

Australian 2021 National Summit on Teaching Out Of Field

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Current role	Previous roles
Head of Learning Analytics (Knox Grammar School NSW)	Director of Professional Learning STEM (Knox Grammar) Head of Mathematics (Marist College Eastwood) Teacher of Mathematics (The King's School) Teacher of Technology/ Mathematics (Department of Ed Schools)

Discontinued PhD study Newcastle University: Investigation of OOF from the perspective of Middle Leaders

Why a Middle Leader focus?

Their charge is to make the timetabling decisions work in daily practice for a sustained period. They deal with the day to day effect of OOF teaching on:

- The teacher
- The school community(including self)- students, parents, faculty members and leaders
- Directly responsible for the discipline learning experience on all of the above

1) Class allocation

- a. **Year 7** is a hook for students into the subject area- requires passionate subject expert who can identify gaps and opportunities for extension (yet this is where most OOF teachers are placed). Also needs to have the subject expectations set clearly at Year 7 level. If students are behind on arrival to year 7, an OOF teachers impact here can be devastating. In-field teachers feel pressure to “Get it right for year 7”- so too much pressure for OOF teacher. Also NAPLAN testing year- to much pressure from school and parents.
- b. **Year 10**- prep for senior study (a difficult ask for an OOF teacher).
- c. **Year 11 and 12** require subject specialist knowledge (Calculus based courses in particular)
- d. **Possibility of repeating classes** – in the same year (if timetable allows), this minimises lesson preparation and allows OOF teacher to refine lessons through repetition, gain experience in student misconception, develop a sense of being able to deviate from the lesson plan “script” as they have dealt with student questions on the lesson previously, view multiple student work samples, appreciate the need for differentiation in lessons.
Repetition in consecutive years should also be considered advantageous and may encourage OOF teachers to “sign up” again and further refine their pedagogical content knowledge.
- e. Consideration of **level of class** when classes are graded- OOF teachers need allocation to ensure a successful experience. Allocation to bottom class (with idea of minimal impact) is an unacceptable (but common) model. As a Head of

Department, this model leads to more need for classroom discipline intervention and student and parent management (too much emotion for all involved).

- f. **Managing expectations**- this includes the Middle Leaders own expectations of the OOF teacher, the OOF teacher, the executive team, students and parents. Guidance, mentoring and resources must be provided in the lead up to external testing in particular.

2) Building PCK

- a. Refining reflective practice – encouraging a growth model
- b. Repeating classes- same year or consecutive years
- c. Debrief and regular check-ins with Middle Leader/mentor/ PLC
- d. Fostering professional conversations
- e. Subject specific departmental PD for all teachers in faculty (departmental meeting time should not be admin)
- f. Swivl videos of OOF teachers own practice + expert teacher practice
- g. Watching and expert “with” an expert- to facilitate the recognition of key pedagogical practices. Acts as a metacognitive catalyst for the classroom practices being undertaken. Each lesson should centre around one focus ie best practice in beginning a maths lesson. This will often only be part of a lesson, as the entire lesson may overwhelm and make the OOF teacher feel they will “never” be able to operate at this level. Ideally viewing lessons of concepts yet to be taught prompts ideas and conversations. Use a two positive, two question model to focus the OOF teacher ie two things that were awesome that I will use and two questions I have about why or how or what were you thinking when you...?

3) Feeling valued

- a. Honouring and celebrating skills and connections OOF teachers bring to their new teaching experience.