Professional learning: Ogilvie Cluster

Overarching goal: Improved student understanding and application of place value across grades 5-8

Proposed plan for Wednesday 12th March 2014
Venue: TBA

Agreed common elements for each PL day:

1. Analysing network and project data
2. Pedagogy – Learning Intentions and success criteria
3. Task design: teaching place value – reconnect with scope and sequence work on place value
4. Observation: Reflecting and Refining the process

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| 9.00 – 10.30 | Welcome and introductions  
               | Overview of day  
               | Warm-up activity: matching cards with equivalent representations (find partner); nominate others to ‘fit’ in the group; order on line  
               | Revision of key ideas: numeration, magnitude; diagnostic decimal instrument – review; administering of instrument for teachers to conduct with students before commencing instruction | Tracey, Helen, Helen |
| 10.30 – 11.00 | Morning tea | Tracey |
| 11.00 – 12.30 | Scope and sequence – revisit planning document that mapped place value across the curriculum  
               | Group planning around agreed task implementation in similar grade groups; construct shared lesson plan (record on proforma); use basis of previous results from decimal comparison test to construct activity/experience  
               | Sample tasks and resource books provided | Tracey, Tracey |
| 1.15 – 3.00  | Sharing of activities/plans in grade groups  
               | Team formation – 5 teams of 4 or 5, with two different primary and HS where possible; all from different schools  
               | Establish guidelines for observation  
               | Helen to model activity and teachers to observe (use proforma to do/or observe then look at proforma/guidelines) | Tracey, Brett, Brett |
- Refine/agree upon observation protocol for observing each other’s lessons

- Groups to organise convenient times for visits (between March- May 13th)

- Guidelines around documentation of observations and follow-up sharing/reflection