



CONNECT COLLABORATE GROW INSTRUCTIONAL ROUNDS NETWORK

Term 3 Round, 2019

OAKHILL DRIVE PS

PROBLEM OF PRACTICE

Are our lessons worthwhile?

Is the lesson tied to a curriculum outcome or outcomes?

Is the lesson content worthwhile?

Does the lesson meet student needs?

A photograph of two young children, likely of Asian descent, wearing light blue school shirts and dark blue shorts. They are also wearing dark blue wide-brimmed hats with a crest. They are sitting in a sandpit, playing with a large green plastic watering can. The child in the foreground is holding the handle of the watering can, while the child behind them is also engaged in play. The background shows a black metal fence and some trees.

STUDENTS AT
THE CENTRE

The purpose of Instructional Rounds is to improve student learning outcomes; to “*support systems of instructional improvement at scale – not just isolated pockets in the midst of mediocrity*”.

A microscopic image of neurons, showing a dense network of thin, branching processes (dendrites and axons) in shades of blue and purple against a black background. A semi-transparent white rectangular box is centered over the image, containing the text "TODAY'S LEARNING".

TODAY'S LEARNING

PROBLEM OF
PRACTICE

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Is the lesson content worthwhile?

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needs?

QUOTES

1. Today's lesson and each lesson that precedes or follows it should have a "reason to live".

2. Teacher keeps his focus, "Five years from now what would I want the student to remember from this lesson?"

3. Designing a lesson focusing on what students learn will differ significantly from designing lessons around what students do and complete.

4. Whilst many skills require more than one day's practice, what makes a lesson not worthwhile is repeating the same practice for the same reasons.

A. THINK- PAIR-SHARE: EXPLAIN TO YOUR PARTNER THE QUOTE IN YOUR OWN WORDS, AND THE CONNECTIONS YOU MAKE WITH IT
B AS A GROUP CREATE A HEADLINE (AND A SUBHEADING) BASED ON THE ABOVE

1. Today's lesson and each lesson that precedes or follows it should have a "reason to live".

2. Teacher keeps his focus, "Five years from now what would I want the student to remember from this lesson?"

3. Designing a lesson focusing on what students learn will differ significantly from designing lessons around what students do and complete.

4. Whilst many skills require more than one day's practice, what makes a lesson not worthwhile is repeating the same practice for the same reasons.

HEADLINE & SUB-HEADING

NEWS WITHOUT NEWSPAPERS

"Hyperlocal" Updates from
Blogs, Police, And Even
Reporters

LOCAL ACTION FOR A GLOBAL CAUSE

American Youth Collect Dry
Waste in Pune, Do Their Bit to
Conserve the Earth on
International Day of Climate
Action

PROFESSIONAL KNOWLEDGE AUSTRALIAN TEACHING STANDARDS

- *Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.*
- *Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.*

INSTRUCTIONAL OBJECTIVE

You will deepen your understanding of the principles of selection and organization of content knowledge, and how they're applied to develop engaging learning and teaching programs.

LEARNING TARGET

You will deepen your understanding of the three sources that contribute to a “worthwhile lesson”.

You will apply that understanding to planning a lesson in one Key Learning Area.

THE THREE SOURCES

1. national/state standards and curriculum goals
2. Important concepts and/or skills for the specific lesson
3. The specific needs of students



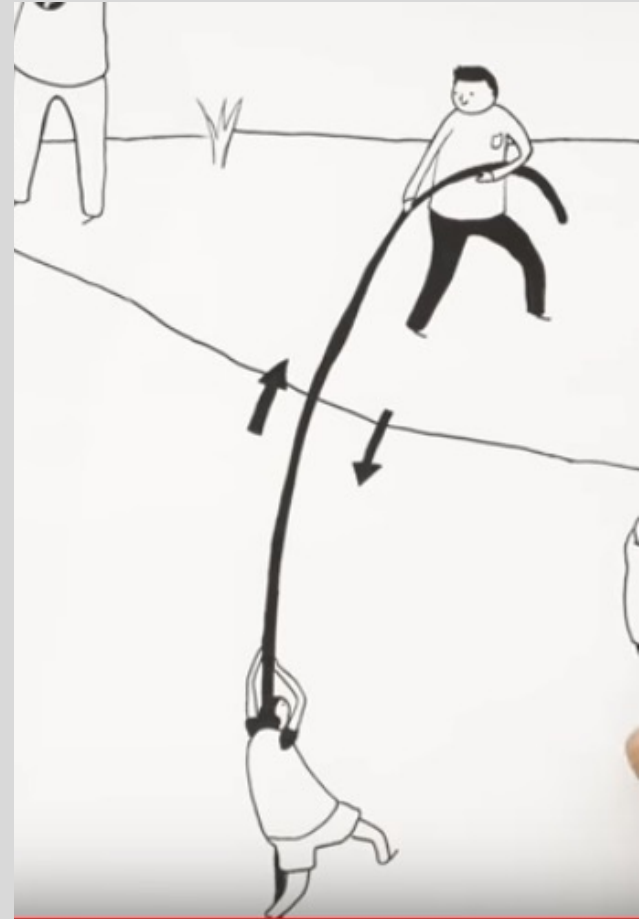
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PERFORMANCE OF UNDERSTANDING

- You will collaboratively develop a list of key ideas for the three sources of a “worthwhile lesson”.
- You will collaboratively develop a lesson to meet the requirements of the three sources as stated in the “Collaborative Inquiry Guide for a Worthwhile Lesson”.
- You will apply your knowledge of the three sources when giving feedback to another group’s lesson plan; and when categorising your classroom observations during the round debrief.

How will we cater for individual differences?

- Activities to identify and draw on your background knowledge;
- Opportunities to ask questions;
- Participation in robust conversations.



PERFORMANCE OF UNDERSTANDING

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- You will apply your knowledge of the three sources when giving feedback to another group’s lesson plan; and when categorising your classroom observations during the round debrief.

Think about the lesson sequence

Focus on one lesson

Add a brief summary of what students’ learnt before & what they will

SHARE YOUR PRE-ROUND TASK

1. Take turns to share your key ideas from the readings.
2. As a group collate these key ideas.
3. Look at the questions you have that are still unanswered. Discuss these with you group.
4. What questions are still unanswered. Write each of these on a separate sheet of coloured paper.



MY QUESTIONS

- Is all curriculum content equally important?
- What are the “reasoning processes” for your Key Learning Area?
- To present appropriately increased level of understanding, we need to know where students are currently at. How do we find this out?
- How will you support diversity in students’ reasoning processes?

TERM 4 ROUND

How well does the qualities of the tasks deepen thinking and learning?

- do they challenge students by pushing them in new directions?
- encourage students to generate original ideas, explanations, solutions, responses or findings?
- have depth and push students beyond their current level of understanding or skill?
- - assist students' understanding of big ideas?

How can you deepen your knowledge of:

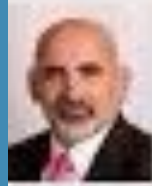
- Quality tasks in your KLA?
- The background to the specific content you've selected?
- The disciplinary skills you've selected to include in your lesson?

Underpinned by Beliefs

*What determines what students know and are able to do is not what the curriculum says they are supposed to do, or even what the teacher thinks he or she is asking the students to do. **What predicts performance is what students are actually doing.***

If you can't see it in the instructional core, it's not there!

MAKING RECOMMENDATIONS



**"IF WE CREATE A CULTURE
WHERE EVERY TEACHER
BELIEVES THEY NEED TO
IMPROVE, NOT BECAUSE THEY
ARE NOT GOOD ENOUGH, BUT
BECAUSE THEY CAN BE EVEN
BETTER, THERE IS NO LIMIT TO
WHAT WE CAN ACHIEVE" ~
DYLAN WILIAM, UNIVERSITY OF
LONDON**



MAKING RECOMMENDATIONS

“Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.”

– John A.C. Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*

HOW WILL YOUR TEACHING/LEADING CHANGE NOW?

AITSL SURVEY

- After professional learning 76% wanted to change something in their teaching
- Only 20% of leaders are involved in the professional learning of their school
- 15% of professional learning focused on learning and teaching (34% content & 33% assessment)

I USED TO THINKAND NOW I THINK

