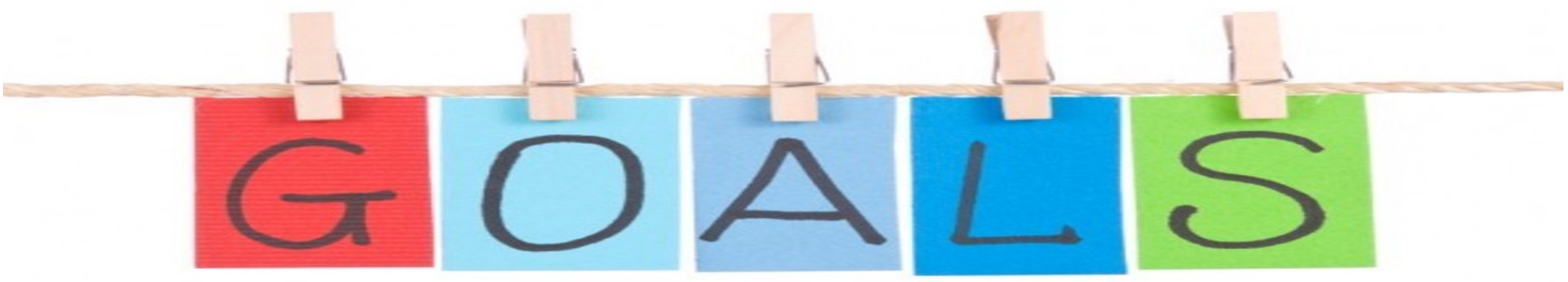
Oakhill Drive's Problem of Practice

Is the learning rigorous for all our students?

- *Do students know what they are supposed to learn, why they are learning it, and how they will know they have learnt it?*
- *Who is carrying the cognitive load?*
- *Are students required to explain, analyse, generalise and justify their thinking?*



- Identify rigour in the instructional core – specifically making connections between questioning, accountable talk and ensuring rigour for all students and relate this understanding to our observations of lessons at ODPS.
- Analyse and explain the value of creating a rigorous environment for all students.
- Consider and propose the possible next level of work for Oakhill Drive, you as a teacher and/or school leader, and your school.

What will the success criteria be?

How would you explain rigour ?

To a:

1. Student
2. Parents
3. A newspaper reader
4. Your family or friends at a bbq.

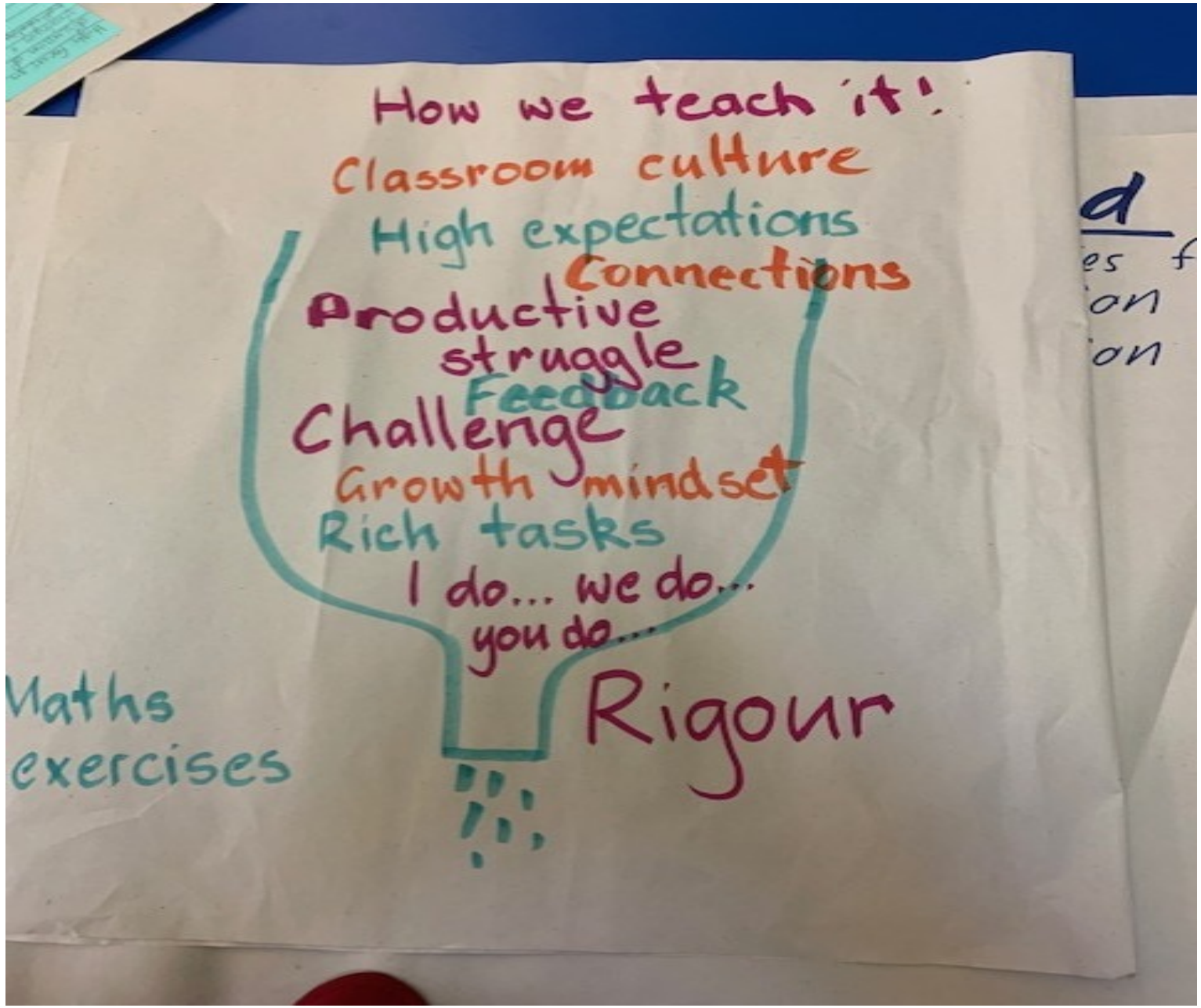
Do tell me Susie, what been happening at Oakhill Drive?

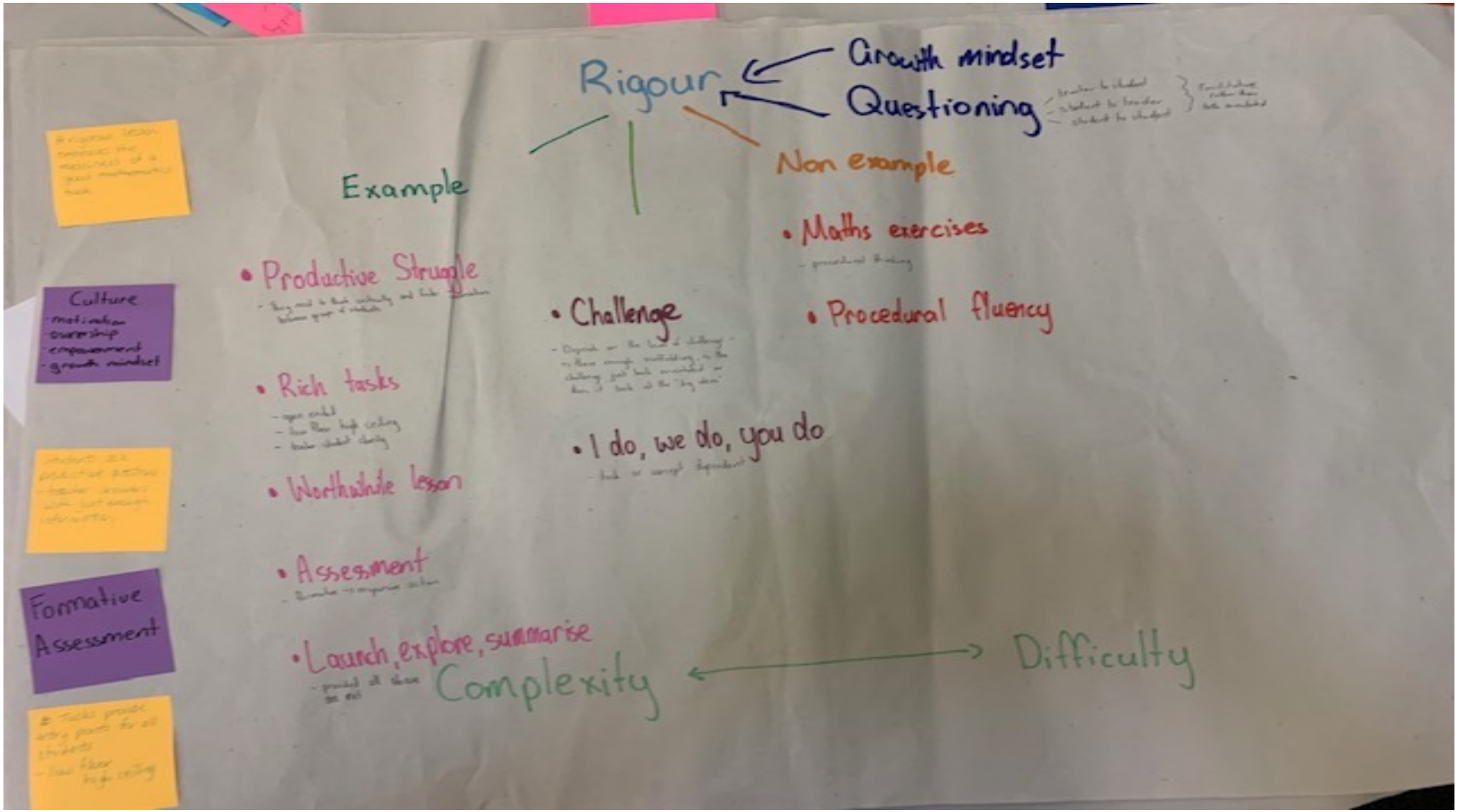
At Berowra PS we looked at Rigour as:

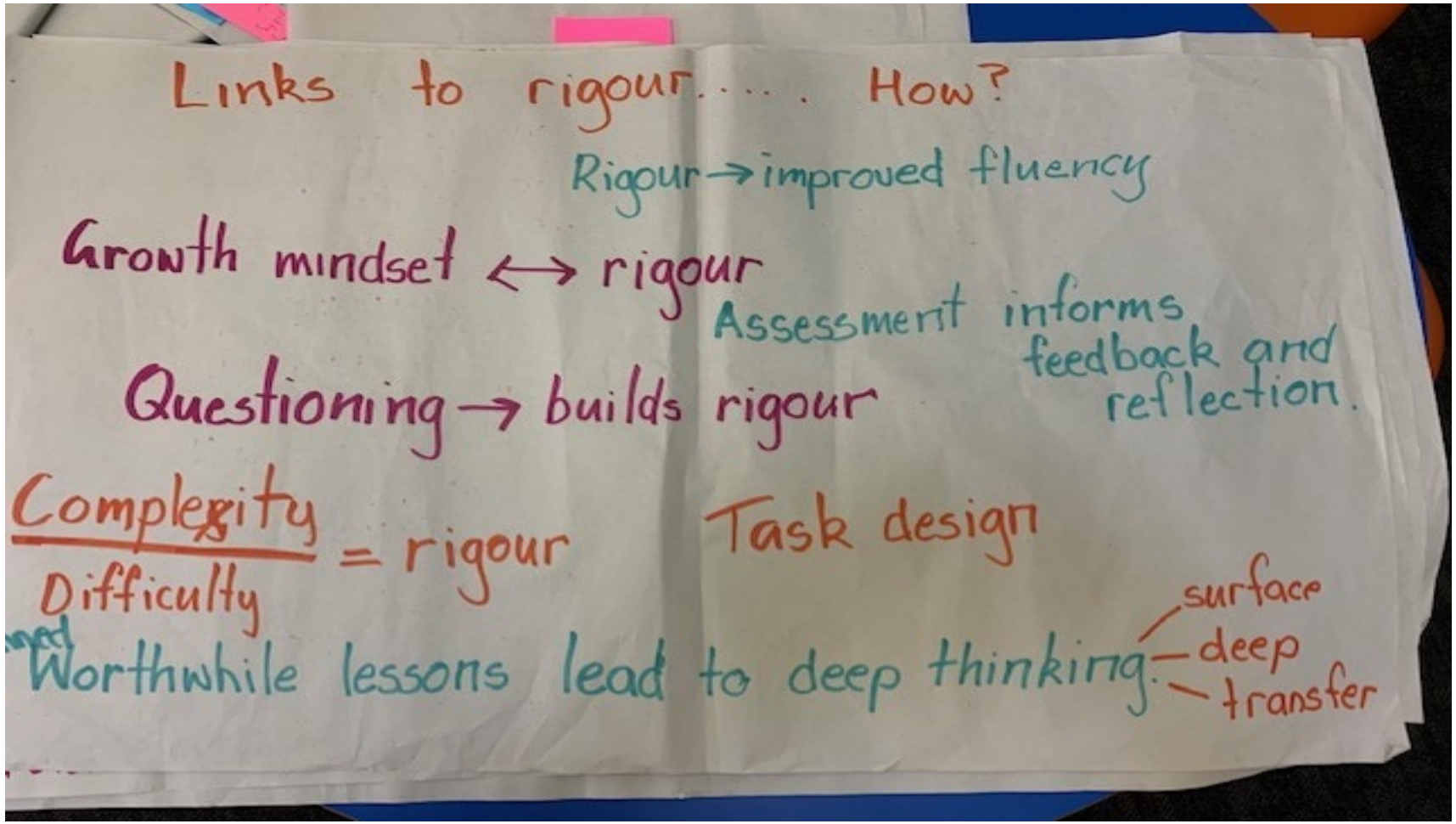
Creating and environment in which each student is:

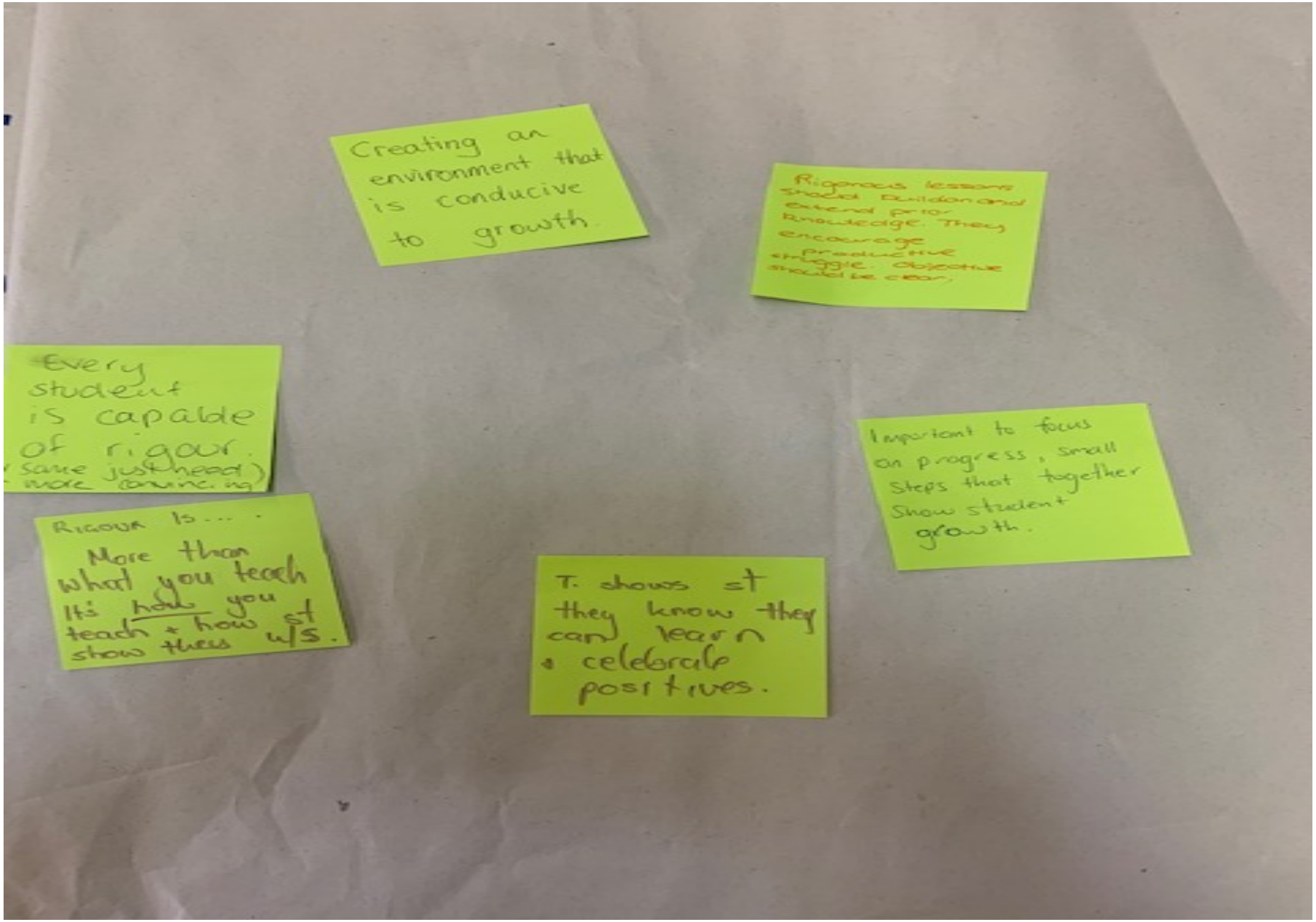
- Expected to learn at high levels
- Supported to learn at high levels and
- Demonstrates their learning at high levels.

Barbara Blackburn

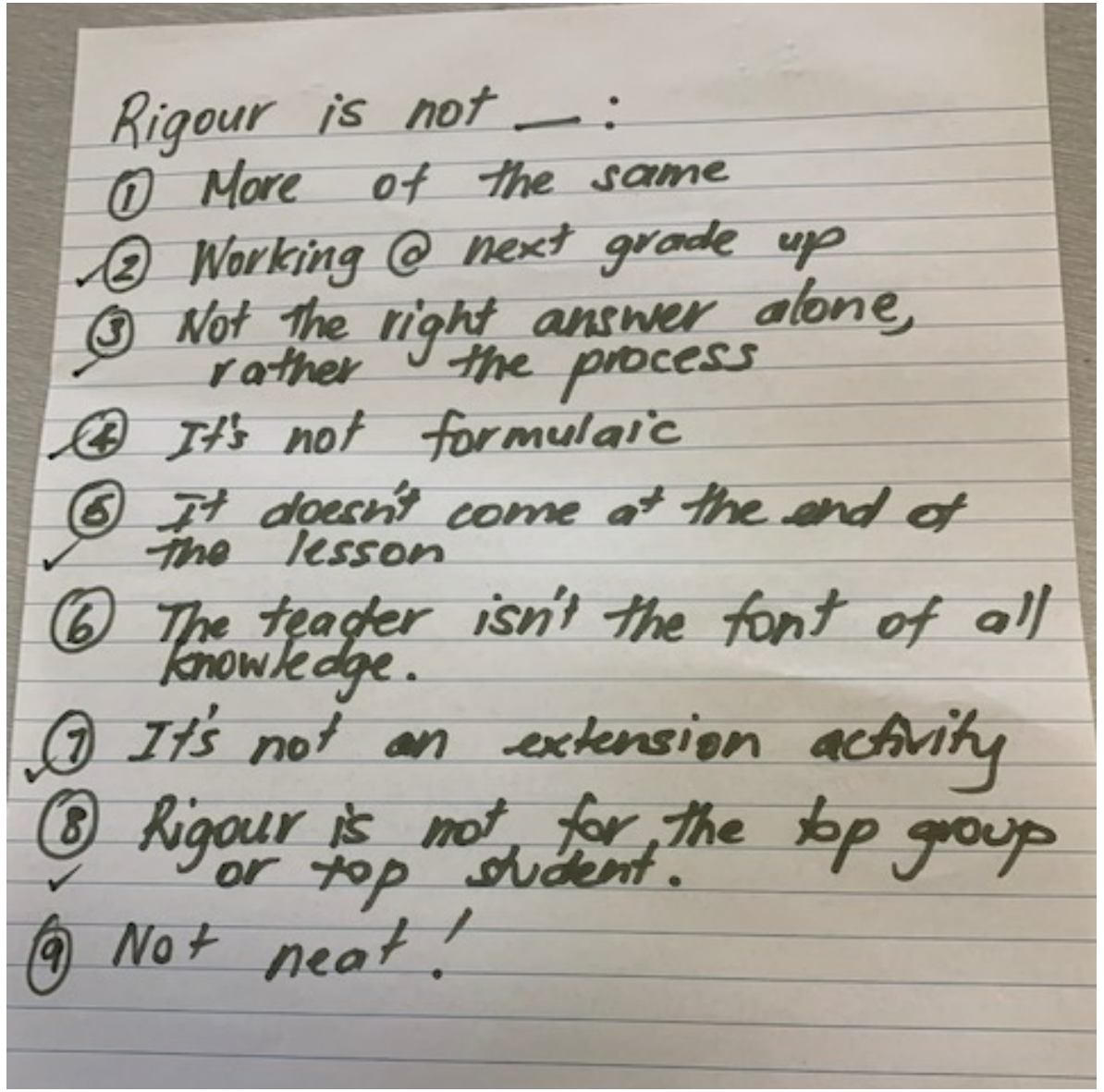

How we teach it!
Classroom culture
High expectations
Connections
Productive struggle
Feedback
Challenge
Growth mindset
Rich tasks
I do... we do... you do...
Maths exercises
Rigour


Rigour
Growth mindset
Questioning
Example
Non example
Maths exercises
Procedural fluency
Productive Struggle
Challenge
Rich tasks
I do, we do, you do
Worthwhile lesson
Assessment
Launch, explore, summarise
Culture
motivation
ownership
empowerment
growth mindset
Formative Assessment
Complexity
Difficulty


Links to rigour.... How?
Rigour → improved fluency
Growth mindset ↔ rigour
Assessment informs feedback and reflection.
Questioning → builds rigour
Complexity / Difficulty = rigour
Task design
Worthwhile lessons lead to deep thinking:
surface
deep
transfer


Creating an environment that is conducive to growth
Rigorous lessons should build on and extend prior knowledge. They encourage productive struggle. Objective should be clear.
Every student is capable of rigour. (same just heard) more convincing
Important to focus on progress, small steps that together show student growth.
Rigour is ...
More than what you teach It's how you teach + how ss show thess w/s.
T. shows ss they know they can learn + celebrate positives.

At Berowra we said:



Reading

Deepen our understanding of key ideas and actions from the reading that each group member believes contributes to creating a rigorous learning for all students (something to include in lessons, interested you, challenged you or you disagreed with.)

Practice using some probing questions to share, clarify and deepen thinking

Take it in turns to share the idea

- Which idea do you want to share?
- Questions – be a prompter or a prober

What questions do you have?

X chart - In a classroom where there the learning is rigour for all students

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

THINKS LIKE

Do we know what it might ‘sound like’ when students explain, analyse, generalise or justify their thinking?’

Explain:

Analyse:

Justify:

Generalise:

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how

Analyse: Identify components and the relationship between them; draw out and relate implications

Justify: Support an argument or conclusion

Generalise: is noticing properties that consistently apply and sometimes defining the nature of those properties.

For example:

- when two odd numbers are added together, the answer is even
- when a number is divisible by 9, it is also divisible by 3

Identify and explain how something you have planned, observed, said or overheard contributed to rigour for your students!

Preparing for our classroom observations

Stay focused on what you see

Focus on the descriptive, rather than other questions that are implicitly running through your head like:

- what do you want to see
- what don't you see what do you think about what you see or
- do you like being in this classroom

By description, we mean the evidence of what we see, not what we think about what we see.

Descriptions that includes judgement

- T. used effective questioning
- Fast paced
- Excellent classroom management
- Teacher had a good repore with students
- Teacher used effective questioning techniques with a range of students
- Teacher read from a book that was not at an appropriate level for the class

By description, we mean the evidence of what we see, not what we think about what we see.

Descriptions without judgement

- T. asked how did you figure out the problem? Student explains
- Task - find different ways to create a total of 31

S1 wrote in maths journal

5 + 5 + 5 + 5 +5 =1 = 31

10 + 10 + 10 + 1 = 31

S2 20+9=03

S3 41-10=31

2=3x3=16=31

S1: What are you supposed to write down?

S2: I don't know

Remember to focus on students not the teacher

In classrooms most educators naturally tend to focus on the teacher.

Focus on students not the teacher

- We're interested in the interactions of the teacher, student and content.
- Most people don't need to be reminded collect evidence related to the teacher. People do have to be reminded to focus on students.
- This is particularly challenging if teachers are doing most of the talking during an observation.
- Remember: Data on what students are doing in the classroom while the teacher is talking could be quite revealing.

Our Protocols

We don't talk to each other even in a whisper

We hold on to discussing what we've seen until the formal debrief Hallway talk can be evidence light and judgement heavy. *E.g. wasn't that great, or I'd be bored if I was a student in there.*

Student Questions

What are you learning

Why is this learning important?

What do you need to do to improve your

What do you do if you get stuck in your

Each observer asks only one student.

CELEBRATION WALL
WHAT MADE YOU GO WOW!

Detailed and Specific

Learning, Teaching, Environment,
Relationships, Routines, Scaffolds, Tasks.

OBSERVATION DEBRIEF

Predictions Answer the Question:

“If you were a student at this school and you did everything you were expected to do, what would you know and be able to do (in light of the patterns observed)?”

WHAT ONE CHANGE DOES THE GROUP BELIEVE MAY HAVE MADE THE LESSON MORE EFFECTIVE?

Oakhill Drive Instructional Round Day 2

Connect, Collaborate and Grow Instructional Round Network

What are you wondering after today?

REFLECTING ON – Day 1

- What has resonated most strongly for you? Why?
- What has changed in your thinking as a result of your learning?

Purpose	Specific Goal or Task Questions will Accomplish and Examples
Elicit Information	• **Confirm: Recalling and clarifying knowledge** *What comes next? Could you summarize? What do we know now?*
	• **Procedural: Establishing expectations** *Can everyone see? Did someone get a different answer? Are you ready?*
	• **Elicit prior experience:** *What sort of ideas come to your mind when…? What kinds of experience lead people to act that way?*
Build Understanding	• **Generative: Exploring a topic** *Is there _____? Why do we remember _____?*
	• **Constructive: Building new understanding** *How could things change…? What could this mean to ____?*
	• **Facilitative: Promoting learner's own thinking and understanding** *Can you put that in a way that _____ would understand?*
Encourage Reflection	• **Reflective: Challenge to think critically and creatively** *What patterns do you see here? Can you compare… to ….?* *What are your questions now?*

A TYPOLOGY of CLASSROOM QUESTIONS

Generative
Exploring the topic

- Authentic questions or wonders that teacher doesn't know the answer to
- Essential questions that initiate exploration of a topic

Facilitative
Promotes the learner's own thinking and understanding

- Requesting elaboration, reasons, evidence, justification
- Generating discussion among the class to hear different perspectives
- Clarifying and uncovering

Constructive
Building new understanding

- Extending and interpreting
- Connecting and linking
- Orienting and focusing on big ideas, central concepts, or purpose
- Evaluating

Procedural
Directing the work of the Class

- Going over directions and assignments
- Clarifying
- Checking for attention, agreement
- Task completion
- Organizational and management related

Review
Recalling and reviewing of Knowledge and information

- Terminology
- Procedures
- Content
- Events & Context

PROJECT ZERO | Cultures of Thinking | pz.harvard.edu/projects/cultures-of-thinking

NETWORK PROPOSES THE NEXT LEVEL OF WORK

Considering all the evidence we have collected and analysed related to Oakhill Drive's PoP

- How can they focus their energy and resources to make progress on the problem of practice?
- What (new) knowledge and skills might teachers need, and how might the school support that learning?

QUESTIONS THAT MIGHT HELP FOCUS DIFFICULT WORK

- What is it we want our students to know & be able to do?
- What do we want our teachers to know & be able to do to sustain effective learning environments for students?
- What do leaders need to know and be able to do to create optimum conditions for teaching and learning?
- In what ways can we ensure teachers and leaders develop the skills they need to be consistently effective?

EXAMPLES OF POWERFUL QUESTIONS FROM RECENT ROUNDS

- Are our assumptions about our students and parents preventing us from taking important initiatives? How could we explore this?
- How can we build our understanding and skill in the explore/monitoring phase of the lesson to ensure formative decisions are made either for small groups or the whole class?
- How can we use questioning to encourage and build reasoning in our students?
- How can you engage staff in professional learning around challenging and relevant tasks?
- How can we ensure professional learning translates into strong classroom practice?

Next Rounds

Week 7 Term 2

Wednesday 4 and Thursday 5 September

John Purchase PS