Developing the Marist Learning Principles

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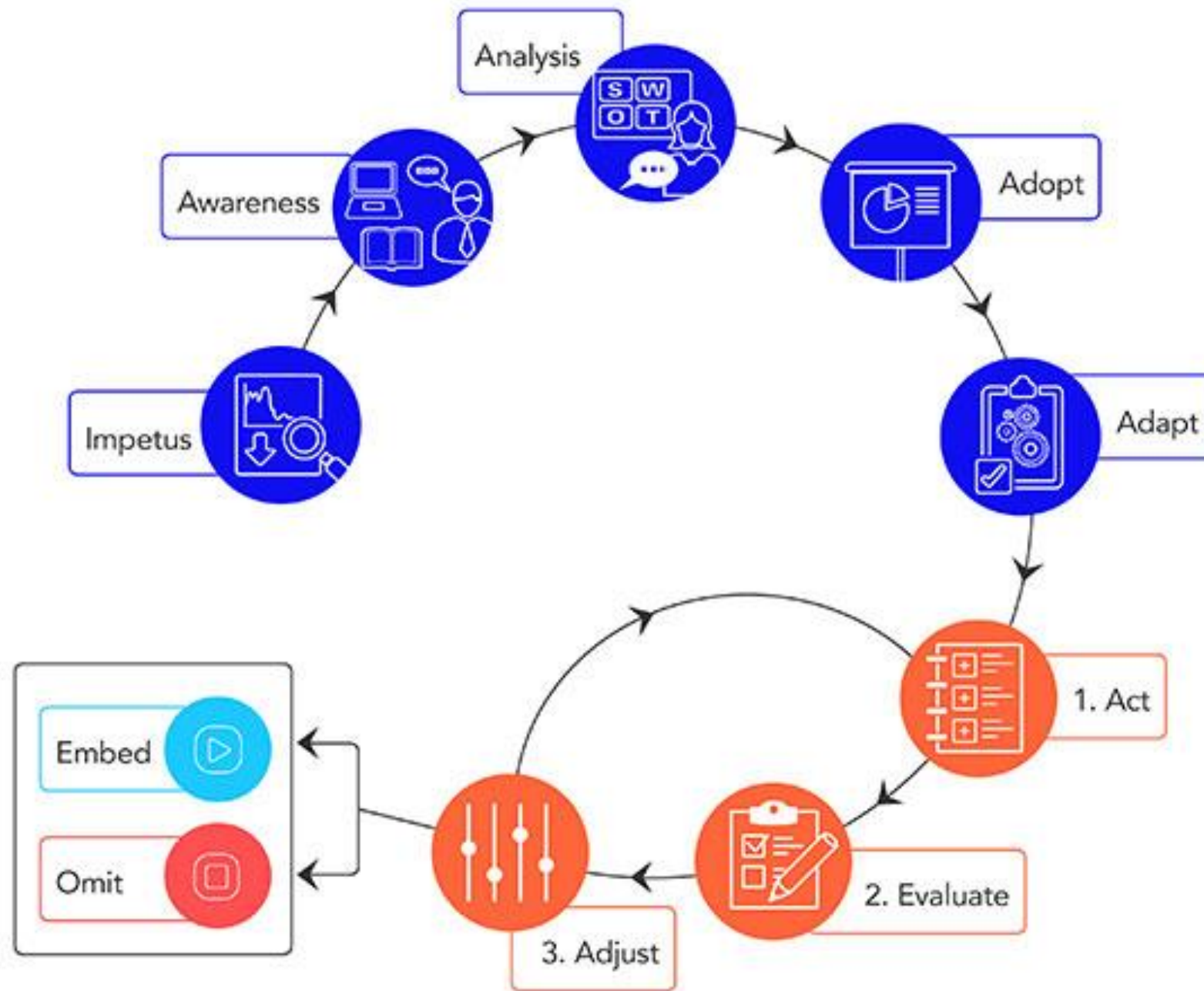
Impetus

"Helping great practice become common practice in education"

"Treat Implementation as a process not an event"
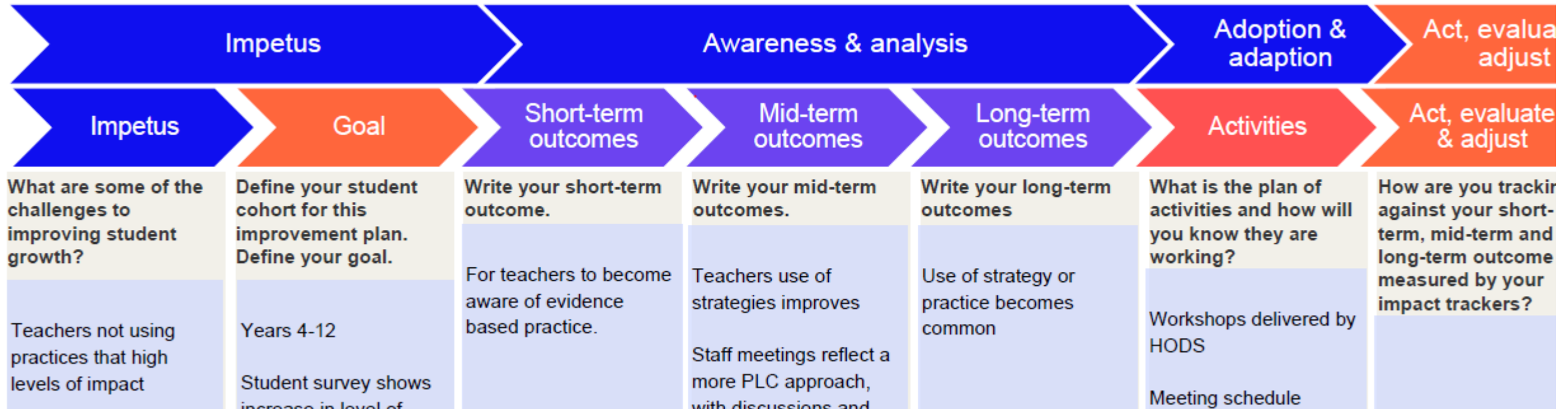
Evidence into Action

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Education Action Plan template

Your Education Action Plan, is a roadmap for your improvement journey.

| Plan title: Introducing Evidence Based Practices to Teaching and Learning at Marist | | | | | | | Date: 1/03 |

| Impetus		Awareness & analysis			Adoption & adaption	Act, evaluate & adjust	Embed or omit
Impetus	**Goal**	**Short-term outcomes**	**Mid-term outcomes**	**Long-term outcomes**	**Activities**	**Act, evaluate & adjust**	**Embed or omit**
What are some of the challenges to improving student growth?	Define your student cohort for this improvement plan. Define your goal.	Write your short-term outcome.	Write your mid-term outcomes.	Write your long-term outcomes	What is the plan of activities and how will you know they are working?	How are you tracking against your short-term, mid-term and long-term outcome as measured by your Impact trackers?	Based on the outcomes, do you decide to embed or omit?
Teachers not using practices that high levels of impact	Years 4-12	For teachers to become aware of evidence based practice.	Teachers use of strategies improves	Use of strategy or practice becomes common	Workshops delivered by HODS		
Student survey shows area of need within the Learning Principles	Student survey shows Increase in level of practices		Staff meetings reflect a more PLC approach, with discussions and dialogue about teaching strategies Resources created for use in Departments		Meeting schedule reflects more of a PLC-staff spending time on their Teaching and learning.	If you are not seeing the desired outcome, what adjustments can you make to help achieve your outcome?	What adjustments or additions need to be made to the activities to ensure that the approach is sustained?
	Academic data reflects an improvement						
	Learning Principles are "Adapted" as agreed practice	Write your short-term Impact trackers?	Write your mid-term Impact trackers?	Write your long-term Impact trackers?			
	Bottom 30% of Year 11 have demonstrated Improvement.	Staff and student surveys reflect an understanding of and evidence of practice.	Student satisfaction surveys demonstrate an Improvement in strategy	Student and Staff surveys demonstrate satisfaction with strategy	What are the activities that you will need to undertake to achieve these outcomes?	What are your active ingredients?	What adjustments or additions need to be made to the activities to spread this effective practice consistently throughout the
		Focus group data	Student progress Indicates improvement In performance	Student Performance has improved (academic reports)	Create student and staff		

Templates and Planning

Impetus	Goal	Short-term outcomes	Mid-term outcomes	Long-term outcomes	Activities	Act, evaluate & adjust
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The top-level process bar reads: **Impetus** → **Awareness & analysis** → **Adoption & adaption** → **Act, evalua adjust**

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What do you need to do to create behaviour change amongst staff?

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A Process not an event

Initial stages included:

- Whole staff meetings

- Focus groups

- Individual meetings with key staff

- Teaching and learning surveys

- Professional Development materials created and adapted

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Victorian High Impact Teaching Strategies
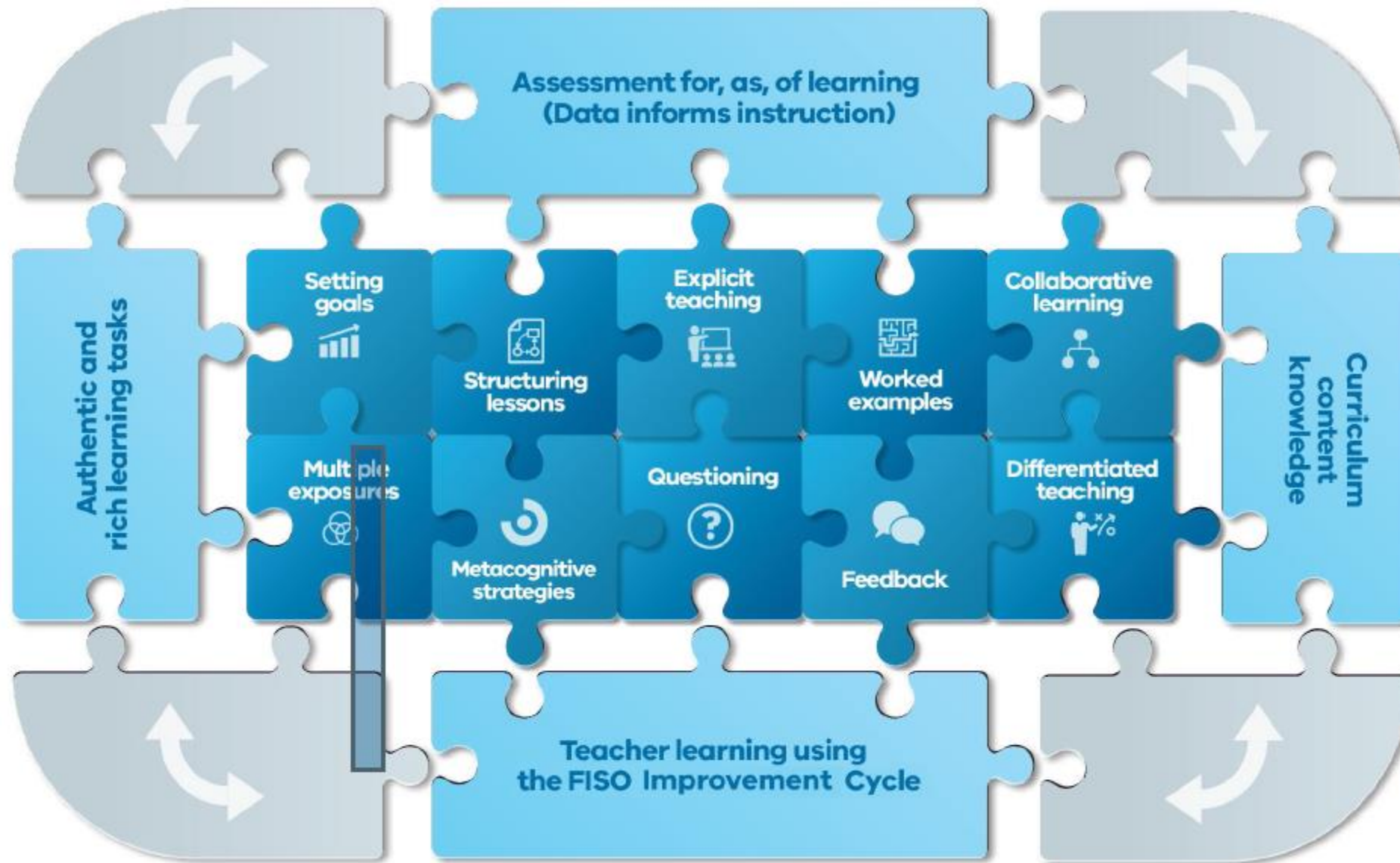
Clarifying Success

- Learning Intentions & Success Criteria
- Worked Examples
- Exemplar Tasks

Structure of Lessons/Explicit Teaching

- Models of Explicit Instruction
- Differentiation/ Scaffolding
- Collaborative Learning

Responsive Teaching & Questioning

- Whole class quesitoning
- Checking for understanding

Feedback

- Feedback principles
- Response to Feedback
- Peer/Self Assessment

Self-Regulation

- Metacognition
- Motivation
- Retrieval Practice
- Homework

Analysis- What is the current use of the strategies?

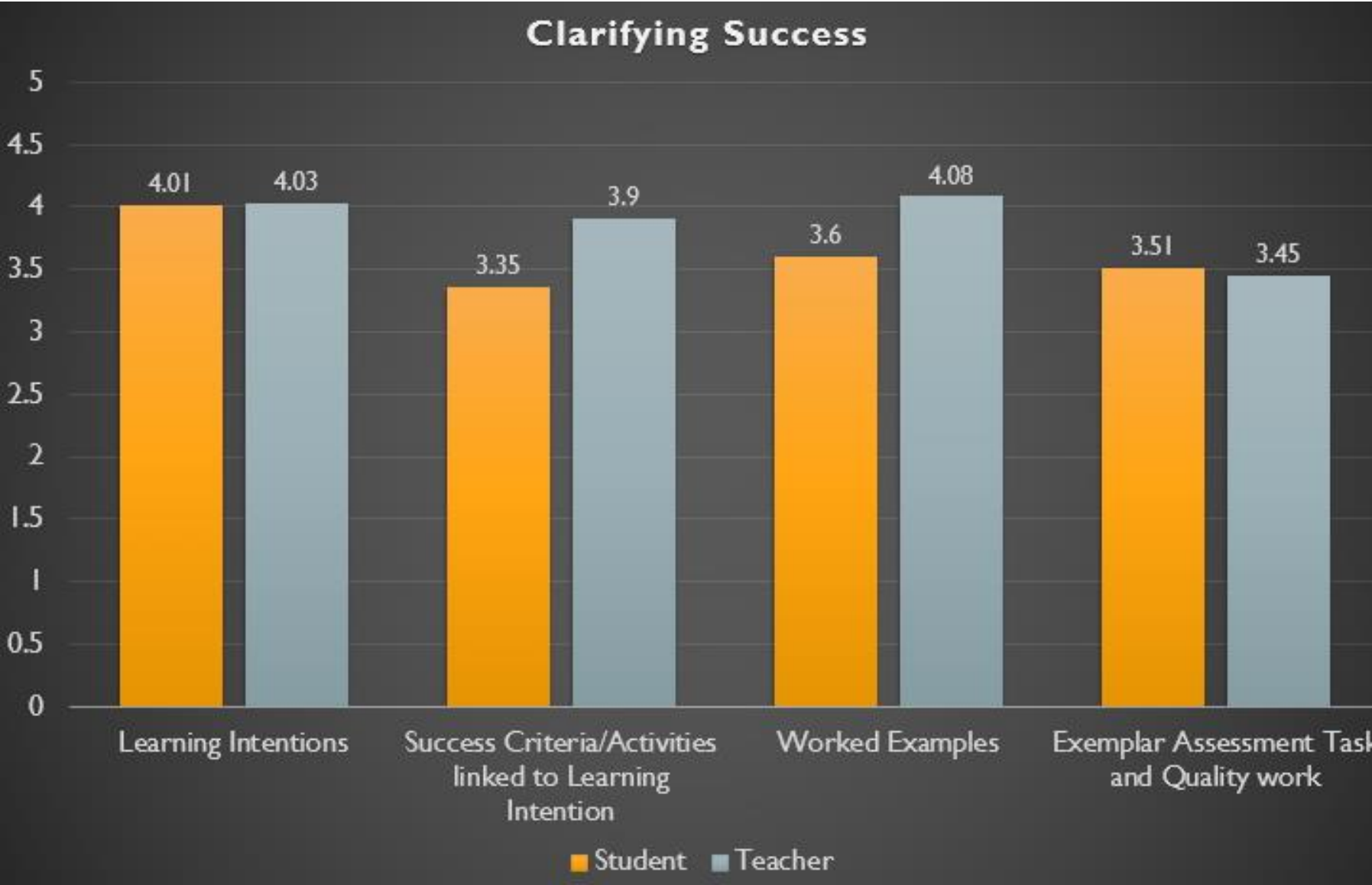3. The teachers explain new concepts and ideas clearly

	1	2	3	4	5	
Rarely	○	○	○	○	○	Always

4. I am given opportunities and time to practise new concepts and ideas, and skills within lessons

	1	2	3	4	5	
Rarely	○	○	○	○	○	Always

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Analysis

Teacher vs Student Perception

Clarifying Success

Category	Student	Teacher
Learning Intentions	4.01	4.03
Success Criteria/Activities linked to Learning Intention	3.35	3.9
Worked Examples	3.6	4.08
Exemplar Assessment Task and Quality work	3.51	3.45

Clarifying Success- Semester 2 2019

- Trial the instructional strategies of Learning Intentions/Success Criteria, Worked Examples, Exemplar Tasks

- Provide Professional Development for staff in Department based meetings

- Support the "embedding" of the practices by continued focus throughout conversations over the semester

- Come to a shared understanding of the Principle after the semester of trials

Clarifying Success

- Learning Intentions & Success Criteria
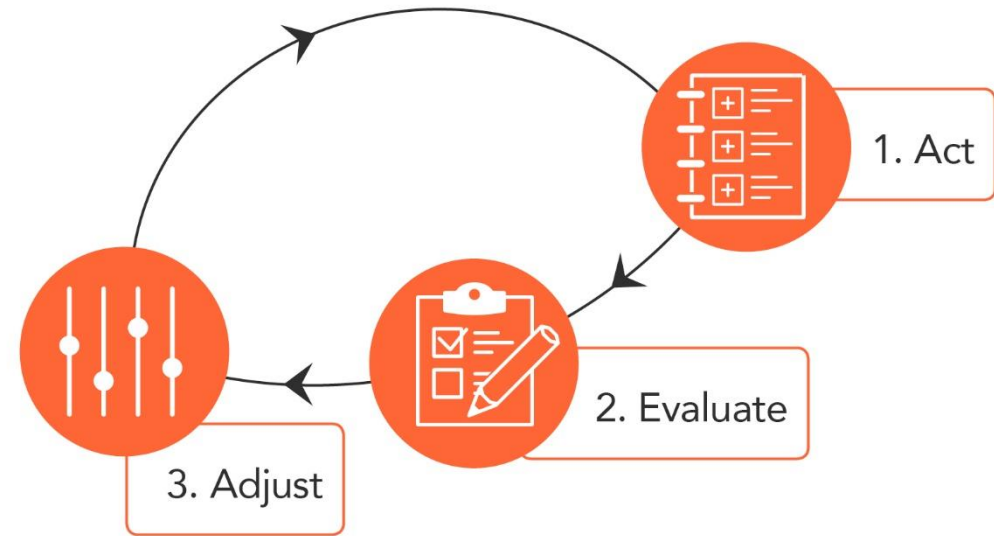- Worked Examples
- Exemplar Task
- s

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Adoption and adaption

- Staff meetings to discuss implementation issues

- Sharing of practice between Departments

- Continued focus through Head of Department meetings

Adopt

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Act, evaluate and adjust

- Post-trial survey of students and staff

- Discernment process- what does the principle mean to Marist College?

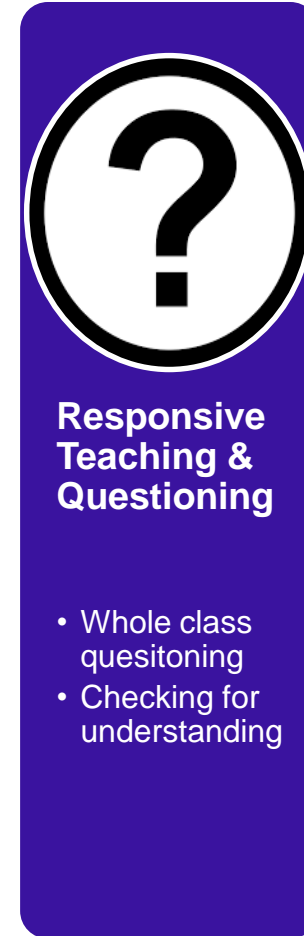- Adoption of "Clarifying Success" as a Marist Learning Principle

Embed or omit

Embed

Omit

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Where to next

- Responsive Teaching- Semester 1, 2020

- Start the process again!

Responsive Teaching & Questioning

- Whole class quesitoning
- Checking for understanding

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Questions?

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