



O.P.S. Approach to QLCs 2011

Teacher only day - ensure all are familiar with the structure of the school/school handbook.

Staff meeting 1

QLC model and plan

Types of talk- (staff activity)

Establish protocols (also consider OPS Tenets)

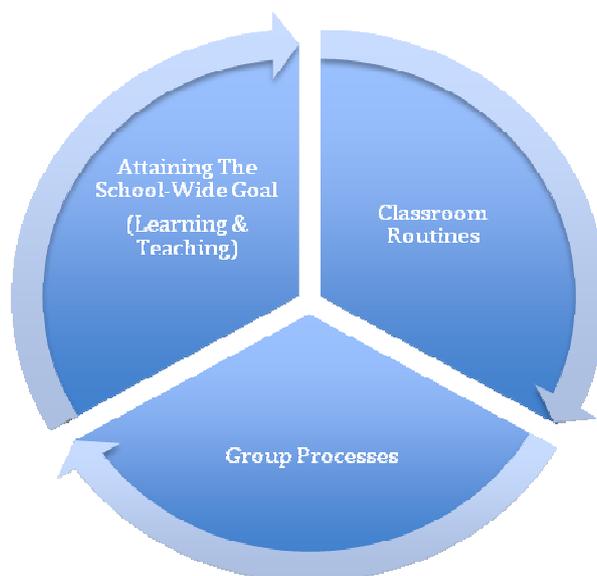
Staff Meeting 2

Reflective practice

Possible Classroom observation tools

Developmental Phases for the year.

Themes



Theme 1 – Classroom routines

Gathering data for discussion

This can vary from formal diary keeping, to more informal telling stories or writing metaphors, which encompass the knowledge beliefs, and understandings, which lie behind the series of events, they wish to address.

Using metaphors

Note the language you use in your classroom on a day-to-day basis.

Do you describe you work as?

- The Captain of a ship
- A guide for travelers
- A custodian of knowledge
- The leader of a community
- ???

Three phases

1. **Discussion and story telling** within the group about
 - How you teach
 - Your classroom culture
 - Successes and worries of the current class

Discussion questions

- a. What routines and classroom management procedures are introduced during the first week of term?
- b. How will I know this is effective? / Will continue to be effective?
- c. What procedure will be used it deal with students who find it difficult to settle into routines?
- d. What support will be expected from senior staff?

2. **Observations in classrooms** to enhance the meaning of the stories.
The visitor to the classroom is the *learner* observing something that the teacher wants to share
 - Limited to one or two aspects of classroom behaviour
 - Agree ahead of time what is to be observed and how this will be observed.

Each teacher chooses his or her own areas of focus. *This could also be done as a pair or a focus as a whole group*

Area of focus could include:

1. Teacher movements around the classroom
2. Patterns of interaction with learners (boys versus girls)
3. Ways used to gain students attention
4. The appropriateness of language for the age group of the children
5. The balance between teacher conversations about children's behavior versus the nature of the task
6. Management and timetable
7. *This could also include teacher talk versus students talk on the learning intention*
8. *An element of OPS Pedagogical principles*
9. ???

3. Discussion of observations in peers

- Feedback to the teacher based on the data collected and interpretations the visitor has made on the sessions they have observed.
- Some examples shared with the QLC and with whole staff at staff meeting.

Group discussion

"The real challenge is not to follow a set standard of teaching strategies for all student, but to decide on the appropriate teaching response to any particular learning challenge" (p.119)

1. Describe- what does it look like in my room
2. Observation & data gathering-What is happening? Why do I think this is happening?
3. How might I do things differently?
4. Reflection on action

Questioning

Each member takes turns in asking questions around the 4 dimensions

1. Meaning
2. Lateral links
3. Existing data
4. Validation

(Refer to Dave Stewart notes)

When the QLC has gone through a cycle of observation and discussion it may be worthwhile to come together as a whole staff to reflect on the

theme. The group discussions will have identified some examples of particularly successful practice that can be shared as a whole staff.

Theme 2 – Group Processes

Repeat the three Phases as in Theme 1

1. **Discussion and story telling** within the group about how groups operate in the classroom.

Discussion question could include

1. To what extent is participation spontaneous?
2. To what extent do individuals interact?
3. What % of teacher time is spent on control versus task interaction
4. To what extents are individual difference catered for?
5. How are group tasks and goals defined?
6. Are written outcomes marked? What does this look like?
7. What student behaviours are regularly reinforced?
8. How are disputes and misunderstandings managed?
9. ???

2. **Observations in classrooms** to enhance the meaning of the stories.

Observations could include

- **On-task behaviours for unsupervised groups**
- **Adherence to the lesson format** and the structure of the lesson
- The **methods** the teacher used to keep down **noise levels of unsupervised** children.

A range of data gathering tools to suit the focus of observation could include:

1. Interval sampling with their own coding.
2. Detailed anecdotal notes
3. Focus on on-task behaviours of unsupervised groups
4. Video recording and analysis- - ("Flip" video camera)

5. **Discussion of observations** in peers

- Feedback to the teacher based on the data collected and interpretations the visitor has made on the sessions they have observed.
- Some examples shared with the QLC and with whole staff at staff meeting.

Discussion and reflection

1. Describe- what does it look like in my room
2. Observation & data gathering-What is happening? Why do I think this is happening?
3. How might I do things differently?
4. Reflection on action

Questioning

Each member takes turns in asking questions around the 4 dimensions

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Theme 3 - Attaining School-Wide Goal

Repeat the three Phases as in Themes 1 & 2

1. Discussion and story telling within the group about attaining the school-wide goal

Describe

1. In what ways is vocab and comprehension building explicitly taught in class?
2. In what ways is student questioning of text and meaning clarification elicited in classroom sessions?
3. Are there a variety of methods available to the learners?
4. To what extent are individuals catered for- support/extension?
5. To what levels have the skills (1&2) identified been attained?

Observations in classrooms to enhance the meaning of the stories.

Observations linked to school-wide goals

1. In what ways is vocab and comprehension building explicitly taught in class?
2. In what ways is student questioning of text and meaning clarification elicited in classroom sessions?

Discussion and reflection

1. Describe- what does it look like in my room
2. Observation & data gathering-What is happening? Why do I think this is happening?
3. How might I do things differently?
4. Reflection on action

Questioning

Each member takes turns in asking questions around the 4 dimensions

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End of year-

Reflection on outcomes - looking ahead

Links to appraisal

Sharing good practice

Accountability/ link to school appraisal system

- Use of Teacher summary - 1 per theme
- QLC summary of meetings - complete formally through each phase, electronically
- QLC facilitators meet as a group to discuss progress- 1/term

Appraisal

The inquiry and QLC form a pivotal part of each teacher's own appraisal. However this is not the complete appraisal. Teachers' will still need to set a time to meet with their appraiser to reflect on the R.T.C. and review these throughout the year at team meetings

A final appraisal meeting will need to be scheduled for the end of the year.