



LEADERSHIP TEAM LEARNING WALKS AND TALKS... STARTING TERM 4

PURPOSE: TO ASCERTAIN OUR IMPACT ON LEADING LEARNING IN THE COLLEGE



1) WHAT ARE YOU LEARNING?



THE TEACHER IS DECONSTRUCTING THE CURRICULUM EXPECTATIONS TO DEVELOP LEARNING GOALS.

LESSON LEARNING INTENTIONS AND SUCCESS CRITERIA ARE VISIBLE IN THE ROOM FOR STUDENT REFERENCE



STUDENTS CAN SPECIFICALLY STATE THE CONCEPT OR STRATEGY THEY ARE LEARNING AND WHY THEY ARE LEARNING IT.



LEADERS NOTICE PURPOSEFUL TALK AMONG STUDENTS IN CLASSROOMS.

THERE IS MORE STUDENT TALK THAN TEACHER TALK.

NO STUDENTS ARE SAYING "I DON'T KNOW"

THE 5 QUESTIONS ARE POSTED IN THE ROOM TO REMIND ALL OF INTENTIONAL TEACHING



2) HOW ARE YOU DOING?



THE TEACHER IS CO-CONSTRUCTING WITH STUDENTS.

TEACHERS ENSURE STUDENTS USE SUCCESS CRITERIA LANGUAGE AND UNDERSTAND WHAT THEY LOOK LIKE.

TEACHERS AND STUDENTS ADD TO THE SUCCESS CRITERIA AS THE LESSON PROGRESSES.



STUDENTS SAY THINGS LIKE: "I CAN MEET THE FIRST SUCCESS CRITERIA AT A 'B' LEVEL"

"I AM WORKING ON THE SECOND SUCCESS CRITERIA, HERE IS MY WORK THAT SHOWS I AM NEARLY THERE"



LEADERS NOTICE ANCHOR CHARTS (PROMPTS/SCAFFOLDS) VISIBLE IN THE CLASSROOM.

LEADERS NOTICE THESE ARE FREQUENTLY USED AND ARE WELL USED WORKING DOCUMENTS. THEY ARE A MIX OF EXEMPLARS (A) AND POOR STANDARDS (B) SO STUDENTS CAN SEE THE DIFFERENCE

3) HOW DO YOU KNOW?



TEACHER GIVES TIMELY, RELEVANT FEEDBACK BASED ON LEARNING GOALS AND LEARNING INTENTIONS.

TEACH STUDENTS HOW TO PEER ASSESS AND SELF ASSESS ACCURATELY, BASED ON LEARNING INTENTIONS AND SUCCESS CRITERIA.



STUDENT SAYS THINGS LIKE... “MY TEACHER AND I HAVE TALKED ABOUT MY WRITING AND WE DECIDED...”

“I GOT FEEDBACK ON NARRATIVE FROM MY FRIENDS AND THEY SAID..”

“I CAN SEE MYSELF THAT I HAVE ACHIEVED THE THIRD SUCCESS CRITERIA BECAUSE..”



WRITTEN COMMENTS ON STUDENTS WORK ARE EXPLICIT AND DESCRIPTIVE AND RELATED TO THE TASK AND DO NOT INCLUDE THINGS LIKE “WELL DONE” OR “GOOD WORK”.

SPOKEN FEEDBACK IS EXPLICIT ABOUT WHY WORK MEETS A STANDARD OR WHAT NEEDS TO BE DONE NEXT TO LIFT THE STANDARD.

4) HOW CAN YOU IMPROVE?



MAKE ANECDOTAL NOTES OF WRITTEN AND ORAL FEEDBACK TO GIVE ONGOING FEEDBACK.

TRACK AND MONITOR FEEDBACK GIVEN TO KNOW STUDENTS PROGRESS AND PLAN NEXT STEPS.



STUDENT SAYS THINGS LIKE...

“I AM WORKING ON BEING BETTER AT...”

“THE TEACHER GAVE ME THIS WRITING FEEDBACK SHEET TO PUT IN MY FOLDER”



STUDENTS CAN CLEARLY ARTICULATE THEIR NEXT STEPS TO IMPROVE THEIR WORK



5) WHERE DO YOU GO FOR HELP?



WORK WITH STUDENTS ON BECOMING INDEPENDENT LEARNERS BY TEACHING THEM WHERE THEY CAN GO FOR HELP BEYOND THE TEACHER.



“I GO TO (NAME OF STUDENT) BECAUSE SHE IS VERY GOOD AT ...”

I LOOK AT THE ANCHOR CHART WE MADE ABOUT ...”

I GO TO OUR CLASS WEBSITE WHERE WE HAVE THE INTRODUCTORY LESSON”



SCAFFOLDING IN THE CLASSROOM SHOW DISCUSSIONS OF WHERE SUPPORTS ARE FOR STUDENT'S LEARNING

STUDENTS CAN ARTICULATE SEVERAL PLACES THEY CAN GO FOR SUPPORT.





REMEMBER THE 5 IMPORTANT QUESTIONS:

- 1 What are you learning?
- 2 How are you going?
- 3 How do you know?
- 4 How can you improve?
- 5 Where do you go for help?



HOW WILL THEY WORK?

- There will usually be two team members.
- Please keep working, don't stop to greet us.
- We will walk around the room and speak to two or three students quietly.
- We will take notes on what is said and what we see in the room.



REMEMBER THE PURPOSE OF LEARNING WALKS
AND TALKS STARTING IN TERM 4....

To help the leadership team
measure the impact of their
leadership on teaching and
learning throughout the school.

