
Improving Teacher Quality and Student Outcomes

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Our School

Ravenswood School for Girls, Gordon is a Kindergarten to Year 12 Private Girls School located on Sydney's North Shore.

The teaching staff and students of Ravenswood are highly regarded for their commitment to academic excellence and student wellbeing within the framework of Positive Education. The purpose of this is to enable students to not only thrive as learners but establish a solid foundation for ongoing success in their lives beyond.



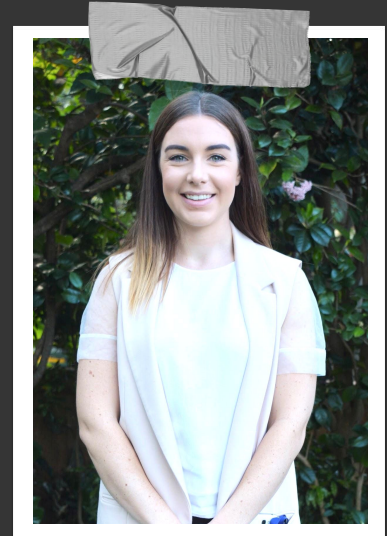
Our Story

Tony is the Head Teacher of Social Science and started at the school in 2011

Caity joined the Social Science Department on a temporary contract in June 2014

Caity as a new teacher to Business Studies

- Graduated in 2012 from the Australian Catholic University
- Taught previously on a contract at Cheltenham School for Girls
- Permanent appointment at Ravenswood 2016
- Teaching Business Studies and Senior Students for the first time
- Previous learning experiences at the school to develop teaching practices



Evidence based learning

REPLACE TEACHERS WITH LEARNERS

– To grow and develop as teachers we must embrace learning. We must be open to learn from our colleagues and embrace new ideas. Titles and positions of authority have no place.

RISK TAKING – Effective learning takes place when we encourage and open our colleagues to take risks with pedagogy and what is occurring in the classroom. Leaders embrace new ideas.

Five attitudes and beliefs of expert teachers - Hattie's Visible Learning

1. Expert teachers identify the most important ways to represent the subjects they teach

2. Expert teachers create an optimal classroom climate for learning

3. Expert teachers monitor learning and provide feedback

Five attitudes and beliefs of expert teachers - Hattie's Visible Learning

4. Expert teachers believe all student can reach the success criteria

5. Expert teachers influence a wide range of student outcomes not solely limited to test scores




Identifying how students learn and key areas of content

- The initial stages were content driven
- A learning environment where content knowledge builds trust
- Students learnt to achieve and are driven by achievement and results



1. Expert teachers identify the most important ways to represent the subjects they teach



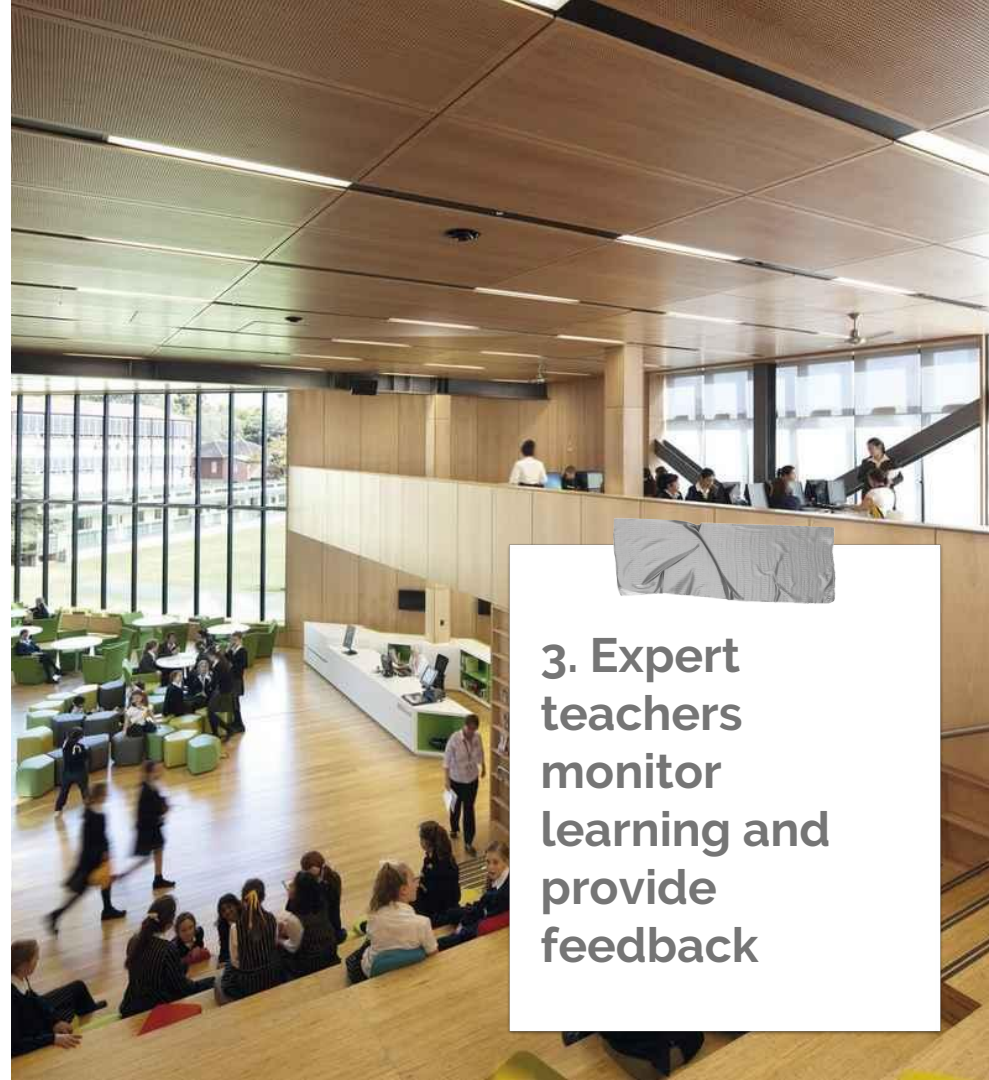
2. Expert teachers create an optimal classroom climate for learning

Trust

- Trust at the school is based on content knowledge and rapport
- The teaching of content is only part of the learning equation. Rapport must also be within the culture of the school

Learning and feedback for students & teachers

- Teachers must be open to critical reflection
- School has a culture of being open to students and meeting with them
- The practice must be modelled
- Invest TIME – This will reap the greatest rewards. Feedback processes must be shared and modelled
- Promote dialogue and discussion and be open to new ways



3. Expert teachers monitor learning and provide feedback

Improvement Science

Causal Systems Analysis (CSA)

CSA is an improvement process that helps you identify the initiating causes of a problem

Tool: Ishikawa Fishbone or ‘Cause-and-Effect’ Diagram

Process: Asking the Five Whys?

Six Core Principles



The Carnegie Foundation - Tony Bryk

A good place to start..

The Five Whys. *A process to seek root cause by asking "why" five times in succession.*

1. Write down the specific problem. Writing the issue helps you formalise the problem and describe it completely. It also helps a team focus on the same problem.

2. Ask **Why** the problem happens and write the answer down below the problem.

3. If the answer you just provided doesn't identify the root cause of the problem that you wrote down in Step 1, ask **Why** again and write that answer down.

4. Loop back to step 3 until the team is in agreement that the problem's root cause is identified. Again, this may take fewer or more times than five **Whys**

Define the Problem: *(Insert one of the top prioritised student needs)*

Why is it happening? *(Identify each as a concern, influence or control.)*

1.	→ Why is that? ↓
2.	→ Why is that? ↓
3.	→ Why is that? ↓
4.	→ Why is that? ↓
5.	→ Why is that? ↓

Caution: *If your last answer is something you cannot control go back up to previous answer.*

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For Example

Testing Your Causal System

Teachers in some schools are receiving inadequate feedback.

Why?

There's not enough time to give feedback.

Why?

Administrators are too busy with building management and student discipline.

Why?

There are only two administrators in some of the school buildings.

Why?

The instructional coach is not being deployed at some campuses.

Why?

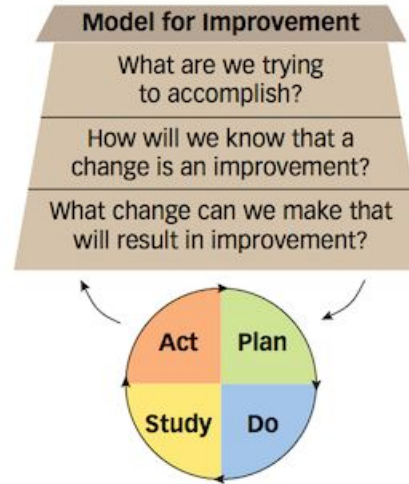
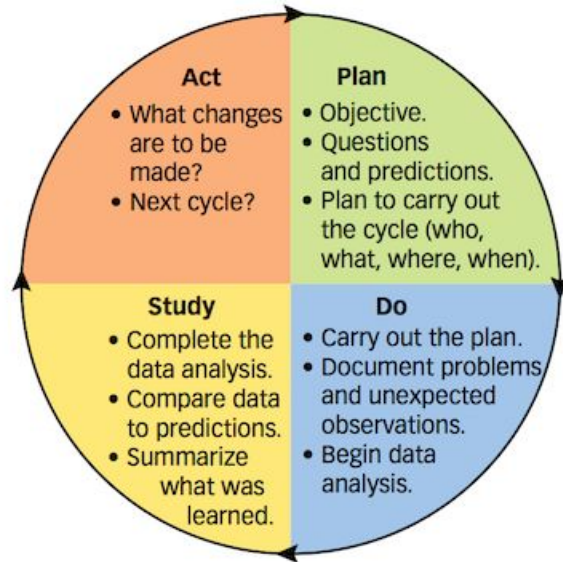
The instructional coach is often assigned to cover classes.

Why?

The process to request substitutes is not working efficiently.

Other ways we have monitored our progress...


PDSA cycle and Model for Improvement—1991, 1994 / FIGURE 8



Tip

Start with finding the root of the problem you want to solve using the **The Five Whys**

We then use a **Driver Diagram** or a **Fishbone Diagram**



4. Expert teachers believe all student can reach the success criteria

Success to us

- Success is tied to academic results
- Moving towards success criteria of resilience, grit & effort
- We want our students to be compassionate, strive for excellence, be respectful



As always, I want the very best for you all and I hope that your hard work pays off. Remember that as long as you do the best you can, not better than anyone else - you have achieved your goal. Also, remember *practise doesn't always make perfect, but practise always makes **progress***. As long as you have set yourself realistic goals, put strategies in place to reach them and are learning from your mistakes- you are on the right track!

I hope you are all asleep now, or will be asleep in the next half an hour. You need a restful night of sleep and a nutritious breakfast! Come into school tomorrow and block out everything else - put your headphones in and ignore your friends - they will forgive you for one day! It is important to focus on your own mindset tomorrow and not be distracted by others - you are running your own race at this point girls! Don't let anyone make you doubt yourself.

Don't let stress or worry get the best of you - science has proven that stress = poor work product. Read through the paper from back to front (focus on your business report) in your reading time and always start the questions that you are most comfortable with - even if that is the business report! There is not a rule that you must start from question 1 and work consecutively through the paper. Always play to your strength girls - smash the questions you can do well first so you can focus on the questions that need more work and time.

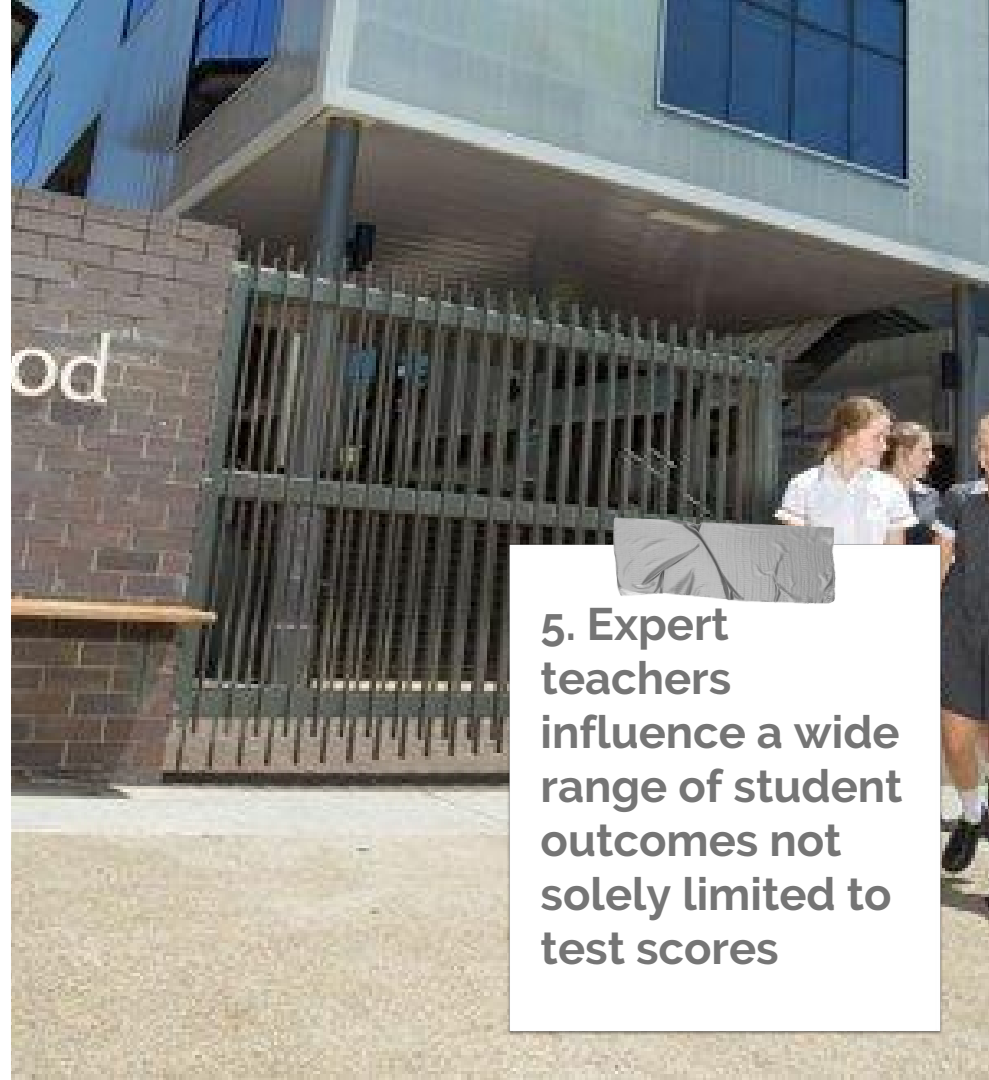
Take a deep breathe when you are stressed, have a drink of water and manage your time in your exam - these strategies alone will ensure you can improve your focus. Don't forget that if you have time, always double check your responses (especially for small errors) and for your written responses think have I:

- Defined all key syllabus terminology?
- Justified/explained my response/strategy/recommendation/comment?
- Have I outlined the impact of that on the business function and over business?

Most of all girls, do your best tomorrow and I will be proud.

Learning outcomes cannot be measured in a score

- Difficult to quantify as the school culture surrounds itself with excellence.
- Excellence in learning is quantified by numerical data.
- Know the students: Heads of Department must be able to demonstrate this. It is through the interactions with students, that new scheme teachers see the culture of the school.



5. Expert teachers influence a wide range of student outcomes not solely limited to test scores

Reflections and final advice from Caity

- Don't underestimate yourself in your ability to learn a new subject or teach something for the first time
 - Be a life-long learner
 - Be critical of yourself and take time to reflect
 - Consider how you can build trust or rapport differently with students - each time is the first time
 - Be the learner you expect your students to be - resilient, independent, risk takers, hardworking, dedicated
 - Take ownership and ask questions
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Reflections and final advice from Tony

- Time - make time
 - Promote risk taking
 - Model expectations
 - Be open to a growth mindset for your own professional development
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Questions?
Advice?
Comments?