

# Co-Planning of Lessons –

What does this mean and look like?

From John Hattie;

# Staff Handbook Foci

**Hattie has identified several key factors in his mega analysis of educational research. We at SHNPS have identified and adopted 5 key 'drivers' in our school to move us from 'Good to Great'.**

**Effect Size:** Hattie states that virtually everything works. Therefore the bar for deciding what works in teaching & learning is so often inappropriately set at zero. **Teachers need to become a teacher with <0.4 impact/effect.** Teachers are the greatest source of variance on student learning and must what good teaching is (effect size) and make sure it is happening.

**Co-planning of Lessons** – **The co-planning of lessons is the task that has one of the highest likelihoods of making a marked difference on student learning.** We therefore provide 4 hours release time to support pre-planning, critiquing and working in groups prepare and interpret the evidence about their effect on students.

# Why Co-Planning?

\* The co-planning of lessons is the task that has one of the highest likelihoods of making a marked difference on student Learning.

# What is Co-Planning?



# Co-Planning is therefore...

- Looking at what ‘impact’ WE as the teacher had on ‘**LEARNING**’ and using this knowledge for our future planning.
- We must “**Know Thy impact!**”

On student

What's needed is more time 'together'  
'pre-planning' & 'critiquing' + working in  
groups to interpret the evidence about  
their 'effect' on students.

To support this @ SHNPS:

Planning Partners

Additional Time Release

A coordinated Timetable

# What's next?

- When we work with our planning partners we need to ensure we are not just 'Planning'
  - (to be embedded in 2015-16 P.&D. Plans)
- But that we are **critiquing & reflecting on our own performance** as reflected in what the students have learned.
- Feedback, Feedback & Feedback...both ways.