Teach less stuff, and get better progress and achievement

Angela Thorogood
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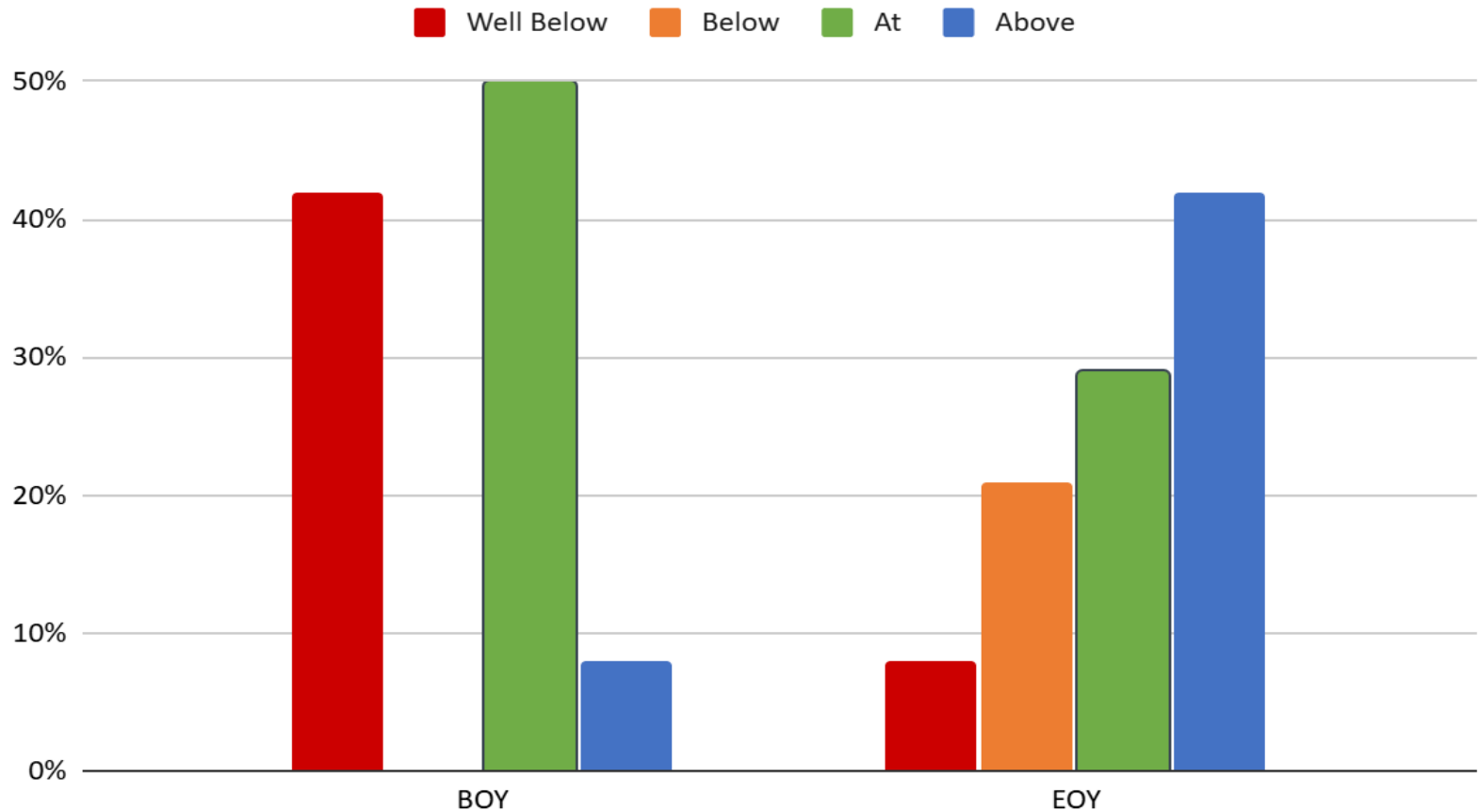
PART ONE

Share my <u>RESULTS</u> of my good AFL teaching

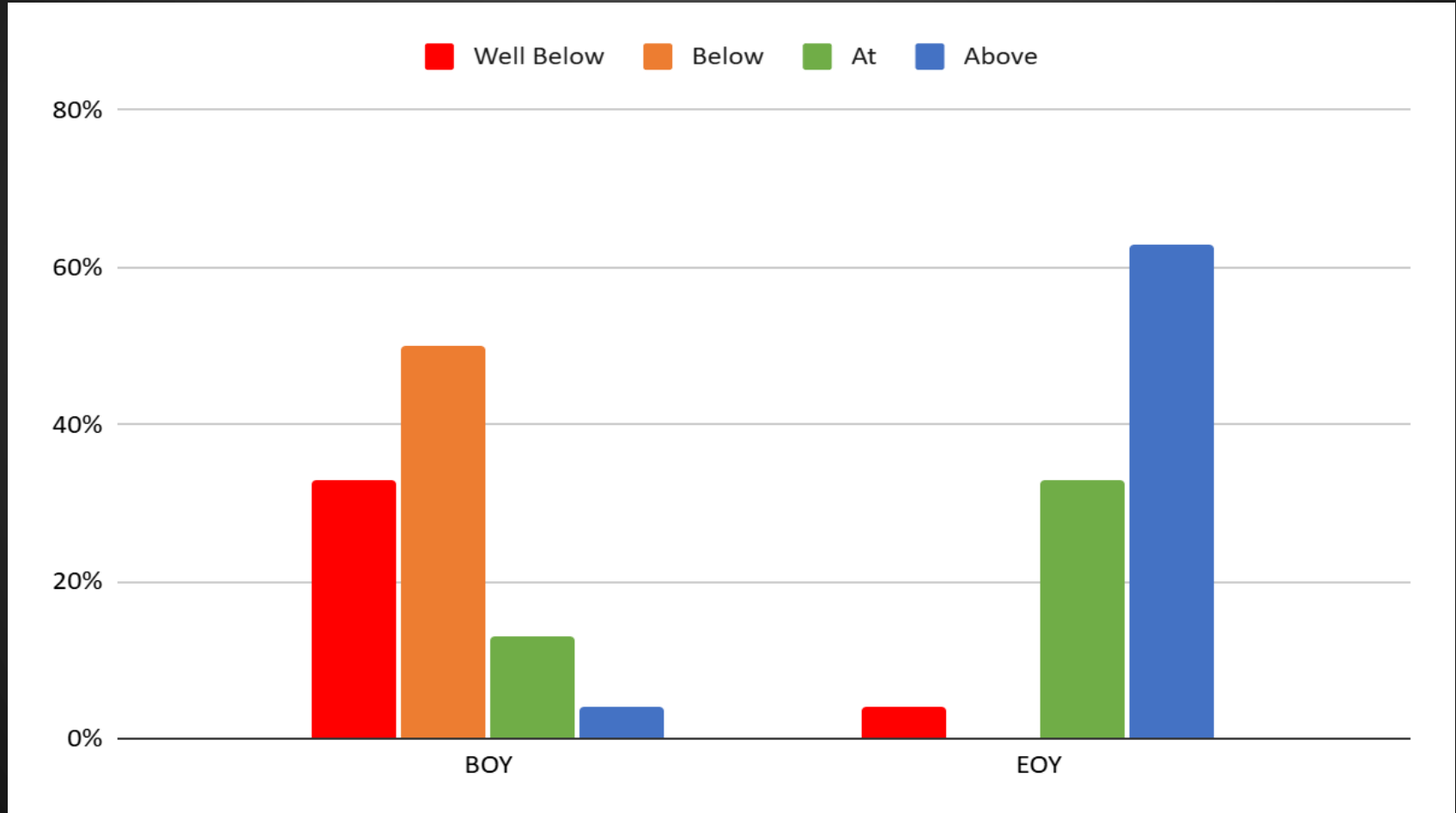'... if you teach hardly anything, this is what can happen'
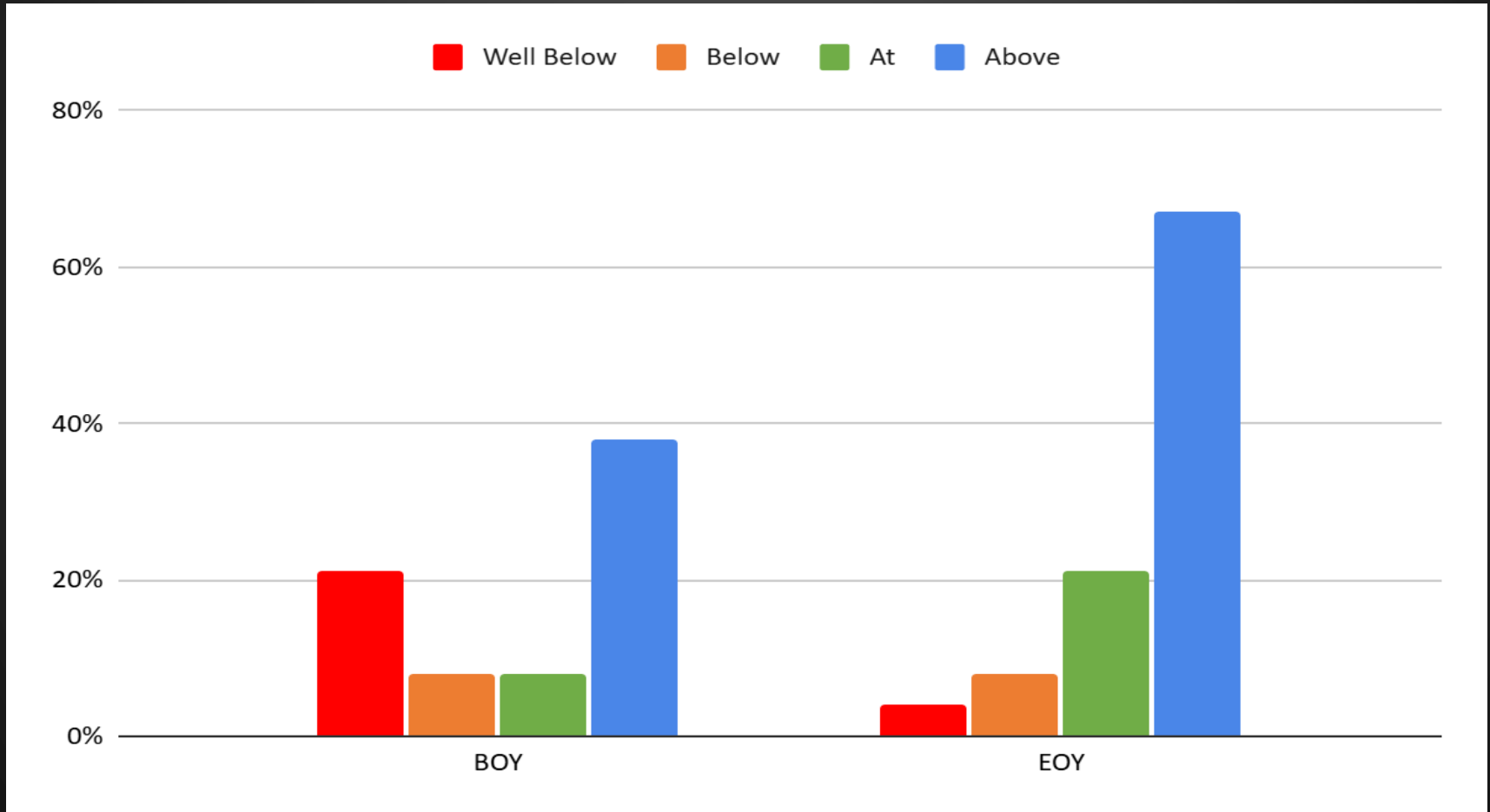
Summary of Expectations, Writing Rm 8, 2024
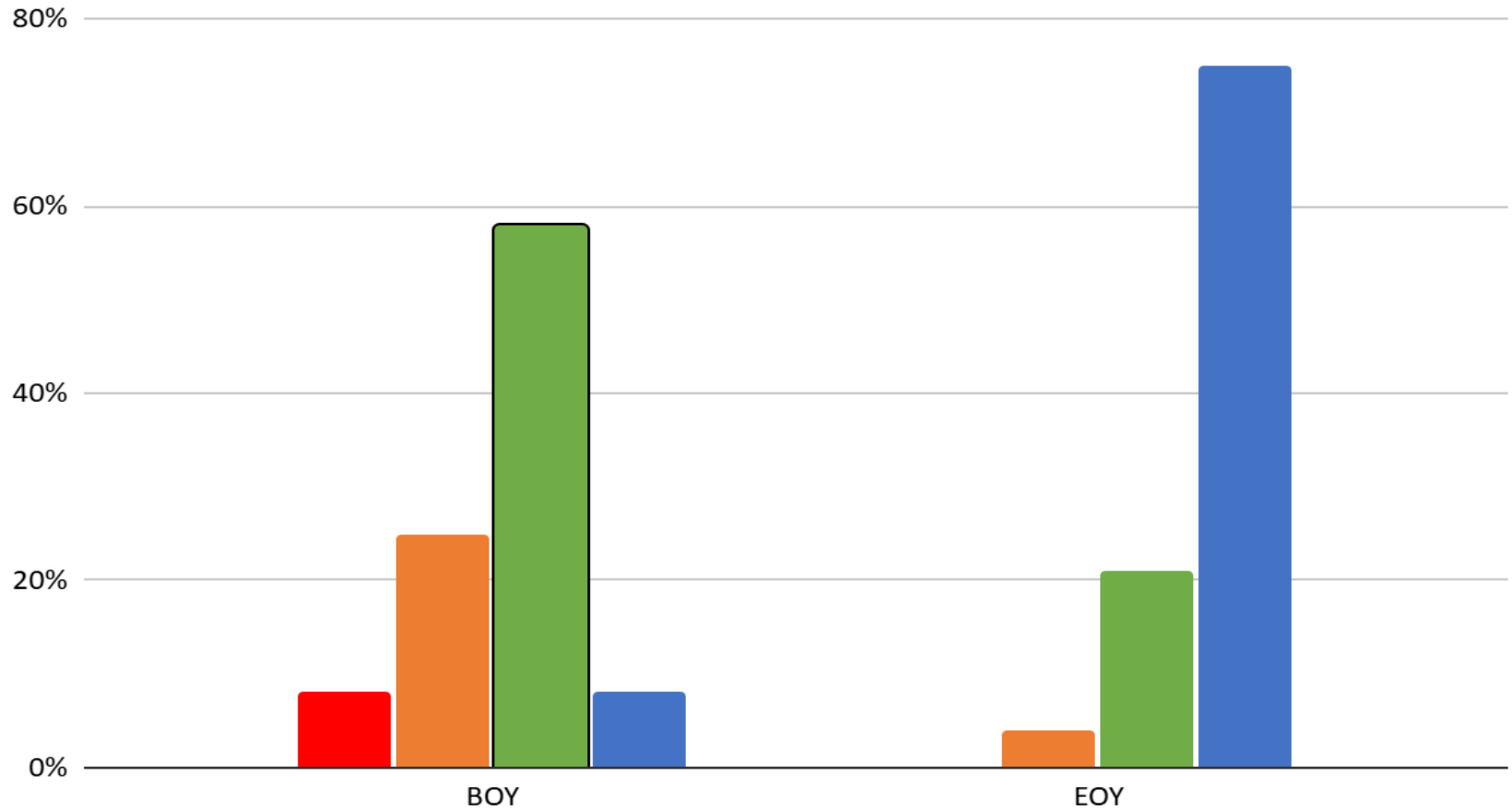
Summary of Expectations, Maths Rm 8, 2024

Summary of Expectations, Spelling Rm 8, 2024

Summary of Expectations, Reading Rm 8, 2024

Summary of Progress
Rm 8, 2024

	Little or no Progress	One year	Two years	Three years	Four years
Spelling	25%	21%	46%	0%	8%
Writing	21%	50%	29%		
Reading		29%	67%	4%	
Maths		29%	67%	4%	

Summary of Progress Rm 7, 2023

	Little or no Progress	One year	Two years	Three years	Four years
Spelling	10%	35%	20%	15%	20%
Writing		5%%	65%	20%	10%
Reading		5%%	20%	55%	20%
Maths	11%	58%	26%	5%	

One or more years of progress

	2023	2024
Spelling	90%	75%
Writing	100%	79%
Reading	100%	100%
Maths	89%	100%

PART TWO

How to do it

'... plan good meals'

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Let's reframe that buffet…

- **Will your choice of food give you the best nutrition?**

- **What food would make the biggest difference to your overall health?**

Choose the best meal...

Treat the NZC
as a buffet meal…

We should make the best 'food' choices for <u>each</u> set of kids we come across - AFL at it's best!

JUST STOP teaching everything!

NZC is a buffet meal

- **We have too much to teach well!**
- **Some teach their favourites**
- **Some teach the most familiar**
- **Some teach and meet some needs**
- **Some teach for curriculum coverage**
- **some get sick in that week**
- **Some feel the implementation dip i.e. teacher PLD = learning slump**

DATA *is the best choice!*

Sprinkle the rest of the LIs…

Writing in Rm 8

- We have so, so, so much to teach!
- I taught these things below - why?
- Genre - letters, argument, narrative, instructions, explanations, personal experiences
- Features taught - ideas, audience, vocabulary PLUS a school-wide spelling programme we all had to do
                                                              AND

which meal did we eat the most?

= the one from the **DATA** that I thought would make the biggest difference

EXAMPLE -My 'meal' in 2024.,.

We are learning how to write our ideas into paragraphs.

Success criteria or 'how will I know I've learnt this?'

- know what a main idea is
- develop the detail (little ideas) using evidence, information, facts, my opinions etc…
- use my own words and phrases to share my thoughts and feelings (personal voice)
- begin to show other people's opinions
- support my ideas with diagrams or illustrations where appropriate

My meal continued...
my big gap

- **How to write one idea with lots of little ideas**

- **How to write two ideas *Remember - your big idea is the first sentence, then add little details***

- **LI - two ideas and add details.**
- **SC L*ots of little ideas for your big ideas = details***
- ***SC - One idea/7 mins/2nd idea/7 mins***

- **LI - how to write two ideas with details**
  SC - add lots of little ideas to match

Ideas - more than 26 times! +
salt and pepper

Some of my best meals/LIs?

- *Learning how to structure paragraphs …*
- *how to spell by breaking new words into little chunks*
- *how to write ideas and punctuation (that go with the idea)*
- *how to read/find information*
- *how to infer*
- *where to put my finger under a word (when reading) to help train my eyes to look at the words*
- *how to skim and scan*
- *how to split numbers up*
- *know what place value is*
- *know that addition and subtraction are like cousins*

What is the 'best meal'?

TASK for participants

- *Please can a teacher - discuss with someone at your table what the best meal for your students would be for:*
1. the year level you teach
2. a main curriculum area like reading, writing or maths
3. think of it as a big idea/global LI and then break down some skills

PART THREE

How I did it

         or 'what is missing in the literature?'

'... <u>always</u> model quality work + choose which learning gap that will make the most difference

Seminal theory!

AFL involves being clear about what it is to be learnt…

Us the EA team and Michael and in the early days… (2002)

Assessment for learning is about teachers making explicit their tacit knowledge, so that students know what standard is expected and it can be argued that not doing so can make learning difficult for students (Gibbs & Simpson, 2004-05).
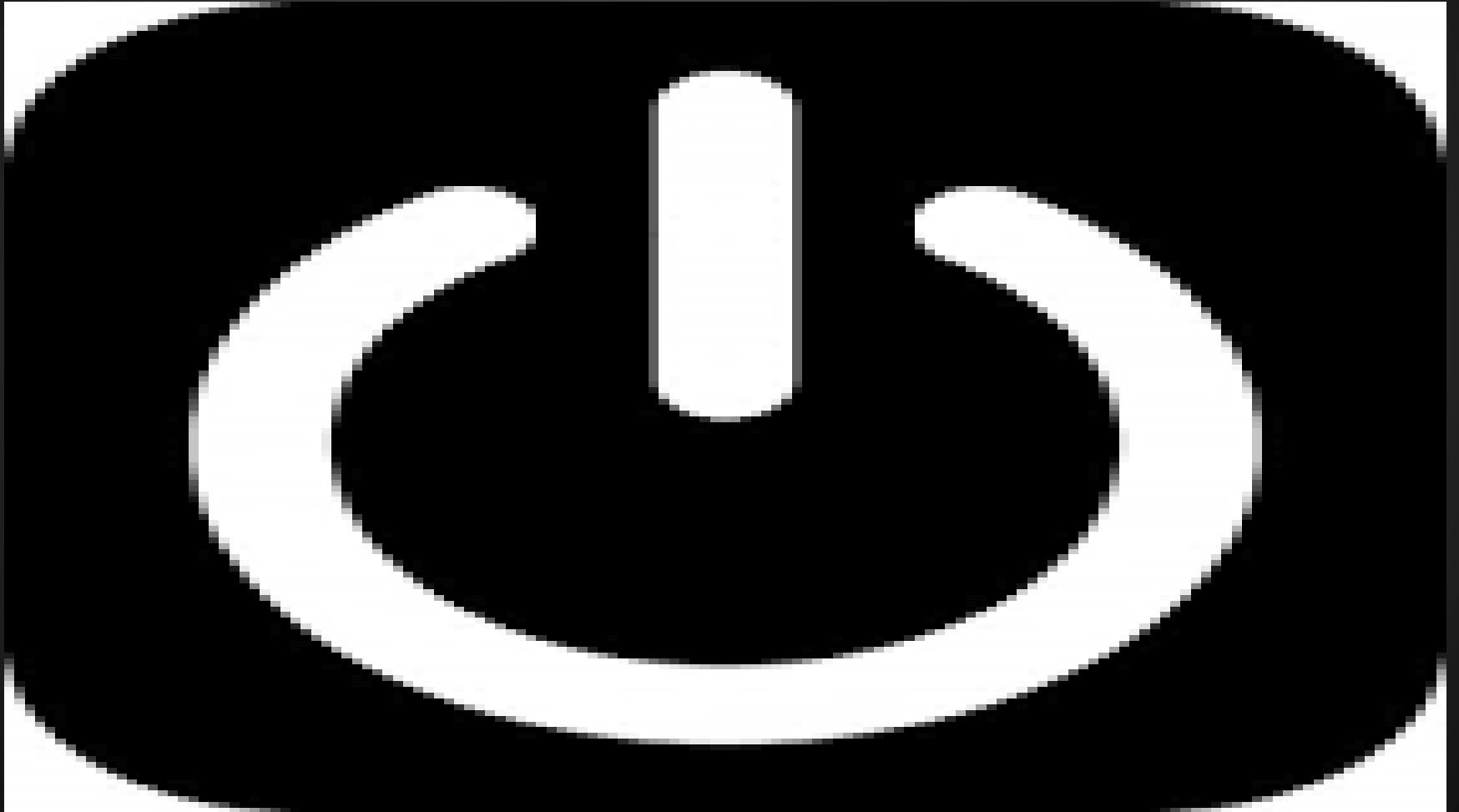
1.Why do we test?

2. Model the best meal

2. More of my theory…

Model the gaps repeatedly and continue to break the learning down smaller and smaller and smaller into the tiniest criteria…and model each bit, every time!

3. Agency always…

More of my theory

Quality Assessment for learning teaching is about teachers' making explicit the biggest gap in student knowledge.

Slides 1,2,3 The best meal!

- **Critique student data carefully and <u>with </u>students so we can build agentic learners**
- **Work out the thing (i.e the best food) that will make the biggest difference to learning**
- **AND teach it over and over and over and over and over to death**

Slides 1,2,3 The best meal!

- **ALWAYS model the learning gap…**
  …'be honest - you suck at this! Thank goodness!"
- **Select students for their mistakes or strategies**
- **Model these/fixed up to the whole class, openly acknowledge the 'owner', show gratitude and make it a good thing…put it into your modelling, refer back to it…**

4. Ingredients?

5. Don't forget everything else!

6. Success Criteria...

7. Not too hot, not too cold...

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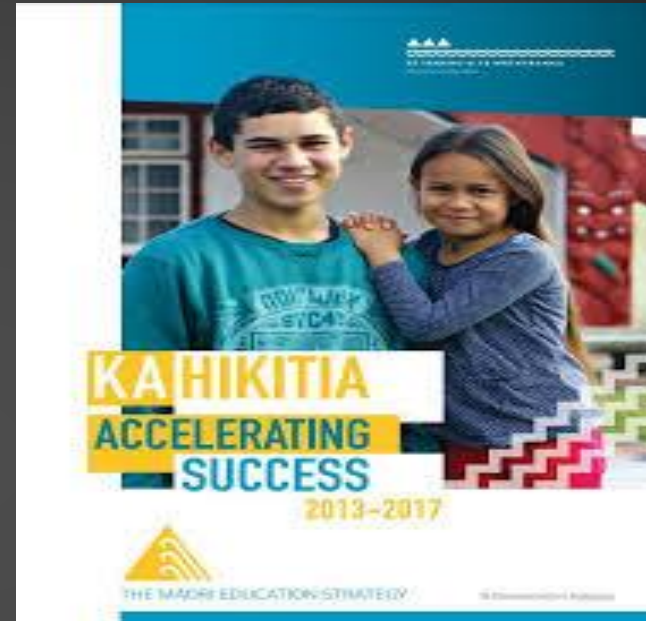
HINT = Always model!

Make sure the criteria explicitly match what you show, talk or practice together

- STOP modelling whole genres of writing all the time!

- *Teachers need to model that specific thing, get students to experience it, talk to each other, and practice it, many, many times.*

Collaboration

8. Not all learning gaps...are good

9.Modeling Books!

9. Modeling books

- **SHOW AND EXPLAIN why a model is good work by putting it into a modelling book**
- **record the LI, SC, and model into the modeling book**
- **put next steps into the modeling book**
- **reflect in the modeling book**
- **always choose student models - engaging and mana-making**

9. Ang (2025) and (2009)

SHOW AND EXPLAIN why a model is good work

Making learning explicit means modelling work, critiquing a model, looking at a finished example, a teacher doing an example, students and teachers developing the example together, or doing activities that will fail and talking about what we need to learn from that

10. Teach kids how to listen and do their work

11. Gail Loane and Sally Muir

I've got something to say
leading young writers to authorship

Gail Loane
with Sally Muir