Targeting Learning - Talking & Tracking

Teacher Inquiry & Knowledge-Building Cycle

80 Target Students
Improve writing achievement to meet national standards
Understand own learning and processes
Through: targeted teaching

What knowledge and skills are needed?

‘Teacher Professional Learning and Development Best Evidence Synthesis’ (Timperley, Wilson, Barrar, & Fung, 2007)

20 Teachers
Improve writing instruction and programs
Develop strategies for teaching as inquiry
Through: targeted learning

9 Leaders
Establish achievement team
Target discussions
Inquire into leadership practices that are effective
Through: targeted coaching

A professional learning rubric* was developed and used to assess leaders’ practices, skills and dispositions in:
• Planning, coordinating and evaluating teaching and the curriculum (D3 0.42)
• Promoting and participating in teacher learning and development (D4 0.84)
• Engaging in constructive problem talk & open-to-learning conversations (D7)
• Building relational trust
• Writing: pedagogical content knowledge

Time 1 Professional Learning & Development Leader Data

Time 1 PLD Leader Rubric Data

Achievement Team Meetings
Purposeful support with:
• Establishing high-trust relationships and ako
• Establishing protocols and using *Smart Tools* to facilitate talk
• Ensuring an unrelenting focus on what makes a difference for students and their learning
• Using evidence to track and monitor student achievement and learning pathways

Leadership Coaching Sessions
Explicit coaching & practice in:
• Engaging in open to learning conversations
• Challenging deficit thinking
• Evaluating theories of action
• Moving up and down the ladder of inference
• Respectfully challenging Observations and Feedback
• By critical buddy and coach on personal leadership goal

Leadership Inquiry & Knowledge-Building Cycle

Engage teachers and leaders in professional learning

80 Target Students
72 of 80 students are writing at National Standard
This means they made accelerated gain
Students have greater support with understanding their own learning pathways
Further inquiry – what has been the impact on other students’ rate of achievement?

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Professional Readings

9 Leaders
77% of leaders feel a lot more knowledgeable about engaging in open to learning conversations (32% at the start of the year)
82% of leaders feel a lot more confident to engage in open to learning conversations (29% at the start of the year)
6 leaders made shifts in all leadership rubric dimensions

Time 1 data showed a need to focus on:
• Open to learning conversations – dealing with dilemmas (OTC3) and engaging theories of action (OTC2)
• Ensuring an intensive focus on the teaching learning relationships (PLD2)

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Time 1 PLD Leader Rubric Data

Engage teachers and leaders in professional learning

What has been the impact of our changed actions?

‘Leadership coaching had a direct correlation with student achievement, teacher appraisals and even post-interview discussions when appointing staff, by

looking closely at how people are going to fit into a team, how they would feel about their practice being highlighted and how reflective they are” Maria Heron (principal).
*Collaborative Construction of Smart Tools*

During the coaching sessions, the leadership team developed a shared vision of an effective professional learning community and co-constructed aligned smart tools which were used and modified at achievement team meetings. Key learning from this practice:

- Tools were developed from the ground up which meant there was full buy-in and no additional unpacking needed.
- Shared understanding that the tool targets learning by tracking student achievement, capturing effective teacher practices, identifying barriers to learning and recording action at leadership and system level.
- The tools help maintain a focus on evidence-based inquiry.
- The tools provide a stream-lined system for recording so teachers can get on to talking about “the good stuff – learning.”
- It’s important to allow the time and space to “grow the tool.”

Leadership Kete for 2012

- Leadership rubric & probe tool
- Open to learning conversation template
- Open to learning conversation sequential steps
- John Hattie diagram and professional reading
- Achievement team meeting protocols
- Targeting Teaching and Learning Tool