

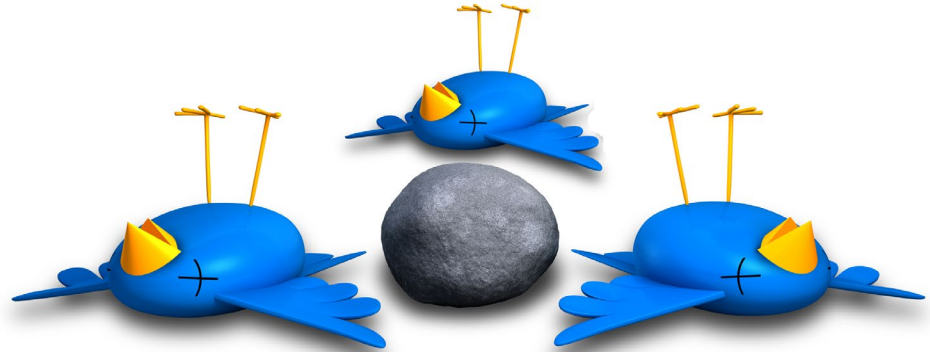
Embedding evidence-informed practices

inquiry-observations-feedback



Leveraging opportunity

- Practise and strengthen SoL strategies – effective pedagogy
- TRB P2F process of inquiry – evidence of impact – full registration
- Developing mentors' skillset



Inquiry Question

Inquiry Question Examples

- What is the impact of using 'TAPPLE' for improving student engagement and/or outcomes? (teach first, ask a question, pair-share, pick a non-volunteer, listen, effective feedback – echo, elaborate or reexplain/reteach)
- How can I apply [Rosenshine's](#) principles/instructional strategies into my practice?
- In what ways does the frontloading strategy increase student engagement and learning?
- How can I modify my teaching to increase the level of confidence of my students in Mathematics?
- How can I build competence in spelling/writing in my low achieving students?
- How can I encourage parent/carer involvement in children's learning to maximise their learning outcomes?
- How do I use a range of resources to engage students?
- How do I cater for the diversity of learning needs and abilities of my students?
- How does providing literacy scaffolds (e.g. steps to writing a paragraph, writing in full sentences, setting out an essay, writing a procedure or report) for writing improve student achievement?
- How can I use a range of feedback strategies to improve self-efficacy with regards to student learning outcomes?
- How can I improve my guided/reciprocal reading instruction to improve student outcomes?
- How do I use a range of resources and strategies to engage students in Subject?
- What impact does "checking for understanding" have on students gaining a deeper understanding of course content?
- What impact does explicit teaching have on student learning and retrieval?
- Do students learn more when they teach the content to their peers rather than doing their own work?
- Will teaching vocabulary explicitly assist learners understanding of course content?
- How do I differentiate my literacy teaching to support students with diverse needs?
- How can I support students to become confident and independent learners?

What is the impact of using 'TAPPLE' for improving student engagement and outcomes?

What is the impact of using Engagement Norms for improving student engagement and outcomes?

How can I apply Rosenshine's principles into my practice?

What impact does "checking for understanding" and feedback have on students gaining a deeper understanding of course content?

Inquiry Question

Inquiry Question Examples

- What is the impact of using 'APPLE' for improving student engagement and/or outcomes? (teach first, ask a question, pair-share, pick a non-volunteer, listen, effective feedback – echo, elaborate or reexplain/reteach)
- How can I apply [Rosebline's](#) principles/instructional strategies into my practice?
- In what ways does the frontloading strategy increase student engagement and learning?
- How can I modify my teaching to increase the level of confidence of my students in Mathematics?
- How can I build competence in spelling/writing in my low achieving students?
- How can I encourage parent/carer involvement in children's learning to maximise their learning outcomes?
- How do I use a range of resources to engage students?
- How do I cater for the diversity of learning needs and abilities of my students?
- How does providing literacy scaffolds (e.g. steps to writing a paragraph, writing in full sentences, setting out an essay, writing a procedure or report) for writing improve student achievement?
- How can I use a range of feedback strategies to improve self-efficacy with regards to student learning outcomes?
- How can I improve my guided/reciprocal reading instruction to improve student outcomes?
- How do I use a range of resources and strategies to engage students in Subject?
- What impact does "checking for understanding" have on students gaining a deeper understanding of course content?
- What impact does explicit teaching have on student learning and retrieval?
- Do students learn more when they teach the content to their peers rather than when they do their own work?
- Will teaching vocabulary explicitly assist learners understanding of concepts and context?
- How do I differentiate my literacy teaching to cater for all learners?
- How can I support students to be confident in their own learning?

What impact does explicit teaching have on student learning and retrieval of knowledge?

How does teaching vocabulary explicitly assist learners' understanding of concepts and context?

How do I differentiate my literacy teaching to cater for all learners?

What impact do Daily Reviews have on retrieval of student knowledge and skills?

Example of Practice



Catholic
Education
Tasmania



Un-MESHed example

Mr Josh Mackie (Technologies LAL)

Year 9 Wood

How do specific feedback strategies work best suit a range of students at various skill/academic levels to achieve their personal learning goals and outcomes in MDT (Woodwork)?

Teacher, peer and self- feedback using sentence starter prompts



Feedback reflections - literacy

Content specific vocabulary

Reflecting and explaining

Speaking and writing in full sentences

Student engagement

Teacher shaping the discourse



Reflection sheets with adjustments to questions and sentence prompts

Name: _____ Class: 09WOT2

Year 9 – Design in Wood Innovations Mid Term 3 Adj

Answer the following questions:

- Overall, how has my progress been this year in this subject? Use specific examples. Used time effectively, achieved excellent results in joining timber

- What are some specific skills that I have learnt so far this year? Tools and machinery. Wood lathes, domino tool, hand tools like chisels, power tools.

- How am I progressing with my current project? Coat Rack/Coffee Table/Bedside Table

- How could my teacher better assist me with my project?

In regard to my current project: We use a process of research, design, draw, plan, build.

- How is my progress going with my current project? Name project.

- Do I have a clear direction of how to construct my current project? If yes explain your next steps, if not, this is the space to work out your next steps.

- Are the following completed on my current project:

a. Research of project	YES	NO
b. Design and draw	YES	NO
c. Folio as per brief	YES	NO
d. Clear plan of construction	YES	NO

Year 9 – Design in Wood Innovations Reflection

Answer the following questions, use the sentence starters as guides.:

- Overall, how has my progress been this year in this subject? Use specific examples. Used time effectively, achieved excellent results in joining timber**
So far this year, I have...

- What are some specific skills that I have learnt so far this year? Tools and machinery. Wood lathes, domino tool, hand tools like chisels, power tools.**
I really enjoyed it when we.....

- How am I progressing with my current project? Coat Rack/Coffee Table/Bedside Table**
While working on my projects, I go to use a range of tools such as.....

- How could my teacher better assist me with my project?**
These tools allowed me to....

- How is my progress going with my current project? Name project.**
My current project is.....

- Do I have a clear direction of how to construct my current project? If yes explain your next steps, if not, this is the space to work out your next steps.**
My Teacher has helped me in my project by....
I feel they could better assist me by....

- Are the following completed on my current project:**

a. Research of project	YES	NO
b. Design and draw	YES	NO
c. Folio as per brief	YES	NO
d. Clear plan of construction	YES	NO



Teacher Reflections



Catholic
Education
Tasmania



8 teachers – 8 inquiries – 8 impacts – 8 P2F registered

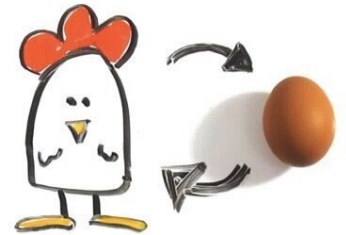
MESH Subjects	unMESHed Subjects
HASS and English - Alexandra Seaton How do positive relationships with students promote their engagement, learning and ability to succeed?	HPE - Brodie Hayes How does implementing a range of teaching strategies enhance student engagement in a Health and Physical Education dance unit?
Maths - Mike Clancy What impact does Daily Reviews have on retrieval of student knowledge and skills?	Technologies - Josh Mackie How do specific feedback strategies work best suit a range of students at various skill/academic levels to achieve their personal learning goals and outcomes in MDT (Woodwork)?
Maths - Mitch Atkinson What is the effect of doing a daily review at the start of each lesson on student retention and learning?	VET Construction - Toby Skene Will teaching vocabulary explicitly assist learners understanding of concepts and context and improve safety within the VET construction space?
HASS and English - Oliver Morgan Which strategies can I use in my teaching to help make Year 9 HASS content accessible to all learners within the classroom?	
History - Sarah Farrow How do I use a range of resources and effective strategies to engage students?	



Beliefs shape practice or practice-practising shape beliefs?

Sharing of how practice is re-shaping beliefs about how students best learn and how teachers teach better :

Mike Clancy -- Brodie Hayes -- Toby Skene



At what point in the inquiry process did you notice a shift from being uncertain to trusting that the practice was improving your teaching and hence student learning, wellbeing and engagement?



Beliefs shape practice or practice-practising shape beliefs?



At what point in the inquiry process did you notice a shift from being uncertain to trusting that the practice was improving your teaching and hence student learning, wellbeing and engagement?

After a few lessons of using daily reviews, it became obvious to me that the use of daily reviews was improving student learning. There was a noticeable improvement in student confidence in answering questions with mini-whiteboards, non-volunteers and pair-sharing, students were also getting more of the questions correct.

Students enjoyed using the mini-whiteboards and once a routine was established students found it to be a less stressful way for to show their understanding than non-volunteers. It also meant I could assess the classes understanding all at once and adapt my teaching accordingly to address any misconceptions.

Beliefs shape practice or practice-practising shape beliefs?



At what point in the inquiry process did you notice a shift from being uncertain to trusting that the practice was improving your teaching and hence student learning, wellbeing and engagement?

The shift from uncertainty to trust in the improvement of my teaching, and consequently student learning, well-being, and engagement, occurred during my classroom observations where I could see firsthand the impact various teaching strategies had on the students.

During the classroom observations, I put into practice the strategies I had discussed with my mentor, including explicit teach-first instruction, breaking down complex concepts into manageable steps, picking non-volunteers, and pair-sharing. As I observed the students' reactions there was a clear shift including increased participation, improved focus, and a better understanding of the content. Here, I began to trust that my teaching strategies were having a positive impact.

Beliefs shape practice or practice-practising shape beliefs?



At what point in the inquiry process did you notice a shift from being uncertain to trusting that the practice was improving your teaching and hence student learning, wellbeing and engagement?

The shift from uncertainty to trust in the practice I was focusing on happened gradually, but the turning point came when I began to see consistent, positive responses from my students and less reliance on teacher involvement during learning tasks. Initially, when I started exploring a literacy focus, I was uncertain whether it would truly make a difference.

However, over time, I began to notice subtle yet meaningful improvements. For instance, students began to ask more in-depth questions, became increasingly autonomous, and collaborate better with their peers. I saw an increase in their confidence, not only in the subject matter but also in their ability to contribute to group work. The classroom atmosphere became more dynamic, with students taking more ownership of their learning. These changes, though gradual, began to shift my perspective.

Ultimately, the shift from uncertainty to trust came through reflection on the evidence of positive change, both seen in my students' behaviours and heard in their feedback. I realised that the process of inquiry had not only enhanced my teaching methods but also contributed significantly to the improvement of student learning, well-being and engagement.

Developing Mentors



Catholic
Education
Tasmania



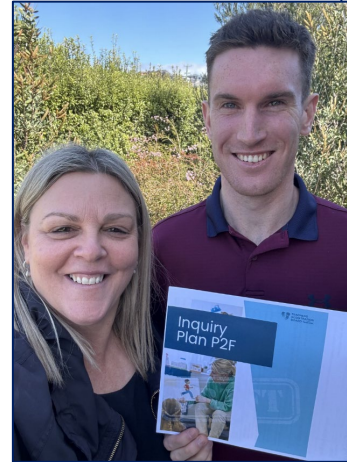
Mentors – providers of feedback


Mentors collaborate and support the P2F teacher throughout the process

Meeting regularly to plan out each phase of the inquiry

Observing practice and providing feedback using ‘direct coaching’ feedback process

Effective teaching is reinforced to both parties as they identify the positive impact of certain practices and note the missed opportunities





Mentor Feedback Menu

Positive

1. Observe and notice
2. Impact and importance

Eg: _____/you demonstrated (name practice) and this (name the positive impact on students)

Note: use focus descriptor language in the feedback comment – see example in blue font.

_____ demonstrated providing **timely and effective feedback relative to a student's learning goals** about responding to questions in full sentences. This had a positive impact on refocusing the student to their next phase of learning when the teacher asked the student to recall verbally what the next improvement focus was to be. Notably, after the teacher's feedback was provided, the student's posture indicated focus and enthusiasm. (Focus descriptor 5.2)

Constructive

1. Observe
2. Specific suggestion - identify the missed opportunity
3. Impact and importance
4. Confirmation – does this sound like something that could help?

Eg: I observed (name the practice). Identify the missed opportunity (participation, thinking/practice, efficiency, checking for understanding – feedback for the teacher)

Missed opportunity areas:

Participation: Is there an engagement norm or CFU strategy/strategy that would have elicited more responses of participation?

Thinking/practice: Is there an engagement norm or CFU strategy/strategy that would have promoted more thinking or practice?

Efficiency: Could a different engagement norm or CFU strategy/strategy achieve the same thing but in less time?

Feedback for/to the teacher: Is there an engagement norm or CFU strategy/strategy that would have given the teacher more useful information about student performance/understanding?

I noticed that you had developed rich, intentional questions and this enabled high levels of student engagement. A way to build on this practice/optimize this practice is to ask students to pair-share the questions or selected questions and call on non-volunteers to increase their understanding and accountability for participation and thinking. This allows you to find out in real time a sample of the class' understanding. Is this something you can include more regularly in your practice? (Focus descriptors 1.1, 1.2, 1.3, 2.5, 3.3, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.5)

Source: Shaping Minds, 2023



End of presentation



Catholic
Education
Tasmania

