



# Learning for effective teaching

## 1.6 Design, plan and organise for learning and teaching

### Essence >

Leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress.

## 1.6 Design, plan and organise for learning and teaching

In my role as a leader of learning (instructional leader) this means I will:

- **Develop my understanding and skills of designing, planning and organising for learning and teaching**
  - > Use the SA TfEL Framework's learning principles of domains 2, 3 and 4 to design staff professional learning
- **Design the use of time, space, resources—human, physical, financial, technical—to maximise learning**
  - > Think through the impact of the use of resources on the effectiveness of learning (eg appropriateness of the design of learning spaces, availability of ICT)
  - > Evaluate the effectiveness of the current use of resources and re-allocate as necessary
  - > Establish whole school systems for ensuring efficient use of resources
- **Use evidence to inform the design of our learning and teaching program**
  - > Develop my ability to identify valid evidence and analyse data

I will strategically design to:

- **Work with staff members to develop their skills for designing, planning and organising for learning and teaching**
  - > Enable staff to model design expertise and program exemplars
  - > Enable staff with specific expertise to model classroom management systems, approaches for differentiating the curriculum, learning and teaching strategies and inclusive assessment practices
- **Establish whole school systems for monitoring and tracking student engagement and learning outcomes**
  - > Develop our school-based learning management system and integrate this with available system data
  - > Use student data as an integral aspect of performance development and accountability processes
- **Critically evaluate the effectiveness of our systems and structures for maximising learning**
  - > Gather and examine appropriate evidence
  - > Involve staff in using evidence as a basis for critiquing our systems and structures



# 1.6

### Alert

Pedagogy in the 21st century is far more sophisticated than in the '80s when effective teaching was often perceived to be good classroom management and 'a quiet classroom was a good classroom'. It's far more sophisticated than the '90s when 'busy work' and fun activities were used to engage students and 'variety' was the buzz word.

Contemporary pedagogy challenges us to be deliberate and thoughtful in design, planning, organisation and evaluation.

### Practice check

- Do I ensure staff members work collaboratively to design and plan teaching programs that are responsive to student needs and the curriculum standards?
- Have I established processes for collaborative moderation of student learning?
- How am I supporting teachers to interpret and analyse assessment information to direct future learning and teaching?
- What processes have I put in place to get feedback about the effectiveness of our systems and structures?
- Do I have a good overview of all the programs in use in our school and have we considered their appropriateness for the needs of our students?

### If teachers design, plan and organise for learning and teaching, they will ...

- use rich sources of data and evidence to identify learner needs and develop appropriate programs and plans
- tailor programs to meet the needs of and extend all learners, with differentiation being seen as essential
- develop skills of intervention that ensure mastery and success for all learners
- develop a range of strategies for engaging and challenging learners
- establish the conditions and explicitly teach students the skills to engage with and manage their own learning
- develop a repertoire of strategies for managing student behaviour to maximise learning
- design learning programs clearly identifying the learning intentions, strategies, resources and assessment processes
- give consideration to the best arrangements for learning (eg student groupings, use of space, access to resources)

### Notes:

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# 1.6

## Leaders of learning—Food for thought

*After all ... there is 'no packaged program' that ensures success. But there are ... common 'structural features' that promote success in schools. Successful schools allow more professional autonomy, but they also provide accountability through 'explicit goals for student learning'. Best of all, these structures can be established by any leader, and not just the rare individual with 'charisma'.*

Mike Schmoker

*It's not about either/or—it's not management or leadership of learning, it's about how the managerialist work serves our core purpose of improving student learning and achievement.*

Margot Foster

*The art of teaching involves clarity about the desired learning outcomes and learning activities to achieve these, as well as a thoughtful response to the context, learner needs and prior knowledge, the teachable moment and even the weather.*

SA TfEL Review Tools handbook

*Effective teaching is far more complex than the simple use of strategies ... it is also a question of quality ... The Quality Tests are:*

#### Intentionality

*Am I clear about what I want them to learn and how to help them learn it? Is the teacher clear about the learning intent? Have approaches and strategies been designed purposefully, with the learners and their context in mind to achieve the desired learning outcomes?*

#### Effectiveness

*Did what I design work for everyone? Did they learn it? Are the strategies and approaches designed effective for their purpose? Did they meet the needs of each learner?*

#### Consistency

*Do I act consistently? Do the students know where they stand with the teacher? Are the messages given about learning consistent?*

#### Responsiveness

*Am I responding to the moment? Am I taking them to the next step? Is the teacher responsive to what is emerging? Is the teacher reading the cues indicating:*

- engagement/disengagement
- understanding/misunderstanding
- appropriate level of challenge and intervening as needed?

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