

Essential Learning in writing for NGPS  
and bits of other stuff...



'the major argument in this book underlying powerful impacts in our schools relates to how we think! It is a set of mind frames that underpin our every action...we are keen to spread the power, fun, and impact that we have on learning.' p159 Visible Learning

How many mind frames?

What are the latest two?

What is ZPD?

I often use videos, why?

Who is Valentinetti?

Why was writing chosen for our Essential Learning focus?

What is this?



Last updated: 10<sup>th</sup> April 2017

What is this?

Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Improvement initiative:	Key improvement strategies (KIS)
Excellence in Teaching and Learning	<ul style="list-style-type: none"> <li>• Develop a pedagogical framework for rigorous and challenging learning with a consistent teaching and learning design across the school.</li> <li>• Build a strong data culture at New Gisborne where all teachers use data regularly to monitor student progress and plan for learning.</li> <li>• Embed the use of Digital Technologies across the curriculum, with an emphasis on creating innovative solutions to deepen and enrich learning.</li> </ul>
Positive Climate for Learning	<ul style="list-style-type: none"> <li>• Develop a shared understanding of wellbeing that makes explicit the importance of relationships and the links to learning, engagement, personal responsibility and high expectations.</li> <li>• Continue to build a positive, caring environment that empowers and supports students to drive their own learning.</li> </ul>
Community Engagement in Learning	<ul style="list-style-type: none"> <li>• Build effective connections with families so they can authentically support student learning and participate in the educational directions of the school.</li> <li>• Enhance links and partnerships to better utilise community expertise to support school processes and activities.</li> </ul>

# Teacher

Evidence + Insight + Action



*'The other thing I work with schools [on] is, I say that there are three stages of teachers' growth. Firstly: getting the delivery right. Secondly: lifting the expectations as you've now got high performing delivery. And finally: refining delivery so you're constantly looking at 'How can I improve the kids?' So that's their journey and that probably is similar to a school journey – get the delivery right and then lift the expectations. Don't just keep teaching what you've always taught, lift the expectations and then refine that over time.'*

John Fleming



## teacherhead

---

ZEST FOR LEARNING... INTO THE RAINFOREST OF TEACHING AND SCHOOL LEADERSHIP

...is local).  
...ers to work  
...ussions are  
...n, students  
...g, and even  
...ing on stu-  
...nspiracy in  
... differently  
... is code for  
... to change.

work alone,  
tion in the  
professional  
1. We need  
chools that  
at teachers  
nd teaching

...reively and are complicit in the development  
of their own learning, but if they are not so  
disposed it is our role to teach them.

Too often attempts at collective action lead to  
forming groups, such as professional learning  
communities or networks of schools, but the  
focus of these groups is rarely on sharing  
evaluative evidence and thinking about what  
has been effective and even less on depend-  
ably identifying success and expertise and  
then privileging and sharing it. Too often, col-  
laboration is about sharing resources, sharing  
anecdotes and war stories and sharing beliefs  
about why or why not something might work  
in 'my' context.

In subjects such as arts, music and physical  
education (where there is a history of fewer  
standardised measures calibrated over time), it  
is worth conducting standards-setting sessions  
with teachers as this can lead to decisions about  
expected yearly growth. For example, teach-  
ers could be asked to bring two anonymous  
samples of student work showing growth over  
three-plus months. They would then be asked  
to place the work along a curriculum-year line  
and have a robust discussion about progress-  
based on the teachers' judgements of  
growth and whether this progress is sufficient.  
This can lead to healthy debates about 'what it  
means to be good at –' and the development  
of a common conception of progress among  
teachers.

Finally, this development of a common  
conception of progress is the key to acceler-  
ated progress. When teachers have different  
visions or expectations about what  
'progress' in the curriculum means, this can

lead to some years of disasters before  
moderation was introduced, with  
examples for all units of work (a  
list of why a piece of work was  
rather than Merit, Merit rather  
and so on).

Now, despite the remarkable  
performance of the country, it is possible that  
at a secondary school in New Zea-  
land is confidence in the compa-  
ny teachers evaluate challenge  
and there has been a steady  
percentage of students attain-  
ing this. This is a major credit to the  
leaders' and system profes-  
sionals' commitment to work together  
on this important issue.

In the past few years, New Zealand  
has undertaken a similar shake-up  
of school years. The premise of this  
is that the day-to-day decisions tea-

## [Insight Assess Portal](#)

- [Learning Intentions](#)



# New Gisborne Primary School Planning Model



'teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence' Hatfield p19 Visible Learning for Teachers 2012

## Curriculum support

### Inquiry

- NGPS Program of Inquiry
- NGPS Unit Planning Template
- Transdisciplinary overview

### Mathematics

- 2013 Michael Ymer overview
- Teaching Primary Mathematics - Booker

### English

- Gradual Release of Responsibility Model for reading and writing block
- Di Snowball comprehension strategies
- Seven Steps to Writing Success
- Words Their Way spelling
- Sound Waves spelling

### Victorian Curriculum

- Scope and sequence
- Content description
- Achievement standards

### Australian Curriculum

- Work sample portfolios

## Term planning

(not more than 3? weeks ahead)

### Term Overview for Inquiry (relook at)

- Central idea
- Highlight transdisciplinary theme focus
- Include all relevant Victorian Curriculum
- Brainstorm all focus questions

### Term Overview for English and Mathematics

- Key focus areas
- Include Vocabulary
- Investigation / Units of Work ideas

### Summative / formative assessment

- Pre and post assessment
- Daily formative feedback
- Common Assessment tasks
- Summative testing

### Audit

- Ymer overview
- Victorian Curriculum scope and sequence for English and Mathematics

## Weekly planning

Documented on Google Drive NGPS planning folder

### Agenda

### Term Overview

conversation includes

- What happened last week, where do we go now?
- Looking at examples of student work (high, medium, low)
- Curriculum focus
- Pre and post assessment design and results

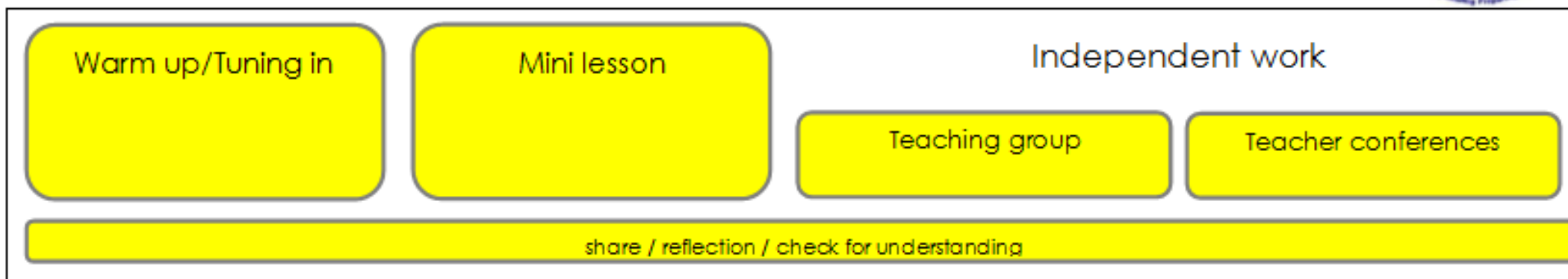
### Weekly planning overview and documents

(Inquiry, English, Mathematics)

- Learning intentions  
We will know / understand / be able...
- Success criteria  
I can...  
I can...
- Warm up / Tuning in
- Mini lesson (linked to success criteria)
- Independent work (description is appropriately detailed and differentiated)
- Teaching group
- Share / reflection (check for understanding)

# New Gisborne Primary School Instructional Model

'teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence' Hattie p19 Visible Learning for Teachers 2012



<u>Warm up/Tuning in</u>	<u>Independent work</u>		<u>Share / reflection</u> (checking for understanding)
<p>Looks like</p> <ul style="list-style-type: none"> <li>Individual, pair, small or whole group</li> <li>Automatic response practice, strategic game or manipulative puzzle</li> <li>Independent reading, spelling, word of the day, short sustained writing</li> </ul>	<p>Looks like</p> <ul style="list-style-type: none"> <li>Students independently or in small groups engaged in learning experiences that are supported by the mini lesson</li> <li>Teacher moves around the classroom offering support for learning</li> <li>Teacher collects evidence of learning and misconceptions</li> <li>Students engaged in tasks where all are successful and appropriately challenged</li> </ul>		<p>Looks like</p> <ul style="list-style-type: none"> <li>Students can check how they have performed in light of the success criteria</li> <li>Teachers and students acknowledge achievement and give positive feedback about learning</li> <li>Reflection might be as a whole group, with a partner, and can be recorded in a learning portfolio or journal</li> <li>Checking for understanding by the teacher occurs during the session as they collect feedback from students</li> </ul>
<p><u>Mini lesson</u></p> <p>Looks like</p> <ul style="list-style-type: none"> <li>Share learning intention and success criteria</li> <li>Develop anchor charts</li> <li>Introduce vocabulary</li> <li>Share worked example</li> </ul>	<p><u>Teaching group</u></p> <p>Looks like</p> <ul style="list-style-type: none"> <li>Small groups work with the teacher</li> <li>Explicit teaching or support is provided</li> <li>Alternative learning intention and success criteria may be needed</li> </ul>	<p><u>Teacher conferences</u></p> <p>Looks like</p> <ul style="list-style-type: none"> <li>Teacher and student engage in a purposeful conversation about their learning; reviewing and setting learning goals</li> </ul>	

# Let's look at Learning Intentions and Success Criteria



"teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence" Hattie p19 Visible Learning for Teachers 2012

## How to write your Learning Intentions and Success Criteria

### Learning intention:

- Will explicitly describe what the learner will know, understand, or be able to do
- Usually for that lesson, but can be for a series of lessons that make up a Unit of Work
- It does not describe the task, but explains the learning and is linked to the Victorian Curriculum
- It needs to be manageable and focus on the most important aspect for that session

### Success Criteria:

- Can often be designed with students
- It explains how the achievement of the learning intention will be judged
- Two to three should be enough

### Learning intention:

We will...**know / understand that / be able to**  
(verb)

- Narrow the focus so it is attainable within a lesson
- Focus on the highest priority
- Emphasises what the student is learning, not doing

### Success Criteria:

I can explain...  
I can describe...  
I can create...

- Write in away so students can do, say or produce tangible evidence
- Make sure the evidence supports the learning intention
- The teacher can provide feedback to students to improve performance

In Foundation, Year Four and Year Five Art you might see...

### Learning intention:

We will understand that data can be shown on a picture graph

### Success criteria:

I can use tally marks accurately  
I can count how many  
I can draw a picture to show one car

### Investigation/Task:

After reading and discussing the book Tally O'Malley by Stuart Murphy and Cynthia Jabar, as a whole group the students design a recording sheet to collect data about the colour of cars in the car park. With a partner they collect the data using tally marks. The teacher demonstrates how the data can be represented on a picture graph where one object equals one data value. Students make statements about greatest and least. Each student creates their own graph and records a greatest or least statement.

### Learning intention:

We will be able to identify the stages of a narrative story graph

### Success criteria:

I can find a sizzling start  
I can recognise show don't tell  
I can identify when tightening tension is used

### Investigation/Task:

Students are introduced to the short story The Old Man's Brew by Jack Henseleit. The teacher reads aloud, before handing out copies, and then asks that small groups share the role of reading to each other. Students then read the story independently. Using coloured pencils students mark where they find evidence for three of the Seven Steps elements. In pairs they share and justify their research ready to articulate what they found back with the whole group.

### Learning intention:

We will know how three dimensional fonts are created

### Success criteria:

I can use length, width and depth to create geometric form.  
I can effectively manipulate artist chalk  
I can apply the smudging technique

### Investigation/Task:

Students are engaged in a street art project that is a Unit of Work. In the unit they define street art, look at street artists, compare street art with graffiti, discuss implications for street artists and communities and explore the issue of tagging. Students explore elements of three dimensional fonts and techniques to create special effects. The students design and create a skateboard top that reflects a form of street art. This lesson is one of a series to support the investigation.



## NGPS Planning templates

- Agenda
- Inquiry Term Planner
- Term Overview
- Weekly Planner

## Supporting documents

- Let's look at Learning Intentions and Success Criteria
- NGPS Instructional Model
- NGPS Planning Model

can you articulate why?

## A word on the rewording...

- The only changes that will be made to your templates will be formatting ones
- Remember that this is the wording you will use with your students for the rest of this year
- You will be able to add to the success criteria and vocabulary during the year (your vocabulary list needs to be updated at this time, and you need to check no other team has the word)



# Level 1.1 Essential Learning

## WRITING

Version 1

Strand

Sub strand

*Every essential learning will be guaranteed.*

### LEARNING INTENTION:

*We will...know/understand that/be able to*

### SUCCESS CRITERIA

I can:

- 

Essential Vocabulary (see your guaranteed list)

Common Assessment Task



## Level 4.10 Essential Learning

### WRITING Version 1

Literacy  
Literature

Creating texts  
Creating literature

*Every essential learning will be guaranteed.*

#### **LEARNING INTENTION:**

*We will...know/understand that/be able to*

We will be able to write with increasing fluency and speed.

#### **SUCCESS CRITERIA**

**I can:**

- join lower case letters
- clearly form lower case letters
- clearly form upper case letters
- use speed loops accurately
- check that I am holding a pencil / pen correctly
- sit, with flat feet

Essential Vocabulary (see your guaranteed list)

Common Assessment Task

# Success criteria

I will work as part of a team that can...

- Find the Essential Learning template folder on Google Drive!
- Create copies of the Essential Learning template
- Label each copy correctly e.g. 1.1 EL writing V1
- Type over the top of *Strand* and *Sub strand*
- Reword your Essential Learning into learning intentions
- Write Success Criteria for each Essential Learning
- Include any vocabulary from your Guaranteed list
- Revise and edit your work