

MKDA Sprints: Overview

Professional Learning for members of the Makeknowdoact Cluster

The 'MKDA Sprints' are a set of short (approx. 30 minute) video presentations designed for members of the Makeknowdoact Cluster involved in the implementation of Student-initiated inquiry, or those wanting to commence the approach. Each video is focussed on one component of the approach. The videos can be viewed by individuals, or in teams. The content of the sprints is drawn from Cluster discussions and presentations over the past 3 years. Questions are provided at the end of each sprint to support reflection and application to your own context, to stimulate rigorous discussion with colleagues, and hopefully lead to action steps.

***Where indicated, supporting documents and resources are located on our website www.deborahvietri.com Go to the Members area, 2020 MAKE KNOW DO ACT. If you have forgotten your password please contact Deb or Vanessa.

Title and duration	Key content	Intended audience	Supporting documents
<p>1. What is Student-initiated inquiry and why do we do it?</p> <p>25.04 minutes</p>	<ul style="list-style-type: none"> • Clarifying terminology • What it is and isn't • What does it look like in practise • Role of the teacher • Learning benefits for students • Student agency, why this is important and how it can be developed through the approach. 	<p>Teachers and schools who want to clarify and define why they work this way.</p> <p>As a prompt or provocation in writing a purpose or learning statement for the school community.</p> <p>New schools or teachers to the approach. Induction.</p>	<p>Article by A.J. Juliani Forget guide on the side, students need a guide on the ride. By A.J. Juliani</p> <p>Video clip by John Spencer You Get to Have Your Own Genius Hour (A Video for Students)</p>
<p>2. Introduction to the Makeknowdoact process.</p> <p>21.56 minutes</p>	<ul style="list-style-type: none"> • Exploring each of the stages of the process • Practical suggestions for supporting students through each step of the process • Differentiating support for students moving from novice to expert • Clarifying the 4 different pathways: make, know, do and act. 	<p>Teachers and schools who want to clarify the process or strengthen (add rigour to) their current approach.</p> <p>Teachers wanting some practical ideas of how to support students through the process</p> <p>Schools who are just commencing the approach, or in the early stages of implementation. Induction of new staff.</p>	<p>***Each of the following resources are located on our website:</p> <ul style="list-style-type: none"> • MKDA process poster • My project ideas brainstorm • Pathways poster • Project proposal • Virtual Inspiration Station

<p>3. Logistics; the how, when and where of Student-initiated inquiry</p> <p>37.25 minutes</p>	<ul style="list-style-type: none"> • How often and how long should a session go for? • What could the structure of a session look like? • How do we fit it into the crowded timetable? • Who can help with the implementation? • How can we introduce Student-initiated inquiry to our students? • How long should a project go for - timelines? 	<p>Schools and teachers wanting support and ideas with the details involved in implementation.</p> <p>Schools wanting advice on how to introduce the approach to students. (Year 3 teachers or first time schools)</p>	<p>John Spencer video clip Flow Theory</p> <p>*** available on the website:</p> <ul style="list-style-type: none"> • Guide to choosing and designing a MKDA project
<p>4. How can we ensure rigour?</p> <p>28.42 minutes</p>	<ul style="list-style-type: none"> • Strategic opportunities through the process to build rigour • Choosing the right project • Teacher role: nudging, advising, giving feedback, just in time teaching, facilitating • Assessing and reporting: Using criteria and rubrics • Sharing with an authentic audience: both the project and the journey • Developmental nature of the process- increasing rigour as you go 	<p>Leaders and Coordinators. Teachers experienced in MKDA</p> <p>Schools and teachers in the early implementation stage who want to identify strategies for building accountability for students and teachers.</p>	<p>***Each of the following resources are located on our website:</p> <ul style="list-style-type: none"> • Virtual Inspiration Station • 'What makes an awesome project' criteria • MKDA process poster • Researching rubric
<p>5. Assessment: What are some effective ways of assessing student learning in MKDA?</p> <p>29.05 minutes</p>	<ul style="list-style-type: none"> • Why should we assess during MKDA? • What could we be assessing? What are we looking for? • How does this link to the curriculum? • Teacher assessment strategies- how could you be effectively gathering information? • Self and peer assessment against criteria. 	<p>All schools, leaders, co-ordinators and teachers.</p>	<p>***Each of the following resources are located on our website:</p> <ul style="list-style-type: none"> • Student rubric for Student-initiated inquiry • Tracking my learning 3/4 • Tracking my learning 5/6 • Tracking my learning for supported learners • Researching rubric

<p>6. Learning Conversations and Conferencing: How can we strategically support and influence student learning in MKDA?</p> <p>43.05 minutes</p>	<ul style="list-style-type: none"> ● Creating the right culture for purposeful talk ● Different types of learning conversations ● What are the strategic purposes of learning conversations? ● Different types of conferences <ul style="list-style-type: none"> ○ Roving ○ Advice ○ Reflection ○ Assessment 	<p>All schools, leaders, co-ordinators and teachers.</p>	<p>***Each of the following resources are located on our website:</p> <ul style="list-style-type: none"> ● MKDA process poster ● Student rubric for Student-initiated inquiry ● Tracking my learning 3/4 ● Tracking my learning 5/6 ● Tracking my learning for supported learners ● Researching rubric <p>Article by John Spencer- The Power of Student Conferencing The Power of Student Conferencing</p>
<p>7. Using the resources and scaffolds</p>	<p style="text-align: center; color: green;">Coming soon</p>		
<p>8. Stretching ourselves as teachers</p>	<p style="text-align: center; color: green;">Coming soon</p>		