It's all about good teaching

3 HIGH YIELD STRATEGIES

- Data Walls
- Instructional Walks
- Case Management
DATA WALLS putting faces on the data

In *Putting Faces on the Data: What Great Leaders Do!*, Professors Lyn Sharratt and Michael Fullan carried out extensive research and provided clear case studies on how collecting and displaying data on each student demonstrates the ‘two way street between assessment and instructional improvement’.

Sharratt and Fullan argue that teachers need to combine technical expertise with a strong emotional connection. As well as being able to connect with their students emotionally, teachers need to be able to diagnose and act on students’ learning needs.

‘The many benefits of personalising data include increased student engagement and positive impact on school culture,’ said Sharratt and Fullan. ‘By focusing on connecting all the dots between the students and the data, educators can accomplish the ultimate goal of helping them learn.’

School data walls are invaluable for making ‘visible’ the personalised data and information needed to help progress learning for each student.

Each individual schools’ data walls are diverse and dynamic: constantly being updated to identify the progress and needs of students in particular learning areas. It helps to identify students who are ‘stuck’ in their learning and provides a framework for mapping learning and teaching goals.

Data walls show significant indicators of student learning such as where students are below expected achievement level or where students might be exceeding and require further challenge. Data walls often challenge teachers’ perceptions of ‘expected growth’.

Data walls provide great opportunities for teachers and school leaders to have rich conversations about students’ learning and identify areas of teacher learning required to further meet the needs of students.

It encourages collaborative discussion of each student’s needs by all staff and which tools or techniques a teacher might need to progress each student’s learning.

Data walls are a dynamic, ever-changing and essential instrument to determine areas where student learning is progressing well or where intervention is required.

Catholic Education’s team leader (literacy) Trudie Hill, said data walls are very affirming of teachers’ work and are having an impact on progressing student learning.

‘It is about the collective wisdom of the teachers assisting each other with students who are not progressing as expected,’ said Trudie. ‘The learning and teaching growth that comes out of using data walls is a hope-filled affirmation of what we can do better as teachers.’
Visible data: St Agnes Catholic High School, Rooty Hill

St Agnes Catholic High School, Rooty Hill has created a data wall including information and photographs of their 750 students across Years 7 to 10. Concentrating on mapping literacy and numeracy, principal Peter Brogan said it was a case of trial and error as to what data and information would provide the right benchmark that could be tracked over time. First and foremost, St Agnes wanted the information to be visible.

‘Once we agreed to put up a photo of every student, we had to move a lot of furniture to fit the literacy and numeracy wall in the staff room,’ said Peter. ‘It was a practical consequence, but it was necessary to ensure that every student was visible to every staff member.’

Starting with NAPLAN results, St Agnes decided to use the three PAT-R achievement scales for reading, comprehension and spelling for their literacy wall.

Peter said it was a collaborative effort to contribute to the accumulated data and then accept and act upon the information it revealed. ‘When we first set this up we were surprised at what the data showed us,’ said Peter. ‘For example, it became very obvious that we had some students in our secondary school who had low levels of numeracy and literacy which equated to the lower stages of primary school.’

‘The data raises the questions we as a staff need to focus on in order to improve student learning outcomes.’

‘We weren’t equipped to teach the basics they needed to work with a secondary curriculum,’ he said. ‘We knew it was important to treat the data in a non-judgemental way; knowing it was informing us of where each student was at and then realistically looking at actions we needed to take to progress their learning,’ said Peter. ‘The data raises the questions we as a staff need to focus on in order to improve student learning outcomes.’

‘One of the first things I did was employ a teacher with experience in primary school education to help our staff with reading strategies and to provide our teachers with professional support within classes,’ said Peter. ‘It’s a work in progress as we realise how much we now know and what we need to do.’

Mathematics teacher Laurence de Martin found in building the numeracy wall that many students in the Enhancing Mathematical Understanding (EMU) project had numeracy levels of Growth Points 1 and 2. ‘Multiplication and division needed immediate attention for those heading into Year 8 as that is the stage that algebra is being taught,’ said Laurence.

Simple strategies around literacy in different subject areas needed to be addressed especially in Mathematics, Science and Food Technology, where students had different interpretations of ‘what constitutes the measurement of a cup’.

English teacher, Josiah Raad, said it helped enormously to receive a list at the start of each term with the student assessment data taken from the data walls knowing immediately each student’s reading levels. ‘Instead of taking a whole term or more to really get to know the capabilities of each student we have it right in front of us,’ Josiah said. ‘We can see their reading and comprehension levels straight away.’

‘So that informs how I teach,’ he said. ‘We can’t teach from the assumption that everyone is at the same level because they are in the same class.’

‘It challenges me to make each lesson engaging and meaningful for all students - otherwise they are not learning - and I’m more professionally satisfied knowing I’m meeting the students individual needs as best I can,’ he said.

During staff meetings Peter gets six teachers at a time to look at the data wall and asks ‘are there any surprises?’. Adele Sukkarieh who teaches a variety of classes including English and Commerce found some surprises and great benefits when she analysed the data of the students in her classes. ‘Seeing the data reminded me that it’s important to extend students at the higher end as well as lift those from the lower and middle ends,’ said Adele. ‘One thing I now do is ask students to explore the same text at their different levels to match their capacity.’

St Agnes also decided to rename their home room teachers to ‘learning advisors’ to place greater importance on the role of those teachers being student advocates who are responsible for bringing the ‘intelligence’ from the data walls to life.

‘As a whole school, we all contribute to, and own responsibility for, each student and my constant edict is to ask the teachers to think of these students as their own, and what attention would they want from their own child’s teachers,’ said Peter.
Shared responsibility: St Bernadette’s Primary, Lalor Park

Principal Liz Devlin and assistant principal Phillip Kapitanow, were acting on intuition when they first started putting data on the walls of St Bernadette’s Primary, Lalor Park.

In 2011 they placed information about Year 1 reading levels on a wall in the staffroom. Their insights were confirmed by Lyn Sharratt’s research indicating that displaying information would spark teacher conversation and keep student data in the forefront of every teacher’s mind.

“We felt our idea was given credibility by the research, which propelled us to keep finding more research and evidence,” said Phil.

Last year, St Bernadette’s began to wrap the data around the walls in the staff room - every child, every year - tracking reading and literacy, observed and assessment results. They graded the progress of all their students according to ‘at level’, ‘need to monitor’, ‘intervention required’ or ‘extension needed’, with clear colour-coded legends.

This was complemented with the display of the Early Years Assessment data, PAT-R data, entry and exit running records for leveled readers, and age reading levels for those beyond leveled readers.

‘From the outset, our data wall sparked curiosity and conversation, and staff wanted to learn more about students other than their own,’ said Liz. ’The ideas started to flow and more data was added including language screening data, NEALE analysis data for ‘stuck’ students, case management notation and intervention group data.’

‘What the data revealed to us primarily, was the urgency for every child to learn and progress, and that teachers needed some new strategies to help the children grow,’ said Liz. ’Secondly, for teachers to be the best they can be they need to go out and seek the research to help ‘stuck’ students or themselves as teacher, or even us as leaders.’

The design and use of the data wall has evolved and improved over time. As our understanding of the ‘pedagogy’ behind instructional practice and using data effectively improves, the staff interaction with the data wall and what it can contain also improves and develops.

One of the key strategies to emerge from this evolution was team professional learning.

‘Initially our weekly professional learning meetings were held in the staffroom with 10 minutes dedicated to looking at the student data and asking what was noticed,’ said Phil. ’Now the data wall is housed in a dedicated room where teachers plan each week.’

‘The student data sits alongside our ‘agreed practice and shared beliefs’ about learning and teaching; our definition of what is a good teacher; our weekly instructional walk feedback; and professional reading resources,’ he said.

‘When the teaching teams plan in this room with teaching educators and school leaders, it is a powerful catalyst for rich discussion about student progress,’ said Phil. ’This helps teachers to realise that the evidence on the wall is useful and purposeful in informing them of next step in learning, designing interventions and noticing trends. It also stimulate good and robust conversations to find solutions.’

Liz explains a recent example of noticing and acting on the reading data in Kindergarten.

‘We found we had a significant number of students unable to progress to Level 3 reading because they were still unable to perform a key skill of one-to-one word matching,’ said Liz. ’The students appeared to be ‘stuck’ and the initial response was that the students were too young.’

‘Using the data we noticed no improvement in one-to-one correspondence for a quarter of the children,’ she said. ’The teachers then asked the question, ‘what can we do?’, The teachers were stuck!’

Phil, who is also a reading recovery teacher, Liz and the Kindergarten teachers started to closely analyse the needs of the students and to design a targeted intervention.

‘We felt our idea was given credibility by the research, which propelled us to keep finding more research

The Kindergarten teachers viewed a Reading Recovery lesson in action to further enhance their own understating of the reading process and sat with the team in their planning time to find solutions to progress the students.

The whole process from using the student data to recognise ‘stuck’ students and teachers, noting a potential roadblock in progress for vulnerable students, designing an intervention using high yield strategies and sourcing necessary resources built the capacity of the whole team.

‘The original data wall was a bit static after a while and as the teachers wanted more from the wall we invited all staff to come up with ideas to make the wall more useful and interactive,’ said Phil.

Liz Devlin is clear that data walls are a brilliant trigger for professional learning and collaboration between leaders and teachers leading to better practice and a more rewarding working life.

‘As teachers have more professional learning and information from our data wall, they will be able to predict where a child needs to be,’ said Liz. ‘We are now witnessing the data wall becoming multi-dimensional and being translated into action in the learning spaces.’
Teachers use both the whole school and portable grade data walls to discuss individual students and problem solve and plan their learning needs. We discussed, ‘What does our data tell us about what we as teachers have to learn?’ The data highlighted students that were stuck at a particular growth point.

Teachers were asked, ‘What do we do differently for these students who are stuck?’ Our next step focused on teachers being able to design rich open-ended tasks that were differentiated and providing the opportunity for all students to learn.

**BUILDING A DATA WALL**
- Use data that shows progression
- Create a legend for interpretation
- Involve all staff in construction
- Place in a visible space
- Consider privacy and confidentiality
- Set individual targets after initial data collection
- Schedule regular conversations
- Primary whole of staff/grade level
- Secondary by faculty/subject

**DATA WALLS ENABLE YOU TO:**
- Plan strategies for students improvement
- Ensure responsibility for students; promote accountability
- Assess progress for impact
- Provide focus for professional learning
- Develop new learning and teaching strategies
- Review learning predictions
- Measure student growth
- Immediate access to capacity levels
- Collaborative discussions
- Spontaneous conversations

**WAYS TO DISPLAY DATA WALLS**
- All student within the school
- By class
- By literacy and numeracy levels at year level
- By subject/faculty
- List specific goals for each student
- Using QR codes to redirect to further student data
- Use a blind to cover wall for privacy as needed

**WHAT IS THE ‘HIGH YIELD’?**
- Measurable student growth
- Immediate access to capacity levels
- Collaborative discussions
- Spontaneous conversations
In addition to data walls, instructional walks are an important tool for principals in gathering data to achieve ‘finite precision’ in their analysis of learning and teaching in their school, and requires the leadership skills as outlined by Sharratt and Fullan.

Instructional walks are specifically intended for school leadership and are a tool to support capacity building and teacher growth with the purpose of improving student achievement. Sharratt and Fullan refer to this process as collecting ‘living data’ by walking into classrooms both to observe and note successful practice, and to confer with teachers regularly.

‘It is really important for us to look for expected practice in our schools,’ said Lyn Sharratt. ‘It is important for leaders to walk each day and then after many walks have conversations with teachers about what you’re wondering and what you authentically want to know more about as you become even more precise instructional leaders.’

Sharratt and Fullan are clear that instructional walks are more than a classroom visit. They are a focused walk for principals to inquire, learn, reflect and collaborate with teachers about teaching practices whilst looking for specific learning outcomes in line with the school’s implementation plan. After many visits, the observations and data collected from the walks guide principals in developing reflective and non-threatening questions to pose to teachers to engage them in dialogue about, and reflection on, their teaching practices.

‘Instructional walks are not looking for problems of practice, they are about our growth; improving our practice as an instructional leader; being able to precisely define what we observe and how that gives us data on the professional learning we’re conducting is going in the school,’ said Lyn.

Observing the protocols for instructional walks is important to the integrity of the process. When conducting a walk, principals should not interrupt the learning and teaching or make notes whilst in the classroom. Where appropriate, they speak quietly with individual students, asking them a set of specific questions (see box right) about their learning and write their notes after they have left the room.

Sharratt says the data collected using this method, accurately informs principals about the practices in the classroom.

‘If students can answer those five questions, then we know that teachers have deconstructed the learning intention; they’ve co-constructed the success criteria; they gave the student descriptive feedback; they’ve taught the student how to peer and self assess; and they’ve spent time in student conferences developing individual goals for them,’ she said.

Principal of Good Shepherd Primary, Plumpton and currently acting director of system performance, Patricia Carr, said while it was already common practice for her to be in the classrooms, the instructional walks protocols have helped her to develop precision in her work.

Watch via our YouTube channel
http://youtu.be/K6417m3kNlE
‘When I first started doing walks, they weren’t specific so I would go into the classroom and follow the rules of asking the students the five questions but I was more conscious of how I was doing it, rather than the data I was collecting,’ said Patricia. ‘I think the biggest learning for me has been looking at things differently, being specific and referring to the school implementation plan when on instructional walks.’

Principal John Laffan from St Michael’s Primary, Blacktown says instructional walks are a key part of his day to ensure that he is a visible leader and to gather direct and immediate information on what is happening in the classrooms.

‘If I see something in the classroom that I am wondering about, then it is up to me to identify how I can provide support,’ said John. ‘For example, if on an instructional walk during a numeracy block, my focus might be on rich learning tasks and the engagement of students within these tasks. If I were to see that rich learning tasks were not differentiated then that would become an item in our Maths professional learning. So it is a constant building up of data, and the instructional walk is a rich source of that data.’

John said principals are not there to make individual judgements on teachers, rather to work alongside them and building trust is an important part of the process.

Patricia says honesty and acceptance of teachers’ hard work is key. ‘I think you have to trust teachers, acknowledge their successes, be real with them and support them,’ she said. ‘I think once teachers see that you are not there to focus on faults and that you are there to support their learning as a colleague, then we can learn a lot from each other.’

Team leader in system learning, Tim Hardy, said the instructional walks, in combination with data walls and case management, is seeing an increase in the instructional expertise of school leaders.

‘Instructional walks are about capacity building and principals using the data to effectively create the conditions to ensure a culture of learning and a culture of inquiry,’ said Tim. ‘There is no finish line. It is an ongoing inquiry, where the focus is on student achievement, teaching practice, and quality learning.’

‘What we’ve noticed as a system is that there is an increase in the baseline of instructional practice and expertise of leaders and that is because they are engaging in data conversations and in learning conversations as a routine,’ he said.

INSTRUCTIONAL WALKS ARE:
■ purposeful, focus, planned
■ professional and collegial
■ supportive of teacher growth to improve student learning
■ aligned to school implementation plan
■ focused on collecting data and encouraging reflection

HOW TO:
Before the walk
Step 1: Identify the focus of the walkthrough
On the walk in the classroom/s
Step 2: Get a snapshot of learning and teaching
Step 3: Identify instructional strategies
Step 4: Assess learner engagement – five questions with students
Step 5: Survey the learning environment – walk the walls

After the walk
Step 6: Make notes – analyse the collected data
Step 7: Reflect and dialogue with team or staff

PROTOCOLS:
■ non-judgmental
■ no paper, pens or note-taking in classrooms
■ 3-5 minutes only
■ focused on looking for evidence of one thing in the school implementation plan or professional learning plan
■ no interruption to learning – no greeting
■ no discussion with teachers during the walk
■ ask students the five questions where appropriate
■ write notes after the walk on ‘what I saw, what I heard, what I’m wondering’

FIVE KEY QUESTIONS FOR STUDENTS:
■ What am I learning?
■ How am I doing?
■ How do I know?
■ How can I improve?
■ Where do I go for help?
Collaborative walks: 
St Joseph’s Primary, Kingswood

At St Joseph’s Primary, Kingswood instructional walks are not only a daily practice for principal Fran Jackson, teachers are also invited to take part in the walks throughout the year.

‘Lyn Sharratt speaks of ‘strength in collaboration’ and building leadership in staff as opposed to ‘practice followship’, said Fran. ‘I think it is important for teachers to experience the powerful learning provided by the instructional walks strategy and it is proving to be a valued professional learning experience.’

When she first implemented instructional walks at her school in 2013, Fran faced an initial apprehension from teachers about her walking through their classrooms to observe practice. She said while they had opened doors and were working together, they were still somewhat privatised and teachers were wary because they weren’t sure how the process worked. To overcome this, Fran organised a professional learning opportunity for her teachers.

‘We know that teachers are powerful partners with the principal in improving student learning outcomes,’ said Fran. ‘So we dedicated some days, where we released staff in groups and with the lead teachers, we did the walks.’

Fran said they followed the instructional walks protocols as set out by Sharratt and Fullan and held an initial meeting to identify the focus of the walk and to ensure that the group were all aware of the purpose and intent behind the type of feedback they were looking for.

‘The purpose is not to supervise or criticise teachers, the purpose is to gather data,’ she said. ‘While I had hoped that our teachers would value the instructional walk experience, I was pleasantly surprised at their openness in both affirming and questioning what they saw, heard and learnt.’

Fran also asked for teachers to provide feedback on their personal response to the walk. Receiving overwhelmingly positive responses to the experience, St Joseph’s are now in their second year of collaborative instructional walks.

‘There is no hesitation from any of our teachers in allowing myself or groups into classrooms because they all have confidence in the purpose of the walk,’ Fran said.

Beginning teacher, Christina Soliman, said the instructional walks have been beneficial to her both in terms of feedback and as an observer.

‘I think when teachers come in and do those walks and give you that positive feedback, it lets you know that you’re on the right track and they also provide you with the feedback that is required to help you improve,’ said Christina. ‘It starts a discussion between teaching staff about what we’re doing and where we can take the learning to make it even better.’
As an instructional leader you establish a presence in the school and more importantly in the classroom. Both staff and students need to see the principal as an active learner in the school and not someone who lives in the office.

At St Agnes we have a rostered visitation which allows for daily walks. Both myself and the assistant principal take about 3-4 staff with us to visit classrooms. At the end of each visit we discuss what we saw, what we heard, what we learned and what we can act on; communicating feedback to staff via Google Docs Circles to encourage collaboration.

When we comment, we do not use individual teacher names, we use subject areas and Year groups so as to ensure the integrity of the process and to reinforce that these walks are not an appraisal. Taking teachers with me builds relational trust with the staff as it assures them that the process is transparent and that we are learning together.

Peter Brogan Principal
St Agnes Catholic High School, Rooty Hill

The best professional development is learning from other teachers across all subject areas, and the instructional walks provide me with an opportunity to reflect on and challenge my own practice.

Instructional walks enable me to enter classrooms, have a brief experience of the learning that is taking place and talk to students about their learning. They also provide great insight in the differing ways the school’s pedagogical initiatives are embedded in each classroom.

Walks are not to judge the teacher or measure teacher effectiveness, it is about ensuring that the students can explain what they are doing, how they are doing it and that they know where to for assistance if needed. To further build trust with my staff, I have an open door policy. It makes sense that if I am going into their classrooms, then my classroom must be open for other teachers to visit as well.

Cheryl Merryweather Principal
Gilroy Catholic College, Castle Hill
In their book, *Putting Faces on the Data: What Great Leaders Do!*, Professors Lyn Sharratt and Michael Fullan identify case management, when used in conjunction with data walls and instructional walks, as a ‘proven strategy that strengthens the instructional capacity of every teacher’ as they put ‘faces to the data’.

Sharratt and Fullan define case management as an internal support mechanism for teachers to focus on their instruction; an opportunity in which to plan the implementation of alternative or new strategies for students who are not progressing in their learning.

They argue that teachers need to combine technical expertise with a strong emotional connection with their students so that they are able to identify and act on individual student learning needs.

‘By focusing on connecting all the dots between the students and the data, educators can accomplish the ultimate goal of helping them learn,’ said Sharratt and Fullan. ‘The case management approach is used to put a spotlight on how all students are progressing. The specific intention is that not one ‘face’ will slip through the data cracks.’

‘It is a forum for the discussion of student work as data, in a case-by-case approach, for those students who are plummeting, staying still, or presenting as instructional challenges for their teacher. The focus is on instruction.’

Led by the principal (who always attends) or instructional coach, a case management meeting is a systematic, preferably weekly forum to discuss and debate internal intervention. The meeting typically consists of the principal as chair, the presenting teacher, instructional coach and at times a lead teacher or teaching educator. With a focus on the next steps in instruction, presenting teachers come prepared with samples of one student’s work in the area that specific instructional help is requested.

The purpose of the 20-30 minute meeting is to examine a specific student’s work, describe strengths and areas of need, and to find one or two instructional strategies the teacher can try for three to six weeks, after which time the forum is reconvened so that the teacher can report back on the progress and the assembled group can offer new suggestions if the first recommendations are not working.

Principal of Chisholm Catholic Primary, Bligh Park, Keiran Byrnes, said the structure of the follow up meeting is almost exactly the same as the first except the teacher brings the next work sample to show how the student is going since the initial recommendations.

‘The specific intention is that not one ‘face’ will slip through the data cracks’

‘In some instances we may need to implement different strategies or if there has been a little progress, looking at if it is worthwhile continuing those strategies for longer,’ said Keiren. ‘Ideally, the student has moved on and achieved a particular goal and then we can look at resetting a new goal for the next step.’

At Keiran’s school, case management meetings are scheduled into the timetable twice weekly with Tuesday’s focus on literacy and Thursday’s focus on numeracy. Sharratt and Fullan said this is an excellent approach to support teachers in their instruction and ensure that case management meetings are short, sharp and focused so that they are not overtaken by discussions of student or teacher performance.

**CASE MANAGEMENT**

Watch via our YouTube channel
http://youtu.be/15fW9bnG8us or scan QR code

At Chisholm Catholic Primary case management meetings are held twice weekly.
'Timetabled case management meetings during the school day are not to be confused with multidisciplinary special education meetings that focus on behaviour, discipline, psychosocial assessments, and the like. Nor is it a punitive dressing down of the teacher for ‘failing’ to achieve,’ said Sharratt and Fullan.

Director System Learning, Sue Walsh said this is an important distinction.

“When we have a case management meeting we are very clear about our intentions - identifying the student and the learning agenda and ensuring the teacher has the confidence to take the next steps,” said Sue.

Sue said there are two ways a student can come to a case management meeting:

• The teacher has identified from the data that a student is stuck and not making progress
• The teacher may self-nominate because they are stuck and want instructional help

Maree McMahon, a Year 1 teacher from Chisholm Catholic Primary, participated in a recent ‘fishbowl’ example of a case management meeting during a professional learning workshop with Lyn Sharratt (see video page 6). She said the opportunity provided her with strategies to move forward in her instruction with a specific student.

‘It was my first experience of case management and I admit that I was apprehensive about it, but I was delighted by the non-judgmental approach and all the suggestions from the team,’ said Marie. ‘There were some strategies that I had tried, but I can now see where there is some tweaking that I can do.’

Sue Walsh said this feedback is a great example of teachers building their confidence and achieving precision in their work through collaboration.

‘We know that the best way to go forward is by collaborating and working with other teachers – having someone else to support you in reflecting on your practice,’ said Sue. ‘I think case management meetings are a really great forum for a teacher to say ‘I’m having trouble with this student and their learning’ and put it out there for input. It is an opportunity to think differently, share ideas and is an ‘on the ground’ professional learning experience.’

‘When the teacher goes back to the learning space they know they are not going back on their own. They have the support of a team who know about this student and are committed to making progress,’ she said.

Sharratt and Fullan agree that this is a key point. They say the data walls and case management approach ensures all teachers in the school have a collective responsibility to own the ‘face’ on the data and that it inevitably builds on their practice.

‘Teachers win with every meeting,’ said Sharratt and Fullan. ‘Even if strategies may not work as intended for the target student, the teacher’s repertoire of strategies has grown, and very often the instructional strategies tried become good for the whole class.’

‘The purpose of the 20-30 minute meeting is to find one or two instructional strategies the teacher can try’

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Sue Walsh describes this as the ‘ah-ha’ moment.
‘The thing about case management, is that if you include other teachers, it is also a capacity building process. Other teachers might be listening and joining in about the student being discussed but the reality is that there might be another student in their class who has similar problems and the teacher realises ‘ah-ha - I can use that strategy with my student as well’;’ she said.

But as Lyn Sharratt cautions, case management meetings are only one part of the approach. She says constructing the data walls first and participating in instructional walks is what makes the three overall high yield strategies effective.

‘It is when we collaborate in a structured approach that we make a difference for all of our students,’ she said. ‘We know our students and we care about all of them achieving right across our school, right across the Diocese.’

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10 Steps to CASE MANAGEMENT

1. 20-30 minutes for case management meetings is scheduled into the timetable – no corridor discussions
2. The chair is either the principal (who always attends) or the instructional coach
3. Attendance at the case management meeting is confirmed
4. Time on task is critical – a case management template is always followed
5. The classroom teacher presents student work as data and evidence of the help being sought
6. All voices around the table are heard – non judgmental environment
7. One or two recommendations are decided on and recorded – classroom teacher agrees to practice the chosen strategy for at least 3-6 weeks
8. A follow up meeting of the group is scheduled
9. The classroom teacher reports back on the success and areas for continued support using the student’s work as evidence at the next meeting
10. Another cycle begins – the school team stays the course in this explicit focus on providing a supportive forum for classroom teachers

For more information visit OSCAR. Includes information on the three high yield strategies, a case management meeting template and Q&A with Lyn Sharratt. http://bit.ly/1EBV1am

(Sharratt and Fullan, 2012)