2023-30 STRATEGIC PLAN

- Aviation High School

VISION

“Students at Aviation High School pursue academic excellence and social responsibility in a safe, supportive , nurturing environment”

Great school- doesn’t happen between 9-3 pm

Successful Learners

Engaged partnerships

Great people

High Standards

All underpinned by EMPOWERMENT

We have successful learners because we

Focus on core learning priorities (reading , writing, numeracy and science) to ensure all students have solid foundations to effectively engage in the community

Improve attendance, retention, attainment and transition of students at key points in their schooling journey

Support whole –of- school approaches that effectively target resources to meet the needs of every student- inclusion policy

What does this mean for us a teachers

- Planning together- smarter not harder
- Feedback is more focused and is a priority for performance conversations
- Working towards a common goal with students
- Allows students needs to be identified and differentiated for
- DATA at the core

Hattie's outside factors:

- Student engagement
- Student relationships
- Parent relationships
- High expectations
- Adherence to school rule and procedures
- TEACHER at the core

Am I using Poster One strategies for CONSISTENCY as a minimum

- How can I make my classrooms more engaging?
- Do I have their attention

The Positive Teacher:

- Demonstrating enthusiasm- all the time-
- Demonstrating intensity- some of the time
- Timing
- Verbal and non-verbal expressions
- Gestures

Research findings- Differentiation/ Pedagogy

- Are we asking on average 50.6 questions

- Are we asking fact, recall , or knowledge Q's
- Are you making students accountable.
- Are you letting the students take gradual responsibility for their learning.
- Are you probing incorrect answers
- Students ask very few content related questions
- WHAT HAS CHANGED in your feedback?

Deliberate Practice- expert teacher

- Begins with self –audit
- Teacher reflective practice
- Avoids automaticity
- The goal is to continuously strive to achieve mastery
- Going out of your comfort zone
- Trial and error

Learning is interacting with others only when the interaction is intentional

GROR/ Fleming framework includes:

Focused lessons-I do - purpose

Guided instruction- we do it- strategic questioning, cues and prompts

Productive group work- you do it together- consolidating thinking and understanding

Independent tasks-you do it alone- applying learned information to demonstrate confidence

Questioning for Understanding

Open Questions elicits a longer response/ closed is a more specific response

Both have purpose but one allows students to further engage

Checking for understanding is the key to Guided Instruction as the students response provides us with decision making points

Questioning allows thinking

Divergent Question-Link / couple previously taught knowledge with new knowledge

Elaboration Question- reasoning

Robust Questioning-problem solve and speculate/encourage elaboration or clarification

Elicitation Question- for Guided Instruction/Draws on skills and concepts previously taught

Heuristic Questions- (Rule of thumb)-We all do this everyday

This is developed over a period of time of time/experiences and conversations

In the classroom you use this to determine the students ability to problem solve

Inventive Questions-Use of knowledge to speculate or create

Emphasis on using information that students have recently been taught in order to create

QAR-Designed to teach students how to locate and formulate answers based on specific types of Q's often asked about a piece of text

Question and Answer Response??

Clarifies how students can approach the task of reading texts and answering questions

Teaches students to locate and justify answers by showing how to identify 4 types of Q's

Encourages learning to identify a Q type and its relationship to the text that helps students builds comprehension by monitoring and clarifying their reading

Thinking and Feedback-

- How will you know if students have understood the content of your lesson
- What strategies will you use to inform you about your lesson
- How will you give feedback to the students

Quality Questions are the keys to thinking

Can we focus on a the question process?

By implementing a process we provide clues for the teacher to help guide the learner **through prompts**, cues, explanation and modelling

Without a process the teacher can create Questions on the spot, that maybe lower level recall Questions that don't provide opportunities to clarify and extend student understanding

Prompting for Cognitive and Metacognitive processes (thinking)

Defining Prompts:

“Statements made by teachers to focus students on the cognitive and metacognitive processes needed to complete a learning task”

Prompting differs from Questioning techniques

Questions are delivered to determine what a student knows and doesn’t know in order to then provide the teacher with initial measures of what should occur next

Prompts represents the **next stages** that occur in Guided Instruction and is **focused on getting the students** to do the cognitive and metacognitive work required to complete the task

Questioning is about assessing

Prompts are about doing

Prompts have 2 categories- **cognitive-metacognitive**

A cognitive prompt is designed to trigger academic knowledge – fact – **processes**

A cognitive prompt is about thinking and reasoning- it occurs in the brain

Metacognitive is really thinking about thinking-

This is were people predict their performance on various tasks and their current levels of mastery and understanding

Prompting for Background Knowledge- how do we do this

Metacognitive prompts requires students to consider ways to problem solve (heuristics)and to reflect upon their learning

Prompting is for background knowledge

What learners already know about a given topic is probably the best predicator of their understanding

The absence of background knowledge interferes with understanding- motivation can compensate for this

So what is the teachers response?

Background Knowledge

Highly motivated students give up just like we do. When we don't have sufficient background knowledge

The question is how well do you provide background knowledge to your students

Research indicates it is **often** neglected in the classroom

We look at instruction based on comprehension strategies such as predicting, summarising, inferring, visualisation, monitoring and questioning- they are all great strategies

Background Knowledge

There are 2 ways of building BK by Marzano- directly or indirectly

Direct approach that allows learners to experience the world around them- not always practicable

Mostly we use indirect approach which means -reading

Reading is one of the most effective indirect ways for building student background knowledge

There is another way to build student background knowledge and that is through - Prompting , we can say or do the just-right thing to ensure cognitive engagement by the student

Prompting and Questioning Techniques

Prompts are about intentions

Questions tell us what students know and don't know and therefore a measurement of what I as the teacher should do next

Prompting represents next step that occurs in Guided Instruction

Prompting is focussed on getting the student to do the cognitive or metacognitive work required to complete the task

4 types of prompts

Background Knowledge- focus on core concepts for representation, transferability, transmission and enduring qualities

Processes and Procedures knowledge- used in order to complete academic tasks they also help with scaffold support as students gain more cognitive control over a series of complex tasks

Heuristic knowledge- these are techniques we use to problem solve. Heuristic Knowledge is built through experiences with problems, and we learn what works best

Reflective Knowledge- this is well known but least understood- we as teachers ask students to contemplate about what they have learned- we provide them time to set goals and reflect with the aid of summarising or journal entries

Prompting - 2 categories

Cognitive- triggers academic knowledge e.g. facts, processes needed to complete a task and requires thinking and reasoning to process and apply information- it is in the brain

Cognitive Prompts activates Background Knowledge

Metacognition -are about thinking about thinking e.g. students abilities to predict their performance on various tasks

Bransford, Brown and Cocky 1999- advises that teaching practices that focused on Metacognition include- self assessment, reflection on what worked or not worked, sense making.

Metacognition prompts requires students to consider ways to problem solve(HEURISTICS) and to reflect upon their learning.

Prompting

BK is influenced by what we as teachers have formally taught (prior knowledge) and what you have experienced.

BK in our context can be generally assumed to be constant across a group of students. The vast majority of students in completing Yr 7 on the Junior Curriculum will have been taught e.g. science.

That is not to say that did not learn it well or forgotten.

Far less predictable is the BK of individual students have because of their lived experiences.

Summing Up

Prompts are important element in the continuum of scaffolds used during GI

They differ from Questions because of the INTENT

Robust Questions are used to determine where a student is in order to plan the next Instructional move- Prompts are the next move itself

Prompts can be cognitive or metacognitive

Cognitive prompts activate and build Background Knowledge- they focus on the application of sequences or processes

Metacognitive encourage students to think about their thinking

2023 priorities

- Consistency of practice- Poster 1
- Differentiation- Poster 2
- Upper 2 bands- Poster 3
- DATA- to know the learners progress
- These priorities will be driven by:
- Thinking – to support Poster 3
- Feedback – to support Poster 3
- Mindsets- students and teachers