



New South Wales Institute of Teachers Registered Programs

Quality Learning Seminar with David Langford

Foundations in Quality Learning Seminar Series

Detailed description of how the content of these programs and materials align to the Professional Teaching Standards.

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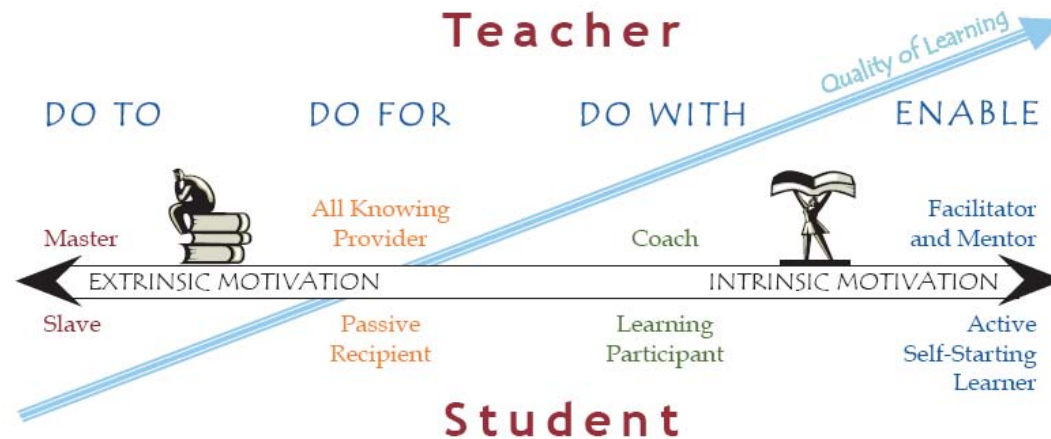
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Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

The four-day *Quality Learning Seminar* and the *QLA Foundations in Quality Learning* seminars aim to equip teachers and administrators to improve the quality of learning in their schools and classrooms. The programs are based on long standing and contemporary research into improving organisations, systems and learning.

Teachers develop knowledge and know-how to apply tools and strategies that enhance classroom management through increased student responsibility with a reduced need for an authoritarian approach.

Teachers are equipped with theory and methods that enhance the teacher-student relationship. Teachers are shown how to progressively decrease dependence upon extrinsic motivators while building the students' intrinsic motivation. They learn to develop classroom systems and processes that can skill students in planning, managing, monitoring and taking responsibility for their learning.



Standard	Program Content
<p>5.2.1 Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another.</p>	<p>A key focus of Quality Learning is the prevention of problems rather than remediation. Paying careful attention to the establishment of the learning environment and classroom systems can ensure that interactions are consistent, fair and equitable in the eyes of both teacher and students.</p> <p>Teachers learn to work with their students in the development of:</p> <ul style="list-style-type: none"> • Operational Definitions – a process for determining what is meant by terms that could be open to interpretation. Teachers learn tools such as Structured Brainstorming, Affinity Diagrams (a process of sorting ideas into like groupings) and NGT to engage their students in dialogue and development of operational definitions such as ‘an excellent teacher’, ‘an excellent student’ and ‘a perfect learning environment’. These Visions of Excellence can be used by teachers and students to monitor and enhance rapport, classroom interactions and classroom processes throughout the year. • Code of Cooperation – a process for identifying, agreeing and documenting the behaviours to be exhibited by everyone in the classroom: teacher(s) and students. The Code of Cooperation is developed to be consistent with school values and school rules. Students learn to monitor and self assess their own behaviour along with those of their peers, against the behaviours of the Code of Cooperation. Radar charts and other graphs can be used to track progress over time. <p>Schools and teachers using these strategies report that this approach leads to decreased incidence of behaviour management consequences with increased collaboration in the classroom and playground.</p>

Standard	Program Content
<p>5.2.2 Ensure equitable student participation in classroom activities by establishing safe and supportive learning environments.</p>	<p>Teachers learn specific tools that enhance cooperative learning and ensure equitable student participation. These tools increase student participation and <i>give voice to the silent majority while giving perspective to the vocal minority</i>. Tools include:</p> <ul style="list-style-type: none"> • Structured Brainstorming – a process by which students take it in turns to contribute one idea, or pass, on a chosen topic or issue each time it is their turn. This encourages participation by all and prevents domination of the conversation by any individual or groups of individual students. • Nominal Group Technique (NGT) – a process by which students individually prioritise a list of topics or issues. The individual priorities are collated across the group of students to quantify group priorities. • Multi Voting – a process by which students can quickly contribute to prioritisation of a list of topics or issues through the individual application of sticky dots to the list. This provides a quick visual representation of the distribution of class priorities. • Loss Function – a quantitative process for democratically determining the valuable of a variable that will meet the needs of the most number of students in the class. For example, a Loss Function could be used to determine the agreed number of pages to be read each week, the number of minutes to be spent on class meetings or the number of maths problems to be completed for homework. • Consensogram – a process to quickly gauge the level of consensus among a class. For example, students individually write their level of commitment to a specific idea on a sticky note using a scale of 0% to 100%. Sticky notes are collected and collated into a bar or column graph that provides a visual representation of the distribution of student commitment. • Parking Lot – a process whereby students can at any time record their views about the class. Students note their comments on sticky notes and then place them on the parking lot in one of four quadrants – what is going well, what can we improve, what questions and what issues or ideas? This feedback is used, frequently during student-chaired class meetings, to monitor and improve class processes. • P3T – a process to define purpose, vision or meaning. Students, sitting in a circle, each write their statement of meaning or purpose on a sheet of paper. They pass their sheet to the person on the right who underlines the words or phrases that resonate with them before passing it again to the right. The process continues until each student has their own paper returned, usually with many underlines. The most underlined words and phrases are collated and used by the students to create an agreed statement.

Standard	Program Content
<p>5.2.3 Implement strategies to establish a positive environment supporting student effort and learning.</p>	<p>In addition to the tools listed above, teachers learn and apply additional strategies to support student effort and learning, these include:</p> <ul style="list-style-type: none"> • Operational Definitions – a process for determining what is meant by terms that could be open to interpretation. For example, teachers learn to develop, with input from their students, operational definitions of ‘high quality work’. Teachers are skilled in using these operational definitions, or Quality Criteria, as scaffolding for improving the quality of student work for all students. Explicit quality criteria and the scaffolding they provide are frequently found to be particularly useful for students who struggle to produce quality work. Teachers are skilled in the use of these Quality Criteria for student self evaluation of their work. • Correlation Charts – a process for students to provide quantitative feedback to the teacher on a lesson, topic or unit of work. Students place a sticky dot on a chart to indicate how much they learned and how much they enjoyed their learning. Teachers learn to use the correlation chart to monitor student perceptions of learning and enjoyment and to track improvements over time. • Plus / Delta – a process for students to provide qualitative feedback to the teacher on a lesson, topic or unit of work. Students individually provide specific comments on what was good and what could be improved. These ideas are collated and reported back to the students with agreement then being reached on how future learning can be improved. • Force-field analysis – a process, based on Kurt Lewin’s social psychology research, that can be used to identify the forces that drive or contribute to a situation and those that restrain or prevent a situation. This is a very powerful tool for identifying, with students, forces that enhance their efforts towards learning and those that detract from their effort towards learning. Once the restraining forces are identified, teachers can work with their students to improve the situation and to develop strategies that minimise the effect of the restraining forces. • Run charts – a process for monitoring changes over time. Student learning data can be plotted regularly by students individually and collectively as a class performance graph.

Standard	Program Content
<p>5.2.4 Establish orderly and workable learning routines that ensure substantial student time on learning tasks.</p>	<p>Teachers will learn to work with their students to jointly establish and improve learning routines. These routines are frequently expressed as class or individual Flowcharts that describe the sequence of steps to be followed. For example, in primary classes, flowcharts can be created for ‘silent reading’, ‘packing up’, ‘planning my writing’ and so on. In a high school context, flowcharts can be used for using a school computer, planning for an assignment, submitting work for assessment and the like.</p> <p>Jointly developed flowcharts help students understand what is required of them. They can enable students to get on with their learning without constantly waiting for or interrupting the teacher.</p> <p>Teachers learn how to periodically review their learning routines with their students using tools such as the Parking Lot, Correlation Chart, Plus/Delta and Force-field Analysis described earlier.</p> <p>Teachers also learn how data can be collected on the effectiveness of the routines by having students use tools including Check Sheets, Frequency Charts and Run Charts. Through this, students participate and support the teacher in defining, measuring and improving the learning routines.</p> <p>Teachers also need strategies to engage students with highly diverse learning needs. Capacity Matrices (see next page) support teachers to plan lessons and activities that can cater for this diversity. A Capacity Matrix helps teacher, student and parents understand very clearly the current level of learning. It also provides guidance on what the student needs and wants to learn next with clues as to the most appropriate scaffolding required by the learner. A Capacity Matrix also assists with student goal setting and planning their learning.</p>

Standard	Program Content
<p>5.2.5 Manage student behaviour through engaging students in purposeful and worthwhile learning activities.</p>	<p>A key focus of Quality Learning is to prevent problems rather than remediate them. This applies to student behaviour: as engagement increased, behaviour problems diminish. A key dimension in improving the Quality of Learning is to remove barriers to intrinsic motivation.</p> <p>Teachers examine research and models related to intrinsic motivation. They learn strategies and methods to identify and remove barriers to intrinsic motivation and to equip students to accept responsibility and take charge of their learning. Helping students understand the purpose, goals and personal relevance of the learning activities are keys to student engagement. So too is involving students in planning their learning, monitoring their own progress and self evaluating the quality of their work. Teachers develop skills in many tools and strategies, including:</p> <ul style="list-style-type: none"> • Five Whys – a process to explore the deeper purposes and meaning of learning activities, actions, behaviours or situations. For example, students can explore ‘Why do we come to school?’ They provide an answer, perhaps it is ‘to learn?’ They then ask ‘Why?’ of the answer they gave, for example, ‘Why do we need to learn?’ For each answer, they ask ‘Why?’, until they have done so five times. The Five Why is also useful for examining student behaviour – ‘Why did I hit Lachlan?’ • Capacity Matrix – a process for breaking down <u>what</u> is to be learned (curriculum) into specific and manageable elements. Progress in learning is tracked by the student, with the help of the teacher, to determine the extent to which students have <i>information, knowledge, know-how</i> and <i>wisdom</i> in each of the areas to be learned. Teachers learn to create and use capacity matrices with their students and to use them to monitor progress with their students. • Resource Matrix – a process, linked to the capacity matrix, that details the resources can be used to support students in developing the specific capacities. • Learning Activity Matrix – a process for mapping learning activities against the specific capacities (curriculum) specified in the Capacity Matrix. The learning activities specify the method, or <u>how</u>, the learning will be created. <p>Teachers also are equipped to support students design their own Stage-specific learning activities (<u>how</u> they will learn) aimed at achieving and demonstrating learning against curriculum outcomes. A Capacity Matrix can be used to assess <u>what</u> has been learned, and the Quality Criteria to assess the <u>quality of work</u>.</p>

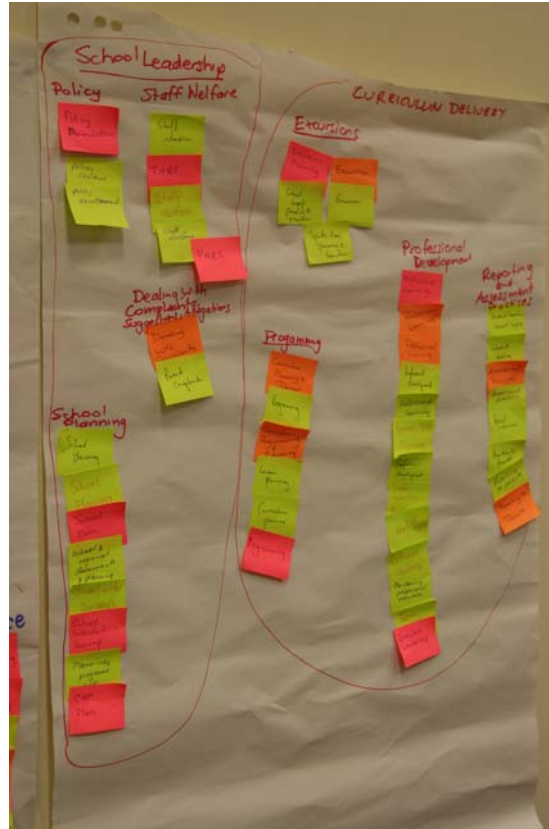
Attachment: Images of some tools in use



Correlation Chart, Four-day Quality Learning Seminar



Loss Function for finish time of a staff workshop



Part of an Affinity Diagram identifying processes in a small school

5 - Why's

Why Do I Study Maths At School?

- To get through life. It is a building block of life and enables you to prosper in whatever job you choose.

Why do we need maths to get through life?

- Maths is an 'everyday requirement'. Most jobs require us to use mathematical skills and we need to use maths somehow or another every day.

Why is maths used every day?

- We need to measure, to construct buildings, to calculate or pay bills, to buy food and clothing and other family needs.

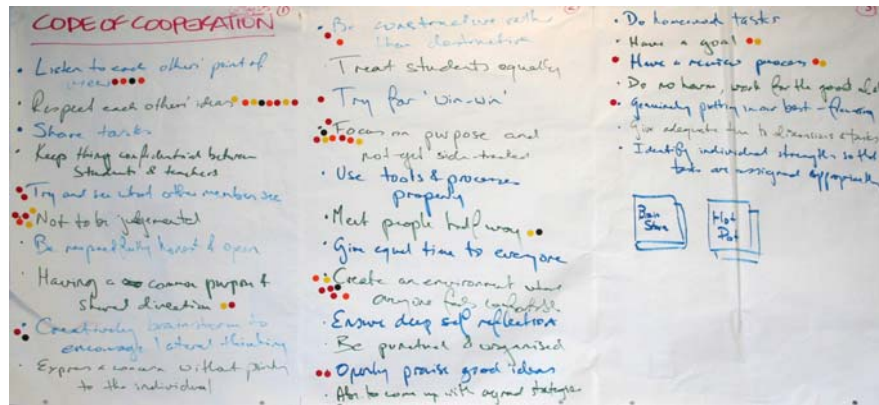
Why do we need to calculate, measure, construct and buy?

- If you can't calculate your bills you may not earn what you should, or pay too much and if you can't provide food, clothing and shelter you will be hungry and naked.

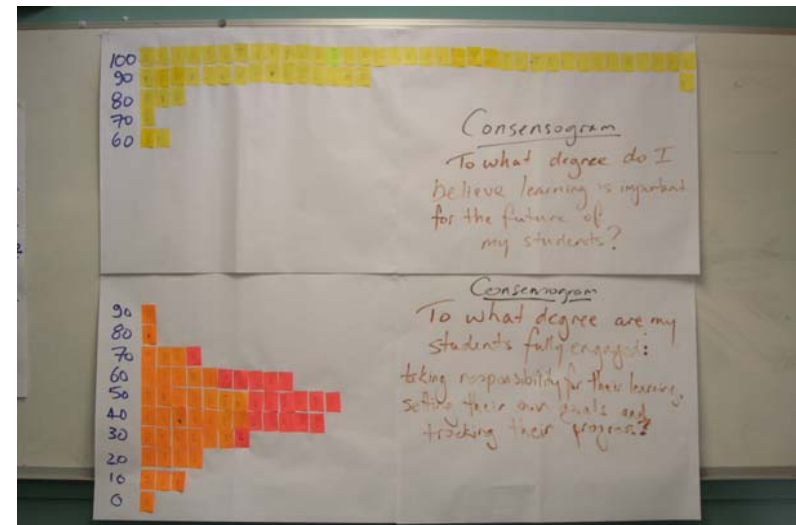
Why do need to have food and not be naked?

- Because you will starve and freeze to death!

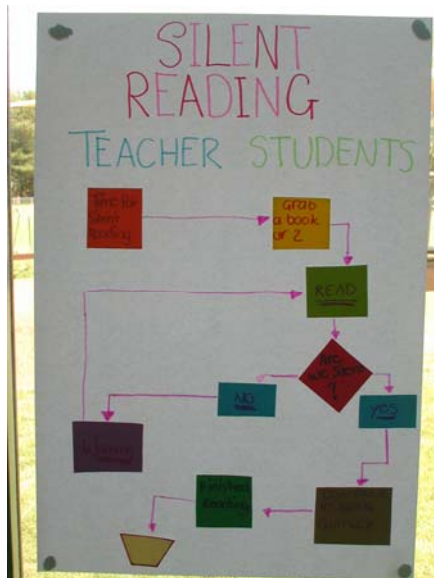
Five Whys - Year 8 Mathematics



Team Code of Cooperation – prepared by Structured Brainstorming and Multi-Voting



Two Consensograms created by members of a High School staff.



Silent Reading Process Flowchart Year 5 Class



Year 7 students describing their Code of Cooperation