



PERFORMANCE AND DEVELOPMENT FRAMEWORK



AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS
<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>


- Teacher Standards
- Illustrations of Practice
- Self Assessment Tool
- Teaching Ideas
- Resources

AUSTRALIAN INSTITUTE OF TEACHING and SCHOOL LEADERSHIP (AITSL)




SEEING LEARNING

Improving pedagogy through focussed observation



Sharing Classrooms



**‘LEARN TO SEE’
‘UNLEARN TO JUDGE.’**

'CLASSROOM OBSERVATION ...is a discipline – a practice, in the sense that it is a pattern of ways of observing and talking and is designed to create a common understanding among a group of practitioners about the nature of their work.

A central part of that practice is deciding in advance **what** to observe, **how** to observe, and most importantly **how** to talk about what is seen.'

Instructional Rounds in Education (2009) City, Elmore, Fiarman, Teitel

AIM

DEVELOP A CULTURE OF SHARING AND TRUST

Active Listening

Risk taking

Real experiences

Research

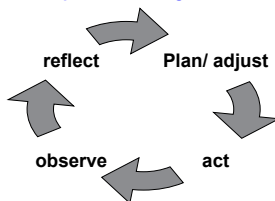
Variety of strategies

Protocols

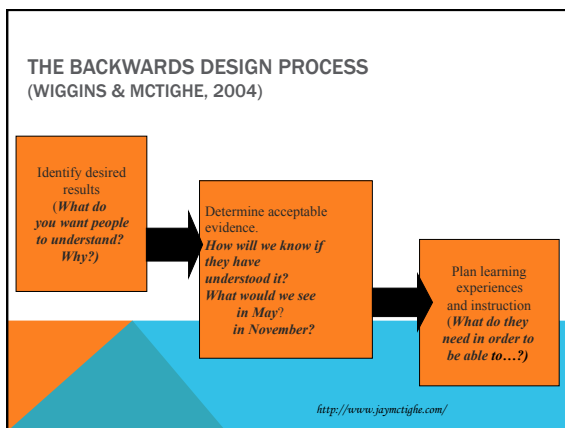
Teacher Standards

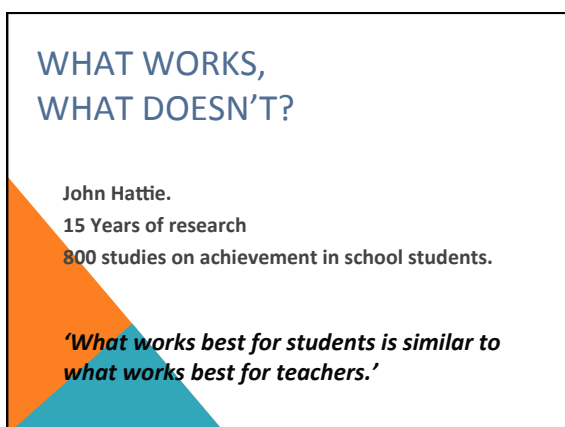
CASE STUDIES

Why are we looking?
Teaching is only as good as its
impact on learning Schmoker, 2006, 126









WHAT'S MOST IMPORTANT?

1. Learning intentions are clear.
2. Success criteria are obvious.
3. Peer work.
4. Discussion about the task.

HATTIE : MAKING THINKING VISIBLE. 2009

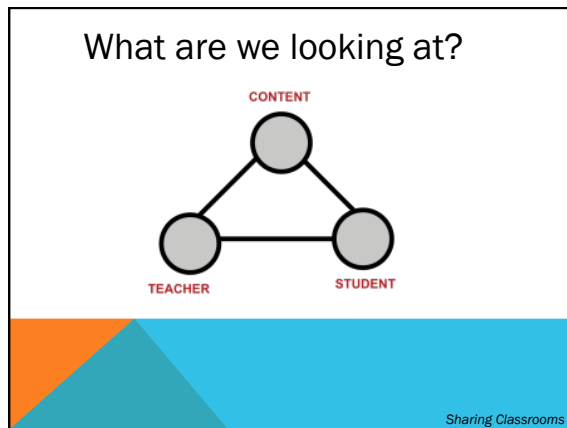
...AND ONE BIG IDEA

Use evidence about
learning to adapt teaching
and learning to meet
student needs

FOCUS!

DISCUSS at O'Clock

1. What has your school focused on to date?
2. What FOCUS would be useful as a source of feedback at your school to Improve LEARNING for students with special needs ?
3. What does the observation need to focus on in order to support or Inform your school's progress?





ESSENTIAL ELEMENTS FOR DEVELOPMENT

Teachers set goals and


Are **SUPPORTED** in working towards their goals.

Collect **EVIDENCE** to reflect on and evaluate.

Receive **FEEDBACK** for continual improvement.


**REFLECTION AND CREATING A FOCUS
KEY QUESTIONS**

Where am I as an educator?	How am I going?
What do I need feedback on?	How will I be observed?
How can I develop my practice?	How will we talk about what is seen?
	Where to next? Strategies?





**PEOPLE ARE NOT AFRAID OF CHANGE – THEY
ARE AFRAID OF LOSS.**

What might teachers fear they will lose?	What might they gain by sharing classrooms?
--	---



What are we looking at?
FOCUS
Why are we looking?
LENS
How are we looking?
FEEDBACK





Sharing Classrooms

PROVIDE CHOICES

WHAT FOCUS?

- Engagement
- Inclusion
- Expectations
- Behavior
- Social skills
- Communication
- Independence




Download from: www.shutterstock.com

PROVIDE CHOICES

OBSERVATION TECHNIQUES

- Work in pairs
- Observe in teams
- Triads
- Film your class –
Smart Phone, I Pad,
Camera, Go Pro




Observation

CLOSE WRITTEN OBSERVATION

VIDEO CHANGES EVERYTHING

- Film the whole class , or a section you want to focus on.
- Watch by your self.
- Watch you students/watch yourself.
- Watch the video twice.
- Watch a second time to identify or redefine a focus.
- Share with a partner..



ACTIVE LISTENING


"TO LISTEN"

Ear



Heart

You
Eyes
Undivided
Attention



READY! HOW TO START....

Be Courageous!

- Use the self reflection resource on the AITLS website to identify areas of your practice that would benefit from observation and which of your goals would be informed by it. Talk about your intentions, to observe others, and be observed by others, and with your colleagues.

Be a role model

- Invite others to observe your practice first.

Develop peer feedback materials


- (see AITSL website for collecting and documenting feedback, Ladder of Feedback)

Provide choice

- Pairs, Teams. Observation does not have to be live. Film the lesson. Reflect /Share.

Collaborate

- Start a peer-observation group or professional learning team. Share a focus. Research.



SET! WHAT TO DO FIRST..

Some key principles need to be agreed on prior to each observation session..

1. Identify the **purpose** of the observation.
2. Articulate the **focus** of the observation
 - Agree to the **area of your practice** that will be observed and which of the Australian Professional Standards are relevant.
 - Identify how the observation links to the **teachers goals**.
3. Note any relevant information to aid the observer (eg lesson plan, teaching objectives)
4. **AGREE ON A FOCUS.**
5. Agree on how and when feedback will be given
6. Discuss **action steps to follow up** or respond to feedback.
7. Agree on **confidentiality**. How openly will observations be discussed?

Feedback Protocol

- ✚ Clarify
- ✚ Value
- ✚ Raise questions and concerns
- ✚ Suggest
- ✚ Thank

Taken from 'Ladder of Feedback Guide' for classroom observation, Ron Ritchard, Harvard University.

Sharing Classrooms

Program consisted of:


6 visits e.g. Observe at least 3 classes of your partners (with the same group of students) in the term

Your partner will observe at least 3 of your classes (with the same group of students) in the term.

- ✚ Sessions will count as VIT PD

Sharing Classrooms

What are we looking at?
FOCUS
Why are we looking?
LENS
How are we looking?
FEEDBACK




Sharing Classrooms

Focus on...

FORMATIVE ASSESSMENT

‘ ... the primary purpose of assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade.’
Jay McTighe and Steven Ferrara

‘ How do I know that they have learnt what I have taught?’





Sharing Classrooms

Focus on...

THINKING

Learning is the product of thinking....

Teaching is less about what the teacher does than about what the teacher gets the students to do. David Perkins

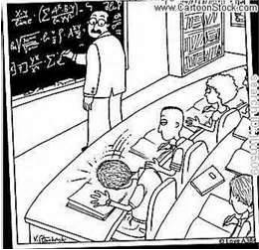



Sharing Classrooms

A LENS
NARROWS THE FOCUS....

*Focus on how the teaching affects the learner –
the lens of student learning*

LENS
CHOOSE A QUESTION
"WHO IS DOING THE THINKING HERE???"



FOCUS – TIME/LANGUAGE
LENS – TALK

What kinds of talk do you notice?
When and where is there talk?
Who talks?
What are the patterns of talk?
What kinds of teacher questions?
What kinds of student questions? How do small groups talk?
What kinds of responses do students give?
Where and when are there silences?
What is the language and form of the feedback?
How does talk scaffold learning?
What messages are being conveyed through language?

Sessions can be 'Experiment based':

- ✚ A chance to try ideas
- ✚ Polish approaches

Sharing Classrooms

Logistics:

- ✚ Email to CO-ORDINATOR to be involved.
- ✚ 'Tap' on the shoulder.
- ✚ Follow up meeting as a whole group to understand process.
- ✚ Create teams.
- ✚ Report to whole staff.

Sharing Classrooms

CORE INTERESTS:

SELF SELECTED TEAMS

- Activating students as learning resources for one another
- Activating students as owners of their own learning
- Making thinking visible
- Acceleration
- Teacher Student Relationships
- Elements of gradual release of responsibility.
- Writing to learn strategies Routines and structures - eg start of class

BACKED BY RESEARCH



© 2014 Corwin

PROCESS FOR IMPLEMENTATION.

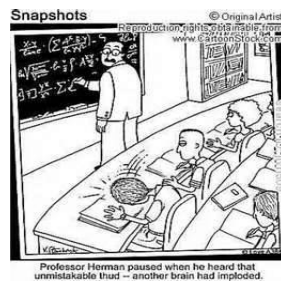
1. Whole of school **professional development day** on research and project.
2. Establishment of a **Professional Learning Team**. Volunteer opt in.
3. **Create a culture** for new staff to the school
'This is what we do here.'
4. **Whole school participation.**
 - Pairs, teams, filming.
 - Domain based : 'Train the Trainer' peer coaching method

LOGISTICS

Staff meetings
Briefings
Map timetables in teams.

Debriefs may be after school,
on a break, or in a spare.

Chosen dates emailed to the
Daily Organizer to ensure
participants do not receive
any extras, as far as
possible



PLT SCHEDULE	TOPICS	DETAIL
PLT 1	Seeing Learning	Use evidence about learning to adapt teaching and learning to meet student needs
PLT 2	Working in teams to choose a focus	The Eight Cultural Forces that Define Our Classrooms
PLT 3	Growth through self observation.	Filming the first ten minutes
PLT 4	Analyse an observation....	Journal reflections. The cultural forces that define our classroom.
PLT 5	Looking at Language Teacher Talk	Looking at the discourse of the classroom.
PLT 6	Looking at Language Student talk	
PLT 7	The gradual release of responsibility	

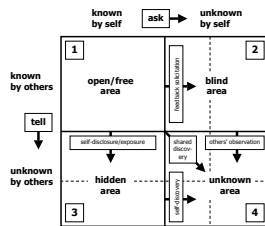
CASE STUDY 3
FOUR PHASE OBSERVATION

MANDATORY AND OPTIONAL

1. Peer Observation is Term 1
2. Informal Observation/ Learning walks is Term 2
3. Formative Observation is Term 3 (Dr Knight's formulas). These 3 are presented as collegial and kept as light as possible.
4. Term 4 is summative by the heads of sub-schools and/or principal.

This 1st year the regime is 'requested' and had 75% buy-in.
Next year the plan is to make it a 'directive'

Johari Window model



© Image after Herpin (2011) and used by [Johari Window model](http://www.johariwindow.com).
Not to be sold or published. Please find other selling resources at www.johariwindow.com.
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without permission in writing from the publisher.

DATA COLLECTION
SELF-EVALUATION

ONLINE AITSL EVALUATION AGAINST THE STANDARDS
([HTTP://WWW.SELFASSESSMENT.AITSL.EDU.AU/](http://www.selfassessment.aitsl.edu.au/))
TEACHING EXCELLENCE GOALS SIGNED OFF BY HOS &
DOTL
TEACHER JOURNAL INCLUDING PD NOTES AND
REFLECTIONS

CHOICE – FEEDBACK....

Staff choose one of the following:

- Student Feedback
- Student Academic results review
- 360 Review
- Mentoring & Coaching – individually negotiated

CASE STUDY 4: AUSTRALIND SENIOR HIGH SCHOOL , WA

1. Self reflection and growth analysis (map to National Standards)
2. Student feedback
3. Peer feedback - OBSERVATION
4. Performance appraisal.
5. Professional development
 - Meet individual needs of teacher.
 - Common needs are identified and access to appropriate programs met.
 - Professional learning program developed around teaching and learning needs.
6. Program Initiates are school leaders, including the principal and one teacher from each learning area.
 - Developing lesson plans, teaching under observation, receiving expert feedback.
 - Training trainers in classroom observation
7. Review discussion for future development needs.

CASE STUDY 5 : 'LOOKING FOR LEARNING'

Learning walks

Visit classes, talking to students about their learning.

Learning conversations.

Peer coaching and reflection.

Invitation to receive feedback on a focus.




PLANNING TOOL BOX

What do we want to do?	What do we want to know?	How will we know it?	Where will the data come from?	Who will capture the data?



Sharing Classrooms

HOME TIME!



WrestlingTruth.com
