

GEPS INDUCTION MODULE

For teachers



Part 1: All about GEPS!



Granville East Public School is a vibrant, diverse school of 350 students serving a culturally rich community in Sydney's western suburbs.



Our vision is to lead a dynamic and innovative community characterised by powerful partnerships, quality learning, inclusivity and excellence.



Strategic Direction 1: **Empower** students to be successful, self-regulating learners



Strategic Direction 2: **Explore** authentic learning experiences

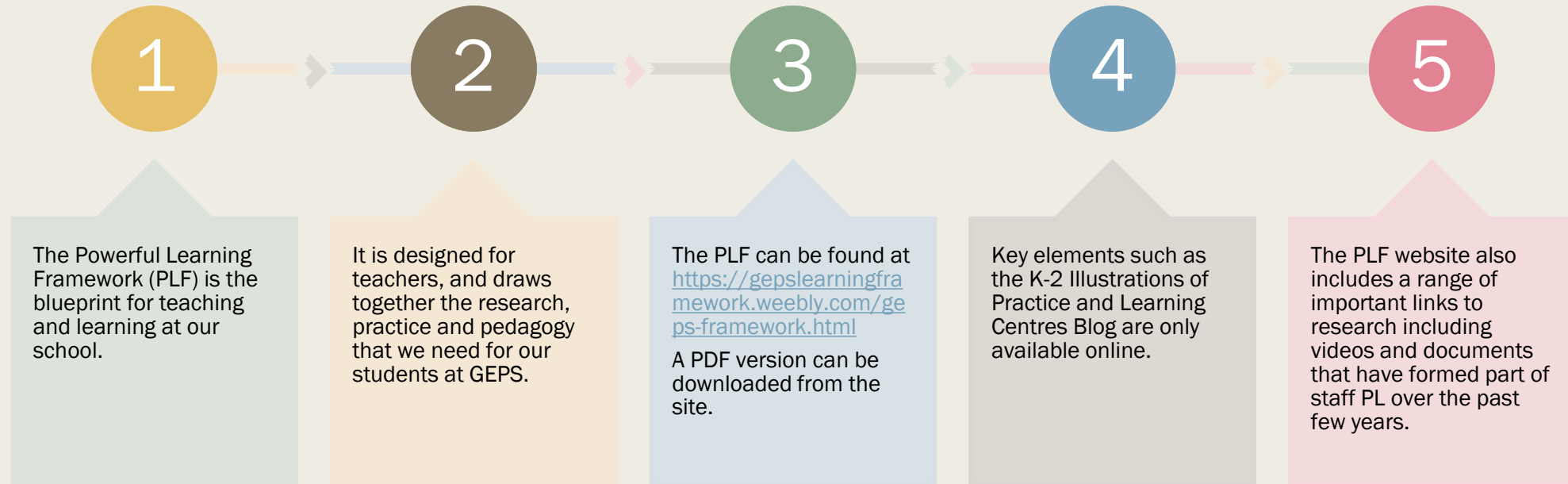


Strategic Direction 3: **Engage** our community in deep connections



Read our [School Plan 2018-2020](#) for more information!

GEPS Powerful Learning Framework – every place and every space!



Communication

- Class teachers choose a platform for digital communication with parents (many teachers use DOJO).
- Teachers attend an admin meeting each Tuesday morning (8.30am).
- Meetings are held each Tuesday afternoon (3.15-4.30pm). These meetings are either whole-school PL or team meetings with a PL focus. These are identified on term planner.
- Make sure you read the staff whiteboard each morning – any changes made to the regular ‘routine’ will be noted here.
- We also have a staff ‘What’s App’ group. This is to notify of any important changes that need to be communicated immediately. This is a ‘one way’ communication (ie no need to reply to messages via this group!)
- Students have a noticeboard outside which highlights daily activities/ changes to routine.
- Important messages for students/parents are sometimes communicated during GEPSFest (although we like to keep the focus on celebration and learning rather than regular reminders and announcements etc!)



PB4L (Positive Behaviours for Learning):

GEPStars!



Developed in consultation with students, staff and community



Focus on pride (Proud Padma), courage (Courageous Caleb) and respect (Respectful Rabi)



Our GEPStars is a cumulative award scheme. Teachers can hand out GEPStars to students in recognition of positive learning behaviours displayed (in any school context)



10 GEPStars = Galaxy Award; 3 Galaxies = Cosmic award etc!



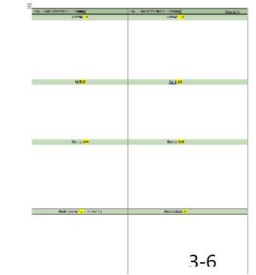
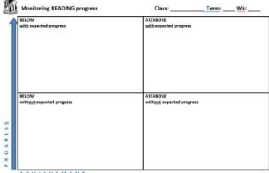
Teachers initial awards and keep a track when they are traded in for a higher level



Galaxy Awards and above given out at Monday morning GEPSFest assembly

Did you say data?

- GEPS has a school wide approach to data collection that is systematic; explicit; and with a clearly articulated rationale for collection.
- This information has been collated into a document – refer to the induction handbook, or see your team leader for a copy!

READING			
What	When	Why	Who
Reading Monitoring Table 	Each term – Wk 9 (every 5 weeks for K-2)	<ul style="list-style-type: none"> • Identifies benchmark level for 3-6 students & current Instructional level for K-2; • Identifies achievement (at, above, below); and who is “at risk”, “off the boil” or “on track”; • Identifies progress over time; • Provides data for enrichment & Learning Support; • Is an EAFS requirement. 	Class teacher Class teacher AP compiles the grade at a glance (digital version – for Data Wall)
Reading Quadrant 	Each term – Wk 10 (done in Collab. Team Meeting)	<ul style="list-style-type: none"> • Identifies current Instructional Reading level from GR; • Identifies progress over time (term); • Informs teaching for next cycle; • Informs team discussion re successes & needs. 	Class Teacher

Who's who at GEPS?

- Each year a staff directory is published to identify roles within the school.
- In addition to our classroom teachers, there are a range of support staff and specialist teachers including LaST, EAL/D, a number of trained reading recovery teachers, an SLSO (Student Learning Support Officer) and a school counsellor. These staff members are well placed to give you additional support with specific student learning needs.
- Our Learning Support Team (LST) meets on Tuesday afternoons to discuss students who may have been referred for a variety of reasons (ie social/emotional, cognitive, operational concerns). If you have concerns about a student a referral may be required.
- See your team leader for information about referrals and/or advice about who to talk to!



Part 2: Snapshot 2012-2018



Active involvement in Instructional Rounds network



2012: Introduction of structured literacy block including 40 mins guided reading



2014: Development of GEPS Connects initiative, supported by a grant through the [Fair Education](#) project



Shift to 'in-house' PL: stage and team meetings are PL focused. Team Leaders released to enable 'shoulder to shoulder' teaching and in-class support.

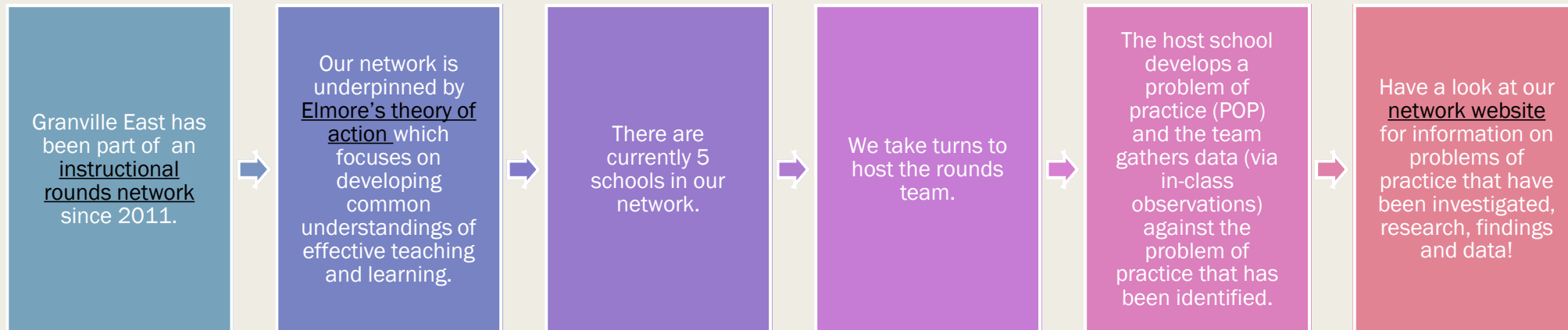


2015: Chosen to join a small network of 'Star Hub' schools across Australia, delivering exceptional results in low socioeconomic areas. This network is supported by [Social Ventures Australia](#).



Whole-school PL: 'Embedding Formative Assessment' (Dylan Wiliam); 'The 4 Key Questions' (Halbert & Kaser); 'Visible Thinking' (Project Zero at Harvard); 2017 writing goal

Instructional Rounds



The Literacy Block (K-6)

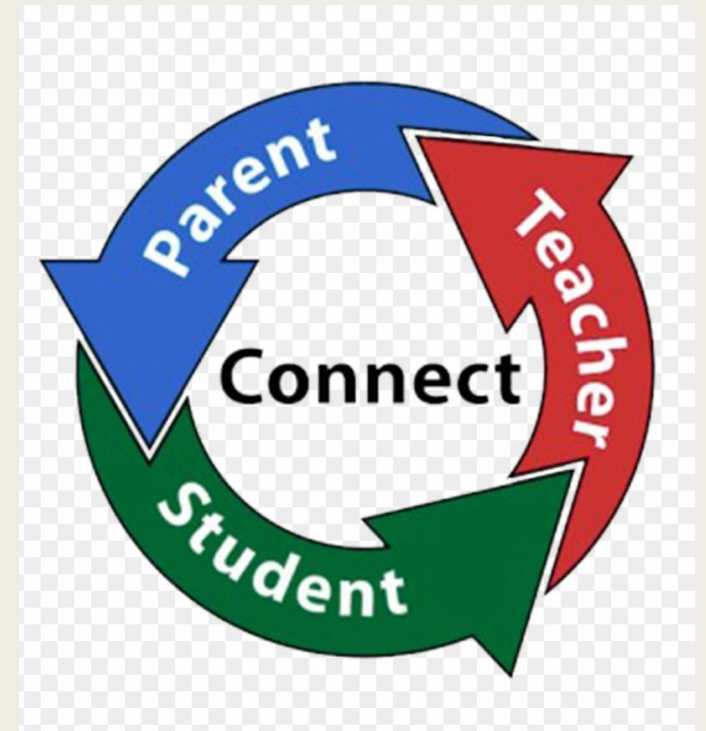
Includes 40 mins guided reading (with support from a specialist teacher) & included in our whole-school timetable

Includes modelled, guided independent reading, writing and word work

Focus on a range of texts including quality literature, digital, spoken and everyday texts

GEPS Connects

- An initiative to strengthen learning partnerships between teachers, students and their families and lead to better learning outcomes for kids.
- Refers to ongoing conversations about learning, underpinned by a face-to-face learning conversation involving student, parent(s) and teacher (formally twice each year)
- Face-to-face conversations are timetabled (one per semester). All families are expected to participate. Conversations last about 30 minutes with a focus on learning (rather than behaviour).
- In 2018 we began to investigate ways in which student agency could be promoted through learning conversations. Kindergarten students were supported by their teachers to tell their stories of learning. Stage 3 children developed their own presentations to share with their parents. This action research will continue in 2019.
- The ongoing nature of learning conversations are supported by technology (ie digital platform such as the 'student story' feature on DOJO).



PL at GEPS

Most Professional Learning at GEPS occurs at school.

PL is personalised, targeted, specific and provides for teacher agency!

Our JELO (Job Embedded Learning Opportunity) days provide teachers with a whole day off class, during which they engage in active stage-based PL, run by their team leader and/ or by our external literacy Consultant ([Mary Ellen Betts from TRIO](#)). Classroom teachers participate in JELO days a minimum of twice each term (they are usually held every three weeks). On a JELO day, your class will be taken by a specialist JELO teacher. Children in Years 1-6 engage in cultural studies during this time.

In 2018 small, self-determined inquiry groups chose an area to investigate through action research. Findings were presented, and can be found on our PLF. [Have a look!](#)

2017 writing goal (whole-school)

2017 GOAL....

“Virtually every page is a cliffhanger. You have to force them to turn it.”
-Dr. Seuss



- **TO IMPROVE STUDENTS' ABILITY TO CRAFT TEXTS AND MAKE DELIBERATE CHOICES TO IMPACT AN AUDIENCE**

2018 – expectations in writing

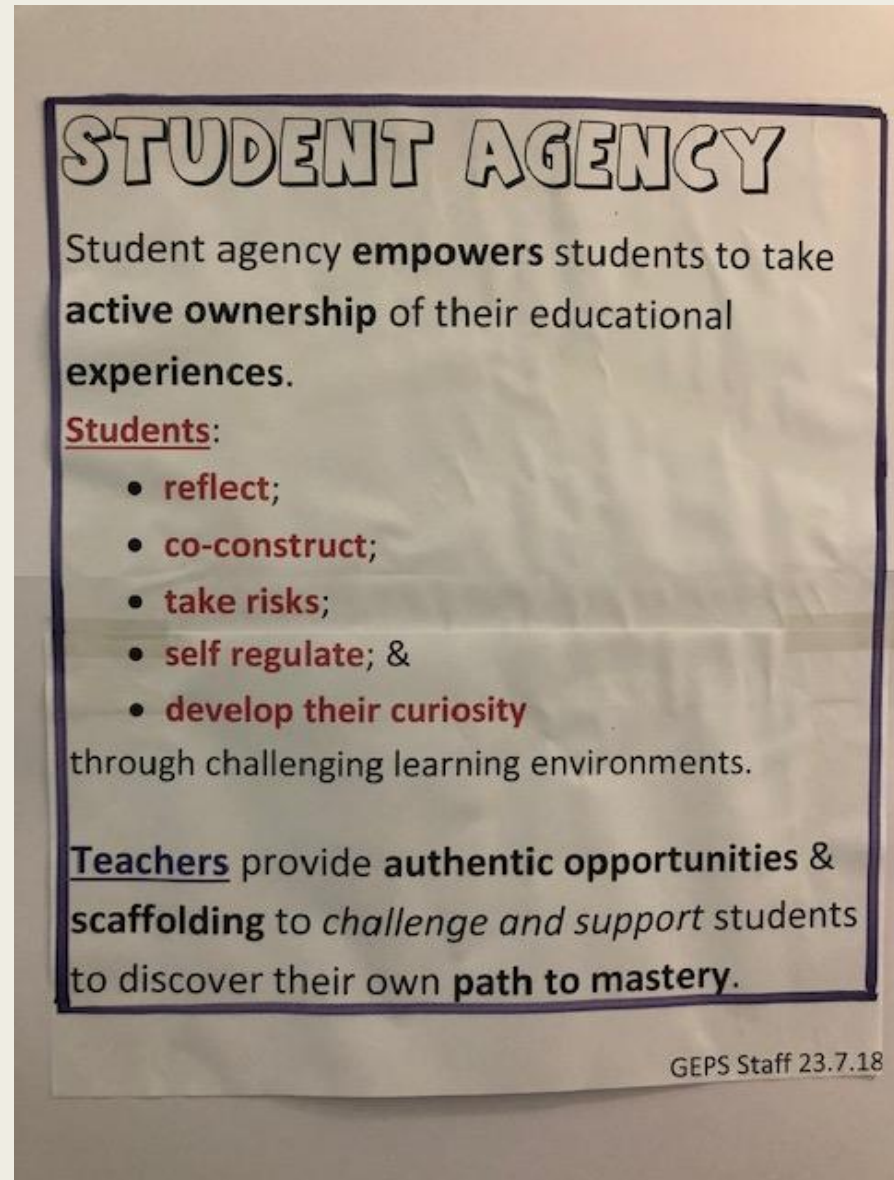
During 2018 we refined our understanding of what quality student writing looks like as well as end of year expectations for K-6.

This has been compiled into a 'What's expected?' booklet for teachers. The resource was drawn together from a number of key resources (including syllabus, learning progressions, grammar scope and sequence, EAfS documentation and NAPLAN marking guides)

During 2018 a team of teachers (K-6) investigated writing moderation and collaboratively identified a number of writing samples from students that indicate what 'on track' might look like at the end of each term. These samples have been annotated and will be available for teacher reference in 2019.

What is student agency?

- In 2018, teachers also collaborated to better understand the meaning of student agency. Here is our definition:



STUDENT AGENCY

Student agency **empowers** students to take **active ownership** of their educational experiences.

Students:

- **reflect;**
- **co-construct;**
- **take risks;**
- **self regulate; &**
- **develop their curiosity**

through challenging learning environments.

Teachers provide **authentic opportunities & scaffolding** to *challenge and support* students to discover their own **path to mastery**.

GEPS Staff 23.7.18

Part 3: Much ado in K-2



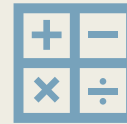
Learning
Centres



Why blog?



The literacy
block in K-2



Maths matters!



Learning across
the KLAs

Learning Centres!



Oral language is central to learning



Learning moves forward when children engage in purposeful play



Curiosity, interest and wonder play a central role in deepening student learning



Students need time to think, become immersed in self-directed learning, have opportunities to apply learning in different contexts, and to share their learning and interests with others



Inquiry is the application of the process of Working Scientifically (Mathematically, Geographically, Historically etc)!



The inquiry process is underpinned by English language communication skills

Why blog?

Our [Learning Centres blog](#) allows us to share practice, reflect on our teaching, document student learning and more. Teachers post planning and reflections (usually once/ week).

The screenshot shows a web browser window with the address bar displaying <https://gepslearningframework.weebly.com/k-2-learning-centres-blog>. The page has a dark navigation bar with the following menu items: HOME, GEPS FRAMEWORK, CLIMATE AND CULTURE, TASK QUALITIES, and ROLE OF T. Below the navigation bar, there is a text block that reads: "in particular choose one object and applied a variety of forces on that object and recording in a table on whether the object changed shape." To the right of this text, there are three blue links: "October 2017", "September 2017", and "August 2017". Below these links is an RSS icon and the text "RSS Feed". At the bottom right, there is a grey button labeled "LINK TO PREVIOUS BLOG". The main content area features four photographs of students in yellow shirts engaged in learning activities. The top-left photo shows two students sitting on the floor with a blue balloon and a piece of paper. The top-middle photo shows a student writing at a desk with a box of supplies. The top-right photo shows three students at a table with papers and supplies. The bottom-left photo shows two students sitting on the floor with a blue balloon.

The K-2 Literacy block: S1 example

Focus 1: Reading

**Modelled
Reading
10 mins**

**Guided Reading
40 mins
Independent Reading
5-10 mins
(initially then in GR rotation)**

Focus 2: Word Work

**Modelled Word
Work
10 mins**

**T Guided Word Work
20 mins
or
Independent Word Work
20 mins**

Focus 3: Writing

**Modelled Writing
10 mins**

**T Guided Writing
30 mins
or
Independent Writing
30 mins**

Responsive programming – what is it?



This approach to unit programming offers teachers an opportunity to plan, teach and adjust/ refine their programming to meet the needs of the students in their class!

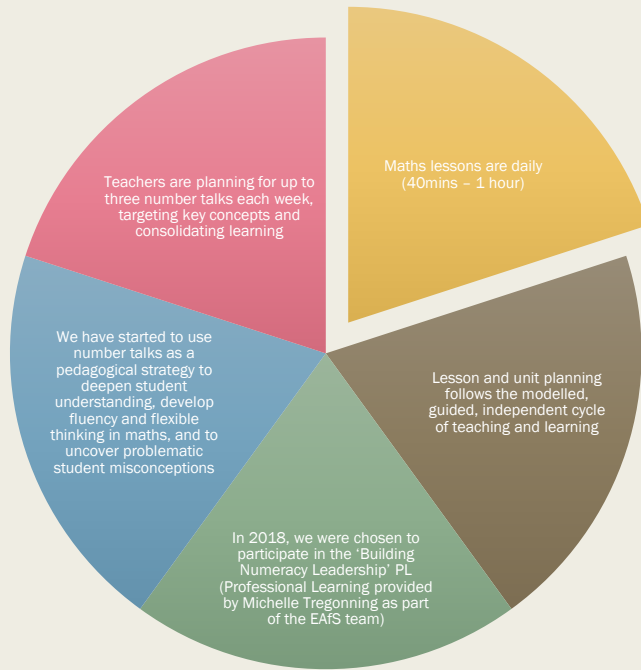


Teachers collaborate to plan a unit overview. Individual teachers then write their unit *as it is taught* to their class, keeping notes on assessment and adjustments/ refinements to the planning. The resulting units are shared.



So, while teachers will start the unit with a lesson plan written for day 1 and a clear overview of the unit already prepared, they will not write up the lesson plan for day 2 until the first lesson has been taught. This means assessment from day 1 is used to inform planning for day 2 – ***best practice in action!***

Maths matters!



Learning across the KLAs

At GEPS we want our students to know that learning happens anywhere and it is ongoing! In addition to KLA-specific lessons, we provide:

01

Quality teaching everyday that is underpinned by careful planning

02

Rich learning experiences supported by quality tasks

03

Opportunities to help students connect their learning to the real world and recognise ways in which their learning can be adapted to new contexts

04

Incursions and excursions to broaden student experiences and support students to recognise their interests and passions

05

Integrated learning experiences (ie Learning Centres that supports learning across KLAs and inquiry learning)