

IN THE LOOP

Improving Student Outcomes | Working Collaboratively | Sharing Best Practice

You can't know where you're going unless you know where you are...

'Know Thy Impact'

Teachers are great at "selling" the importance of feedback and reflection to students. Although we know it's just as beneficial for our practice, lack of time can sometimes prevent it from happening.

This edition of ITL centres around Hattie's **8 Teacher Mind frames** and the belief that educators that project these ways of thinking are more likely to have major impacts on student learning."

- *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.*
- *The success and failure of my students' learning is about what I do or don't do. I am a change agent.*
- *I want to talk more about learning than teaching.*
- *Assessment is about my impact.*
- *I teach through dialogue not monologue.*
- *I enjoy the challenge and never retreat to "doing my best".*
- *It's my role to develop positive relationships in class and staff rooms.*
- *I inform all about the language of learning.*

<http://visible-learning.org/>

In Focus... Effective Questioning

"Ah -ha!" That magical 'teachable moment' after asking the *right question* to help a student finally grasp a concept!

"Teachers ask up to two questions every minute, up to 400 in a day, around 70,000 a year, or two to three million in the course of a career." Cotton (2001), Walsh & Sattes (2005)

Effective questioning in the classroom is essential. The NDT have recommended the following questioning techniques to promote learning. **How does your practice compare?**

MAXIMISE...	MINIMIZE...
...asking questions that begin with words like "What if," "Explain," "Analyze," "Create," and "Compare and contrast," etc.	...asking questions that have a "yes" or "no" response and questions that require merely direct recall of definitions etc.
...the amount of time you wait after you pose a question, i.e. wait-time, in order to allow students to process the question in their minds.	...calling on students directly after you pose a question and calling on a student before you even ask the question.
...asking students to elaborate on their answers and asking students "why."	...telling a student their answer is wrong and not asking them to think of why it is wrong.
...opportunities for students to pose questions amongst themselves.	...straight lecture without student interaction.
...providing opportunities that challenge students' original conceptual understandings.	...providing opportunities that do not encourage creative and critical thinking.
...encouraging students to work through their decision making process, even if it bring frustration and makes them leave their comfort zone of learning.	...giving students direct answers to their questions without allowing them to think through the decision making process.

Spotlight on...



Megs Choong sheds some light on the Year 9 Future Ambitions Project - where SCSC students are currently

participating in a in the global youth movement Adobe Youth Voices.

Adobe Youth Voices 'gives youth a powerful means to express themselves and incorporate their experiences and concerns into their learning'. The program encompasses the six Deep Learning Capabilities:

Character – self-regulation, responsibility, perseverance, empathy and contributing to the safety of themselves and others.

Citizenship – global knowledge, sensitivity and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.

Communication – communicate effectively orally, in writing and with a variety of digital tools; listening skills.

Critical thinking – thinking critically to design and manage projects, solve problems and make effective decisions

Collaboration – working in teams, contributing and learning from others

Creativity – producing and pursuing novel and imaginative ideas

Students recently meet and listened to a variety of guest speakers each embodying global citizenship and community leadership.

Stay Tuned for more! Students are currently pitching ideas for drafting before the final products are produced!



Zooming in on... Quality Instruction

When kids come home from school, parents and guardians ask a common question: "What did you learn today?" or "What did you do today?" The common responses are: "Nothing" and "Stuff."

One reason suggested for this is that many students have a "checklist" mentality about classwork. They complete work so as to check it off their to-do list.

This checklist mentality becomes a major roadblock to developing in-depth understanding, as each day's work is a set of isolated tasks to accomplish and forget.

There are strategies we can implement to alter the mindset of students and providing authentic learning experiences. Fortunately for SCSC, there are many aspects of different programs within the school already using similar practices.

Exploring... The 'Need to Know' Process

The N2K process fits under the PBL umbrella sharing similarities with Design Thinking and Challenge Based Learning, evolving from collaborative conversation between teachers and students.

The plans for the unit are shared with students, including the major products and final assessments. Students then generate questions around what they need to know about the unit so that they can complete the final artefacts. Essentially all tasks build towards the culminating final project. The **N2K process** has three phases.

Phase one involves students generating inquiry questions. This phase is scaffolded with thinking tools and structured activities.

Phase two is the formative assessment stage where the 'driving question' is frequently revisited and learning evidence is collected.

Phase three revisits the questioning from phase one and aims to build connections into deeper thinking.

Look at these great websites for more information and resources.

PD opportunities

[Student Voice: How student empowerment saved our school](#)

[Choice, Collaboration, Challenge: Middle Years Learning Redesigned](#)

[Designing Spaces for Learning](#)

[How to innovate and encourage your Innovators](#)

Visit bastow.vic.edu.au for more courses and information

Coming up at SCSC

- Student Led Conferences - Week 2 Term 2
- DEECD Student Attitudes to School Survey - April/May TBC
- NAPLAN May 12-14th 2015
- Cross Country May 15th 2015

Stay connected...

Bookmark these juicy online resources to pep up your classes or just to enjoy a good read!

- Pam Hook is known for her expertise on use of the SOLO taxonomy - visit her website hpamhook.com/solo-pinterest detailing the use of SOLO across the different domains
- Subscribe to edutopia.org to keep up to date on trending topics, conversations and videos in education
- Check out teachthought.com for a list of [smart tools for digital exit passes](#) and formative feedback

Remember to visit our [Exciting Digital Classrooms](#) Padlet to view and add to our collection of tried and tested apps!

<http://notosh.com/what-we-do/the-design-thinking-school/>

<http://www.designthinkingforeducators.com/>

Have you heard about motivating through TAPN?

Over the last few years in Victorian education, 'engagement' has become somewhat of a *dirty word*. Often overused, it has lost its sparkle, and depending on who you ask, engagement can mean something totally different! With this in mind, the TAPN protocol emerged as a strategy toward increasing the odds of active student learning in the classroom.

TIME, AMOUNT, PUBLIC, NOVELTY

"When I tell you to begin, you will have 1 minute and 45 seconds. You are going to read the next paragraph looking for the main point. As you read, you are going to highlight any words or phrases that support what you believe is the main point. When you are finished, be prepared to share with a partner or with the entire class."

Setting time: Setting a specific time can energise students.

Amount: Outlining the amount of work set provides challenge and a clear goal (as long as it's not overwhelming).

Public: Informing students the likelihood of share their work with the class raises the stakes and commitment to the task.

Novelty: Including small changes to routine (such as highlighting) can assist in maintaining interest.

TAPN can increase the percentage of students engaged the activity and also attention to the task.

Visit [Todd Finley's blog](#) for more on effective questioning.

SCSC places great emphasis on the development of student motivation, in particular *intrinsic motivation* (choosing to do an activity for pleasure or to achieve a goal) rather than *extrinsic motivation* (making choices based on possible reward).

"Farmers and gardeners know you cannot make a plant grow. . . the plant grows itself. What you can do is provide the conditions for growth." **Sir Ken Robinson**

Research suggests intrinsic motivation can be fostered through four elements. **How does your classroom culture measure up?**

Autonomy: having some control over what happens/how/when

Competence: the ability to succeed in completing the work

Relatedness: promoting a sense of connectedness to others/task

Relevance: seeing the task as interesting, valuable and useful

More insight and research papers on this topic can be found on [Larry Ferlazzo's blog](#) or follow him [@Larryferlazzo](#) on Twitter.