


Create an impact:
 Develop an expert teaching culture in your school



Control the narrative: The Politics of Distraction

Stop investing money at "things"

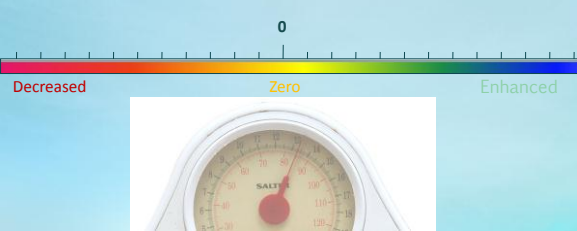
- more adults in schools, buildings, technology,
- lower class size, choice, tests, curriculum,
- teacher pay, autonomy,
- longer school days,
- national assessment,
- new forms of schools



The Politics of Enhancing Expertise
 What do successful schools look like:

- High impact passionate teachers
- Highly impacted passionate students
 - Giving back
 - Achieving surface and deep learning
 - Confident learners
 - Respect for self, respect for others
 - Walk in playground with eye contact
 - Safe, part of a coalition of success
 - Want to come back for more
- Highly impacted passionate parents (current & future)
- High impact public support for local schools

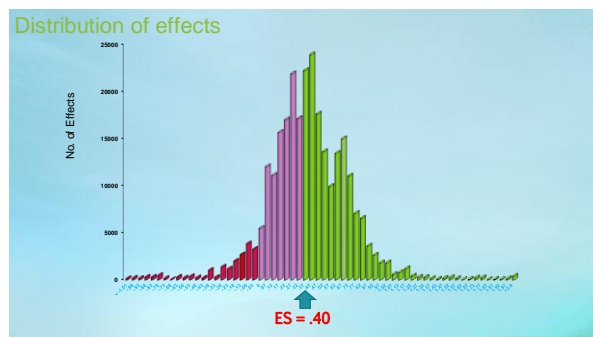
Look at the impact influences



The typical influence on achievement

So what is the typical effect across

- 1000+ meta-analysis
- 60,000 studies, and
- 260+ million students?



The disasters ...

Rank	Influence	Studies	Effects	ES
131	Ability grouping	500	1369	.12
133	Gender	3168	6293	.12
137	Changing school timetabling	47	644	.09
138	Out of school curricula experiences	52	50	.09
141	Ethnic diversity of students	17	58	.05
143	Multi-grade/age classes	94	72	.04
145	Open vs. traditional	315	333	.01
146	Summer vacation	78	711	-.02
148	Retention	229	2882	-.13
150	Mobility	181	540	-.34

The disasters ...

Rank	Influence	Studies	Effects	ES
109	Individualized instruction	638	1185	.22
113	Class size	113	802	.21
114	Charter schools	18	18	.20
115	Aptitude-treatment interaction	61	340	.19
118	Co and team teaching	136	47	.19
120	Within class grouping	144	209	.18
123	School counseling effects	232	118	.18
124	Web based learning	45	136	.18
125	Matching learning styles	244	1234	.17
130	Mentoring	74	74	.15

Closer to average ...

Rank	Influence	Studies	Effects	ES
62	Teacher expectations	674	784	.43
63	School size	21	120	.43
71	Integrated curricula programs	61	80	.39
73	Principals/school leaders	521	1409	.39
77	Computer assisted instruction	5947	10,291	.37
82	Attitude to math/science	320	728	.35

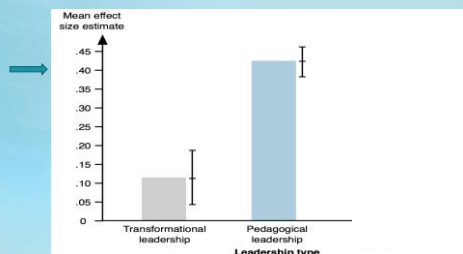
Transformational

- Set the vision, school goals, the expectations
- Instructional support
- Monitoring school activity
- Buffering staff from external demands
- Ensures that staffing is fair and equitable
- Easily accessible to students and staff
- Secures a high degree of autonomy for the staff

Instructional

- makes several formal classroom observations each year
- interprets test scores with teachers
- Insists teachers collaborate in developing the teaching program across grades
- insists teachers expect high proportions of their students to do well on achievement outcomes
- Insists and knows that class atmosphere in this school is generally very conducive to learning for all students.

Remarkable!



Let's have them....

Rank	Influence	Studies	Effects	ES
41	Peer influences	12	122	.53
42	Classroom management	100	5	.52
44	Home environment	48	122	.52
45	Socioeconomic status	529	987	.52
47	Professional development	622	2062	.51
48	Goals (Difficult vs. Do your best)	895	1111	.50
50	Second/third chance programs	52	1395	.50
51	Parental involvement	748	1815	.49
58	Early interventions	1704	9369	.47
60	Pre school programs	547	2229	.45

The winners....

Rank	Influence	Studies	Effects	ES
13	Spaced vs. massed practice	63	112	.71
15	Acceleration	75	165	.68
16	Classroom behavioral	218	1031	.68
17	Vocabulary programs	442	1109	.67
18	Repeated reading programs	54	156	.67
20	Prior achievement	3537	9146	.65
25	Not labeling students	79	79	.61
32	Worked examples	62	151	.57

The winners....

Rank	Influence	Studies	Effects	ES
1	Student expectations	209	305	1.44
3	Response to intervention	13	107	1.07
4	Teacher credibility	51	51	.90
5	Providing formative evaluation	30	78	.90
6	Micro teaching	402	439	.88
7	Classroom discussion	42	42	.82
10	Feedback	1310	2086	.75
12	Teacher-student relationships	229	1450	.72

Visible Teaching – Visible Learning

When teachers **SEE** learning through the eyes of the student

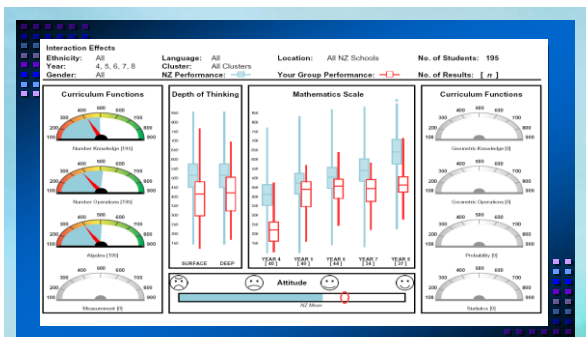
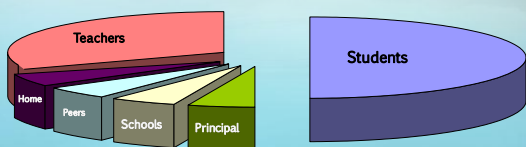


and when students **SEE** themselves as their own teachers

Determining the problems in a school

What is the greatest issue in our schools?

Variability among teachers



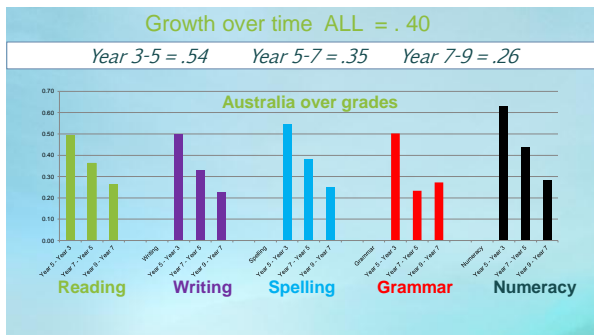
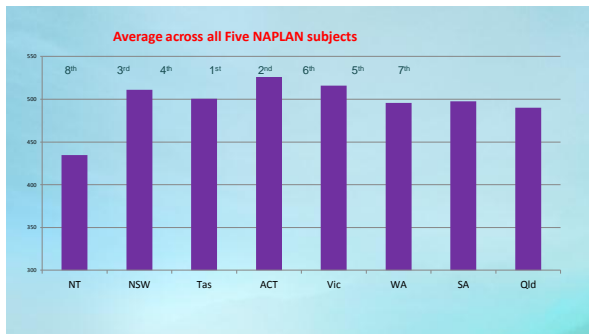
One more problem – achievement or progress?

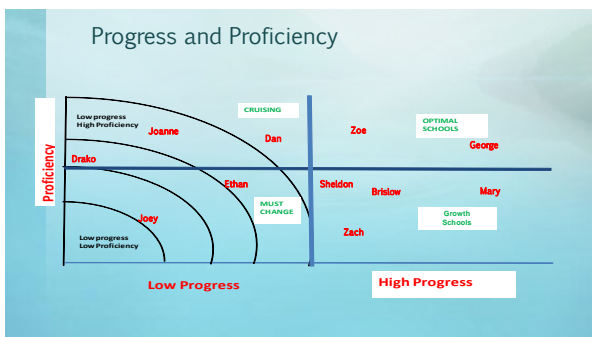
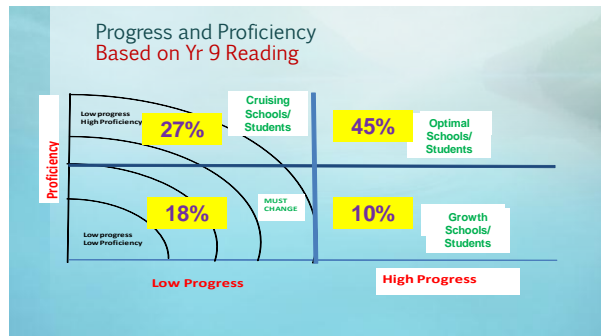
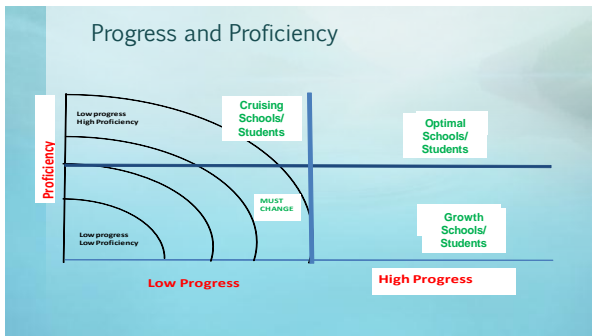


Your state's place in Australia

The Prime Minister promised today to legislate for a goal of having Australia in the top five schooling systems in the world by 2025.

Programme for International Student Assessment (2009)								
Maths		Sciences		Reading				
1	Shanghai, China	600	1	Shanghai, China	575	1	Shanghai, China	556
2	Singapore	562	2	Finland	554	2	South Korea	539
3	Hong Kong, China	555	3	Hong Kong, China	549	3	Finland	536
4	South Korea	546	4	Singapore	542	4	Hong Kong, China	533
5	Taiwan	543	5	Japan	539	5	Singapore	526
6	Finland	541	6	South Korea	538	6	Canada	524
7	Liechtenstein	536	7	New Zealand	532	7	New Zealand	521
8	Switzerland	534	8	Canada	529	8	Japan	520
9	Japan	529	9	Estonia	528	9	Australia	515
10	Canada	527	10	Australia	527	10	Netherlands	508
11	Netherlands	526	11	Netherlands	522	11	Belgium	506
12	Macao, China	525	12	Liechtenstein	520	12	Norway	503
13	New Zealand	519	13	Germany	520	13	Estonia	501
14	Belgium	515	14	Taiwan	520	14	Switzerland	501
15	Australia	514	15	Switzerland	517	15	Poland	500





Determining the problem

- Variability among teachers
- Teacher Judgement - common conception of progress
- Progress leads to enhanced achievement
- Needs assessment



The preconditions of solutions

TRUST

1. It's OK in this school to discuss feelings, worries, and frustrations with the principal.
2. The principal looks out for the personal welfare of the faculty members in this school.
3. I take the principal at his or her word.
4. The principal in this school is an effective manager, who makes the school run smoothly.
5. The principal places the needs of the students ahead of his or her political interests.
6. The principal has confidence in the expertise of the teachers.
7. The principal takes a personal interest in the professional development of teachers.
8. I really respect my principal as an educator.
9. I feel respected by the principal.

Source: Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.

Dimensions	Example items	2011 %ile	12 th %ile
Care	My teacher in this class makes me feel that s/he really cares about me	40%	73%
	My teacher really tries to understand how students feel about things	35%	68%
Control	Students in this class treat the teacher with respect	33%	79%
	Our class stays busy and doesn't waste time	36%	69%
Clarify	My teacher has several good ways to explain each topic that we cover in this class	53%	82%
	My teacher explains difficult things clearly	50%	79%
Challenge	In this class, we learn a lot almost every day	52%	81%
	In this class, we learn to correct our mistakes	56%	83%
Captivate	My teacher makes lessons interesting	33%	70%
	I like the ways we learn in this class	47%	81%
Confer	Students speak up and share their ideas about class work	40%	68%
	My teacher respects my ideas and suggestions	46%	75%
Consolidate	My teacher checks to make sure we understand when s/he is teaching us	58%	86%
	This classroom that I sit in every day in this class helps me understand how to improve	46%	74%

Creating the right narrative

1. It's about our impact on learning
2. What does success look like after I teach these lessons?
3. Do students understand what success looks like from the start?
4. What does it mean to be "good" from learning in this lesson?
5. Do teachers have common conceptions of progress?
6. Do we agree we have quality evidence about our impact?
7. Do the adults in this school have collective impact?
8. We love challenge, we never just 'do our best'
9. We teach students to learn (concentrate, grit, deliberate practice)
10. Our role is to turn our students onto our passion of learning our subject
11. It's about PROGRESS rather than proficiency/standards

Impact questions

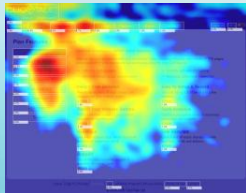


Developing learning strategies

- Learning strategies work differently when moving from surface to deep
- Provide success criteria
- Deliberate practice = student assessment capabilities
- Develop self-talk – develop self-teachers
- Seeing errors as opportunities for learning = seeking & receiving feedback
- Knowing many power strategies – *knowing what to do when you do not know what to do*



A learning heat map



1. You are an evaluator of your impact
2. It's about the teacher's mind frames, not the kids
3. We are change agents
4. Assessment as feedback for teachers
5. High expectations and challenge never "do your best"
6. It's dialogue not monologue
7. Trust & relationships leads to welcoming error
8. It's about learning – concentration, persistence, deliberate practice

Teaching is



Diagnose
Intervene
Evaluate

