



Listen Up!

How Student Voice encourages Pedagogical change in Innovative Learning Environments.



**Southern Cross
University**

A partnership with Lismore Diocesan Schools & Southern Cross
University.

Intentions:

- ❑ Share our Context
- ❑ Share our System Learning regarding ILE's and how Teacher's were working in these spaces.
- ❑ Action Research Project - 4 schools

Spiral of Inquiry.

- ❑ Why Student Agency (Voice) is so important?
- ❑ How did we encourage, collect and act upon student voice?
- ❑ What Pedagogical Shifts have actually occurred?

Where to next?



MODELS OF CO-TEACHING

The goal is always to improve the educational outcomes of students.
Will co-teaching achieve this goal?

TEAM TEACHING or Interactive Teaching

What is it?
Both teachers plan, teach, assess and assume responsibility of all the students in the learning space. They share the leadership and responsibilities equally. Each teacher has equal status in the class.



Be mindful of

- Requires a high level of professional trust, commitment, and compatibility of teaching styles.
- Requires intentional and regular co-planning to avoid teachers dividing up the work rather than collaborating ("divides and conquer mentality").
- Too much teacher talk or repetition.
- Lack of student-student interaction if Team Teaching becomes teacher-centered.

ROTATIONAL TEACHING or Station Teaching

What is it?
The lesson is divided into two or more segments and presented in different locations in the learning space. Each teacher is responsible for a different aspect of the lesson. Student groups rotate, and the teachers repeat their part of the lesson to the new group. Rotational learning may also involve an online learning station.



Be mindful of

- Be careful that this approach does not lead to the separation of students into different ability groups.
- Requires coordinated timing and effective management skills.
- May be logistically difficult, depending on the learning space.

ALTERNATIVE TEACHING

What is it?
One teacher teaches the main lesson to a larger group of students while the other teacher interacts with a smaller group of students. This approach can be appropriate for Tier 2 instruction, enrichment, pre-teaching content and in-depth study.



Be mindful of

- Be careful that this approach does not lead to the separation of students into different ability groups, especially 'grouping' one group of students by consistently withdrawing them.
- May reduce students' exposure to the general curriculum.

Co-teachers move between these six models, rather than relying on one model.

PARALLEL TEACHING

What is it?
The class is split heterogeneously (mixed if two teachers) and each teacher takes a group of students to teach the same lesson. Students all receive the same material.



Be mindful of

- Requires co-planning.
- Be careful that this approach does not lead to the separation of students into different ability groups.
- Coordination and timing are crucial.

ONE TEACH, ONE OBSERVE

What is it?
One teacher instructs the entire class while the second teacher circulates, gathering evidence/information on specific students, on a small group of students, or on targeted behaviours across the whole class.



Be mindful of

- Be careful that the observers don't evaluate the teacher or quality of the lesson, but focus on the students.
- It is important that the teachers change roles frequently.
- Only use this model on a needs basis.

ONE TEACH, ONE ASSIST

What is it?
Both teachers are present, but one teacher takes the instructional lead while the other quietly provides support and assistance to the students when necessary.



Be mindful of

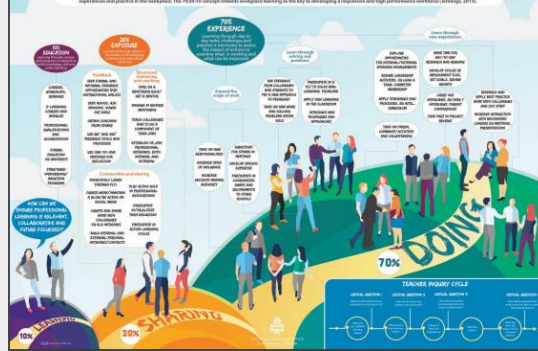
- Avoid hovering over one or selected students, resulting in segregation of students.
- Does not make use of two instructional specialists.
- It is important that the teachers change roles frequently to avoid one professional being perceived as having more authority or ownership of the lesson.
- Can lead to one teacher focusing on students' behaviour rather than their learning.

FOUNDATIONS FOR SUCCESS

Communication • Co-ordination • Collaborative planning • Commitment • Comfort

70:20:10 PRINCIPLE OF PROFESSIONAL LEARNING

As shown by the 70:20:10 model, the key to ongoing and best practice learning lies in a mix of experiences, supported by evidence that all teachers learn best from experience and practice in the workplace. The 70:20:10 concept embeds authentic learning as the key to developing a responsive and high performance workforce (Learning, 2015).



“Enabling students to achieve the fullness of life”

1. Co-Planning

- Find time to plan, teach with video, debrief and reflect with trusted colleague
- Discuss what you each want to improve about your practice to give each other Discipline Feedback during the process.
- Begin with curriculum expectations, Learning Goal, draft Success Criteria to co-construct
- Plan before during and after lesson; think about timing, flow and pace
- Use research-based, high-yield instructional strategies differentiated based on student need
- Discuss Collaborative Inquiry focus for the teaching based on assessment for learning data

2. Co-Teaching

- Work side-by-side in classroom
- Co-Facilitate classroom discussion
- Focus on students' thinking
- Monitor students' engagement
- Change pace and flow if needed
- Ask "How do you know all students' are achieving?"

THE CO-TEACHING CYCLE

4. Co-Reflecting

- Engage with co-teaching partner in candid, open, honest dialogue about their teaching and learning
- Identify and understand changes needed in practice and beliefs to become consciously skilled
- Plan next steps for student and teacher learning based on formative assessment – working from where ALL students are in their learning

3. Co-Debriefing

- Examine video clips to look/listen for student voice, questions/responses and higher-order thinking
- Examine teaching questions and prompts used
- Consider if taught, learned and assessed curriculum were aligned
- Discuss joint teaching, thinking about what worked, didn't work, what to do differently
- Evaluate Collaborative Inquiry focus for improved practice

Process:

4 Action Research Schools (Primary). Opt In.
Spiral of Inquiry (Timperley, Kaser and Halbert)



The Questions:

School 1: How do we as teachers, ensure our Pedagogy encourages students to be active in their own learning in an ILE?

School 2: What does effective teacher practice for whole group instruction in writing look like in an Innovative Learning Environment?

School 3: How might we improve our feedback practices in order to generate quality outcomes for students in an Innovative Learning Environment?

School 4: How might we engage student voices in innovative ways in order to receive purposeful feedback that will enhance student agency and engagement?

Student Agency:

Students having:

Voice (heard, recognised and acted upon).

Choice

Influence and

Working Together

How did we collect Student Voice?

Survey

Focus Groups

Interviews

Video

Exit Slips

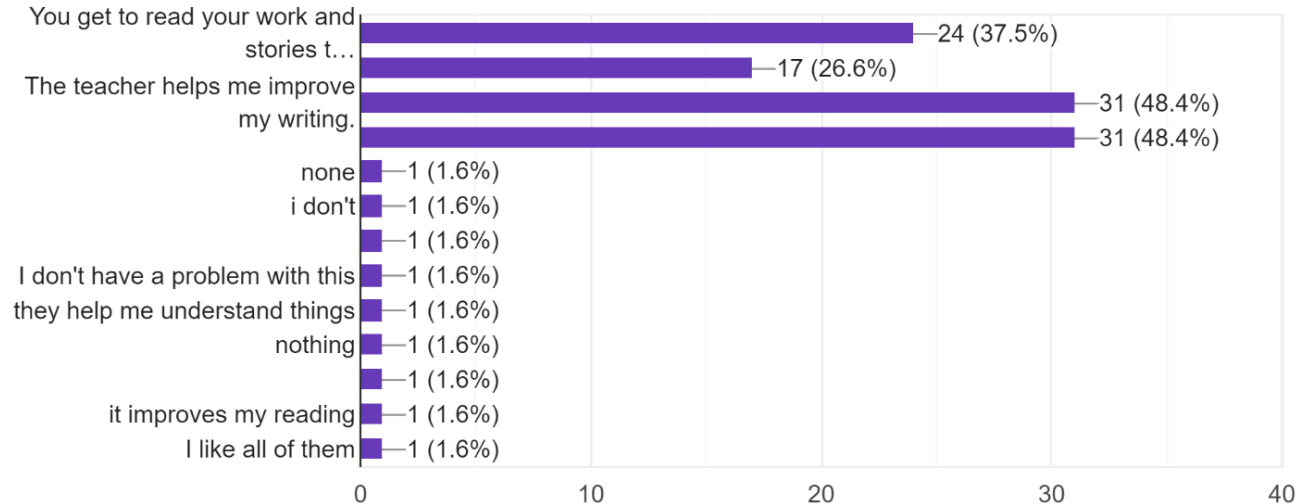


What do you like about working in a small group with the teacher? *

- You get to read your work and stories to others.
- It is easier to concentrate on learning new things.
- The teacher helps me improve my writing.
- I learn new things.
- Other...

What do you like about working in a small group with the teacher?

64 responses



What were our student's saying about their learning in an ILE?

4 schools - What did our students want?

Central themes:

- Enjoy collaborative learning
- Spaces for learning that suits their learning style
- Enjoy working and learning with a variety of teachers
- Want to develop our Success Criteria's together

What did they want changed?

- Passive learners - more engaged in curriculum design
- Don't interrupt our thinking. (Flip Sticks)
- Noise could sometimes distract them - we need to work on what it means to be an engaged learner.



What were Teachers saying about their Pedagogy in an ILE?

- Getting to know how to work with another teacher closely (relationships).
- Co-teaching and different models of co-teaching
- Collaborative planning (including teaching & assessment)
- New ways of using ICT for sharing / collaboration – apps (e.g. see saw, kahoots) social media
- Increased focus on formative assessment
- Less teacher talk & instruction – more Problem/Project-Based Learning and Inquiry
- More consideration about use of space
- New approaches for group work – personalised learning, facilitating shared learning
- Increased need for flexibility and ‘on the spot’ adaptations
- Similar to what is reported in the literature about requirements for innovative pedagogy *E.g. OECD’s ILE report (chapter 3), Leading Innovative Learning in New Zealand Schools (Education Review Office)*





What Pedagogical Shifts Occurred Due to Student Voice?

- Previously teachers were making changes based on Perception - now it is perception, student data and Student Agency. Triangulate.
- Student Feedback - the how.
- Students as Co-designers of Curriculum (PBL Units of learning)
- Students Co-constructing the Success Criteria.
- Small focus groups Vs Large whole class teaching
- Minimal Whole Class Instruction



Where to Next?

Learning from Grades/Stages about best Pedagogical Practice in and ILE - shared with the rest of the School Community and System.

Whole School Beliefs & Practices around Pedagogy in an ILE.

Next round of AR schools in ILE to encompasses broader approaches such as Secondary PBL and Play Based Learning.



