



EXPRESSION OF INTEREST

High Impact Practices (HIPs)

Professional Learning Program 2020

Rationale

Quality teaching is the most important school-based influence on student achievement. Developing a shared understanding of what excellent practice looks like is a challenge for schools that are striving to become high performing learning organisations. While excellence may not look exactly the same in every classroom, evidence suggests that there are some instructional practices that work well in most contexts. This professional learning program introduces the High Impact Practices (HIPS) and provides teachers and teams with opportunities to observe, reflect on and improve across a range of foundation classroom practices.

The HIPs derive from the [High Impact Teaching Strategies](#) (HITS). The HITS are a series of 10 instructional practices, which have emerged from significant research related to what works to improve student learning, in Australian classrooms and across the world.

Project details

HIPs is a professional learning program that focuses on building teacher instructional range with evidence-based classroom practices that engage students in learning. The HIPs are not intended to replace other teaching strategies that teachers are already using with success. Instead they will add to the repertoire of effective strategies that teachers can apply to meet their student's wide variety of learning needs.

The project objectives are to:

1. Build teacher instructional capacity
2. Develop professional knowledge on instructional coaching
3. Enhance teacher's capacity to use data to assess the impact of HIPs on student learning.

The HIPs addressed in this Professional Learning Program have been selected according to their connection to pedagogies which support the explicit teaching of the General Capabilities. These include

- goal setting
- structuring lessons
- explicit teaching
- questioning
- collaboration; and
- meta cognition.

AISWA has partnered with Knowledge Society and Dr Tim McDonald to deliver this project.

Who can apply?

All teachers are invited to apply (numbers are limited). The program accommodates all teachers – from early career to experienced. This program will focus on teachers developing mastery of these valuable instructional practices through practice, reflection, shared observation and feedback. Multiple teachers from the same school are eligible to apply.

Participating teachers will be expected to commit to being involved in all aspects of the project including:

- attendance and participation at all Professional Learning workshops (see project timeline)
- participation in mentoring/coaching sessions (as negotiated)
- filming HIP in action
- collection of impact data on HIT
- sharing experiences with broader networks.

Support for all of these activities will be provided throughout the project.

AITSL National Professional Teaching Standards for Teachers

Participation in the project will address the following standards.

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 2.3 Curriculum, assessment and reporting
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.4 Select and use resources
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 6.2 Engage in PL and improve practice
- 6.4 Apply PL and improve student learning
- 7.4 Engage with professional teaching networks

Cost

A charge of \$500 per participant will be charged to participate in this project.

Project Timeline

The project commences early in Term 1 2020 with a one-day practical professional learning workshop per term (Term 1–3). Following the workshop, participants are observed and coached in the classroom on their instructional practice. All participants are required to film their HIP and will receive additional on-line coaching of their instructional practice.

During the term participants will collect impact data from students, their own reflections and student achievement data. In Term 4 participants will showcase their learning and development. Participants will be supported by Dr Tim McDonald and an AISWA consultant who will provide further support throughout the project.

Action	Timing and details
Expressions of Interest close	Friday 13 December
Workshop 1 (full day) Goal setting and structuring lessons <ul style="list-style-type: none"> ● introduction to the project ● delving deeper into how students learn ● teacher clarity in setting of lesson intentions and success criteria ● sequencing, linking of learning, scaffolding and assessment criteria 	Monday 24 February
In class observation – participants will; <ul style="list-style-type: none"> ● demonstrate clear learning intentions, success criteria ● demonstrate student knowledge of what they are intended to learn ● demonstrate clear instructions, transitions, scaffolding and questioning 	2–3 weeks after workshop
Filming – participants will; <ul style="list-style-type: none"> ● incorporate coaching feedback from in-class observation and demonstrate HIP in action 	2–3 weeks after in-class observations
Coaching – participants will; <ul style="list-style-type: none"> ● build teacher efficacy of instructional strategy and evaluate its impact on learning ● be supported in instructional practice 	1 week after submission of classroom filming
Workshop 2 (full day) Explicit teaching and questioning <ul style="list-style-type: none"> ● review of learning so far ● delving deeper into intentional teaching and questioning for learning ● teacher led learning through modelling, examples & checking for understanding ● developing and practicing worked examples in LA ● use of questioning, immediate feedback on student understanding and cold calling ● feedback that is precise, timely, accurate and actionable 	Friday 15 May
In class observation – participants will; <ul style="list-style-type: none"> ● demonstrate clear and shared learning intentions ● demonstrate new content taught explicitly ● modelling application of knowledge and skills ● present steps required for students to acquire new knowledge and master new skills ● show evidence of planning questions in advance for probing, extending, revising, reflecting ● use open questions and promote the use of student voice for feedback 	2–3 weeks after workshop
Filming – participants will; <ul style="list-style-type: none"> ● incorporate coaching feedback from in-class observation and demonstrate HIP in action 	2–3 weeks after in-class observations
Coaching – participants will; <ul style="list-style-type: none"> ● build teacher efficacy of instructional strategy and evaluate its impact on learning ● be supported in instructional practice 	1 week after submission of classroom filming
Workshop 2 (full day) Collaboration and metacognition <ul style="list-style-type: none"> ● review learning so far ● delving deeper into collaboration and metacognition ● developing tasks that enable collaboration and foster peer learning ● elements in teaching problem solving ● promoting student self-questioning and concept mapping 	Monday 3 August
In class observation – participants will; <ul style="list-style-type: none"> ● show evidence of students working together to apply previously acquired knowledge ● use groups to solve problems and foster peer learning ● show evidence of metacognitive strategies including problem solving, classroom discussion, concept mapping and study skills 	2–3 weeks after workshop
Filming – participants will; <ul style="list-style-type: none"> ● incorporate coaching feedback from in-class observation and demonstrate HIP in action 	2–3 weeks after in-class observations

<p>Coaching – participants will;</p> <ul style="list-style-type: none"> ● build teacher efficacy of instructional strategy and evaluate its impact on learning ● be supported in instructional practice 	<p>1 week after submission of classroom filming</p>
<p>Workshop 4 Project sharing</p> <ul style="list-style-type: none"> ● participants from each school will share their documented project journey and outcomes 	<p>Term 4 - TBA</p>

Questions?

If you have any questions about this program, please contact Kris Stafford Manager of Teaching and Learning at AISWA (kstafford@ais.wa.edu.au) or at 0437 609 791.



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Please complete and return the form below.

1. School name:

2. Teacher name:

3. Role: _____

Questions for teachers to prepare for Workshop one

Briefly outline a professional goal you would like to achieve in participating in this program?

What is your understanding of how children learn?

What would you see as your strengths in teaching – i.e. what have others feedback to you about your teaching?

Applications close Friday 13 December 2019

Form Management

Principal's Endorsement/Signature:

Email Submission

or

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made a
mistake?

 Reset