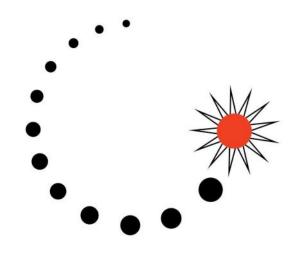


Student Centred
Implementation of VTLM

Excellence in Every Classroom

Myrtleford P-12 College



Myrtleford P12 College

Inspirational





Acknowledgement of Country





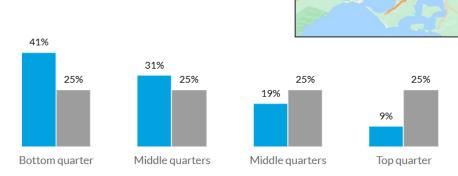
Introduction: Myrtleford P-12 College

Context:

- Total of 414 students: P-6 205 / 7-12 209
- 41% of students bottom quarter of SEA
- High welfare / student support ratios
- Complexities around P-12 context
- School structure



Distribution of Socio-Educational Advantage (SEA)



Kosciuszko

National Park

Snowy River N.P.

Shepparton

VICTORIA

Keilor

Geelong

Moorabbin •

Melbourne

Frankston

Myrtleford P-12 College

Alpine NP

Traralgon

School distribution Australian distribution

Percentages are rounded and may not add to 100

Introduction: Myrtleford P-12 College

<u>OUR AIM:</u> To foster collaboration and professional learning, with a focus on embedding evidence-based practices to improve student outcomes.

WHY:

- Improve student achievement using proven evidence-based practices
- Build consistency language, routines, & expectations
- Establish low-variance curriculum (content & practice) foster equal opportunity and wellbeing for all
- Reduce cognitive load students & teachers
- Build a culture of peer-observation / instructional coaching and continual school improvement based upon a framework of common practice and belief
- Reduce teacher workload

EXCELLENCE & EQUITY:

- Excellence linked with evidence-based practice building teacher capacity and confidence
- Equality giving every student the best opportunity to thrive learning & wellbeing

Line of Sight: Where are we at? How did we get there?



Build Culture & Shared Belief



Who is going to drive the work? Are they on the same page?

What do we need to do to ensure that everyone understands what good teaching & learning looks like?

How do we structure lessons to optimise student learning and wellbeing?

Leadership Culture – School Improvement Team





School Improvement Team (SIT)



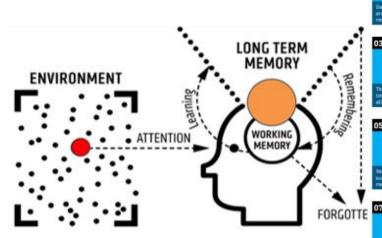
To foster collaboration and professional learning, with a focus on embedding evidence-based practices to improve student outcomes.

School Wide Systems

Evidence & Research
Current Knowledge &

Build Culture & Shared Belief

Evidence & Research – Shared Belief

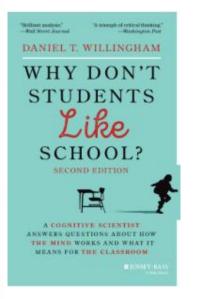














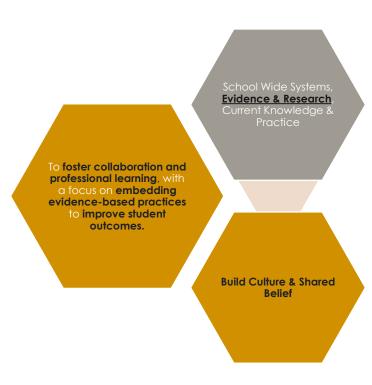
Evidence & Research – Shared Belief

Intended Curriculum	Class A	Class B	Class C



Evidence & Research – Shared Belief

Intended Curriculum	Class A	Class B	Class C



Current Practice – Strength Based Approach



Ensure Staff Ownership & Buy In



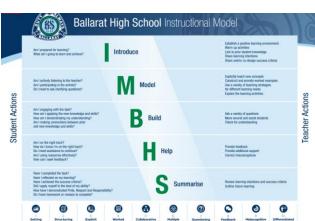
Can we build a common instructional model to bridge grades and subject areas?

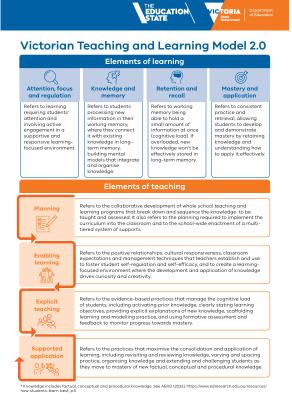
How do we utilise staff enthusiasm?

2. Ensure Staff Ownership & Buy In

Consistency – A whole school Instructional Model







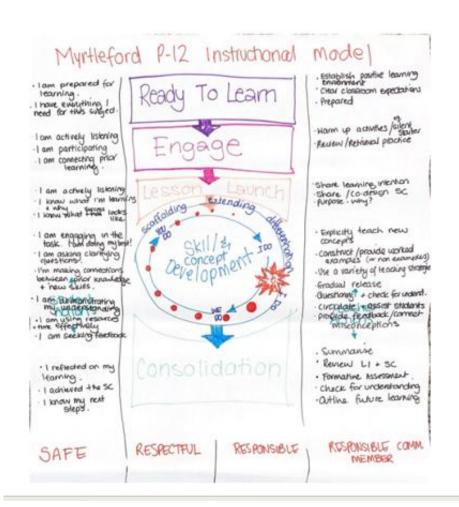






2. Ensure Staff Ownership & Buy In

Consistency – A whole school Instructional Model





Build Culture & Shared Belief chool Wide To foster ollaboration and nowledge 8 professional **learning**, with a embeddina evidence-based practices to improve student **Ensure Staff** outcomes. Ownership & Buv In



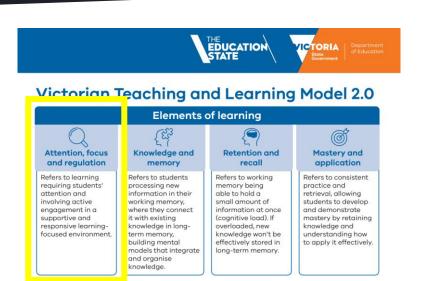
Where and how could we have the greatest initial impact?

How do the little changes we make today, impact collective school improvement over time?

How will our staff respond to rehearsal?

How do we establish systems of support and accountability?

Professional Learning – Where to start



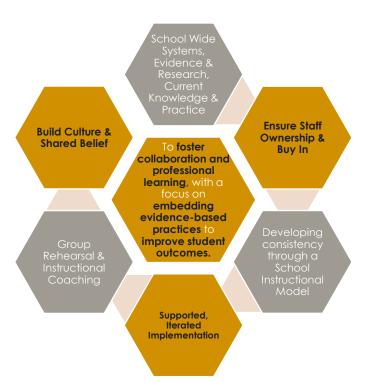
Structuring Lessons to Optimise Learning Attention - Communication - Thought - Feedback - Consolidation 4. Gather and give feedback Is the teacher pushing Is the teacher assessing student students to think hard? learning and responding ENVIRONMENT 5. Ensure consolidation Is the teacher O----ATTENTION WORKING supporting students to retain their learning? 2. Optimise communication Is the teacher presenting ideas in a Has the teacher got students' way that is manageable for



chool Wide Evidence & (nowledge 8 **Ensure Staff Build Culture &** Ownership & **Shared Belief** To foster Buv In collaboration and professional **learning**, with a embedding evidence-based practices to improve student outcomes. Rehearsal & Supported, Iterated Implementation

Where to start – Data Collection

	February				
Level of Confidence with MP12 Instructional Model	1 0%	2 10%	3 46.7%	4 43.3%	5 0%
Level of Confidence with Securing Attention of Students	1 0%	2 6.7%	3 36.7%	4 40%	5 16.7%
Implement Established Routines	Always Sometimes Rarely Never Unsure/I'm not s	sure what this means	63.3%		
Implement an Entry Routine	 Always Sometimes Rarely Never Unsure/I'm not sure what this means 				



Professional Learning - Habit Building

The Role of Habits

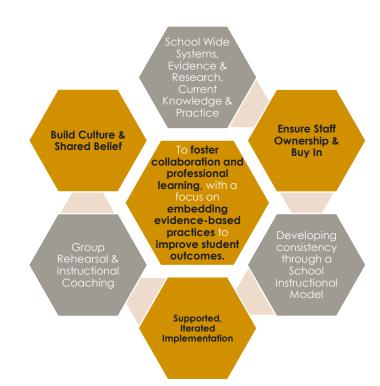
How do habits shape behaviour and efficiency in teaching and learning?

"If we can help teachers build the right habits, we can free up more of their cognitive resources for the complex work of responsive teaching." — Peps McCrea



Q. How many decisions do you think a teacher makes in a day? A. Over 1500!

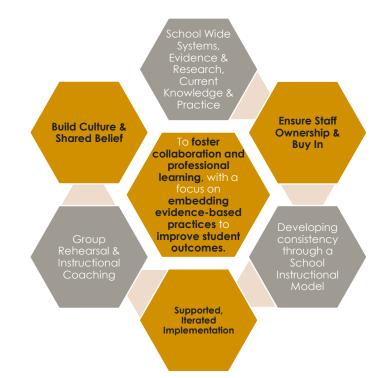
'Have you ever tried to change a classroom routine and met resistance? Think of a time perhaps when you have been a CRT and not followed the regular teacher's routine or timetable! How did the students respond? That's habit inertia in action.'



Professional Learning – Instructional Coaching

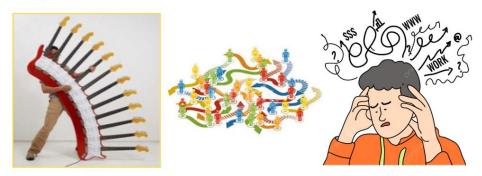


Steplab Australia
Every teacher a coach



Professional Learning – Group Rehearsal

Why does rehearsal matter?



...because teaching is complex...

Why does rehearsal matter?



..and so 'autopilot' has to be really good!







Evidence & (nowledge 8

Build Culture & Shared Belief

To foster collaboration and professional **learning**, with a embedding evidence-based practices to improve student

outcomes.

Supported, Iterated **Implementation**

Ensure Staff Ownership & Buv In

Professional Learning – Group Rehearsal ENTRY ROUTINES

Model

Objective: To deliver clear entry expectations for the beginning of lessons.

Action Step: SET CLEAR ENTRY EXPECTATIONS

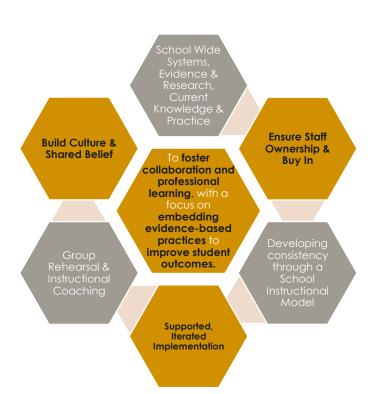
MODEL — WHAT SHOULD THIS LOOK LIKE?



- Students entering the room without a teacher in there.
- Students entering sporadically (drip feeding) and the teacher having to repeat instructions over and over.

StepLab – Secure Attention – Establish an Entry Routine

Secondary – Example 4 **Primary** – Example 1



Professional Learning – Group Rehearsal ENTRY ROUTINES

Planning / Scripting

Year 9 Maths Class

Expectations:

- Students come into the room and find where their 1 book is. This forms the random seating plan each 2 day.
- Students sit down and make a start on a silent starter activity. For this particular session, we are using an activity called Target Number.

SCRIPT:

Year 9s, on the whiteboard is today's target number activity. Please come in quietly and sit where your books are. Using your whiteboard, make the target number as many ways as you can.

Script / Plan:

- 1. Select an upcoming lesson and open the class list.
- 2. List the key expectations for class entry and the areas where students have not met these in the past.
- Script precise, directive instructions to give to students prior to entry.
- Review against criteria.



Evidence & Research. **Ensure Staff Build Culture &** Ownership & **Shared Belief** To foster Buv In collaboration and professional **learning**, with a embedding evidence-based practices to mprove student outcomes. Iterated

Implementation

3. Supported Iterated Implementation Professional Learning - Group Rehearsal **ENTRY ROUTINES**

Rehearse

Be warm: keep your tone and facial expression

Be strict: inject a note of strictness in your voice.

Be concise: use as few words as possible.

Check for behavioural understanding "What was the first expectation Jake? Establish the context. For example, students are lining o up outside your classroom. You are delivering instructions for how instructions for how they

should enter Rehearse

Rehearse this moment in the lesson. Feedback and refine using the criteria until mastered

Add complexity. For example, students enter in a way that does not meet expectations; students are slow to begin



Evidence & (nowledge &

Build Culture & Shared Belief

To foster collaboration and professional

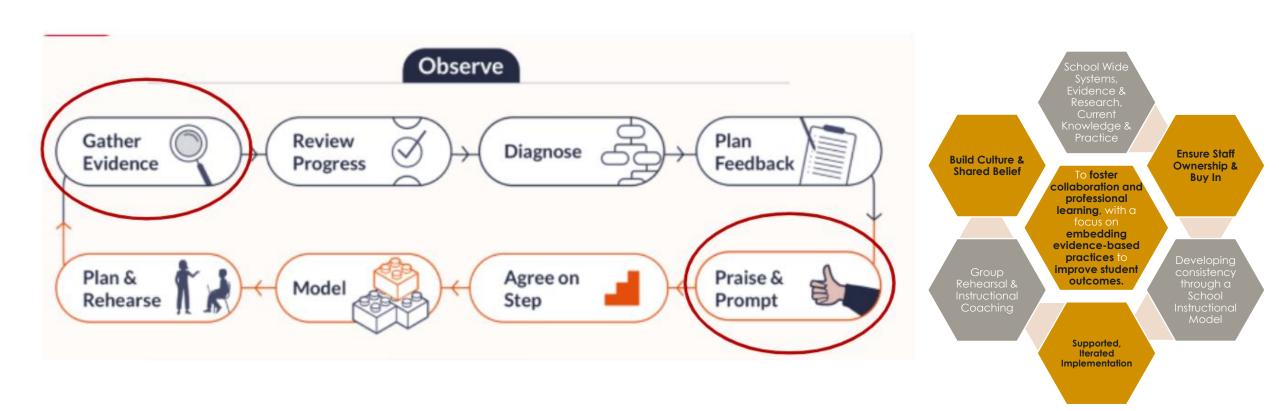
learning, with a embedding evidence-based practices to improve student outcomes.

> Supported, Iterated **Implementation**

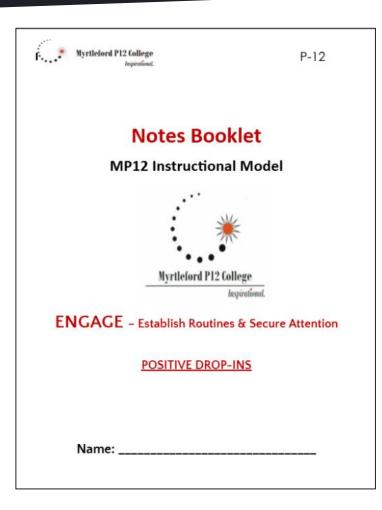
Ensure Staff Ownership & Buv In

3. Supported Iterated Implementation Professional Learning – Drop Ins Instructional Coaching Introduction

Steplab Coaching Cycle



Professional Learning – Peer Observation (Positive Drop-Ins)



DROP INS

To provide meaninaful praise that reinforces good

How to do it:

- Remind yourself of what the teacher is working
- Ensure you gather concrete evidence:
 - What the teacher is doing/saying/writing/displaying
 - What the students are doing/saying/writing
 - Student work (pictures)
 - Time stamps
 - Tallies, headcounts.

Key Principles/Objectives:

Take objective not subjective notes or judgements.

Example (Objective)

8 students with heads down when instruction was

12/14 students walked in quietly and sat where they were supposed to.

It took 38 seconds for students to sit quietly. At 10:04 an active listening call was used. 11/14 students responded.

Non-example (Subjective)

I thought the behaviour management was good. The vocabulary was too difficult to understand. I think you needed to be louder with your active listenina call.

Scripting Feedback

Drop-In Feedback:

Thanks for having me in to watch your entry routine today, Leshae. It was great to see how you've established your entry routines, and all students were seated on the floor in under three minutes. You were able to do this by positioning yourself to clearly scan both inside and outside the classroom, providing a clear two-step instruction and checking for understanding. You managed the flow of students as they entered the classroom and narrated positive praise for students doing the right thing. Throughout, you maintain a calm and warm presence. Great job!

How has your entry routine impacted student learning at the start of your lessons?

- A. Remind yourself of what the teacher is working
- B. Ensure you gather concrete evidence:
- What the teacher is doing/saying/writing/displaying
- What the students are doing/saying/writing
- Student work (pictures)
- Time stamps
- Tallies, headcounts.

Manage classroom entry

Stand at the threshold of the classroom so you can see both inside and outside, control the flow of students, and monitor them during entry. Exaggeratedly observe both the inside and outside of the classroom

- Control; manage the flow of students to ensure they enter slowly and calmly; students should move in slowly enough that you can carefully monitor all students as they sit down

chool Wide Evidence & (nowledge &

Build Culture & Shared Belief

To foster collaboration and professional **learning**, with a embedding evidence-based

practices to improve student outcomes.

Supported, Iterated **Implementation**

Ensure Staff Ownership & Buv In

Staff Feedback

I LIKE:

- The collective engagement and buy-in from P-12.
- The practical nature of working on my TEACHING practice.
- The vulnerability shown by everyone and the culture we have.
- ESS being included in this PL.
- That I will be more accountable.

I WISH:

- We had access to these strategies earlier.
- That these conversations / PL keep happening.
- For more consistency across P-12
- To see this modelled to students so that they can see what we are trying to achieve.

I WONDER:

- How long for habits to become routine.
- How we will check in and assess how we are going with these strategies.
- How this will impact student outcomes.
- How our classrooms will look in a year's time.

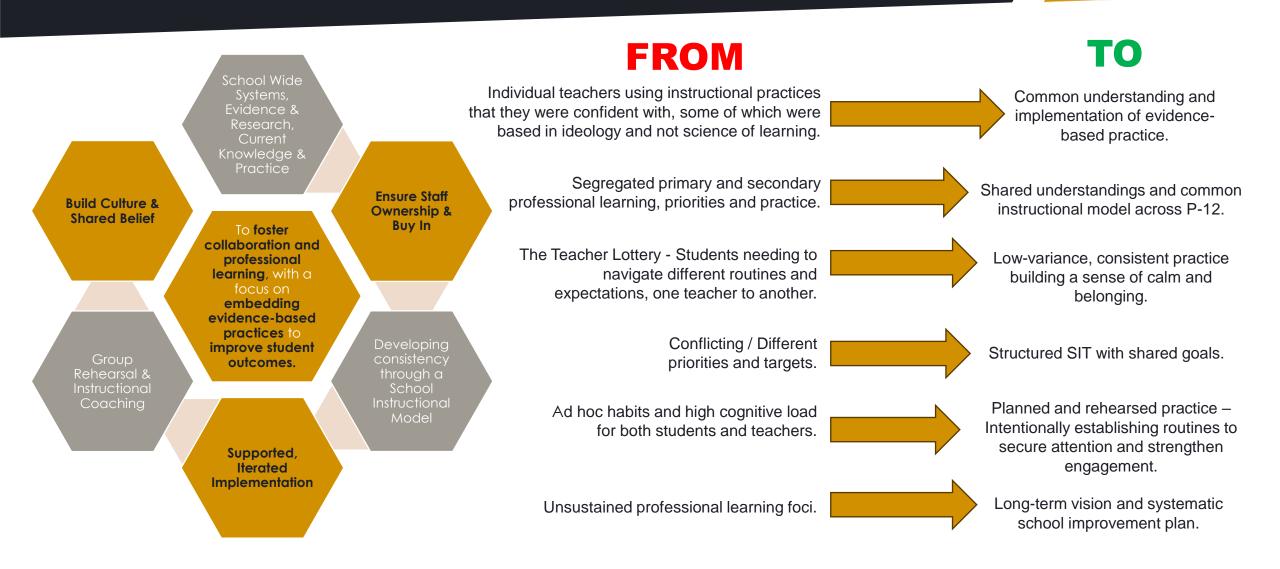


Data Check In

	February - May					
Level of Confidence with MP12 Instructional Model	1 0%	2 10% - 3.7%	3 46.7% - 22.2%	4 43.3% - <mark>59.3%</mark>	5 0% - <mark>14.8%</mark>	
Level of Confidence with Securing Attention of Students	1 0%	2 6.7%	3 36.7%	4 40% - <mark>51.9%</mark>	5 16.7% - <mark>48.1%</mark>	
Implement Established Routines	Always Sometimes Rarely Never Unsure/I'm not sure what this means		63.3%	29.6%		
Implement an Entry Routine	 Always Sometimes Rarely Never Unsure/I'm not sure what to 	his means	53.3%	92.6%		



Reflection & Next Steps



Reflection & Next Steps



Building towards Reciprocal Coaching pairs

Moving to the next phase of our Instructional Model

Continue to build a culture of rigour, excellence & equity

Thank you

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Brody Ricardi <u>Brody.Ricardi@education.vic.gov.au</u>

