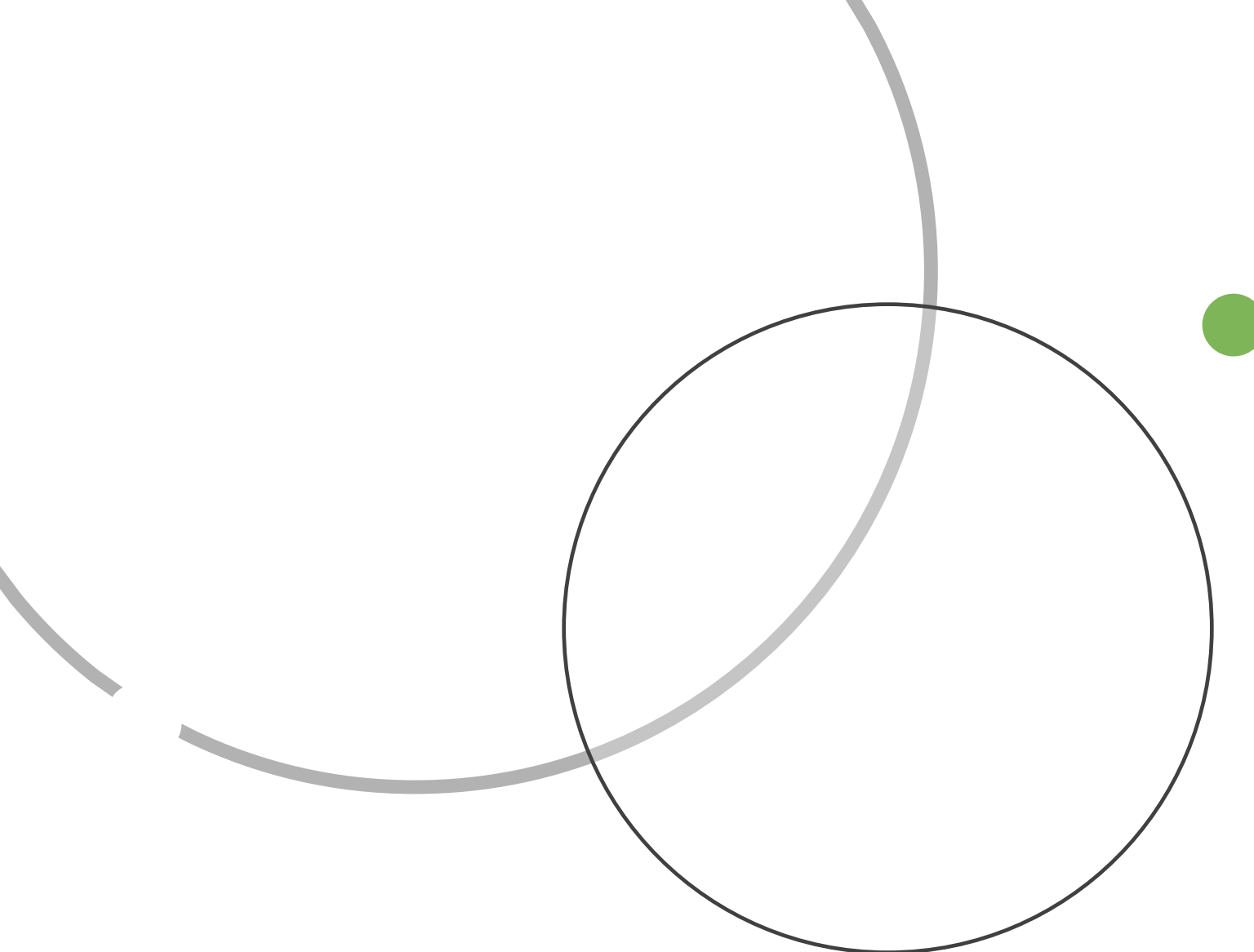




Impact & Influence

Jodie Connor

St Edward's College - Gosford



Learning Intention:

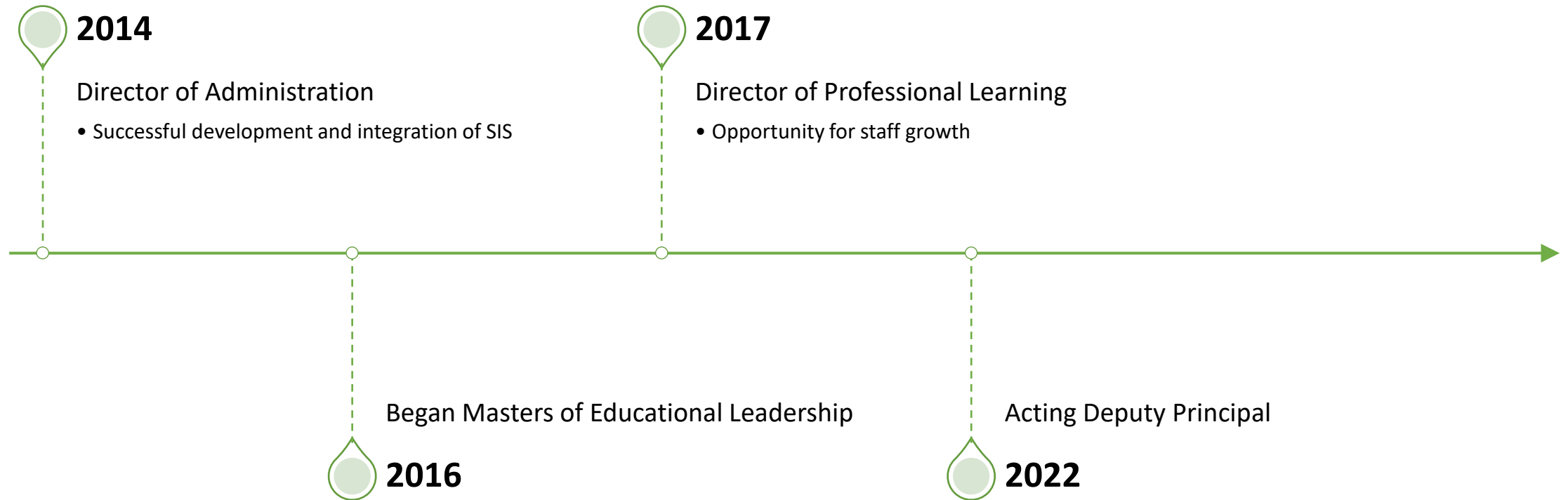
To share the change process that
was required for sustained
impact and influence

- I will understand that change takes time
- I will understand the deeper thinking needed for impact and influence
- I will learn from Jodie's mistakes



Success Criteria:

My Leadership Journey



Change Management Process



2017

1. Acknowledge and understand the need for change





2. Communicate the need and involve people in developing the change

- Teaching Practice
 - Assessment
- Code for Learning
- Professional Behaviour



2. Communicate the need and involve people in developing the change

Teaching Practice

A common approach to quality teaching/learning practices.

Are we current in our teaching practices?

Look for future PD that can establish a common approach to consistency.

The **Visible Learning** research makes us stop and think about the vast amount we already do know and take stock about what really does make the difference to student learning.

Learning intentions:

By the end of the day, you will:

- understand the key Visible Learning messages
- be able to make links between these messages and what happens in your school.

Success criteria:

By the end of the day, you:

- can articulate the key findings from the Visible Learning research
- can list some of the key characteristics of visible learners
- can identify ways to demonstrate the progress of your students
- can describe characteristics of inspired and passionate teachers
- can describe the role of feedback and its potential impact on learning
- can describe the mind-frames which can have a major impact on student achievement
- have thought about the implications of what you have heard for your school



2018

3. Develop change plans



By F

2018

4. Implement change plans

Let's make it
easier...
Work
SMARTER not
HARDER!

1. Effect Size is a starting point for discussion, not an end point for decision-making.
2. Students know who the most credible teachers are.
3. Expert teachers have rigorous beliefs about themselves and what they can do for student **learning**.
4. Teachers must establish and then communicate the **success criteria** for any lesson.
5. Self-efficacy can make, or the lack of it can break, student learning.
6. Learning requires concentration and deliberate practice.
7. Teachers need to give “dollops and dollops” of feedback.
8. School leaders must provide time for teacher collaboration.

How can we start to make this happen at St Edwards?

1

Having high expectation of students.

2

Collaborating as a teaching staff to share the experience and workload.

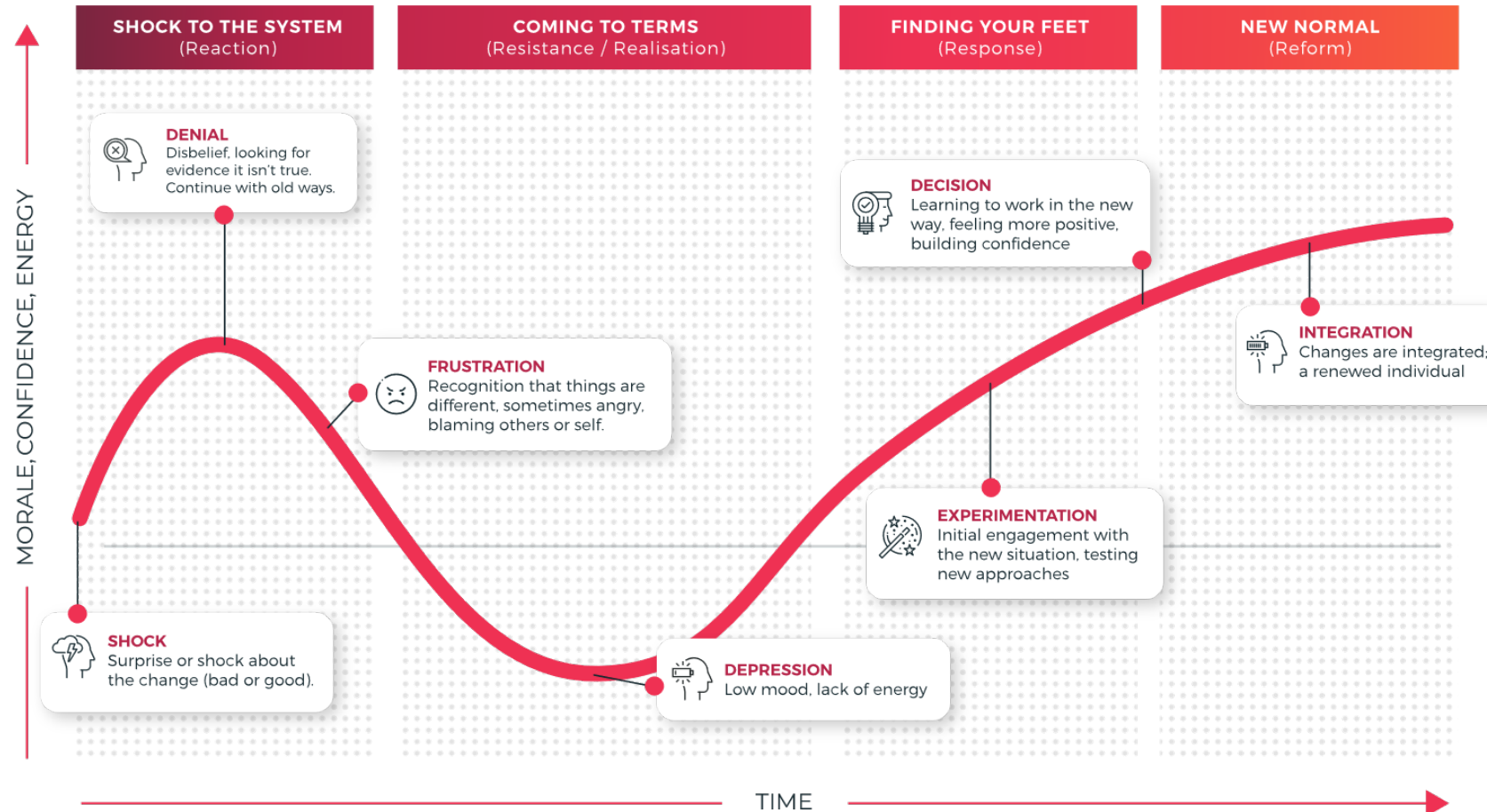
DON'T work in a silo.

3

Learning Intentions and Success Criteria in EVERY Classroom.



Elizabeth Kubler-Ross grief model



The Visible Learner

- In the survey 90% of the students indicated that they knew what a good learner looks like however the Video Diary showed that they focused on compliant behaviours, (Code for Learning) rather than effective learning practices.

Know thy Impact

- Our student data shows that there is growth and we are meeting the needs of most students however there is a small number of students who have had negative growth by the time they reach the HSC. Our student survey shows that many students do not understand how assessment relates to learning.

Inspired and Passionate Teachers

- We need to collect more evidence in this strand.

Effective Feedback

- Evidence indicates that our students believe that regular individual feedback is not occurring in order for them to improve their learning and that they are unable to identify what feedback is.



2018
Evidence Gathering
The why?
(Head work)

Focus Areas (Head work)



LEARNING STRATEGIES



DEVELOPING EFFECTIVE FEEDBACK
STRATEGIES FOR TEACHERS AND
STUDENTS



ASSESSMENT FOR, AS AND OF
LEARNING

St Edward's College aspires to provide students with a liberating education that empowers them to build a better world for all.

St Edward's College is a faith-filled community. We are committed to growth and strive for equity and excellence.

St Edward's College promotes a safe and inclusive learning community, committed to fostering right relationships and the well-being of students and staff.

St Edward's College inspires students to be compassionate, curious, respectful and autonomous learners.

St Edward's College students demonstrate resilience, discipline and perseverance on their learning journey.



2018 Aspiration Statement (Head Work)



2018

5. Evaluate progress

What did we learn?

- Teaching staff are very busy with their own class work that seeing the 'bigger picture' is not of high importance.
- Day to day pressures causes 'teaching dementia'.
- Differentiation for staff - various depths of expertise.

What makes the difference between quickly forgetting something and encoding it?

There are three main factors:

1. Relevance: What seems important to the task at hand?
2. Emotions: How intensely do we feel about the information?
3. Meaning: How hard have we worked to make meaning from the information?

For example, a teacher who is very familiar with a piece of software can operate the software while also leading a class discussion.

She/he no longer needs to think through each step: using the software has become encoded in her long-term memory. In contrast, a teacher who is unfamiliar with the software may have a good deal of trouble trying to use it while also managing a classroom.



Unleashing Great Teaching: The Secrets to the Most Effective Teacher Development

By David Weston and Bridget Clay (Routledge, 2018)

The ingredients of professional learning:

To create an environment where teacher learning can flourish, leaders should:

- **Provide regular, repeated opportunities** for teachers to engage in professional learning.
- **Engage with external experts**, who can help educators identify the most relevant research.
- **Foster a supportive culture**, essential to teachers' continued development: Teachers who receive high levels of support continue to improve throughout their careers, while those with low support quickly hit a plateau. A supportive culture includes:
 - a. A shared *vision of professional learning as a means of helping students succeed*
 - b. Frequent, formative, low-stakes assessments, which reduce pressure to "perform" and maximize actual learning
 - c. Encouragement for new practices and "permission to fail," which empowers teachers to experiment with new approaches

Finally, principals should recognize that, for any given practice or approach, some teachers will already have expertise, while others will have little; therefore, *professional learning must be differentiated.*



		Current depth of expertise	
		Novice	Expert
Desired depth of expertise	Awareness, inspiration	Can be a one-off experience.	
	Procedural expertise	Observe, rehearse, and get feedback several times.	
	Deliberative expertise	Experimentation, practice, dialogue, and collaboration.	
	Adaptive expertise	Extended enquiry, over time.	

Differentiated Professional Learning

Types of Teacher Learning – Novice to Expert

Depth of Expertise	Definition	Example
<i>Awareness</i>	A background awareness of an idea	Watching a conference presentation about a practice
<i>Procedural expertise</i>	Ability to follow a set procedure	Following instructions to input data into the school's network
<i>Deliberative expertise</i>	Expert practice that still requires some additional time and support	Planning a lesson: thinking through the steps and consulting a teachers' guide as needed
<i>Adaptive expertise</i>	Fully internalized and flexible practice	Using a classroom strategy flexibly, adapting it to students' needs

Cultivating Emotional Resilience in Educators

By Elena Aguilar (Jossey-Bass, 2018)

“In schools, there will always be change and disruption but *how* we respond to these incidents is something we can control. By helping teachers develop the skills to become more resilient, we can stem the tide of teacher burnout. Our resilience is about both our *attitude* and our *behaviour*. Many factors contribute to our resilience, some of which we have no control over – our circumstances or our biology. However, research shows that a *substantial* part of how we respond to daily stimuli is the result of our *habits*. This means that resilience can be learned. We can intentionally cultivate the types of daily habits that will help us bounce back from setbacks.”



12 Dispositions & 12 Habits

1. Know Yourself

2. Understand Emotions

3. Tell Empowering Stories

4. Build Community

5. Be Here Now

6. Take Care of Yourself

7. Focus on the Bright Spots

8. Cultivate Compassion

9. Be a Learner

10. Play and Create

11. Ride the Waves of Change

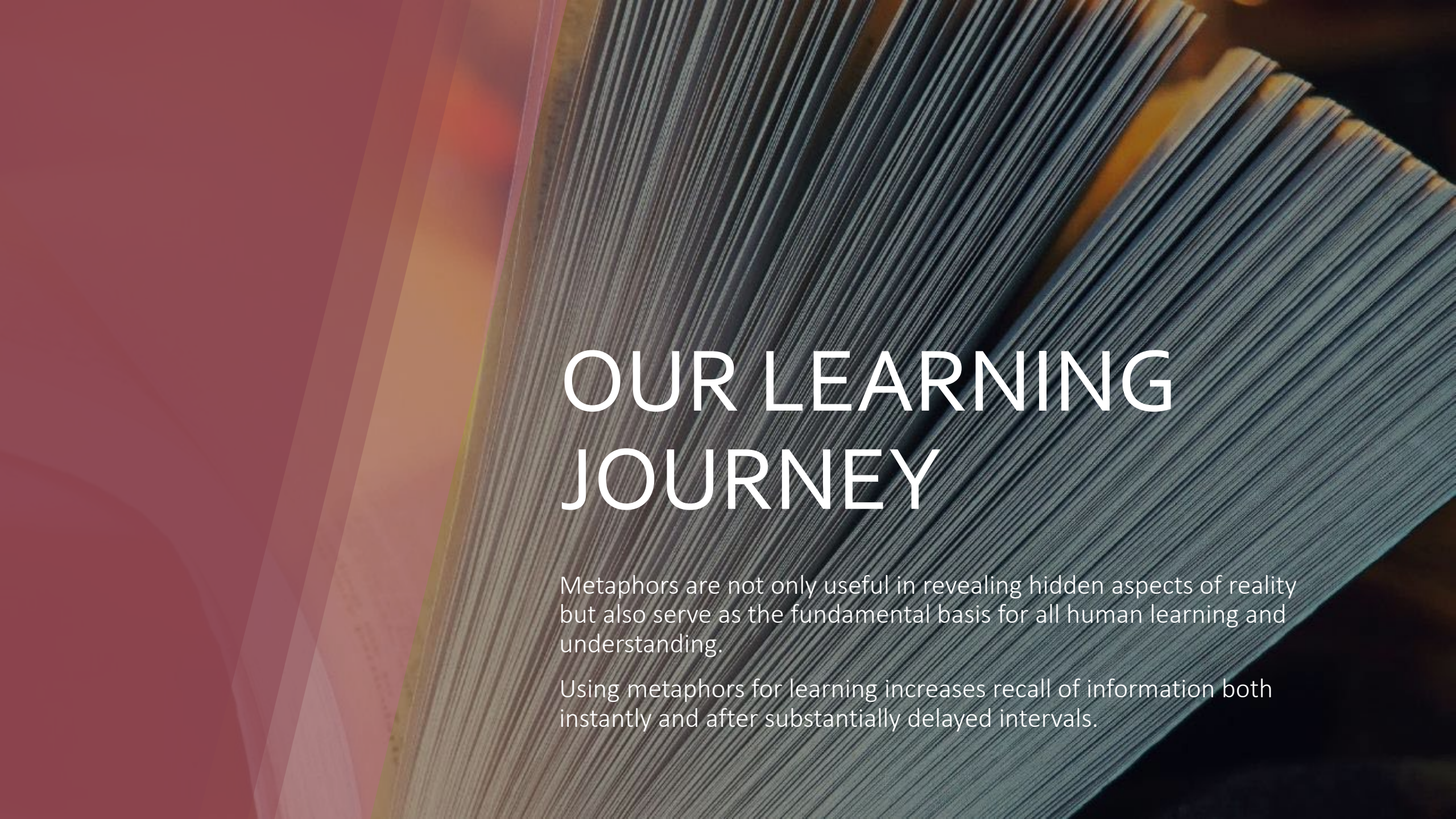
12. Celebrate and Appreciate

The background of the image is a dense, overlapping pile of numerous small, rectangular sticky notes. The notes are in four primary colors: pink, yellow, light blue, and light green. Each note has a large, bold, black question mark printed on it. The notes are scattered and layered, creating a textured, chaotic appearance. In the center of this pile, the text "What did this look like?" is written in a clean, white, sans-serif font. The text is slightly larger than the individual notes and has a subtle drop shadow, making it stand out against the busy background.

What did this look like?



St Edwards College Greatest Hits

The background of the slide features a close-up, angled view of a book. The left side shows the thick, textured red cover, while the right side shows the edges of many blue pages fanned out, creating a sense of depth and movement.

OUR LEARNING JOURNEY

Metaphors are not only useful in revealing hidden aspects of reality but also serve as the fundamental basis for all human learning and understanding.

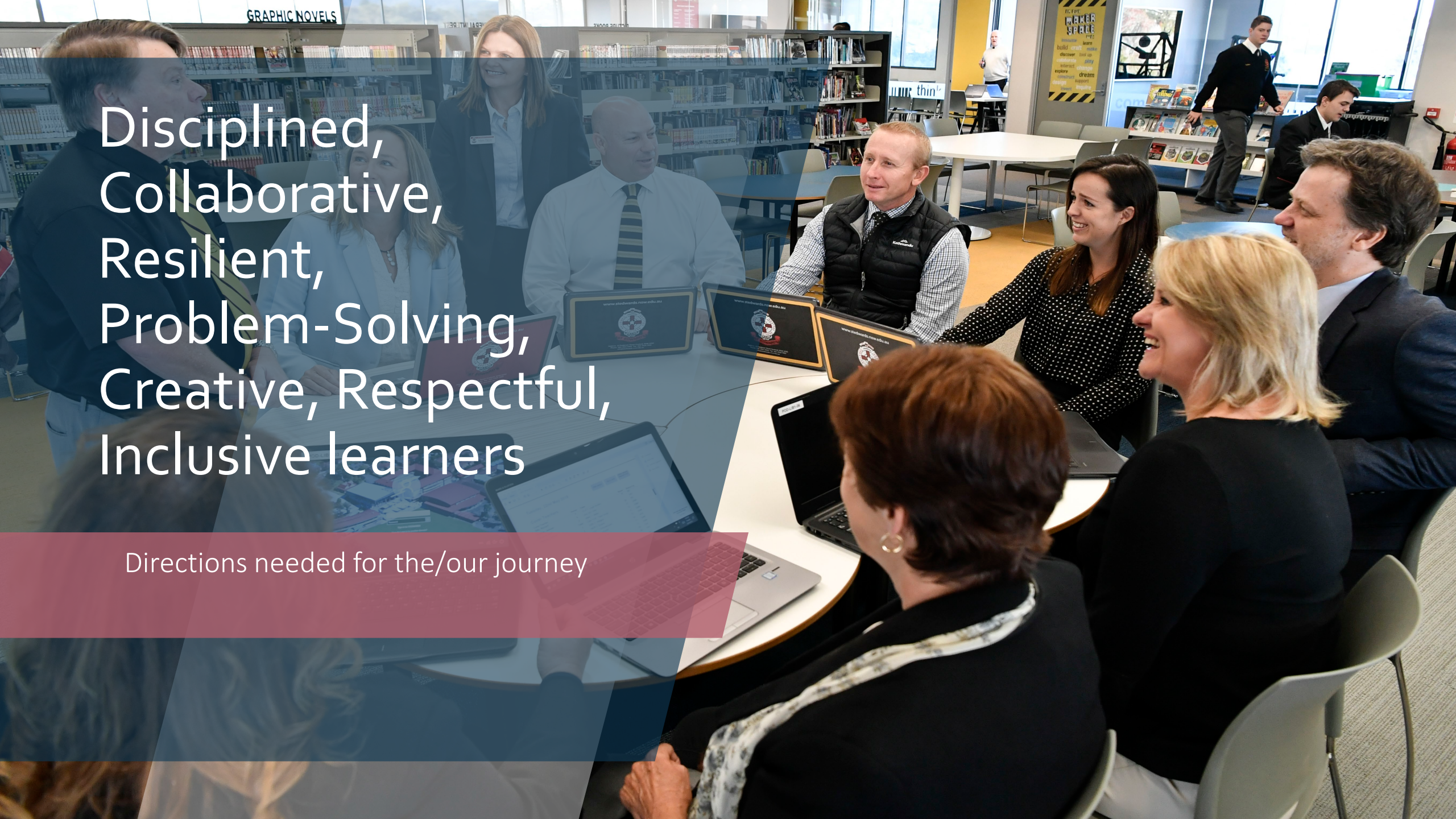
Using metaphors for learning increases recall of information both instantly and after substantially delayed intervals.



OUR LEARNING JOURNEY



Liberating Education
St Edwards College 2018



Disciplined,
Collaborative,
Resilient,
Problem-Solving,
Creative, Respectful,
Inclusive learners

Directions needed for the/our journey



Where did it all
begin...?

May 2017 – Middle Leaders Meeting & Staff
Meeting consultation. A call for consistency in
Teaching Practice, Assessment and Professional
Behaviour.



As a result, research and PD into
current best practice = Visible Learning

Evidence into Action:

Teaching & Learning Strategies, Feedback and Assessment





Aspiration Statement Development

Term 2, 2018 – Middle Leaders Evidence into Action

Term 3, 2018 – Staff Meeting to consult and gather insight



St Edward's aspires to provide students with a liberating education that empowers them to build a better world for all.

St Edward's is a hope-filled, inclusive community. We are committed to growth and strive for equity and excellence.

St Edward's inspires students to be compassionate, curious, respectful and autonomous learners.

St Edward's students demonstrate resilience, discipline and perseverance on their learning journey.



Aspiration Statement
"The Destination"

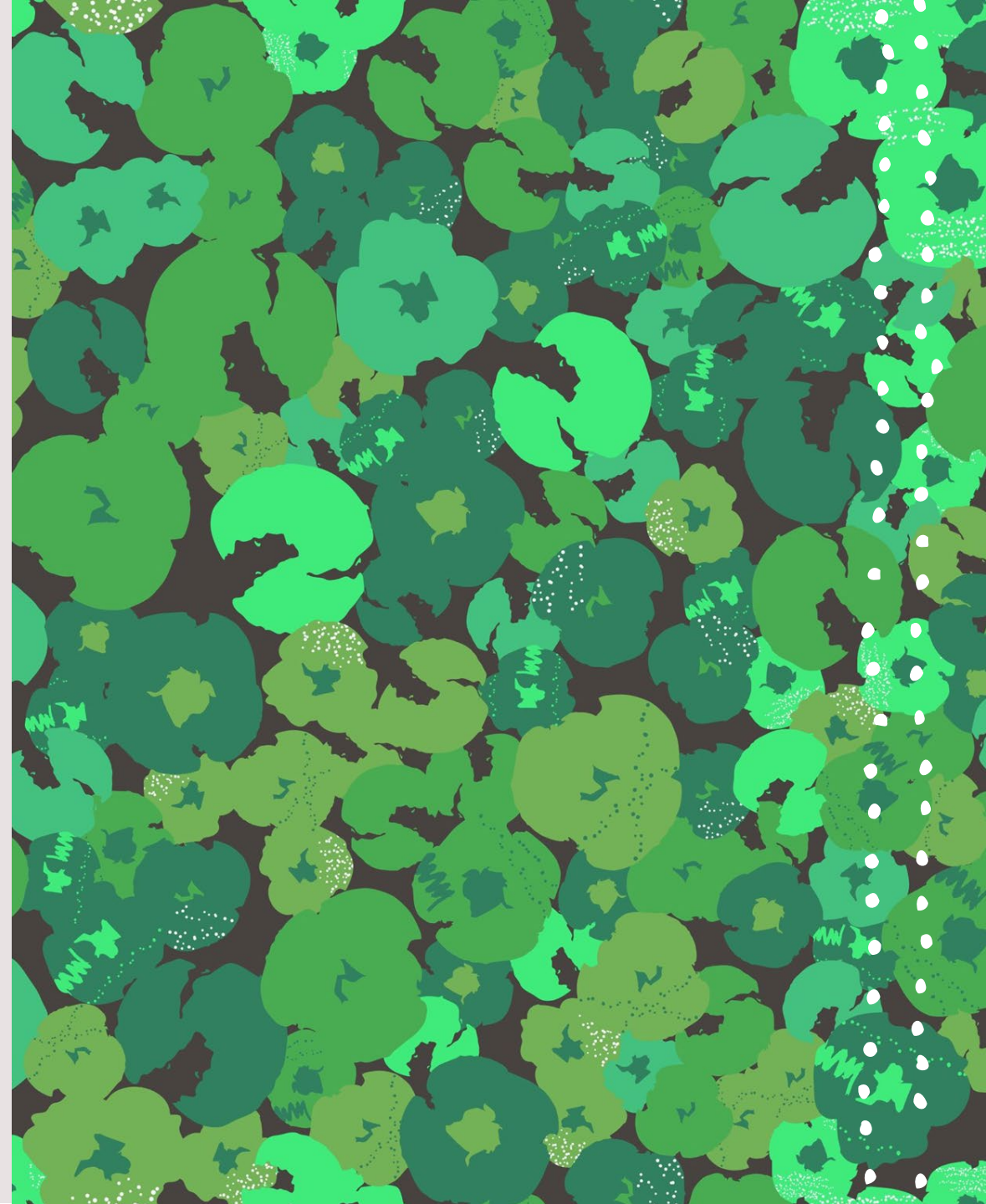
Goals

- **Teaching and learning Strategies:** Teaching and Learning strategies are designed to foster curiosity, autonomy and critical thinking. These experiences are designed to meet the diverse needs of our students and encourage them to take greater ownership for their learning.
- **Feedback:** Students of St Edward's value and enjoy learning and embrace feedback as an opportunity for growth.
- **Assessment:** Assessment at St Edward's provides valuable and engaging learning opportunities that are authentic and relevant. Our assessments are designed to allow students to demonstrate what, how and why they are learning.



Learning Intention

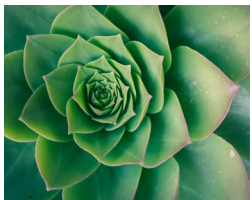
To gain insight and understanding of the work of my colleagues.



Success Criteria

- I will have witnessed my colleagues sharing some of their teaching and learning strategies.
- I will have insight into some of the data collected throughout 2020.
- I will have an understanding of the 2021 professional learning focus for the college.





Teaching & Learning Showcase

Gandel Holocaust Studies Program at Yad Vashem - Kylie N

PDHPE – Jason

ART – Tina & Sarah

DRAMA/MUSIC – Jo

CORE – Jackson

HSIE – Sonya R

MATHS – Herro

SCIENCE – Cassandra

LITERACY – Elissa, Greg & Matt

TAS & FOOD TECH – Jay B & Anne

LOTE – Selena & Elsa

RE – Fran & Team

Key Learnings



Academic research is great
however it needs to be
delicately applied to your
context.



Perseverance is key.



Adapt, pivot be agile and open
to all feedback – you will not
get it right the first time.



Head, Heart & Hands – get
creative!



Lean on your mentors/coaches
– get critical advice. Reframe
the negativity!

Presenter Feedback:

“I know that staff responses varied to Tuesday's workshop. As the research argues, meaningful PD is supposed to be hard work and challenging to teacher beliefs and values. Staff discussion on Tuesday of some of the 'hot' topics was an indication that they were being positively challenged; and that St Edwards staff are passionate about their vocation, their students and their commitment - a great foundation for the ongoing changes the Leadership team is introducing across the school.”

Jenny Wajsenberg