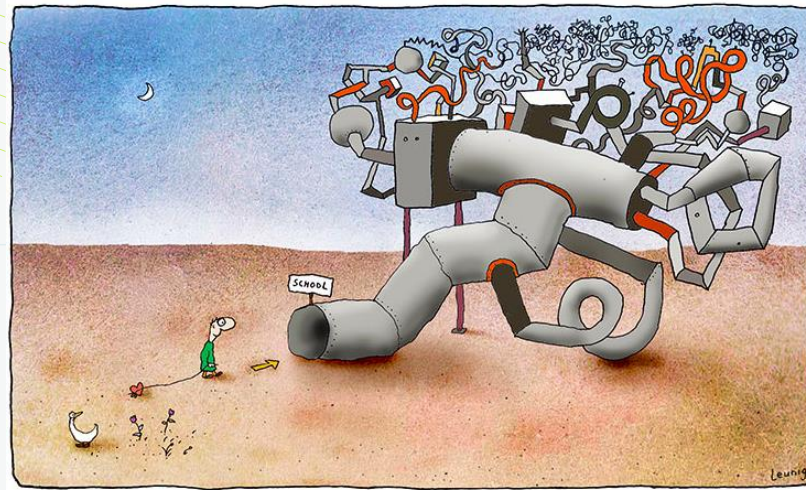




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Navigating Change in Education

Integrating research finding and efficacious pedagogical practices



Saturday, 08 February 2014

Sharon Schubert
NEAA Conference, 2023
Honouring the past, Inspiring the future



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Honouring the Past, Inspiring the Future



*“In the face of fear, she
chose to be daring,*

*In the face of anxiety, she
chose to trust,*

*In the face of
impossibility, she chose to
begin.*

What will you choose to do?

*Woman of Hope
Sr Raphael Consedine (2001)*



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Learning Intentions

(Explicit)

By the end of the workshop teachers will understand :

- Why there has been a paradigm shift in education.
- Characteristics of the Alpha Generation and how educators need to adapt their teaching practice to engage them.
- The importance of context and reflective practice in leading change.
- Why we need to align change with school context.
- How to gather and use data to drive change.
- Learning is Improvable, Visible and Measurable.
- How to use a framework for improving student outcomes (FISO).
- The Science of Learning
- Rosenshine's Principles of Instruction
- Cognitive Load Theory and how to manage cognitive load.
- How to engage the Alpha Generation
- How to use High Impact Teaching Strategies to improve student outcomes.
- How to Cultivate a Growth Mindset
- How to harness Character Strengths
- Importance of Creating a Student-Centred Learning Environment



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2023 Context





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Paradigm Shift in Education

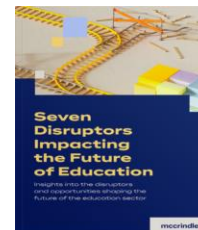
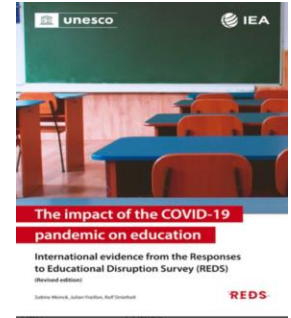
THE IMPACT OF THE COVID-19 PANDEMIC ON EDUCATION - UNESCO (2022)

- Provided an opportunity for developments, innovations, changes, and improvements that may endure into the future.
- Nearly all teachers in all countries believed that new approaches to teaching and learning will be important in the future, indicating a remarkable openness of teachers for innovation within their profession
- Teachers claimed, an increased shift in focus to student well-being was necessary revealing this is an issue with high emphasis in times of crisis, acknowledging the interrelation between students' well-being and learning progress.
- Created a unique opportunity for educational changes that have been proposed before COVID-19 but were never fully realized.

FACTORS DISRUPTING EDUCATION IN 2023 - Criddle

- Artificial intelligence and technological change
- Individualisation of learning
- Mental health and wellbeing
- Teacher Burnout

Essentially, the new paradigm consists of core competencies that integrate learning and wellbeing.





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Alpha Generation

- ‘Screenagers’ born in 2010.
- True digital natives ‘logged on and linked up’.
- Most materially endowed and technologically literate generation.
- Sometimes known as ‘Upagers’ because physical adolescence will start earlier, and so will their social, psychological, educational and commercial sophistication.





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Nurturing Generation Alpha Learners

Educators can create dynamic learning environments to engage and support Generation Alpha students effectively .

Focus on developing:

Digital Literacy:

- Develop digital literacy skills for navigating and evaluating online information.

Critical Thinking, Problem Solving Skills and Metacognition:

- Encourage students to reflect on their learning processes to prepare for complex challenges.

Personalize and Integrate Learning:

- Create flexible and purposeful learning experiences.
- Tailor instruction to individual needs and interests
- Encourage cross curricular learning to facilitate authentic, real-world connections.

Collaborative Learning with Technology

- Leverage the power of technology and collaborative learning to facilitate digital interactions, virtual connections, and creative projects.

Social-Emotional Learning Strategies (SELS)

- Enhance empathy and positive interpersonal relationships, and cultivate self-regulation and goal setting





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Educational Change

Leading Impactful Change in a Changing World

Change requires an awareness of context, as well as the intent, of the change.

Educational change is a necessity; it must address emerging issues and challenges in order to focus on the needs that arise with changing contexts.

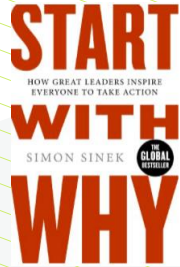
Understanding of context gives new perspective and allows effective strategies to be implemented to support the achievement of intended goals and objectives.

As schools we need to recognise this 'big shift' and adjust our teaching and learning strategies to prepare our Alpha students for the future, whatever that may hold.

There are many opportunities ahead of us — the challenge now lies in how to place ourselves to take advantage of them.



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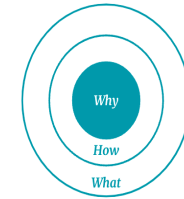
Importance of Context and Reflective Practice

The Golden Circle

Why: Purpose
What is your cause? What do you believe?

How: Process
Specific actions taken to realize your Why.

What: Outcome
What do you do? The result of Why. Proof.



By understanding their particular context teachers can align their Why," "How," and "What" to foster a positive and inclusive learning environment, where students feel connected to the purpose of their education and are motivated to achieve their full potential.

"Why?"

- Articulate the purpose and motivation behind teaching.
- Clarify goals to establish a clear vision and direction for teaching practice.

"How?"

- Align strategies with educational goals.
- Understand the context: specific needs, preferences, and backgrounds of students as can significantly influence the chosen teaching strategies.
- Use instructional approaches to better resonate with students and create meaningful learning experiences.

"What?"

- Consider what specific content and curriculum will be delivered.
- Understand the context, the unique characteristics of the students and the learning environment when selecting and designing curriculum materials.



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Reflective Practice and Educational Change

Why? (Purpose)

- Reflective practice helps to build mastery and expertise

How"? (Process)

- Understand the Science of Teaching
- Explore contemporary, research-driven High Impact Practices (HITS)

What? (Outcome)

- Incorporate evidence based instructional practices to achieve a positive impact on student achievement (Hanusheck, 2002, Leigh, 2008, and Hattie, 2003)



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Aligning Change with Context



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Why do we need to align Change with Context?

Relevance

- Ensures that it is meaningful and applicable to the unique needs of the community.

Stakeholder Buy-In

- Increases support and participation from teachers, students, parents, and administrators.

Impact on Student Learning and Outcomes

- Maximises the potential positive and meaningful impact

Sustainability

- Changes are more likely to withstand challenges and thrive over time.





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Aligning Change with Context

Iona Presentation College

WHY?

We believe:

- Early years of childhood are the times for developing healthy, respectful and collaborative relationships.
- Junior and Senior Schools having their own distinct learning settings,
- Our students enjoy being part of a strong united community,
- Role modelling and leadership responsibilities and opportunities should be available to all students.

How?

We do it through :

- Service to Others
- Academic Excellence
- Teachers Who Inspire
- A Support Network that Spans the Community
- Latest Technology
- Solid Sporting Reputation
- Great Co-curricular Choices

What?

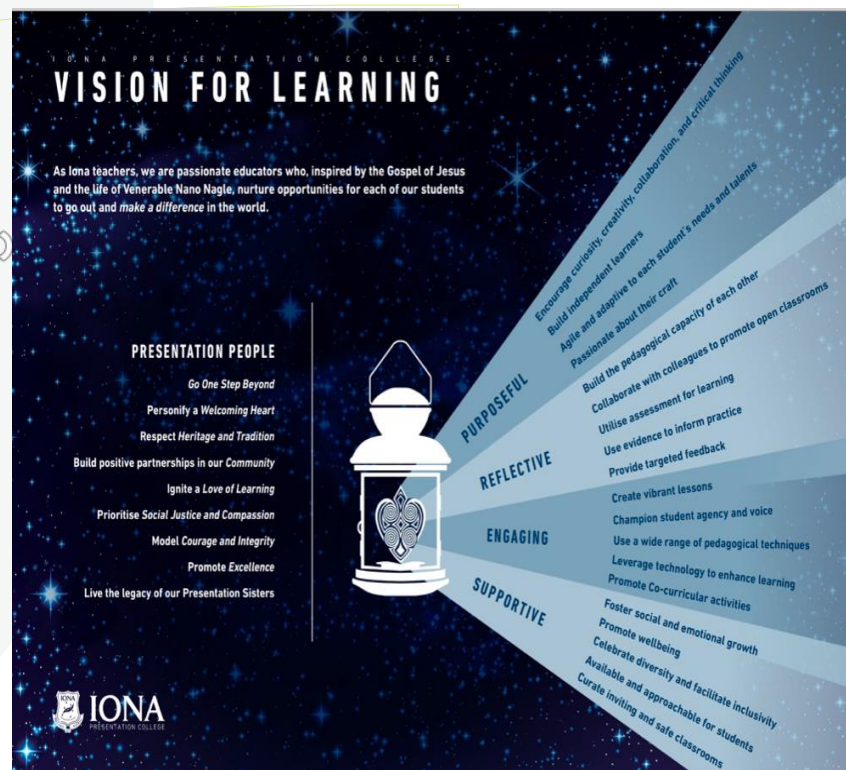
We provide

- An outstanding teaching and learning environment
- Excellent Location and Transport - Iona ticks the Boxes
- A strong connection to the College and to each other through the Iona Past Pupils' Association (IPPA).



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Aligning College Strategic Plan with Vision for Learning





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Data Driven Change



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Techniques to Gather, Analyse and Use Data for Change

The Golden Circle

Why: Purpose

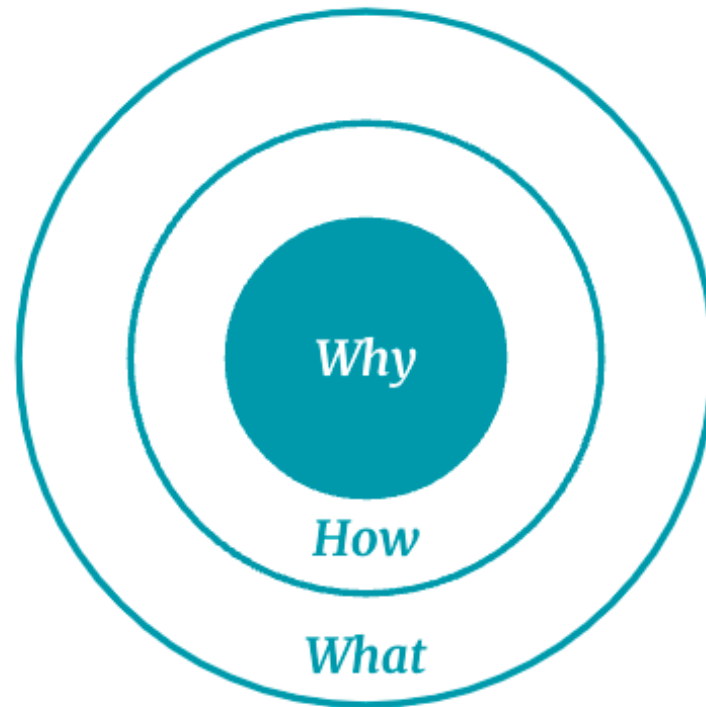
What is your cause? What do you believe?

How: Process

Specific actions taken to realize your Why.

What: Outcome

What do you do? The result of Why. Proof.





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Why Data Should Drive Change?

Rich triangulated data assists schools and educators to:

- **Make Well-Informed Decisions** regarding student progress and instructional strategies.
- **Personalise Learning Experiences** by tailoring instructional approaches according to individual student needs and strengths
- **Cultivate a Culture of Continuous Improvement/Growth** by promoting learning environments that encourage ongoing evaluation and refinement of teaching practices
- **Optimise Resource Allocation** by identifying areas of need and low performance
- **Promote Accountability and Transparency**
- **Implement Evidence-Based Strategies** to maximize student outcomes and learning efficacy.
- **Devise Strategic Long-Term Planning**
- **Improve Student Outcomes** through targeted interventions and personalised support.

How Do We Collect Data?

Data must be triangulated in order to gain comprehensive, accurate and deep understanding of students' strengths, challenges, needs and learning progress .

- **Formative and Summative Assessments:** Use ongoing formative assessments to gather real-time feedback on student understanding.
- **Performance Tasks:** Assign authentic tasks to gauge student knowledge and skills.
- **Standardized Tests:** Utilize standardized assessments to measure student proficiency.
- **Classroom Observations:** Observe students to assess engagement and behaviour.
- **Student Work Portfolios:** Create portfolios to track individual growth and achievements.
- **Surveys and Feedback:** Collect student input to understand learning experiences.
- **Learning Management Systems:** Use digital platforms to track student progress.
- **Data Analysis Tools:** Utilize software for efficient data processing.
- **Parent-Teacher Conferences:** Engage parents to discuss student performance.
- **Collaborative Data Analysis:** Foster a team-based approach to data interpretation and decision-making.



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What Can We Do With Data?

- **Discern Patterns and Trends** related to student performance.
- **Derive Meaningful Insights** that can inform instructional decisions and identify areas for improvement.
- **Identify Areas of Need**
- **Plan Targeted/Differentiated Interventions** to cater to diverse student learning capabilities.
- **Set SMART Goals** to enhance student progress.
- **Provide Timely/ Constructive Feedback** to support growth and improvement.
- **Create Collaborative Learning Communities** with colleagues to share data insights and best practices.
- **Encourage Parent Engagement** to foster a joint commitment to student success.
- **Monitor Student Progress** to evaluate the effectiveness of interventions.
- **Engage in Reflective Practice** to refine instructional strategies and optimize teaching and learning experiences



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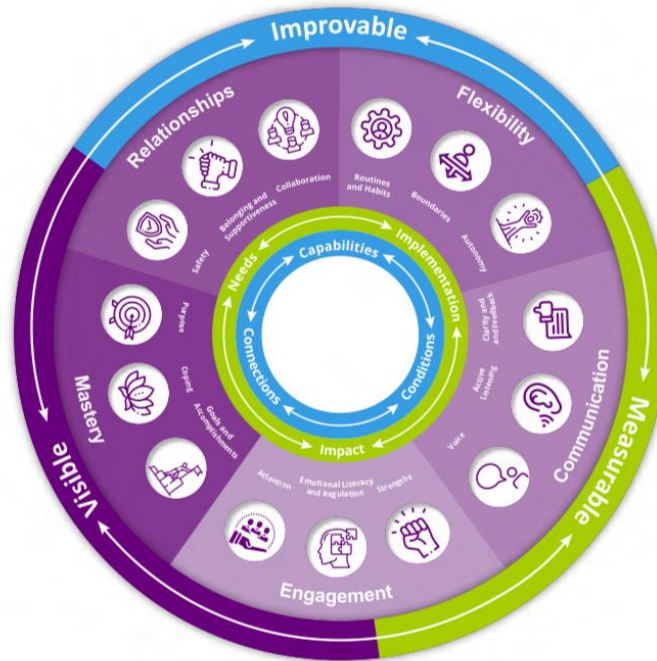
Implementing Change



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Learning is Improvable, Visible and Measurable

The diagram below, adapted from *The Flourishing Classroom System Observation Framework*,²³ illustrates the strategy design.





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Learning is Improvable...

If there is a fit between the person, the group and their context
(CEWA, 2021)

CAPABILITIES

Relate to:

Knowledge, attitudes, skills and behaviours which reside within students, educators, school leaders, parents and families.

Improved through:

Learning and practice.

CONNECTIONS

Relate to :

Healthy and respectful relationships.

Improved through:

High levels of physical and psychological safety, and sense of belonging

CONDITIONS

Relate to:

The group, classroom and school environment.

Improved through:

School leadership, teacher practice design and function of learning spaces.





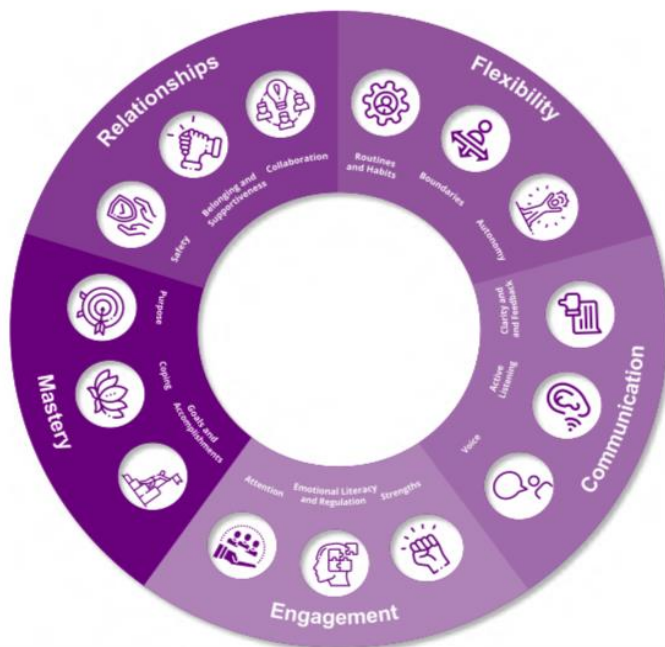
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Learning is *VISIBLE*...

Elements act in synergy with each other and have an accumulative affect



The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2021)



**HIGH IMPACT
TEACHING STRATEGIES**
Excellence in Teaching and Learning

(2017)





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Learning is Measurable...

An 'outcomes first' approach... first identifying the problem that needs solving or the solution being sought.

(CEWA, 2021)

NEEDS

Are identified by reviewing or collecting school data

IMPLEMENTATION

Is examined and ensured through high implementation fidelity.

IMPACT

Is evaluated and reviewed to determine the effects, outputs and outcomes of the approach. (self reporting, observation, response o intervention, school data and climate data)





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Impact is measured through the voice of the stakeholders

Impact is evaluated and reviewed to determine the effects, outputs and outcomes... This may be measured through self-reporting, observation, response to intervention data, school data, climate data and wellbeing data.
(CEWA Strategic Wellbeing Framework, 2021)

Prior to implementing a program establish a starting point against which the impact of the intervention can be measured.

- Collect baseline data on the current wellbeing and academic achievements of the students in the pilot program.
- Data needs to be relevant to objectives and outcomes of the program.
- Qualitative or quantitative data such as surveys, test scores, focus groups or interviews.

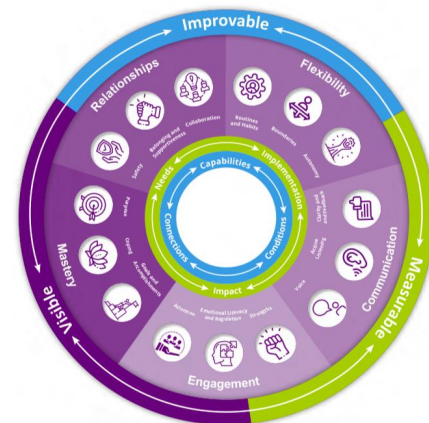
Implement the program

- Ensure regular and continuous monitoring of progress through data parent, student and teacher voice.
- Document the program activities and any changes or modifications made during this stage

Evaluate the impact

- Review implementation fidelity to optimise effectiveness
- Assess whether school systems and process fostered alignment with objectives and intentions
- Analyse the data to identify any trends and patterns
- Foster a culture of engagement by encouraging and valuing stakeholders' feedback by creating opportunities for open dialogue and channels for feedback
- Provide and use multiple platforms to gather stakeholder's voice where they can share their thoughts, concerns or ideas about the program

The diagram below, adapted from The Flourishing Classroom System Observation Framework,²³ illustrates the strategy design.





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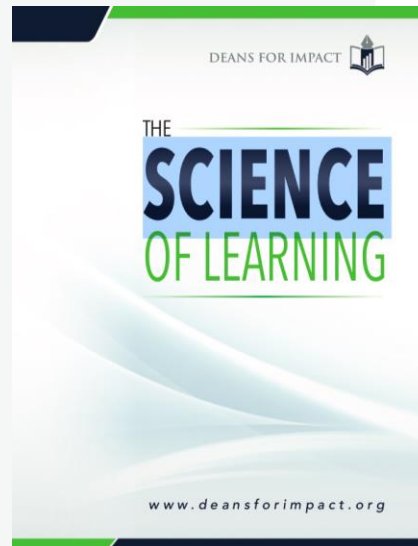




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The Science of Learning





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Learning Science Principles

Deans for Impact

Learning Science Principles and Teacher Actions					
 Connecting the Dots Students learn new ideas by reference to ideas they already know.	 Managing the Learning Load Learning can be impeded if students are confronted with too much information at once.	 Deepening Meaning and Learning Students should think about meaning when they encounter to-be-remembered material.	 Practicing with Purpose Practice is essential to learning, but not all practice is equivalent.	 Building Feedback Loops Effective feedback is essential to acquiring new knowledge and skills.	 Creating a Motivating Environment Students will be motivated to learn in environments where they feel safe and valued.
Teachers prompt students to call up important prior knowledge and explicitly connect it to new ideas	Teachers intentionally sequence tasks to include opportunities to build foundational concepts before moving on to more advanced tasks Teachers scaffold student understanding through carefully designed instruction that includes modeling, explanation, thinking aloud, and worked examples	Teachers' questions and tasks require students to focus their attention on the meaning of content Teachers' questions and tasks require students to engage in effortful thinking Teachers prompt students to connect (and distinguish) varied examples and contrasting non-examples	Teachers space and interleave practice opportunities to assist students in building automaticity	Teachers provide students targeted practice opportunities with specific feedback on their work Teachers foster an orientation toward improvement, not performance	Teachers surface the voices, ideas, and opinions of all their students and show that these are valued

Rosenshine's Principles of Instruction

by @Inner_Drive | innerdrive.co.uk

Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

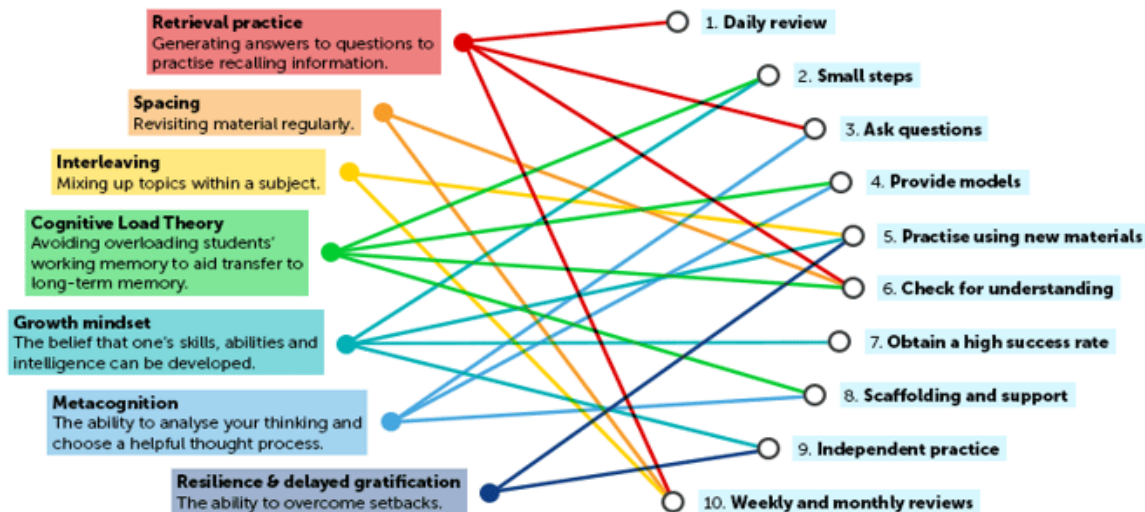


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Cognitive Science and Rosenshine's Principles of Instruction

The **cognitive science** behind **Rosenshine's Principles of Instruction**

by @Inner_Drive | innerdrive.co.uk





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Visible Learning: The Sequel

(Hattie 2023)

Confidence

	ES
Self-efficacy	.66
Self control	.49
Positive self-concept	.47
Well-being	.36
Grit	.30
Growth vs. fixed mindsets	.15
Stress	-.14
Anxiety	-.43
Frustration	-.52

Motivation

	ES
Deep motivation	.57
Strategic motivation	.42
Motivation	.40
Mastery goals	.15
Performance goals	.03
Surface motivation	-.14

Engagement

	ES
Engagement	.54
Enjoyment	.56
Happiness	.53
Attitude content domains	.46
Mindfulness	.26
Exercise	.18
Relaxation	.16
Lack of sleep	-.05
Aggression/violence	-.19
Depression	-.26
Boredom	-.33
Anger	-.82



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Questioning

Factual Questions elicit specific information or facts

Purpose

- Assess basic knowledge, facts or concepts eg...

Hinge Questions occur at a point in the lesson to check for understanding before progressing further

Purpose

- Gauge whether a concept has grasped by the majority of students eg...

Process Questions focus on steps, procedures or strategies to solve or complete a task

Purpose

- Encourage students to think critically about their thought processes and problem-solving approaches eg...

Probing Questions are follow up questions designed to delve deeper into students' understanding and thinking

Purpose

- Promote reflective thinking and encourage students to support their answers with evidence or reasoning...

edutopia from Rebecca Alber #iplearns

5 Simple Questions

Student voice in a classroom is a powerful tool of engagement. But to create that culture of student inquiry, good questions are essential. Here are 5 good ones, useful at any time, in any lesson.

"Share with a neighbor before sharing with me."

"What do you think?"
Best used after a statement, prediction, conclusion, or observation. Students will often need for us to provide clarity on what we mean by *"What do you think?"* Ironically, the simplicity might confuse them.

"Why do you think that?"
Push students to provide more depth and reason for their answers.

"How do you know this?"
When this question is asked, students can make connections to their ideas and thoughts with things they've experienced, read and have seen.

"Can you tell me more?"
This question challenges students to extend their thinking and share further evidence for their ideas.

"What questions do you still have?"
Questions like this require patience - wait time, but also time for students to get used to asking questions, not just answering them.

Brevity is a part of why these are *simple, yet powerful* questions. They require students to provide the weight, depth and complexity to a conversation.



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Cognitive Load Theory



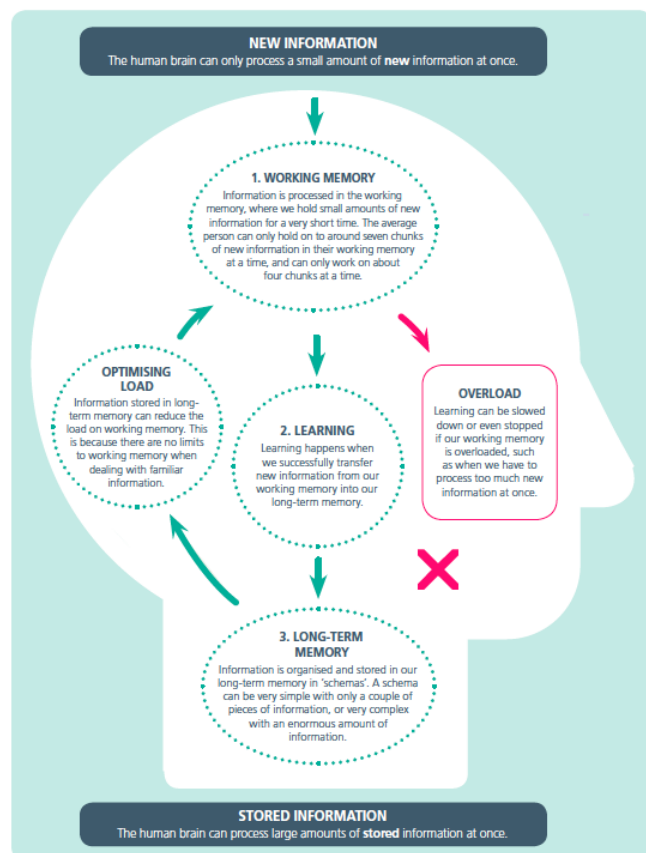
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Cognitive Load Theory

‘The single most important thing for teachers to know’.
(Dylan William)

Centre for Education Statistics and Evaluation NSW 2017

How do human brains learn?



STRATEGY 1

Tailor lessons according to students' existing knowledge and skill
'Element interactivity effect'



STRATEGY 2

Use worked examples to teach students new content or skills
'Worked example effect'



STRATEGY 3

Gradually increase independent problem-solving as students become more proficient
'Expertise reversal effect'



STRATEGY 4

Cut out inessential information
'Redundancy effect'



STRATEGY 5

Present all the essential information together
'Split-attention effect'



STRATEGY 6

Simplify complex information by presenting it both orally and visually
'Modality effect'



STRATEGY 7

Encourage students to visualise concepts and procedures that they have learnt
'Imagination effect'



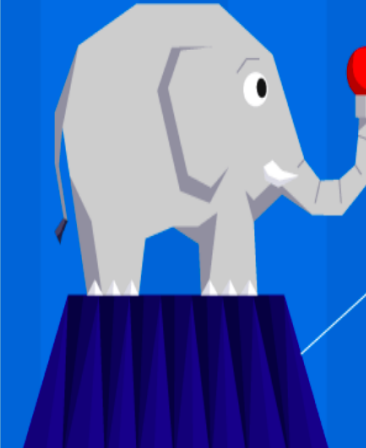
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Managing Cognitive Load

Barometer of Learning

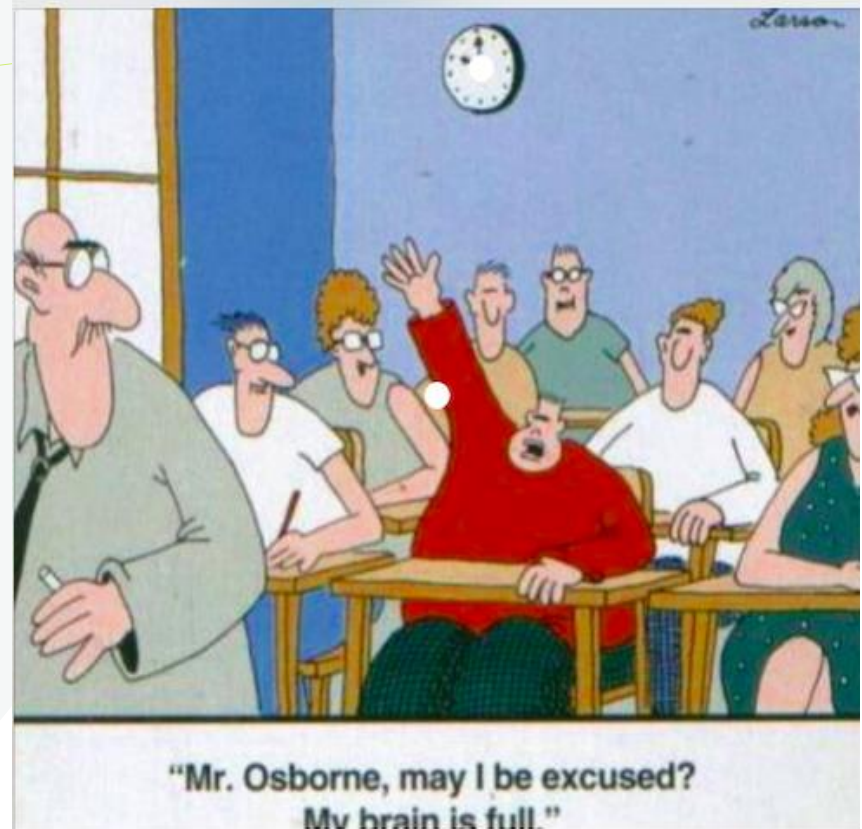


COGNITIVE LOAD MANAGEMENT



- Minimize Extraneous Load**
Avoid the use of anything that distracts the learners and makes the learning process difficult.
- Manage Intrinsic Load**
Refers to the inherent complexity of the learning material. You cannot do much to reduce this load but it can be balanced.
- Maximize Germane Load**
It happens when the course is well designed. Proper techniques and tools are used to facilitate an effective learning process.

SH!FT
DISRUPTIVE LEARNING





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Metacognition



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Metacognition

When we do purposeful thinking about our thinking we engage in “metacognition”.
It is a predictor and facilitator of independent, lifelong learning as well as critical thinking
(NSW Department of Education 2020, Hattie, 2003).

What is Metacognition?

by @inner_drive | www.innerdrive.co.uk

- DEVELOPING HELPFUL THINKING STRATEGIES**
Using reflective thinking before, during and after a task helps you plan effectively, stay on track and consider how you can improve for future tasks.
- HAVING HIGH SELF-AWARENESS**
Being aware of your skills to evaluate what you can and can't do, to help identify the areas that you can develop in.
- CRITICALLY ANALYSING HOW YOU THINK**
Stepping back and questioning your own thoughts, even when it's tough to admit that you might be wrong.

Illustration of a person thinking with lightbulbs in the background.



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HIGH IMPACT TEACHING STRATEGIES



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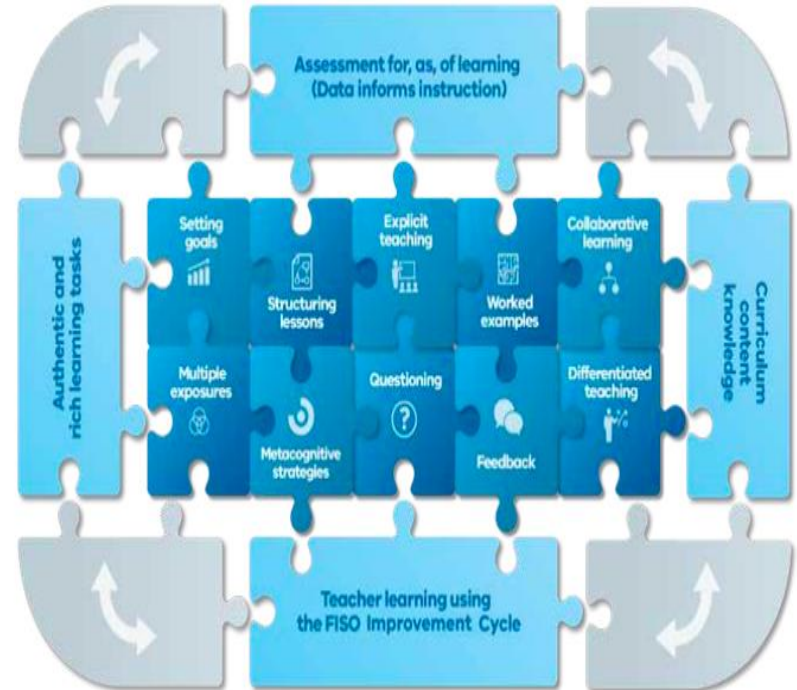
High Intensity Teaching Strategies

The Ten High Impact Teaching Strategies

-  Collaborative Learning
-  Differentiated Learning
-  Feedback
-  Explicit Instruction
-  Multiple Exposures
-  Metacognitive Strategies
-  Setting Goals
-  Questioning
-  Structuring Lessons
-  Worked Examples



**HIGH IMPACT
TEACHING STRATEGIES**
Excellence in Teaching and Learning





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High Impact Teaching Strategies and affect size

VISIBLE LEARNING: THE SEQUEL (2023)

Confidence

	ES
Self-efficacy	.66
Self control	.49
Positive self-concept	.47
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Aggression/violence	-.19
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Boredom	-.33
Anger	-.82

Updating

Impact of teachers

Mind frames

Within classrooms

Focus on learning

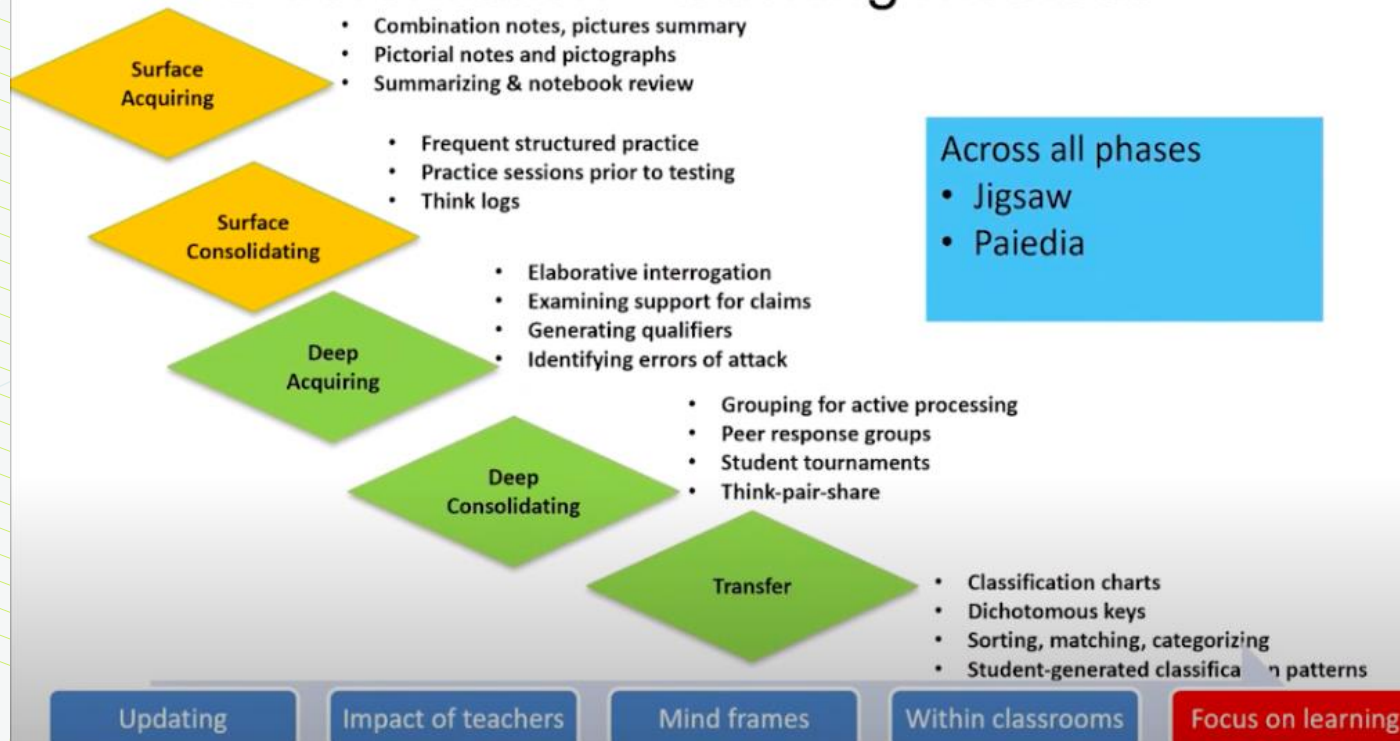


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DIFFERENTIATION

VISIBLE LEARNING: THE SEQUEL (2023)

Differentiation - teaching methods

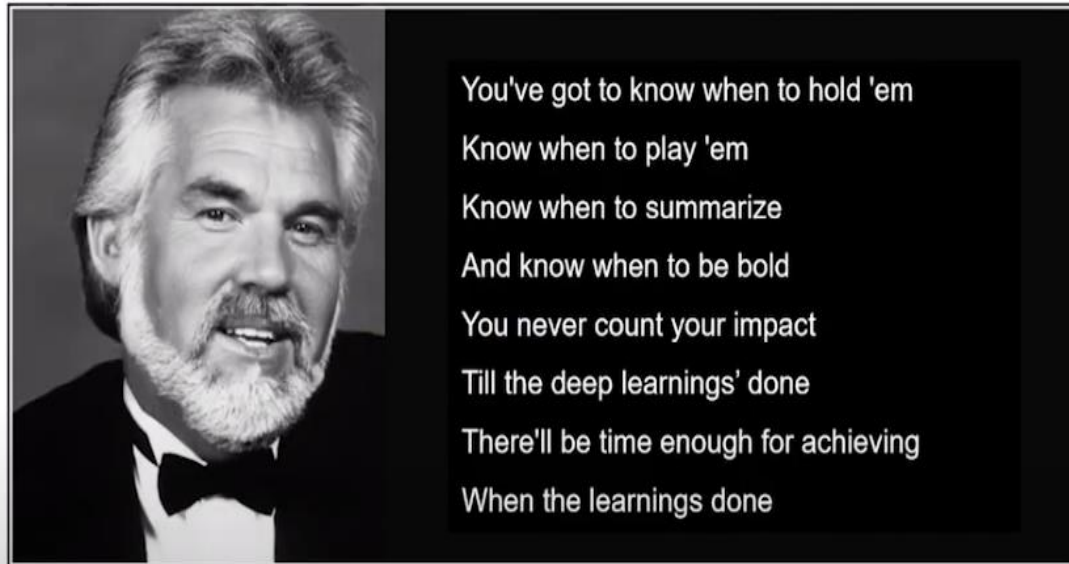




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HOW WE LEARN BEST

The Kenny Rogers theory of How we Learn best!



Updating

Impact of teachers

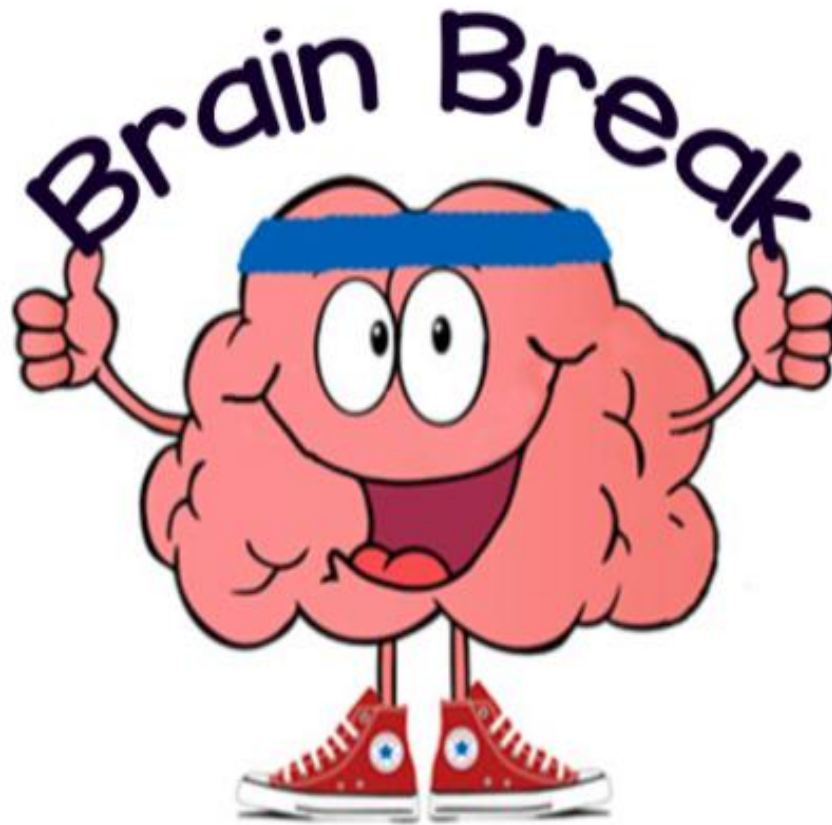
Mind frames

Within classrooms

Focus on learning



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WELLBEING



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Using Evidence Based Research to create Flourishing Classrooms

Provide students with the opportunity to develop individual **Capabilities (Me)** that enable them to **Connect (We)** through healthy relationships and relate in a positive and supportive **Community (Us)** context.

What we do well and can continue to do:

- Encourage students to share strategies and approaches to problem-solving.
- Promote collaboration and peer support.
- Foster constructive teacher and student feedback.

Using the **FLOURISH** acronym

F: Foster Growth Mindset

L: Leverage Character Strengths

O: Optimise Opportunities

U: Uncover Potential

R: Reflect on Progress not Perfection

I: Inspire others

S: Strive for Improvement

H: Honour Achievements

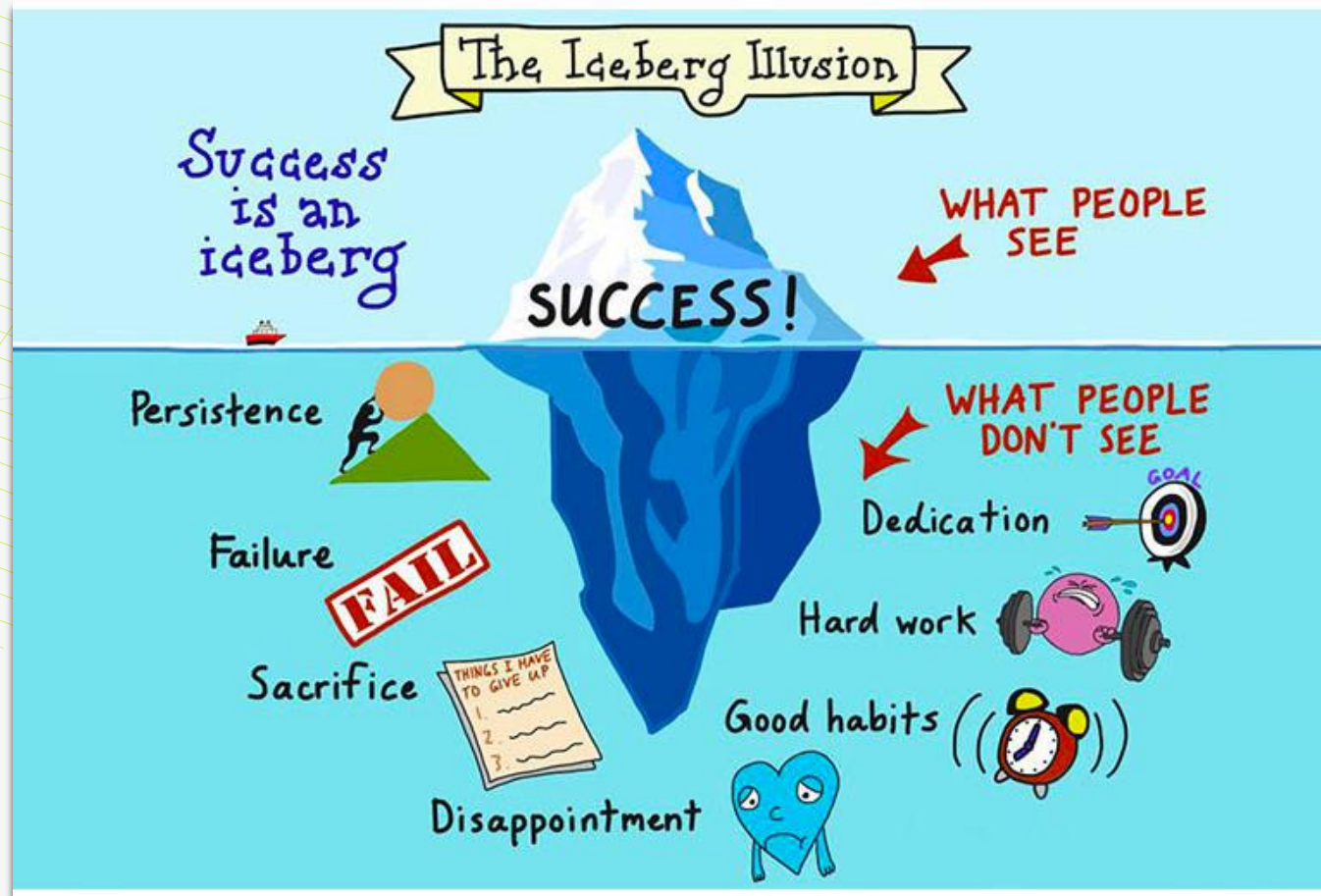
Explicitly teach **Wellbeing Literacy** through:

- Growth Mindset
- Character Strengths



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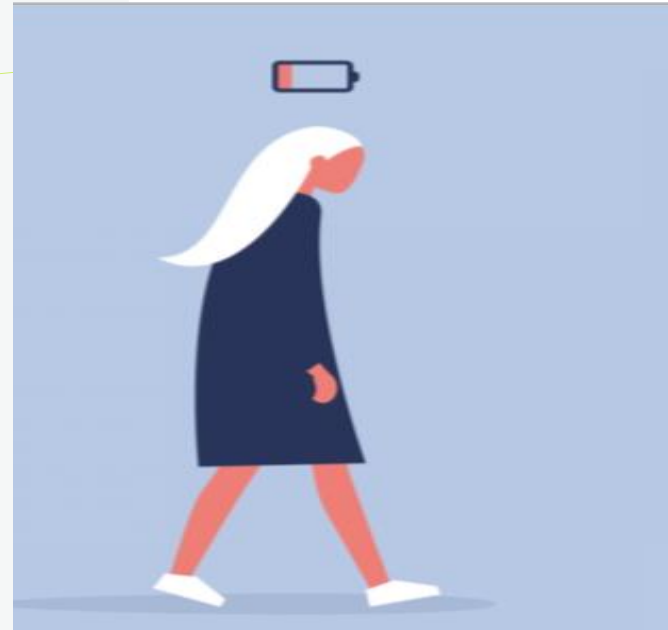
SUCCESS looks like...





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The Struggle is Real





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MINDSETS

Growth vs Fixed





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Develop a GROWTH MINDSET

Create learning goals

Aim for mastery and competence

View scores as a reflection on how you are doing
now and not your potential

Show an increase in performance and enjoyment and decrease in negative emotion

I like challenge. Even if I have low confidence in my intelligence, I throw myself into difficult tasks and stick with them. I set myself goals and make sure I have strategies to reach them.



Mindset Triggers





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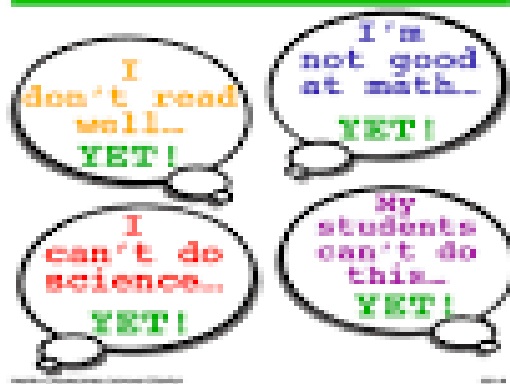
STRATEGIES

Be mindful about...

how you speak about yourself, your skills
and your abilities

Name it to Tame it

The power of
YET!

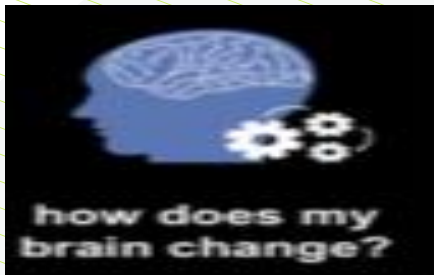




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What do we do?

Reflect on what we can do in our daily practice to develop and promote a growth mindset:



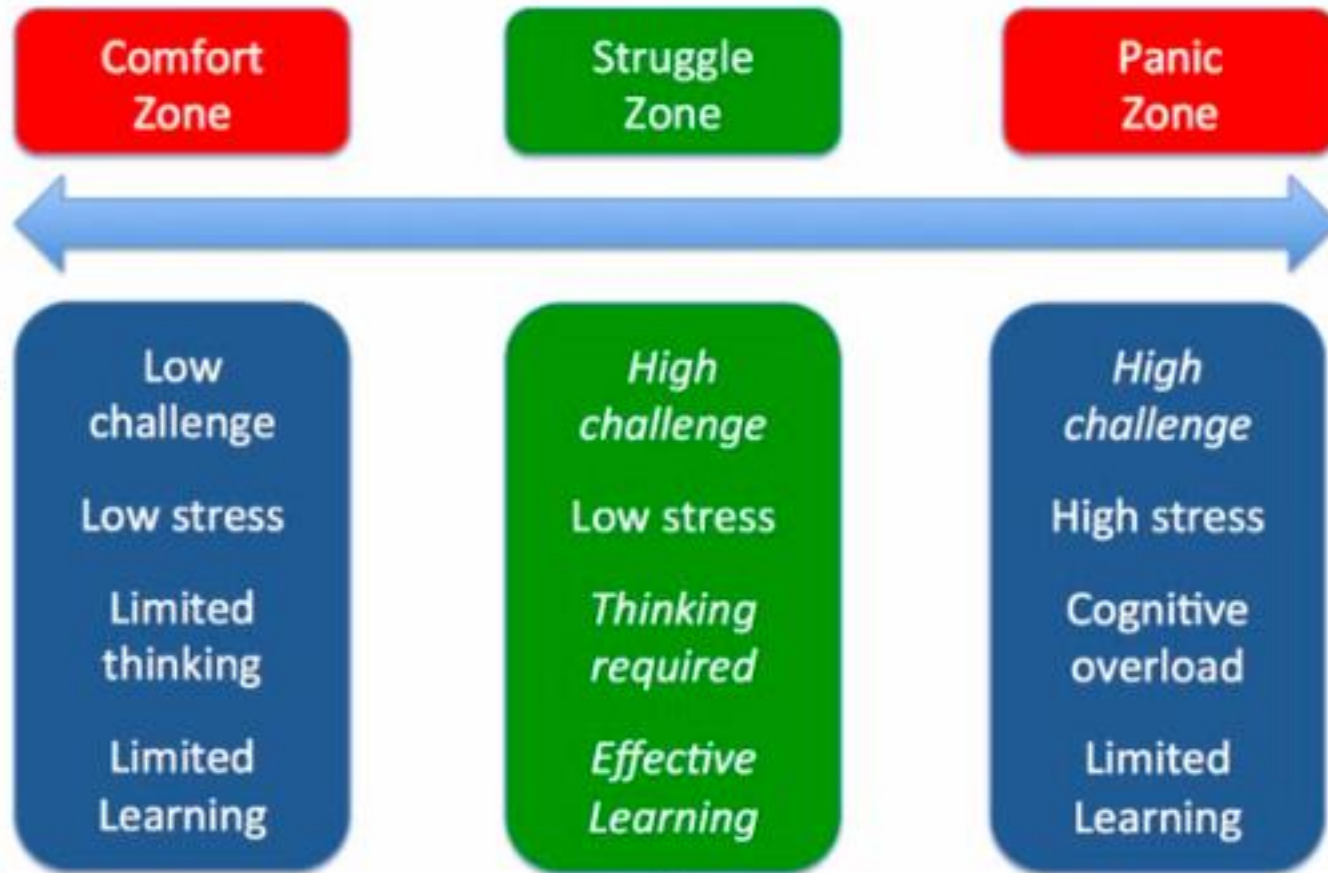
1. Your brain isn't finished growing YET

2. Practice makes progress

- Comfort Zone
- Struggle zone
- Panic Zone

3. Watch your praise

Embrace the struggle without zoning out





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WHERE IS YOUR...

Comfort zone

Struggle zone

Panic zone

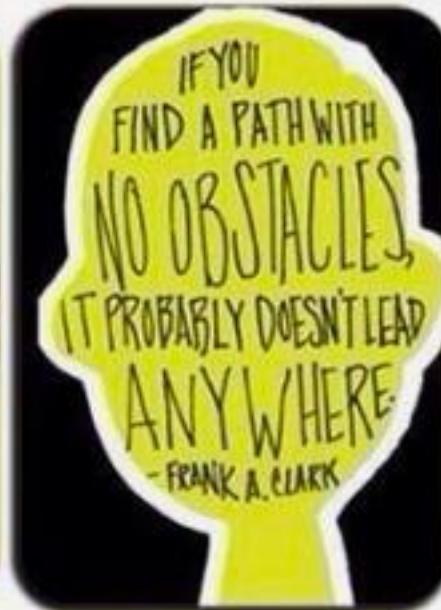
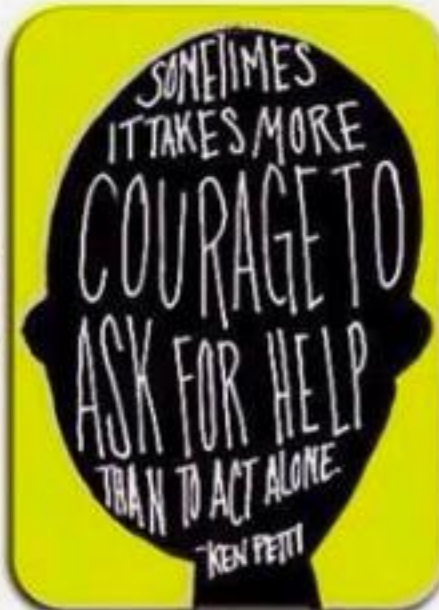
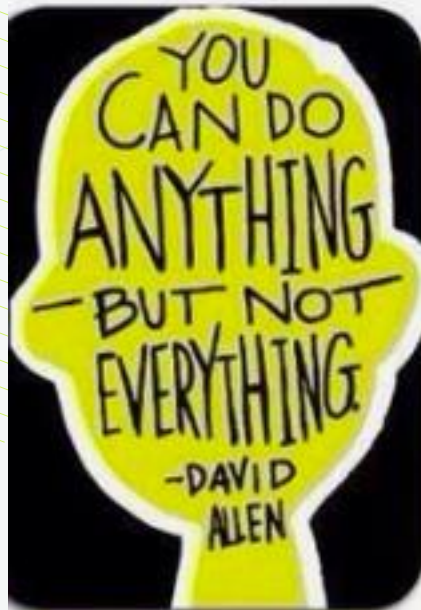




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What to do when...
you don't know what to do..

things to remember when you get stuck





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Character Strengths

*"People grow through experience if they
meet life honestly and courageously.
This is how character is built."*

Eleanor Roosevelt



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Character Strengths

What Makes Us Strong and Virtuous?

wisdom	courage	humanity	transcendence	justice	moderation
//creativity //curiosity //judgement //love of learning //perspective	//bravery //persistence //honesty //zest	//love //kindness //social intelligence	//appreciation of beauty //gratitude //hope //humour //spirituality	//teamwork //fairness //leadership	//forgiveness //modesty //prudence //self-control



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Name the Strength

Gotcha!

*Today I saw you using a growth mindset to
improve the character strength of:*





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Name the Strength



Gotcha!

*You have been caught
using your 24th Character
Strength by:*



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Rememeber!

GROWTH

- M** I CAN LEARN FROM MY **MISTAKES**
- I** I CAN **IMPROVE** BY WORKING HARD
- N** I WILL **NEVER** GIVE UP
- D** I'M **DETERMINED** TO DO MY BEST
- S** **SELF-REFLECTION** HELP ME SUCCEED
- E** I CAN OVERCOME CHALLENGES WITH **EFFORT**
- T** I CAN **TRAIN** MY BRAIN



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From this...to this...

I CAN'T
do it!!!

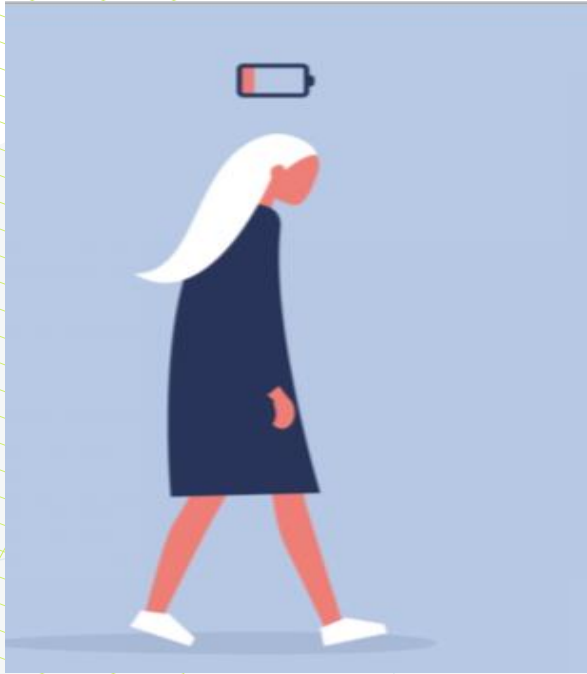
???





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From this...to this...





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Learning Intentions

By the end of the workshop teachers will understand :

- Why there has been a paradigm shift in education.
- Characteristics of the Alpha Generation and how educators need to adapt their teaching practice to engage them.
- The importance of context and reflective practice in leading change.
- Why we need to align change with school context.
- How to gather and use data to drive change.
- Learning is Improvable, Visible and Measurable.
- How to use a framework for improving student outcomes (FISO).
- The Science of Learning
- Rosenshine's Principles of Instruction
- Cognitive Load Theory and how to manage cognitive load.
- How to engage the Alpha Generation
- How to use High Impact Teaching Strategies to improve student outcomes.
- How to Cultivate a Growth Mindset
- How to harness Character Strengths
- Importance of Creating a Student-Centred Learning Environment



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QUESTION TIME



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