PHASE I

Develop a language of instruction or model of instruction

Started in 2013:
- ‘Heaven and Hell’ activity to establish need for changes and need for behaviour review
- Established Vision (Outstanding Learners, Outstanding Achievements and Outstanding Futures), Values and Beliefs
- Introduced ASoT as framework for teaching and learning.
- Started learning about Design Question 6 and 7. (DQ6&DQ7)
- Introduced common language for our school’s behaviour plan with our behaviour matrix – Responsibility, Respect and Safety in the classroom, grounds and all settings.

PHASE II

Develop a systematic way for teachers to interact about Instruction using the model

Continued in 2013:
- Established Professional Learning Communities (PLCs) as this is the systematic way we, the teachers are interacting.
- Planned lessons in PLCs to teach expectations to whole school in RAS classes of aspects of behaviour matrix
- Deepened knowledge of DQ6&7.

DQ 6: What will I do to establish and maintain classroom rules and procedures?

ELEMENTS OF DQ 6:
4. Establishing classroom routines
5. Organising physical layout of the classroom for learning

DQ 7: What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

ELEMENTS OF DQ 7:
33. Demonstrating ‘withitness’
34. Applying consequences
35. Acknowledging adherence to rules and procedures
PHASE III

Establish a systematic way for teachers to observe master teachers and each other using the model of instruction

2014:
- Taught lessons to RAS classes to make clear to students the expectations for behaviour and explicitly teach students how they achieve those expectations
- Term 2 review of lessons of expectations in RAS classes to remind students of expectations and sustain practice in classes.
- In PLCs, established knowledge about the purpose, process and norms for Instructional Rounds.
- Teachers taking part in Instructional Rounds to observe other teachers and deepen their own knowledge of the Elements of DQ6 & 7.
- Teachers to implement deliberate practice of Elements of DQ6 & 7 to ensure habits and routines are established in all classes through common/shared and understood language and processes.
- Debriefing about Instructional Rounds and the deliberate implementation of the Elements of DQ6&7 to continue in PLCs.

PHASE IV

Monitor the effectiveness of individual teacher’s instructional styles as a form of teacher feedback.

TERM 3 & 4 of 2014:
- Through PLCs, establish norms for observation and feedback to deepen knowledge and practice of Elements of DQ6 & 7.
- Begin observation and feedback for DQ6&7.

BACK TO PHASE I FOR DESIGN QUESTION 2

Develop a language of instruction or model of instruction

END OF TERM 2 of 2014 at staff meeting June 5:
- Introduce new knowledge to staff about Design Question 2.
- Continue with deepening of knowledge of DQ2 in PLCs for Term 3 and 4

DESIGN QUESTION 2: What will I do to help students to effectively interact with the new knowledge?

- Instructional Rounds are for the observers to view good practice. They then debrief what they have seen and norm their practice.
- Teacher observation and feedback is a process aimed at providing feedback for improvement to the teacher observed.

Elements of DQ 2

6. Identifying critical information
7. Organising students to interact with new knowledge
8. Previewing new content
9. Chunking content into digestible bites
10. Processing of new information
11. Elaborating on new information
12. Recording and representing knowledge
13. Reflecting on learning