

Teacher talk

Newsletter [term 4] 2015





Welcome

Welcome to the fourth issue of Teacher Talk for 2015. We can't believe we're already half way through term 4 and the end of the year is nearly upon us. Our GGSA Teacher Coaches and Leadership Team have been busy visiting schools throughout the year offering support, and you can expect further visits into 2016 and beyond. We are thrilled with what everyone has achieved so far with the implementation of Direct Instruction (DI) and Explicit Direct Instruction (EDI), and we are confident that everyone is seeing the positive effects this has had on students, staff and schools.



GGSA Leadership visits

During term 3, Noel Pearson and the GGSA Board of Directors paid a visit to schools in Numbulwar, Alekarenge and Borroloola in NT to see how the implementation of DI was going. It was great to see the Good Work Ticket system in action at some of these schools, and the teachers stated that they are already seeing the benefits.

This term Noel and the team will be visiting the Hope Vale campus of Cape York Academy with WA Minister for Education, Peter Collier, to showcase the amazing results that the Academy has achieved through effective instruction.

The Academy is visited regularly by Indigenous groups and educationalists who are interested in pursuing their own school reform programs. If you would like to visit our schools please contact GGSA Engagement and Events Manager Alicia Bobbermien: 07 4042 7228 or abobbermien@goodtogreatschools.org.au.

Creating a classroom free from behaviour issues

GGSA's Behaviour Management Expert, Marnie Carrison, has some useful tips for teachers in creating a learning classroom free from behaviour issues:

The successful implementation of Direct Instruction and Explicit Direct Instruction requires TEACHERS to use effective behaviour management strategies in the classroom. The program that Good to Great Schools Australia supports is based on Positive Behaviour Interventions and Support (PBIS).

Prevention lead by the TEACHER is the key to reducing student misbehaviour, a range of proven strategies that teachers can implement in their classrooms include:

1. Organise the physical layout of your classroom
2. Establish three to five positive rules for your classroom based on the school wide expectations
3. Maximise structure and predictability in your classroom through planning, teaching and reviewing routines and procedures
4. Use multiple strategies to acknowledge and strengthen appropriate behaviour in your classroom (e.g. Good Work Tickets, Student Teacher Game)
5. Actively supervise
6. Respond to inappropriate behaviour



Spotlight on EDI - Holy Rosary School

One of our Teacher Coaches, Shaun Joseph, recently travelled to Derby School (EDI) in WA to see how the teachers and students were doing since the introduction of EDI in their classrooms earlier this year. During his visit he met Sharna, a Year One teacher, who spoke about the program and how her feelings on it had adapted as time went on. Sharna admitted she had felt overwhelmed teaching EDI at first, but with the ongoing support of the school and GGSA she was able to overcome her challenges and launch into a strong model of the teaching method.

Sharna said she now realises how important it is to check the students' understanding as they go to ensure that no child is left behind without support. She loves that the curriculum is all planned out for her, and her students are all fully engaged in the classroom. Sharna said she has noticed a huge improvement in the children's confidence and behaviour since the program started.

After witnessing the lessons for himself, Shaun suggested that other staff take a look at Sharna's classroom to see how they could achieve a good model of EDI for their own students. Her students were well behaved, and they were reading, tracking, and using full sentences and academic language to explain their thinking.

Sharna is just one example of many teachers who have realised the positive effects that EDI can have on everyone; including teachers, students and the school.

Spotlight on DI - Milyakburra School

Alessa, a teacher from Milyakburra School in NT, recently overheard the amazing effects that DI had been having on her students firsthand.

After school one day a group of children were playing on the verandah just outside her classroom. The students were practising analogies and poems that they had learned during Comp A, with one of the older students even playing the role of teacher and leading the class. "A grape is to purple as a lemon is to yellow," they would repeat under instruction from the 'teacher', who Alessa noticed sounded strikingly similar to her own voice when teaching.

"While our students find Comp A very challenging, it seems to be on their mind enough to survive past the end of the school bell," Alessa said. "We are seeing great progress in Dec A/B1 with the older ones and RMSE-K with the younger ones, so we are confident they'll master Comp A in due course, too. And with extra practice, who's going to stop them?"



Beagle Bay Classroom Rotations

Beagle Bay School (EDI) in WA has recently adopted a rotation program to better utilise their staff and resources so that single grade EDI curriculum teaching can occur.

A usual day when following this program begins each morning with all the teachers, including the physical education, science and IT teachers, each taking an EDI literacy class for their first hour of EDI time. Then everyone in the school does Spelling Mastery according to their level, with all teachers involved, followed by recess. After recess, students return to class with their regular teacher, along with a teacher from their morning lesson and an ATA, to do another hour of EDI. However, to accommodate Guided Reading and to allow for their regular class teacher to work with all students, the whole class does rotations.

So, while one group is working with a teacher on Guided Reading, another group will focus on EDI Curriculum grammar or English lesson consolidation work, and the third group will work with an ATA on word work.

This innovative adaption to the EDI program is still in its trial phase so issues are being fixed as they arise, however it has so far proven to be a highly effective way to utilise all of the teachers at Beagle Bay and to give students any additional support that may be required.

8 Cycles of School Practice

The 8 Cycles of School Practice was released by GGSA in September as a guide to assist schools during their DI implementation. It provides key information on Positive Behavioural Interventions and Supports (PBIS) and is based on the premise that there are two domains within a school: the classroom and the school. Each domain has a different purpose; the classroom domain is about effective instruction, and the school domain is about leadership and culture.

Cycle 1: School Professional Development

This cycle ensures members of the Teaching Faculty have received training and support to allow them to perform all functions required to make DI successful for students.

Cycle 2: Teacher Coaching and Feedback

Great teaching is about continuously improving practice. Teachers are provided with coaching and feedback, and encouraged to apply, practise and perfect the knowledge and skills they have learned.

Cycle 3: School Data Review

The principal and other instruction leaders regularly review school data to assess the success of the instructional efforts, and make instructional decisions based on their findings.

Cycle 4: Classroom Data Feedback

Data on student achievement is continually used to improve teaching and learning methods within the classroom. The feedback from this data highlights successes and advises where improvement of specific content may be needed.

Cycle 5: School Professional Conversations

Great teachers hold regular conversations, both formal and informal, regarding the teaching and learning process, and their shared mission. These conversations help to reinforce the belief that the whole school is responsible for the learning of every child in the school.

Cycle 6: Peer Collaboration

Great teachers are engaged with

their peers, and they collaborate with each other to share and improve their teaching practices, and plan more effective lessons.

Cycle 7: Community School Improvement Partnership

Great schools understand the importance of parent and community engagement, and are always looking for ways to improve on this. This is achieved through forming a panel consisting of community representatives and school leaders who collaborate on ways to improve engagement.

Cycle 8: Classroom Family Engagement

Great teachers understand their accountability to the students and their parents, and engage parents in their child's learning through classroom visits and parent conversations.

To download your copy of GGSA's 8 Cycles of School Practice, you can visit the portal [<insert link>](#)

You asked...

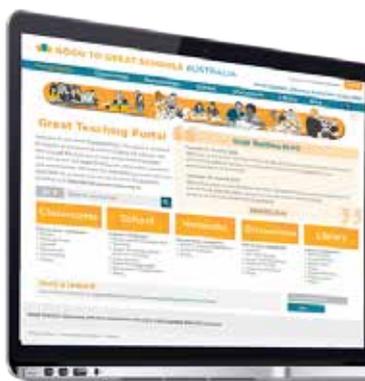
Q: Can special needs students use the EDI pedagogical practices and literacy curriculum?

Q: Is there a plan for training relief teachers in DI schools?

Q: My IM doesn't have experience in DISE, does this matter?

Q: What are 'brain breaks' and how do they operate in my school?

Q: What should I do if I'm getting behind in the pacing calendar?



These and other FAQs are answered in detail on the Great Teaching Portal.

Have you logged in yet? Besides the FAQs you can access and download resources, and the latest DI and EDI news.

Can't log in? Can't find what you're looking for? Email Darren Barden, dbarden@goodtogreatschools.org.au