Coláiste Pobail Setanta

16th Dec 2020

Learner Voice
Project

NC

How we communicated with staff about what we were going to do?

Coláiste Pobail Setanta – Learner Voice/SSE Newsletter

SSE

Our Teaching and Learning Journey so far...

- AFL school – Sharing the Learning Intentions, Sharing the Criteria for Success, Traffic Light Cups, Lollipop Sticks, Mini Whiteboards
- Peer- and Self-Assessment
- Providing Feedback on the Criteria for Success
- Quality Questioning Initiative
- Bloom's Taxonomy – Option H/w
- Teaching and Learning Videos 1 and 2
- Inner circle / outer circle
- Placemat
- Effective group work
- Differentiation

SSE FOCUS 2019 2020

Co-operative Learning through the lens of Instructional Leadership

- Peer Learning
- Safe Learning Environment
- Challenging and supportive experiences
- TEAMS GAMES TOURNAMENT
  Skills – Tactics – Concepts

Coláiste Pobail Setanta

— *"a vibrant friendly learning community"*

Instructional Leadership

Instructional intelligence merges 4 key educational areas: curriculum, assessment, instruction and collaboration. It places learning at the centre of school development.

Those who are instructionally intelligent are aware of how students are affected by:

- instructional organisers
- diverse learning styles
- multiple intelligences
- ethnicity
- gender
- "at risk" environments

"Teaching effectively is an art, informed by a science…and personal experience" Barry Bennett, Beyond Monet.

STAFF FEEDBACK SEPTEMBER:

- Peer Learning
- Peer Mentoring
- Co-creating success criteria
- Positive Feedback
- Personal Reflection
- Inclusive / diverse

IL Student Voice - activating learner voice in the classroom:

- clarifying, understanding and sharing learning intentions
- activating students as owners of their own learning
- activating students as learning resources for one another
- providing feedback that moves learning forward
- engineering effective classroom discussions, tasks and activities that elicit evidence of learning

Next steps….

SEPTEMBER:

data is collated and Action Plan developed – SSE School Improvement Plan: Including: (Literacy, Numeracy, AfL, Differentiation and Learning to Learn)
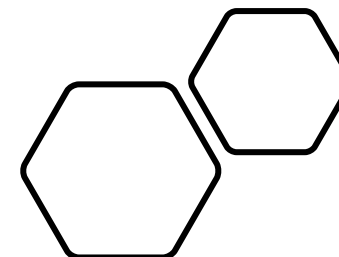
DECEMBER:

meeting to discuss findings – IL Tactics / Strategies / Concepts TEAMS GAMES TOURNAMENT

JANUARY / FEBRUARY:

further Research Data – Embedding IL through TEAMS GAMES TOURNAMENT

March Staff Meeting: Feedback to Teaching Staff

Feedback to Parents Association, Board of Management and Student Council

Cooperative Learning through Instructional Leadership

Cooperative Learning is important for creating a learning community that values diversity

SSE FOCUS 2019/2020

Teams Games Tournament

TEACHERS

When Co-operative learning is implemented effectively, we can expect…

- Higher self-esteem
- Higher achievement
- Increased retention
- Greater social support
- More on-task behaviour
- Greater collaborative skills
- Greater intrinsic motivation
- Improved perception skills
- Better attitudes toward school / towards teachers
- Higher-level of reasoning
- More positive psychological adjustment

Role of the Teacher in Cooperative Learning:

The teacher facilitator must consider the following questions:

What do you need to organise before the lesson?

What directions/instructions will you give at the beginning of the lesson?

What will you do while students are working in their collaborative groups?

How will closure be accomplished to maximise student learning?

IL Student Voice: activating learner voice in the classroom

1

Activating students as owners of their own learning

2

Activating students as learning resources for one another

3

Providing feedback that moves learning forward

4

Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
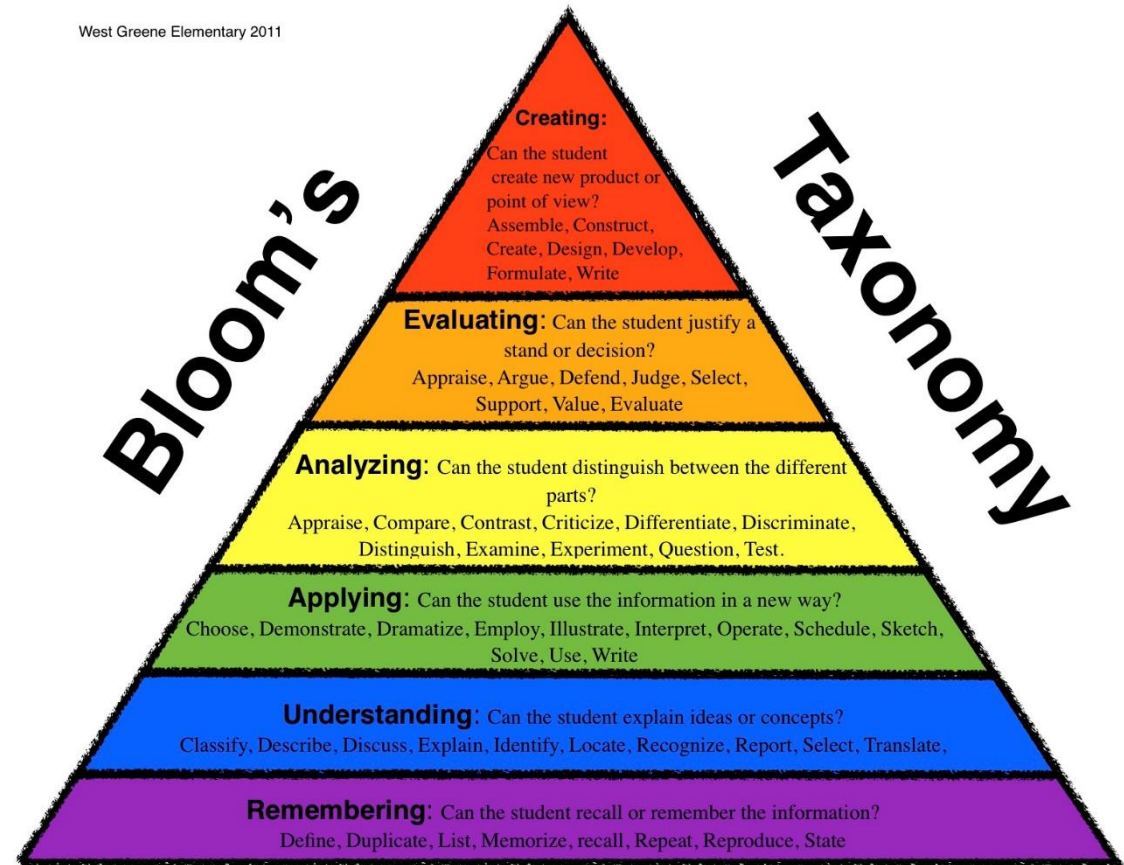
The Learner Voice Student Team

The Language of Learning

The student Learning Team focused on:

- being able to confidently co-create success criteria

- how to respond fully to questions asked in class

- how to confidently formulate their own questions

- helping with the roll out of Teams Games Tournament in classes

West Greene Elementary 2011

Bloom's Taxonomy

Creating: Can the student create new product or point of view? Assemble, Construct, Create, Design, Develop, Formulate, Write

Evaluating: Can the student justify a stand or decision? Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate

Analyzing: Can the student distinguish between the different parts? Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test.

Applying: Can the student use the information in a new way? Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Schedule, Sketch, Solve, Use, Write

Understanding: Can the student explain ideas or concepts? Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate,

Remembering: Can the student recall or remember the information? Define, Duplicate, List, Memorize, recall, Repeat, Reproduce, State

2nd Year Learner Voice Team

How we ran the tournament...

Team Game Tournament

Team	Team Representative		Team Representative		Team Representative		Team Representative		Team Representative		Teams Total Points
	Time	Points	Time	Points	Time	Points	Time	Points	Time	Points	
1	20										
2	18										
3											

5 points 1st place; 3 points 2nd place; 1 points 3rd place

TGT – The Set Up

- Have your questions and answers ready on separate cards (laminate these as they can be used over and over again).
- To incorporate differentiation, the questions can be made more complex as the value of the suite increases.
- Print a set of Questions and answers for each team
- Print a score card for each team
- Have a full deck of card ready per team
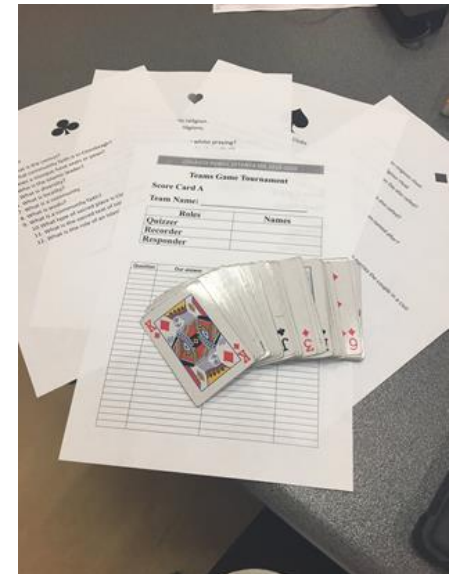
TGT – The procedure

5 The class is placed in groups of 4 or 6 (4 works best)

The instructor/teachers asks the teams to label each member of the team A, B

Then all the A's are asked to sit together, and all the B's are asked to sit together

The teams are asked to give themselves a Team Name.

Students chose the role of **Quizzer, Recorder and Responder**.

Each team is provided with a score card.

The teams then write their team name on the score card.

The cards with the answers are placed on the tables

TGT – The Procedure

To start The B's take the answers and the questions

The B's shuffle the cards

The A's take a card and show the B's the selected card

The B's read out the question which correspond to that question

The A's work as a team to answer the question, once they have an answer, they fill in their table on the score card.

They then share their answer with the B's. The B's check the answer with the corresponding Answer Cards.

TGT – Scores and turns

Correct answers:

- If the A's answer is correct they get a score of 1.
- They also get to take another question. This continues until they get an incorrect answer.

Incorrect answers:

- If the A's answer is incorrect they get a score of 0.
- They take the Questions, answers cards and the deck of cards and repeat the steps above.

Overview of their engagement

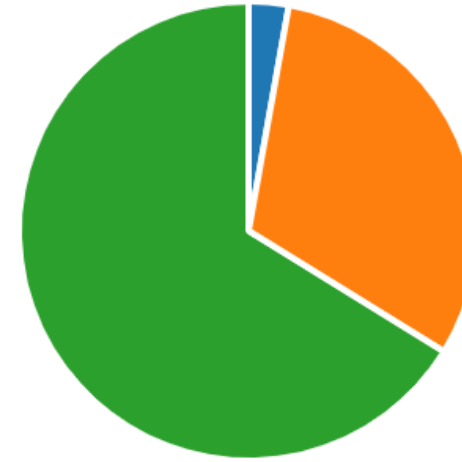## Learner Voice Through Teams Games Tournament

Wins/Success Indicators

1st year students were sent a questionnaire after completing the teams game tournament.

1. How safe did you feel completing teams game tournament ?

🔵	Not that safe	4
🟠	Reasonably safe	44
🟢	Very Safe	94

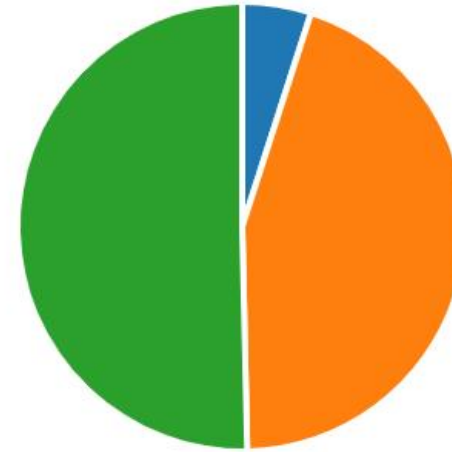2. Did you feel included while completing teams game tournament? Was your voice heard?

🔵	I did not feel my voice was inc...	10
🟠	Most of the time my voice wa...	69
🟢	I almost always felt my voice ...	63

3. Individual accountability. Did you have a role in teams game tournament?

More Details

🔵	I seldom felt I was held accou...	7
🟠	I usualy felt I was held accoun...	63
🟢	I almost always felt I was held ...	71

4. Were you actively participating in teams game tournament?

More Details

🔵	I was rarely actively involved i...	5
🟠	I was usually actively involved ...	45
🟢	I was almost always actively in...	92
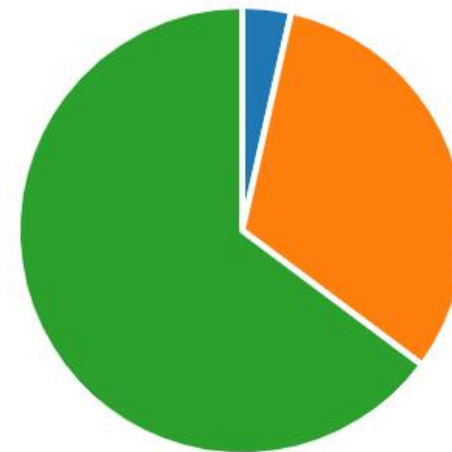
5. Did you feel respect was part of the environment?

- 🔵 I did not really sense respect ...   11
- 🟠 For the most part the learning...   63
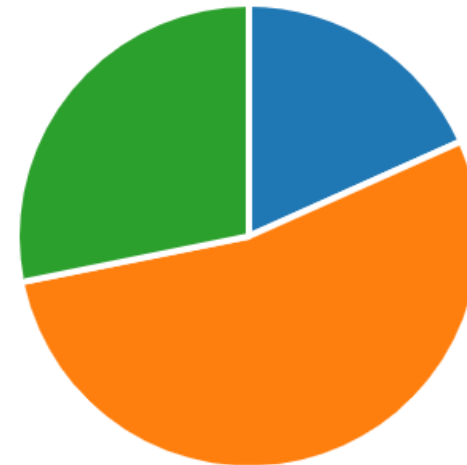- 🟢 I almost always felt the class e...   67

6. Did you feel there was a meaning to completing teams games tournament ?
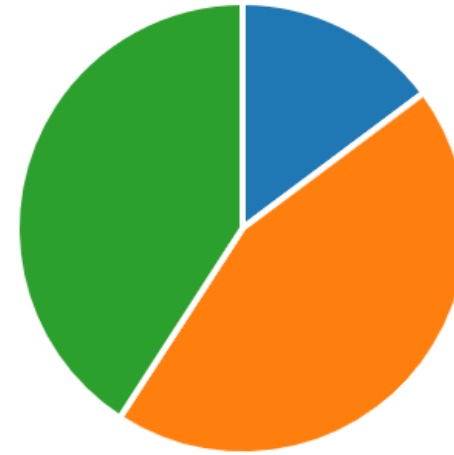
- 🔵 I struggled to see the meaning   26
- 🟠 For most of the learning I saw ...   76
- 🟢 I almost always understood th...   40

7. Were you interested in taking part in teams game tournament?

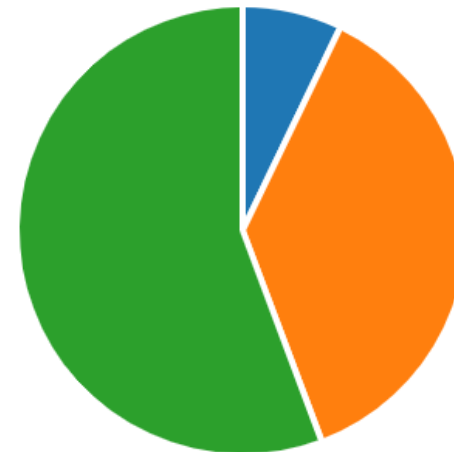|		
🔵	I had little interest	21
🟠	I found it mostly interesting	63
🟢	I almost always found it intere...	58

8. Novelty. Was this a new way of learning?

🔵	Little to no novelty	10
🟠	A fair amount of novelty	52
🟢	For the most part it was a new...	78

Specific Challenge

We had hoped to repeat the Teams Game Tournament later on in the year but due to COVID-19 this was not possible.

Any Questions?