

IN THE LOOP

Improving Student Outcomes | Working Collaboratively | Sharing Best Practice

‘Know Thy Impact’

John Hattie asks educators to identify what visible impact they have on their students learning. Much of this stems from teachers gaining feedback from students to evaluate the effect of their teaching.

“The remarkable feature of the evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers” - Hattie, 2009



Astrid Paape

Astrid and her team of LOTE teachers are great examples of this practice in action at SCSC.

The team have designed a survey using Google Forms and had each of their Middle Years classes complete it. The data collected is then used to identify what is working well, and what can be improved on.

Visit <http://visible-learning.org/> for more information.



LEARNING at SCSC

Teachers at SCSC use a wide range of practices to maximise student learning

- + Scaffolding Learning
- + Accessible Flipped Classrooms
- + QLA Learning Tools
- + SAMR - leveraging digital
- + Deep Learning
- + Feedback & Feed forward
- + Differentiation
- + Learning analytics
- + Pre and Post Testing
- + Literacy support
- + Positive Behaviours
- + Learning Conferences

What drives SCSC...

Teaching and learning is what we are here for. Our commitment to ensuring the best possible outcomes for our students, knowing what makes the biggest impacts in our classrooms and striving to shape our own culture of excellence can often mean there can be numerous initiatives and innovative ideas running through our heads on a daily basis.

Sometimes our great ideas or initiatives can lose momentum or take a back seat to our current priorities. This newsletter provides an opportunity to share and discuss strategies, aspects of our pedagogical model and best practices throughout the college.

Contact me with suggestions, topics or areas you would like to explore further!

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PD opportunities

Visit www.bastow.vic.edu.au for a list of courses offered in 2015.

Upcoming VCAA VCE Science Briefings - Dates TBC

- VCE Biology Units 1 - 4
- VCE Chemistry Units 1-4
- VCE Physics Units 1-4
- VCE Psychology Units 1-4

www.vcescienceupdate.com.au

Coming up at SCSC

- SCSC Open Night 2015 - Thursday 26th March
- Student Led Conferences - Week 2 Term 2
- DEECD Student Attitudes to School Survey - April/May TBC
- NAPLAN May 12-14th 2015

Stay connected...

Why reinvent the wheel? Take a few minutes to be inspired by some innovative teachers from around the globe!

- Visit edshelf.com for apps and tools to use in the classroom
- Visit pedagoo.org for some great teaching resources
- Visit our [Exciting Digital Classrooms](#) Padlet to view or add to our collection of tried and tested apps
- Subscribe to edutopia.org to keep up to date on trending topics, conversations and videos in education

Using clever feedback...

A wise Principal once said, "don't do for students what they can do for themselves". As we approach the end of Term and into scheduled conferencing weeks with our classes, it's these wise words that can help provide quality learning conferences and feedback to our students.

Conferencing with students can be time consuming and in various classroom settings, it doesn't always look the same. Feedback should be more work for the student, rather than the teacher. With this in mind, *how involved are your students in the process?*

The following is a collection of ideas that could be useful in gathering information prior to, and for student conferencing.

• **Pre-flight checklist** - Work with students to create a simple list of success criteria for a skill or set of work. Students use this as a self or peer assessment tool, identifying areas for focus.

• **Verbal feedback stamp** - While assisting students, mark their work once you provide verbal feedback with a stamp, students then summarise the feedback showing acknowledgement and comprehension

• **Dot Rounds** - Use a coloured dot sticker to mark work in student books that require more development. The stickers should be removable and without detail of the area/s of need. Students are then able to reflect and self-correct their work.

• **Burning Questions** - Students identify a specific area of content they would like feedback on (e.g. by highlighting), which the teacher then focuses on. In selecting the area they would like feedback on, students can assume more ownership in the feedback process.

• **Feedback Keys** - Develop a set of 'feedback icons' which are used to highlight areas of competency and need within student work. Students decode the feedback and are made to think about where the codes are relevant.

• **Exit passes** - Students complete an exit pass detailing their personal skill/knowledge from the class (as identified by the teacher). These can be grouped into competencies using a traffic light system to follow up with in the next class.

In focus... Deep Learning

The buzz around developing purposeful deep learning tasks for students is backed by leading educators from around the world. Deep learning allows students to develop and evolve from basic knowledge recall skills, to application and generation of new ideas and concepts.

The following table presents a great range of simple graphic organisers and questioning prompts that can be used to scaffold students through the learning process.

	Uni/Multistructuaral	Relational	Extended Abstract
Graphic Organisers	Target maps Circle maps Single set diagrams Single Bubble maps Splay diagrams Spider diagrams Webbing Conceptual maps Cluster maps Central idea graphs Brainstorm maps Explosion charts	Affinity diagrams Mindmaps Tree Diagram Concept map Vee maps Venn diagrams Double Bubble maps Matrix diagram Force Field Analysis SWOT analysis Bridge map Continuum line Priorities grid Ranking order Time line Flow chart Cycle Story board GANTT chart	Fishbone diagram Relations diagram Critical path analysis Algorithm Systems diagram Flowscape ICT Reason!Able argument maps Rationale Bcisive
Questioning	Complete/ Count/ Define/ Describe/ Identify/ List/ Match/ Name/ Observe/ Recite/ Select/ Scan	Compare Contrast/ Classify/ Sort/ Distinguish/ Explain (why)/ Infer/ Sequence/ Analyse/ Synthesize/ Make analogies/ Reason	Evaluate/ Generalise/ Imagine/ Judge Predict/ Speculate If/ Then/ Apply a principle/ Hypothesise/ Forecast/Idealise

A great example can be found on David Mead's blog, where he uses the SOLO taxonomy to structure a Health - Nutrition Unit.

In Focus - Supporting Student Learning

Through our school data analysis, an important and consistent topic we find in need across the whole school is Literacy. Literacy can sometimes be seen as a 'bolt on' rather than an important part of our shared curriculum. Imbedding literacy in classrooms takes shape in a range of deliberate strategies we implement to gage and improve student communication and vocabulary.

- **Demonstrate great writing** - utilise online and newspaper articles relevant to your subject. Websites like Behind the News include Australian new articles, topics and teacher references.
- **Build up vocabulary** and introduce then explore key terms during class
- **Scaffold** using frameworks such as *TEEL*, *IDEA* or four-part process, where students identify what's being written about, add a verb, define it and then add meaning, then re-draft to get a high quality sentence.

Pay Bridget Kelly or Kathryn O'Neill a visit for more resources and ideas on developing Literacy.