

*“teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence”*  Hattie p19 Visible Learning for Teachers 2012

#### Curriculum support

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#### Term planning

(Not more than 33 weeks ahead)

**Term Overview for Inquiry (relook at)**
- Central idea
- Highlight transdisciplinary theme focus
- Brainstorm focus questions

**Term Overview for English and Mathematics**
- Key focus areas
- Vocabulary
- Investigation / Units of Work ideas

**Summative / formative assessment**
- Pre and post assessment
- Daily formative feedback
- Common Assessment tasks
- Summative testing

**Audit**
- Ymer overview
- Victorian Curriculum scope and sequence for English and Mathematics

#### Weekly planning

Documented on Google Drive NGPS planning folder

**Agenda**

**Term Overview**
Conversation includes:
- What happened last week, where do we go now?
- Looking at examples of student work (high, medium, low)
- Curriculum focus
- Pre and post assessment design and results

**Weekly planning overview and documents**
(Inquiry, English, Mathematics)
- Learning intentions
  - We will know / understand / be able...
- Success criteria
  - I can...
  - I can...
- Warm up / Tuning In
- Mini lesson (linked to success criteria)
- Independent work (description is appropriately detailed and differentiated)
- Teaching group
- Share / reflection (check for understanding)
One thing this means...

• for you?

• as a team?

share with each other
### Reading and Viewing - Semester 1 and 2

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2017 planning templates

• Agenda
• Term Overview
• Weekly planning
so, why...?

- Learning Intentions and Success Criteria
- NGPS Instructional Model
- NGPS Planning Model
- NGPS Planning templates

*can you articulate why?*

*(each team member has a go at doing this to their team)*