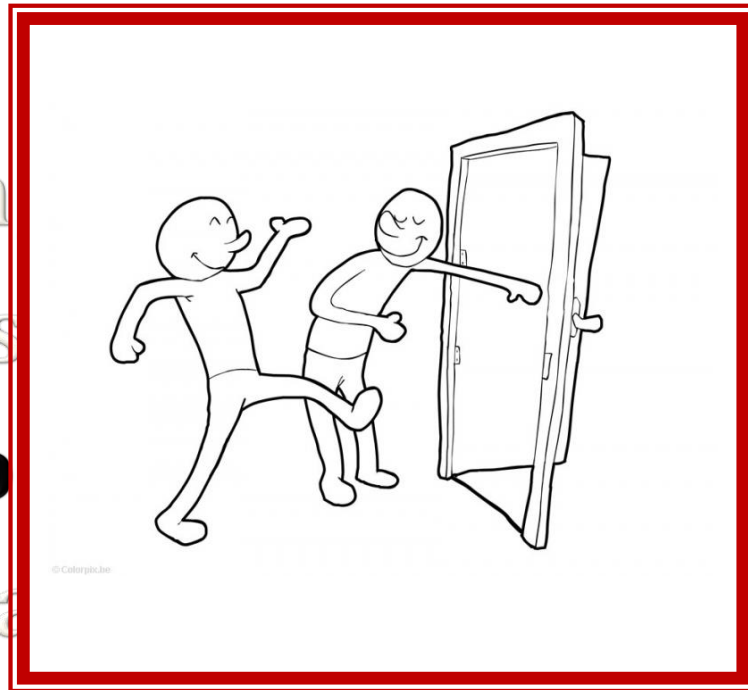


seeing learning **sharing class**
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**What teachers do in
the classroom is the
most important
thing in schools**

SHARING CLASSROOMS OPTIONS

1. Voluntary Sharing / Observation

Teachers volunteer or are nominated to be observed by others

- Volunteer identified or nominated – someone who is happy to be observed
- A way to share domain exemplars
- Cross discipline observations are an option
- Consider Middle and Senior School observations
- Informal feedback

Teacher to observe 3 different teachers

2. Sharing classrooms in pairs / teams/ filmed.

The same group of 2 or 3 teachers teach and observe each other

- Shared pairs, teams or film.
- Choose a Focus for observation
- Ladder of Feedback protocol
- Domain based or inter-disciplinary
- Map to/informed by PoLT

Aim : 6 visits for the Semester for a triad (team of 3 teachers)
(teach 2 lessons, observe 4 lessons)

3. Domain Approach

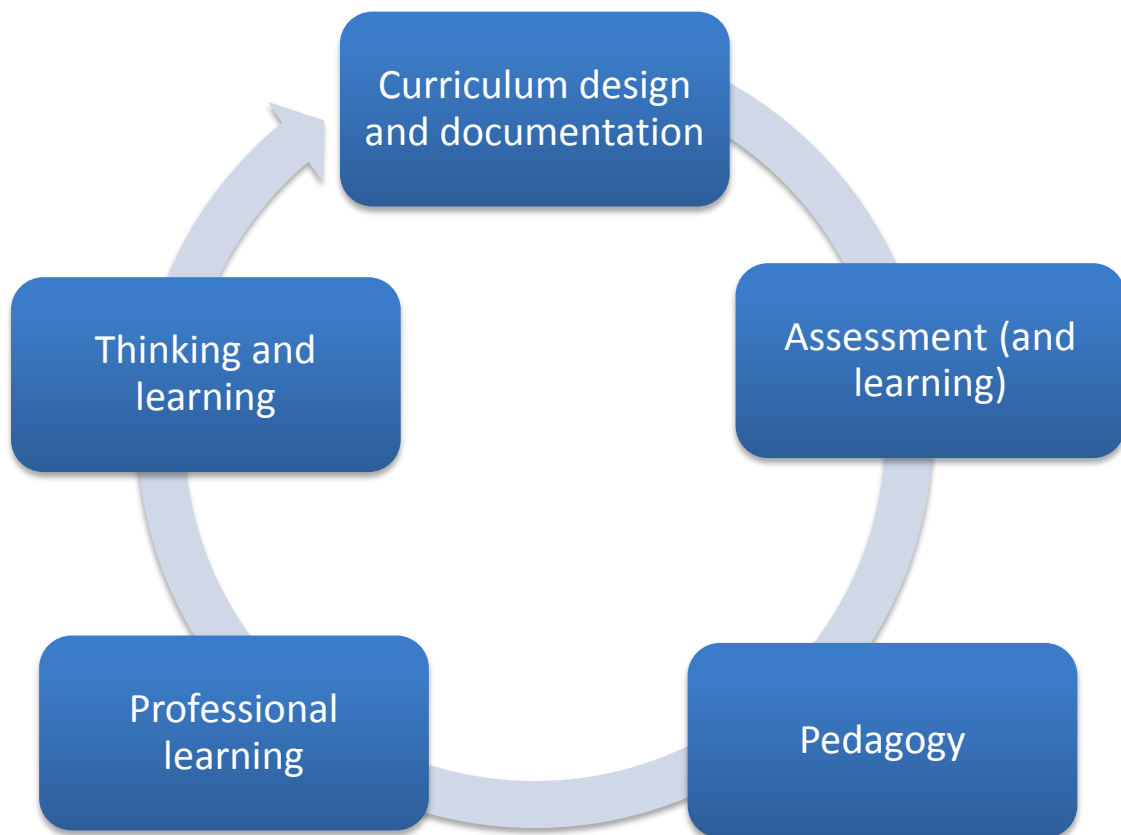
Team based lesson planning within domains. Lesson delivered by one of the team and observed by the rest.

- Collaborative lesson planning model. Plan lessons together, examine student progress, prepare teaching content.
- Team preparation /solo delivery.
- Time and space to meet regularly.
- Encourage teachers to continually develop and evaluate innovative teaching. Try new things! Pay attention to what works and what doesn't.
- Giving constructive feedback and reflection on the learning.
- Focus on how the teaching affects the learner – the lens of student learning

6 visits for the Semester for a team (team of 3 teachers)
(teach 2 lessons, observe 4 lessons)

WHY share classrooms?

How does observing classroom practice help us?



We don't always know what is happening when we use particular strategies



student
management

feedback

assessment

questioning

writing tasks

simulation games

collaboration

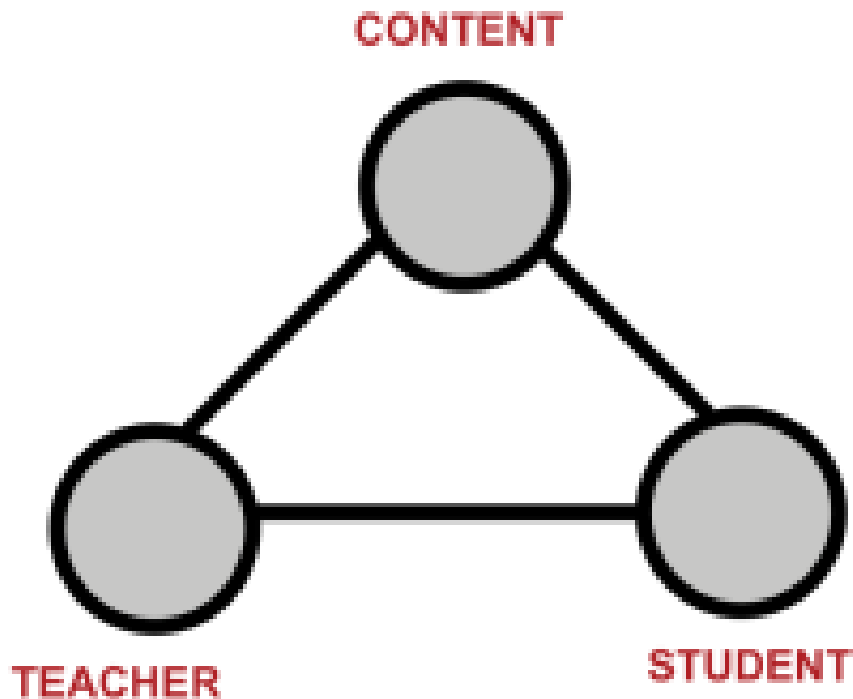
powerpoint

lecture

Making Learning Visible

Setting an intention for classroom observations

- What are we going to look at?
- Why are we going to look at it?
- How are we going to look?



What does learning look like?

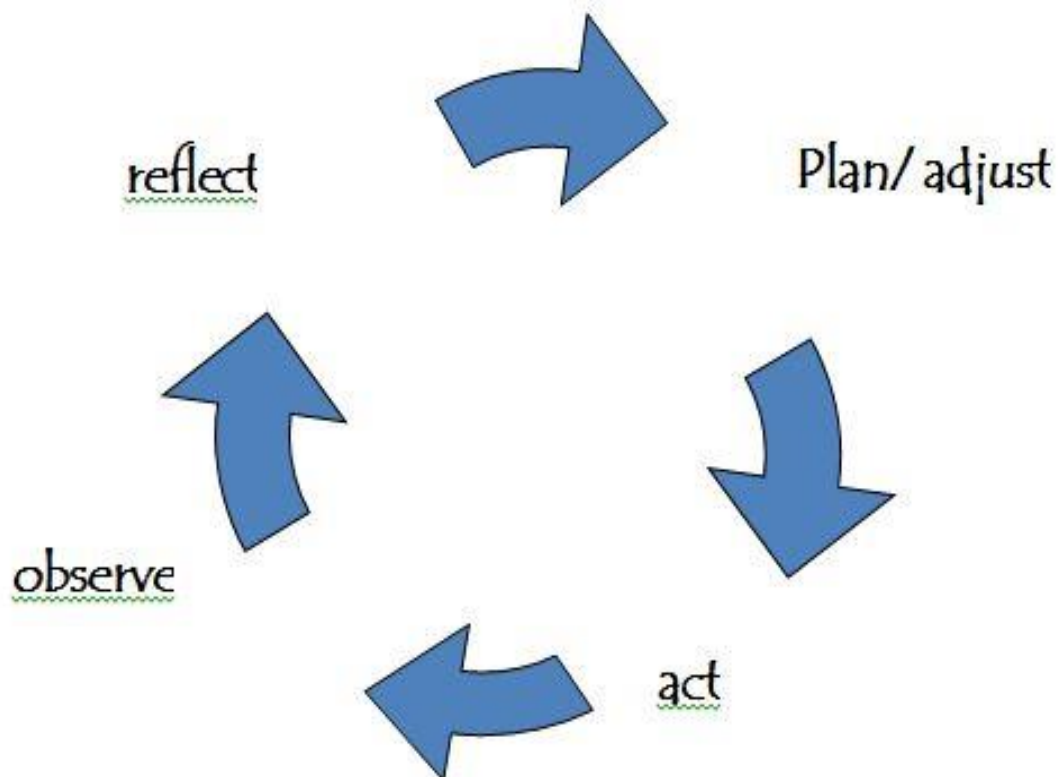
- What might we see?
- How might we learn from what we see? (How might we think and talk about what we see?)
- How can we use observation to change the conversations/ improve learning in schools?

John Hattie : Visible Learning.

Why are we looking?

Teaching is only as good as its
impact on learning

Schmoker, 2006, 126



What do we do when we share classrooms?

CHOOSING A FOCUS

Looking at Thinking, Expectations & Opportunities in the Classroom: A beginning

While you are observing classroom action, you may find it useful to have the following questions in mind:

1. What kinds of thinking and learning seem important in this session? How do you know?
2. What do you notice about teacher feedback and response? When, where and how might it call students' attention to their thinking and learning?
3. Are there additional opportunities that you noticed for calling students' attention to their thinking and learning?
4. For the session, what kinds of thinking and learning seem to be central and most emphasized? What seem present but more "on the side?" What makes you say that?
5. When, where and how were students supported and pushed in their thinking?
6. What in students' completion of this task/assignment would tell us that students are developing as thinkers and learners as opposed to just completing the assignment?
7. Do you have suggestions as to how might the lesson be "bumped up" to further encourage thinking? Where might it go next?

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

Choose a focussed Observation

A. IDEAS

What are the key strategies for effective teaching?

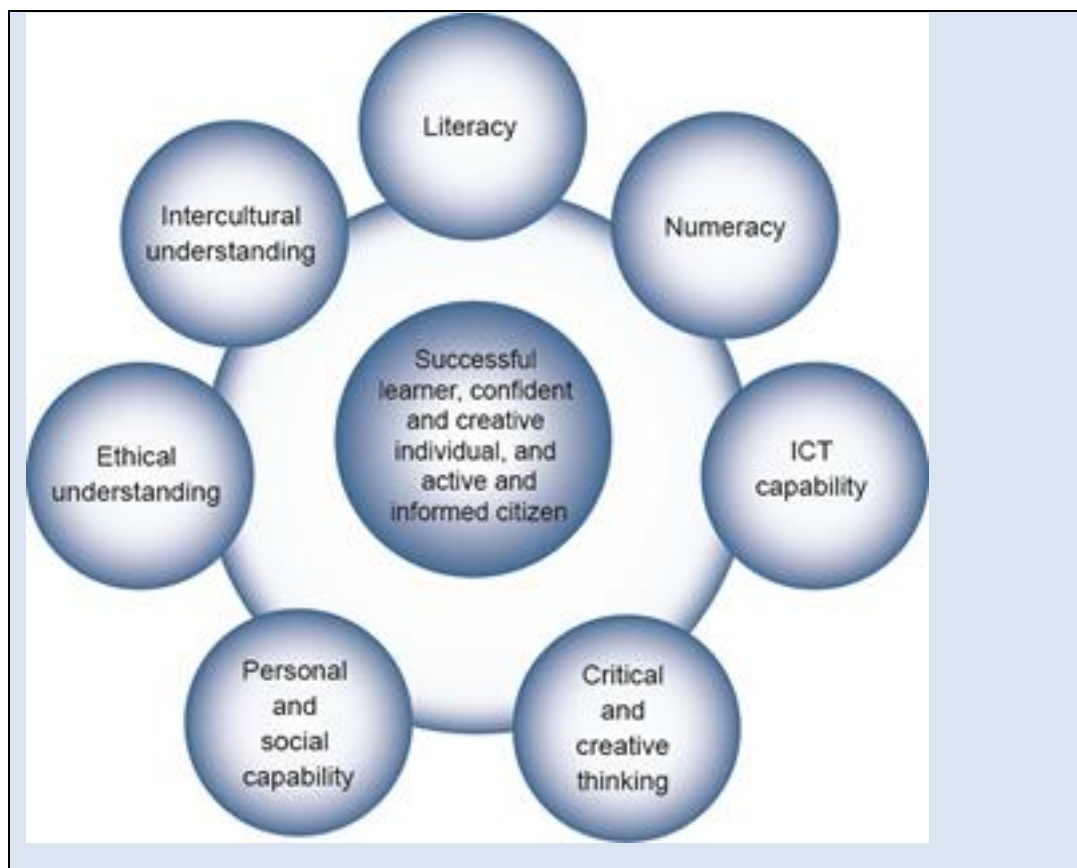
1. Clarifying, understanding, and *sharing learning intentions*
 - ❖ curriculum philosophy, lesson goals
2. Engineering *effective classroom discussions*, tasks and activities that elicit evidence of learning
 - ❖ classroom discourse, interactive whole-class teaching
3. Providing *feedback* that moves learners forward
4. Activating *students as learning resources* for one another
 - ❖ collaborative learning, reciprocal teaching, peer-assessment
5. Activating students as owners of their own learning:
(Developing learner responsibility, the Gradual Release of Responsibility)
 - ❖ metacognition, motivation, self-assessment

(William & Thompson, 2007)

What do we hope is happening in the classroom?

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.



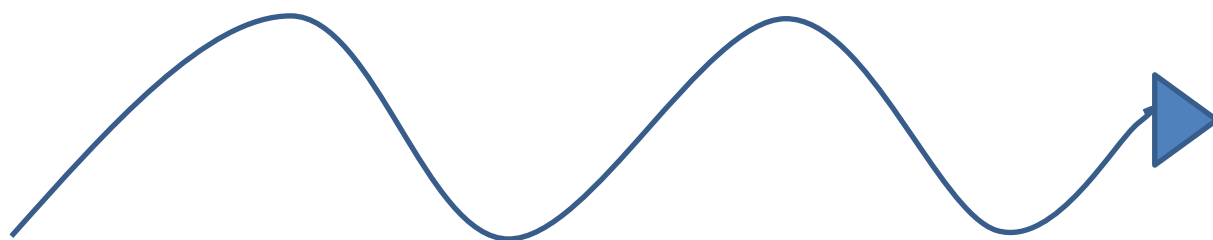
The Eight Cultural Forces that Define Our Classrooms

(Ritchhart 2002)

B. DIFFERENT FOCUSES

1. Modelling
2. Opportunities
3. Routines and structures
4. Environment
5. Language
6. Interactions and relationships
7. Time
8. Expectations

Choose ONE as a FOCUS



What does this mean?

Behaviours to look for in a "Culture of Thinking" Classroom

1. Modeling

- a. Is thinking regularly made visible and "on display" in the classroom?
- b. Does the teacher share his or her thinking, providing reasons and evidence for the decisions that are made?
- c. Does the teacher display curiosity, passion, and interest for ideas? Is there a sense that the teacher is learning too? This may be evident in the teacher taking risks and trying new things.
- d. Do students model their thought process by spontaneously justifying and providing evidence for their thinking?

2. Opportunities

- a. Does the teacher prompt students for their opinions, questions, and ideas as opposed to just their knowledge of the topic?
- b. Is there a focus on big ideas and generative topics that advance deep disciplinary understanding?
- c. Is the learning of the class connected to the larger community outside of school?
- d. Are there opportunities to reflect on how one's thinking about a topic has changed and developed over time?
- e. Are there opportunities to explore ideas in depth?
- f. Are there opportunities to revise and refine one's work based on feedback?

3. Routines and Structures

- a. Are thinking routines used flexibly, spontaneously, and effectively to deepen students' understanding?
- b. Do students confidently and independently use routines and structures to further their understanding and as a platform for discussion, rather than as work to be done?
- c. Does the teacher create his/her own structures and routines to facilitate the thinking he or she is after?

4. Environment

- a. Are students' questions, words, ideas, and thoughts documented and on display?
- b. Do wall displays have an ongoing and/or dialogic nature to them versus a static display of finished work?
- c. Are there teacher reflections and comments accompanying wall displays?
- d. Through the wall displays, can one discern the learning of the class?
- e. Through the wall displays, is the learning process of the group evident?
- f. Is the physical environment arranged to facilitate various kinds of group learning as may be needed?
- g. Are the resources needed for learning present in the room?
- h. Do the displays in the room inspire learning in the subject area and connect students to the larger world of ideas by displaying positive messages about learning and thinking?

Behaviours to look for in a "Culture of Thinking" Classroom

5. Language

a. Teacher Language

- i. Does the teacher use conditional language (What might it be? Are there other ways? One possibility... It could be...) as opposed to absolute language (It is... How is it done?) to keep conversation / ideas open?
- ii. Does the teacher use a language of thinking that invites specific thinking actions on the part of the students ("I want you to compare these two objects." versus "I want you to look at these two objects.")?
- iii. Does the teacher use a language of curiosity (I wonder...? I'm puzzled by...? I'm finding this challenging...? What if...?)

b. Student Language

- i. Does the student language mirror that of the teacher in terms of conditionality, a focus on thinking, and curiosity?
- ii. Are student responses and contributions in class elaborate, supported, and/or complex?
- iii. Do students' contributions reflect confidence (versus inflected responses that are implicitly asking "Is that right?")

6. Interactions and relationships

a. Teacher response to students

- i. Are students pushed to elaborate their responses, to reason, and to think beyond a simple answer or statement?
- ii. Does the teacher challenge, or invite others to challenge, ideas and comments?
- iii. Does the teacher provide the "space" for students to extend, elaborate, or develop ideas?
- iv. Does the teacher provide specific feedback to students beyond merely affirming or negating a response?
- v. Does the teacher listen to student conversations without interrupting them and guiding them?
- vi. Does the teacher listen to and show an interest in students' contributions as opposed to trying to elicit a specific response? This may entail building on students' contributions.
- vii. Is the learning of the group, as well as individuals, celebrated and acknowledged?

b. Students' responses to the teacher and one another

- i. Do students ask questions that show a curiosity for and interest in the topic?
- ii. Do students spontaneously (versus being prompted) build on others comments and contributions either through elaboration or challenge?
- iii. Is there a sense of academically focused, conversational threads in the room, as opposed to a teacher-directed question and answer session?
- iv. Do students spontaneously make connections between ideas offered by others to advance their learning?
- v. Are there student-to-student exchanges on the topic of discussion?
- vi. Do students disagree with others in a respectful manner?
- vii. What percent of students participate in class discussions? Do students of all levels and abilities contribute versus a few dominating?
- viii. Do students participate with the teacher more equitably in the activity of the classroom. Rather than merely responding to teachers' questions and prompts, do they also react to others responses, ask questions, and suggest changes to activities? That is, do students take on more teacher-like moves?
- ix. Do more students make meaningful contributions to class and the incidence of "I don't know 's" diminish.

Behaviours to look for in a "Culture of Thinking" Classroom

7. Time

- a. How much wait time does the teacher provide after a question and before they call on students for a response?
- b. How much time does the teacher provide after a student responds or makes a contribution before calling on another student or responding themselves?
- c. What is the ratio of teacher talk to student talk?
- d. What is the length of student responses and contributions in class?

8. Expectations

- a. The classroom is learning versus work oriented
- b. Is the purpose of classroom activity well understood and kept at the forefront of classroom activities?
- c. Is learning viewed as a positive, engaging endeavor, rather than a compulsory exercise?
- d. Learning, rather than work, is celebrated

What we want to see...

Indicators of a Culture of Thinking

Although we can name a lot of practices teachers actively engage in as they seek to make their classrooms cultures of thinking, what we hope to see in the long run is a transformation of the classroom into a place where learning and thinking is valued, visible, and actively promoted. When this transformation takes place, what does it look like? What are we likely to see? A primary indicator of the transformation can be found in the discourse of the classroom. The idea of discourse might seem to be primarily related to the cultural force of language, but, in fact, it is an amalgamation of language, interactions, and time. We might look for the following shifts in discourse patterns in classrooms as classrooms become cultures of thinking:

Students

- Percentage of students in the class participating increases.
- 'Students' contributions to class discussion increase in length.
- Students' contributions show more depth, insight, and support.
- Students regularly present wonders, questions, and puzzles to the class as a part of their learning.
- The ratio of student-talk to teacher-talk increases.
- Student use of the language of thinking increases.
- Students' confidence in their ideas increases; fewer "I don't know" responses occur.
- Students acknowledge the learning of their peers.
- Students use conditional language in the conversation.
- Student-to-student exchanges occur more frequently.
- Students' questions are more focused on learning than the work and procedures.
- Students take a more active role in designing learning activities with the teacher.
- Students use thinking routines to further their understanding and structure discussions.

Teacher

- Wait time increases.
- There is more active listening by the teacher and less interruption of students' learning.
- Teacher talk decreases.
- Feedback is more targeted to the learning and thinking.
 - A vocabulary for "learning, understanding and thinking" supersedes the vocabulary of "work."
- The teacher models his or her own learning and thinking through of issues and questions.
- Teachers are more frequently turn students' questions back to the group rather than answering themselves.

How do we share classrooms?

Sessions can be 'Experiment based':

- ✚ A chance to try ideas
- ✚ Polish approaches

Judgement is suspended

This is not about appraisal

You are in control






Volunteer

Domain based with an
encouragement to cross faculties

Process for Sharing Classrooms

1. Choose a way you want to share practice. A partner/team/film.
2. Communicate your dates and plans to your Domain Leader, for support and resources.
3. EMAIL THE DAILY ORGANISER TO SECURE YOUR OBSERVATION TIME.
4. Decide on a focus/lens. (A Focus is the main game, A lens zooms into a specific practice.)
5. Communicate with each other beforehand to give a short background to the class.
6. Visit classroom for observation or film the class.
7. Take notes based on the focus/lens.
8. Use the ladder of feedback to record observations.

Feedback Protocol Outline

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

Taken from 'Ladder of Feedback Guide' for classroom observation, Ron Ritchard, Harvard University – full outline over the page.

9. **IMPORTANT!** Meet to debrief and provide feedback, using the ladder of Feedback protocol.
10. Over coffee, after school, over lunch. Allow half an hour.
THIS IS THE MAIN GAME.

Start again! Return visits are important to identify a shift on practice!

Ladder of Feedback Guide for Classroom Observations

The "Ladder of Feedback" is a protocol or structure that establishes a culture of trust and constructive support by sequencing feedback in order that is constructive.*

What class is being observed?	
Feedback for:	
Feedback for:	
Clarify Are there aspects of the class or lesson that you don't believe you understood? Ensure that you're clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you've made. - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from." If you are approaching your observations from a particular frame or perspective, state that. - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect."	Formulate your comments here
Value What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy? Valuing builds a supportive culture of understanding and will help your feedback colleague identify strengths in their work that they might not have recognized. Valuing reminds your feedback colleague of the parts of his/her lesson that should be preserved when making improvements. Expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback. Stressing the positive points and offering honest compliments sets a supportive tone	Formulate your comments here

This form is adapted by Ron Ritchhart from the "Ladder of Feedback" developed by Daniel Wilson, Harvard Project Zero

<p>Raise Questions & Concerns</p> <p>What questions, issues, tensions, or concerns were raised for you within the lesson?</p> <p>Share your concerns, not as criticisms, but <u>as honest thoughts and questions</u>, not as absolute judgments of right and wrong.</p> <ul style="list-style-type: none"> - "It might be interesting to explore . . ." - "I wonder what would happen if . . ." - "Perhaps you have thought about this, but . . ." - "A question this raised for me was . . ." - "One of the things this got me thinking about was . . ." - "Observing the class made me more aware of the tension between . . .?" - "A concern raised for me was . . ." 	<p>Formulate your comments here</p>
<p>Suggest</p> <p>Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?</p> <p>Help your feedback colleague make improvements by sharing your ideas on how he/she <u>might refine or advance the lesson</u>.</p> <p>Suggestions can also be forward looking by putting forth ideas on where the lesson might go next or how a teacher might build on students' ideas and work.</p> <p>it might be interesting to follow up on that issue of ____, by..."</p>	<p>Formulate your comments here</p>
<p>Thank</p> <p>How has observing and giving feedback enhanced your own understanding of teaching and learning?</p> <p>Tell your feedback colleague what you have learned from this experience.</p> <p>Share the questions and issues you will take away to think more about.</p> <ul style="list-style-type: none"> - "This lesson has made me think more about how I might..." 	<p>Formulate your comments here</p>

This form is adapted by Ron Ritchhart from the "Ladder of Feedback" developed by Daniel Wilson, Harvard Project Zero

