

Using student data to focus the pedagogical approach

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Birpai Country..



The title should be

How to use student data ... **without getting overwhelmed** ...
to help you improve your teaching ... **without getting
overwhelmed!**

Today's goal is for you to walk away knowing that you can make small changes to what you do without feeling like you need to change everything at once.



The structure we use 'Teaching Sprints'

How do you choose what data to use?

How to decided on the small pedagogy focus.

Putting it into action.



Australia Professional Standards for Teachers

Assess, provide feedback and report on student learning

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Engage in professional learning

6.1 Demonstrate an understanding of the role of the *Australian Professional Standards for Teachers* in identifying professional learning needs.

6.2 Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.



The structure we use 'Teaching Sprints'



What works best: 2020 update



Prepare

Come together to determine a focus for practice improvement

In this phase, teachers:

- Engage in new learning, informed by research evidence
- Draw out connections and challenges to practice
- Determine a precise strategy/technique for practice improvement

Sprint

Intentionally practise in classrooms

Over 2 - 4 weeks, teachers:

- Intentionally practise the chosen strategy/technique in classrooms
- Make adjustments, in light of what is happening
- Check-in with colleagues to sustain momentum

Review

Reflect on the process and learn from each other

In this phase, teachers:

- Reflect on the effectiveness of the Sprint
- Share insights and determine implications for future practice
- Identify possible next steps for professional learning



How do you choose what data to use?



Patterns and Algebra MA2-8NA		complete number sentences involving addition and subtraction by calculating missing numbers	find the missing number in a number sentence involving operations of addition or subtraction on both sides of the equals sign	investigate and generalise the result of adding, subtracting and multiplying pairs of even numbers, pairs of odd numbers, or one even and one odd number, eg even	generate number patterns using multiples of 3, 4, 6, 7, 8 and 9	complete number sentences involving multiplication and division by calculating missing numbers		Anecdotal Notes
generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values								
	Maths group	Class						
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	
		4M	-	-	-	-	-	





**IF YOU FAIL TO
PLAN
YOU ARE PLANNING
TO FAIL**






Putting it into action.



Sprint




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Did it work for us?

In terms of enhancing your own expertise, what has been the impact of your work in Teaching Sprints so far?

[More Details](#)

- My teaching has improved a lot
- My teaching has improved a littl...
- My teaching has not changed m...
- My teaching has decreased in q...
- My teaching has decreased in q...



Engaging with Teaching Sprints has:
increased my professional motivation.

[More Details](#)

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree





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