NE Cluster 5-8 Action Research Project

How does the consistent use of strategies that make thinking visible across grades 5-8 improve students’ comprehension and problem-solving abilities?

Outcome: Teachers will develop shared pedagogies across the 5-8 area in relation to the teaching of comprehension strategies and problem solving strategies.
Key findings and outcomes

1. Reconceptualisation of Literature Circles (LC) as Numeracy Circles (NC);
2. Enhanced process and supporting documentation developed for LC and NC:
   a) Draft assessment LC and NC rubrics implemented;
   b) Increased teacher and student capacities for undertaking LC and NC;
   c) Evidence of enhanced proficiency of children engaging with LC (SHS – 2014);
   d) Improved teacher confidence in children’s ability to solve problems and comprehend texts;
   e) Enhanced development of both curriculum skills and 21st Century capabilities e.g. collaborative learning, critical thinking, reflective practice;
Key findings and outcomes

3. Enhanced processes for and understandings of transition within the NE cluster:
   a) Critical focus on the purpose and practice of transition – social, emotional and learning;
   b) Shared understandings and consistency of learning processes and language across NE cluster;
   c) Enhanced student transition experience;
   d) LC and NC rubrics will be incorporated into the transition data that is shared with SHS by cluster PS
Sustainability and transferability

1. Enabled “systemness” throughout the NE cluster:
   a) Building of shared purpose, thinking and practices;
   b) Agreed goals and actions;
   c) Focus on sustainability of initiatives.

2. Enhanced leadership of NE cluster principals:
   a) LC and NC and pre-requisite skill development being incorporated into school planning and scope and sequence documentation;
   b) Teachers outside the 5-8 project within the NE cluster using the Circles.

3. Creation of draft LC and NC resource pack for distribution.

4. Creation of draft LC and NC comprehension framework for distribution.
Recommendations

R1: NC and LC application should be incorporated into school strategic plans

R2: Whole school scope and sequence incorporate:
  • LC and NC as pedagogical strategies (for reading and comprehension, mental computation, problem solving);
  • Pre-requisite skill (for LC and NC) development.

R3: Personnel from NE cluster continue joint PL, classroom visitation / observation and sharing of practice.
Recommendations

R4: In order to build capacity in schools, 50% of staff need to be responsible for LC and NC implementation.

R5: Opportunities should be provided for “spaced learning” on common projects to enhance staff as instructional leaders.

R6: Incorporate a focus on learning within transition thinking and activity alongside social and emotional.