

MONITORING: LIST OF VIDEOS AND RESOURCES

URL	COMMENTS
http://thelearningexchange.ca/videos/monitoring-to-gather-evidence-of-learning/	In this video, the viewer can consider what do we see, hear and what do we learn from the student voice? This video could be used as a minds-on activity when introducing the concept of Monitoring to a group.
http://thelearningexchange.ca/videos/monitoring-for-understanding-of-the-task/	In this video, the educator talks about monitoring, probing student thinking. The speaker asks some interesting educator questions as she is seeking clarification of understanding yet respecting student thinking. Viewers could explore in further depth and/ or think about, what do students understand in regards to what is being asked?
http://thelearningexchange.ca/videos/monitoring-to-encourage-collaborative-problem-solving/	This video explores monitoring to encourage collaborative problem solving. Noteworthy within this video is the prompting questions that the educator uses to get students to explain their thinking. This video brings to light that the work can look differently even though thinking is the same.
http://thelearningexchange.ca/videos/monitoring-to-understand-strategies/	This video explores monitoring what the student is actually demonstrating and highlights what we think we see on paper may not be accurate. The viewer will discover how documentation is essential and how it enhances the understanding of the strategies that students actually use.
http://thelearningexchange.ca/videos/monitoring-without-leading/	The key message is this video is the importance of wait time and the value of listening before we jump in to change the direction of the thinking.
http://thelearningexchange.ca/videos/questioning-during-the-monitoring/	This video highlights the importance of good questioning such as: What are students saying? What are students doing? What questions are we asking?
http://thelearningexchange.ca/videos/primary-composing-and-decomposing-to-understand-operations/	This video shows students engaging in reasoning, proving and teachers reflecting on student work. In this video there is an example of what it looks and sounds like within the consolidation of math learning.

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http://thelearningexchange.ca/videos/using-classroom-structures-to-monitor-student-learning/	<p>In this video, the viewer will see some samples of flexible grouping, small group instruction, and guided math ideas. In the face of all the research, this video provides the viewer a platform to engage in some rich discussion about the use of Centres and worksheets. The question at the end of the video, could be used to spark conversation - How might you think about structures flexibly to monitor students on an ongoing basis?</p>
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The series of videos listed below show examples of different aspects of monitoring directly through student work and then teacher reflection. These videos are practical and show the link between student work and teachers reflecting on what the work is telling us. These videos could be useful for Principal Learning and SIT team discussions.

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http://thelearningexchange.ca/videos/system-thinking-and-actions/	<p>This lengthy video highlights a systems approach to monitoring. This video gives the viewer food for thought. The video shares the thinking of Elmore - Learning to See Unlearning to Judge, “A learning problem is a gap between what students are currently doing and what we desire them to do” – “goals emerge from the work we are seeing the SIP not as a static document but something very fluid that we grasp loosely and adjust over time as a result of the new learning we encounter along the way.” (If you are interested in short segment on monitoring start the video 9:30.)</p>
http://thelearningexchange.ca/videos/system-thinking/	<p>This video has some interesting quotes and thoughts in it that are relevant to monitoring. These would include “Fail early to Learn sooner” and “Our improvement efforts were often – we would try to grab solutions that we already understood or knew and try and morph them on to what we thought the problem might be whereas inquiry work really invites us to stay in the problem a little more and really understand that and generate solutions and responses based on really thinking and inquiring about the problem space we are in rather than starting with a solution already baked in and pushing it on.”</p>

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http://thelearningexchange.ca/wp-content/uploads/2015/10/Sept-15-Insert-Side-1-Evidence-Impact-Monitoring-Moments.pdf	<p>This resource would be of particular interest to SO's and System planners. This resource cross references some of the relevant ministry monographs around monitoring. There is a new and interesting interpretations on data on the right side of the page. This resource offers a list of great questions for the reader to consider.</p>
http://thelearningexchange.ca/videos/why-do-listening-and-dialogue-matter/	<p>This Lucy West video clip emphasizes the power of dialogue and listening which is an important part of monitoring. She talks about monitoring conversations through listening. In this video the viewer is compelled to think about “What is reflective Listening?” Reflective listening is an often overlooked but key skill when leading and supporting learning.</p>
http://thelearningexchange.ca/videos/questions-weapons-or-gifts/	<p>Lucy West introduces the concept of questions as gifts, questions as weapons. She reinforces how questions can inhibit growth both for staff and students. This video might be of interest to anyone in a leadership role, including Administration Teams.</p>
http://thelearningexchange.ca/videos/john-hattie-talks-about-learning-intentions/	<p>In this video, John Hattie stresses that students need to know what success looks like up front so they can know what it is they are trying to achieve – hence the need to use success criteria. He says “60% of what is taught in every lesson the kids know already”, “If you’re going to worry about the whole self evaluation, you better have a target to do that to. Hattie also highlights Hank Leven’s work, the best predictor in adult life of health, wealth and happiness was not achievement in school, it was the number of years in schooling “. Leven’s work might prompt the viewer to wonder, how do we keep kids engaged so they will stay in school? Hattie discusses the quality of achievement over the years and whether the evidence shows the quality we are expecting. This video could spark after viewing opportunities to engage in further wonderings and discussion. Starting at 7:18, suggests monitoring across a school, growth in learning and the importance of evidence.</p>

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http://thelearningexchange.ca/videos/lyn-sharratt-system-improvement-good-to-great-to-innovate/	In this video, first order change to second order change is introduced. After viewing this video, the listener might wish to discuss “How do we do this?” and consider how within the context of 21 st learning do we go from engagement to empowerment?
http://thelearningexchange.ca/videos/lyn-sharratt-system-improvement-from-first-to-second-order-change/	This video focuses on achieving excellence.
http://thelearningexchange.ca/videos/what-matters/	This video features Andy Hargreaves. His main message reinforces one of the indicators from the impact research - the quality of the teacher and teaching has the greatest impact.