

Tools for developing a hunch: Interpreting the evidence

Use this table to ensure you develop multiple interpretations of the evidence and multiple hunches. When making the 'if, then' statement always frame it as an action **you** personally will take. Below the template is a worked example.

Issue/area of focus	Assumptions	'If/then' statement	Evidence needed to test this	Further information / professional learning to be sought

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Issue/area of focus	Assumptions	If ... then... statement(s)	Evidence needed to test this	Further information / professional learning to be sought
Instruction delivery methods	<p>I assume students are listening and retaining all of my verbal instructions.</p> <p>I assume that this is the best way to get instructions across.</p>	<p>If I deliver instructions in diverse ways, then students will be able to either remember what to do or be able to check for their next steps, which should lead to greater confidence in their learning and increased engagement and achievement.</p>	<p>Observational data and student voice/survey about their perceptions of my instructions, prior to making changes and after trialling different strategies.</p> <p>Assessment data, pre and post changes to see if the way I give instructions has made an impact on achievement.</p>	<p>Research and observe different instruction delivery techniques by teachers in my school and the same subject teachers in other schools.</p> <p>Need to find quality, evidence-based readings on Direct Instruction, and different methods of giving students.</p> <p>Find new ways to develop project management guides/resources for students.</p>

<p>Student over-reliance on teacher for next steps</p>	<p>Students don't have the skills needed for them to work out their next steps.</p> <p>I assume students are lazy and prefer me to provide them with the answer than working it out for themselves.</p> <p>We don't have much time and I assume it's more efficient for me to provide direct answers and quick fix solutions.</p>	<p>If I equip students with the resources, time and skills to work out what to do next, then they will feel more confident to work out their next steps, which will lead to increased progress and achievement in practical (X) subjects.</p>	<p>Observational data of lessons, student voice about what they think their next steps are and how they know, qualitative data on students' questions</p>	<p>Research and observe different instruction delivery and classroom management techniques by teachers in my school and the same subject teachers in other schools.</p> <p>Need to find quality, evidence-based readings on Direct Instruction, developing student agency and questioning techniques</p> <p>Find new ways to develop project management guides/resources for students.</p>
<p>Students disengaged from novel study</p>	<p>I assume that the students aren't interested in what we are reading.</p> <p>I assume students lack the literacy skills needed to understand the text.</p>	<p>If I select a text that interests students or provides some personal or cultural connection, then students will be able to engagement in the text, which should lead to increased achievement.</p> <p>If I teach students about the context of the novel and develop their prior knowledge, then students will be able to engagement in the text, which should lead to increased achievement.</p>	<p>Student voice/survey about what they'd like to read about and/or their perceptions of the new text.</p> <p>Pre-topic and post-topic testing to measure increase in knowledge about the context, as well as their understanding of the novel.</p> <p>Anecdotal and lesson observation data of student engagement levels. Assessment data to see if increased engagement leads to increased achievement.</p>	<p>I need to find out from students what they'd like to read about i.e. their interests, culture.</p> <p>I also need to prepare lesson content about the context of our novel study.</p>

<p>Lack of progress and achievement during inquiry learning</p>	<p>I assume students lack the skills needed to carry out and complete a quality inquiry.</p> <p>I assume students use the more flexible and independent inquiry time to muck around and get very little done. They don't respect the deadline.</p> <p>I assume the inquiry framework we have provided is ineffective, lacking detail and not supporting students to complete a good inquiry.</p>	<p>If I teach students about inquiry learning and use strategies to explicitly teach the skills needed to carry out an inquiry, then students will feel confident and a sense of direction when working through their inquiry.</p> <p>If I provide students with a more structured framework with set checkpoints and deadlines, then students will feel supported to complete their inquiry on time and to a higher standard, which should lead to increased engagement and interest in the subject they are investigating.</p>	<p>Student voice/surveys about their understanding of the inquiry process, prior to teaching it and after.</p> <p>Assessment data once inquiries have been completed, which I could compare to previous inquiries from last term/year.</p> <p>Anecdotal and lesson observation data of student engagement levels. Assessment data to see if increased engagement leads to increased achievement.</p>	<p>I need to review our inquiry framework and student inquiries to find out with the problems are.</p> <p>I need to find more effective, evidence-based inquiry models to use or adapt.</p> <p>I need to learn from other teachers how they've had success conducting student inquiries. I could also collaborate with my team or other subject specialists to develop a stronger framework.</p>
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