



# Visible Learning at Churchill Park School



# Pre 2014 and beyond: Our journey

## Continuous Improvement for All

- Foundations
- Current status
- Future directions



# Development pre Visible Learning: Professional Foundations

- Curriculum / Values developments: Cognitive portability  
**Lester Flockton**
- Learning dispositions: Common language through learning talk  
**Guy Claxton**
- SOLO: School wide assessment taxonomy – language of assessment / NCEA  
**Pam Hook**
- Students' Capabilities Matrix: Empowering students  
**Michael Absolum (Evaluation Associates)**
- Syndicate Action Research: Teachers as Inquirers  
**Mei Lai, Viviane Robinson (BES Leadership)**
- Enviro-schools: Who we are – sustainability
- [Visible Learning](#): A perfect vehicle to get all these passengers on the same bus  
**John Hattie**

So....

Where did we go?

How do we get there??

Who / what do you have on your bus?

Is it what you want on the bus?

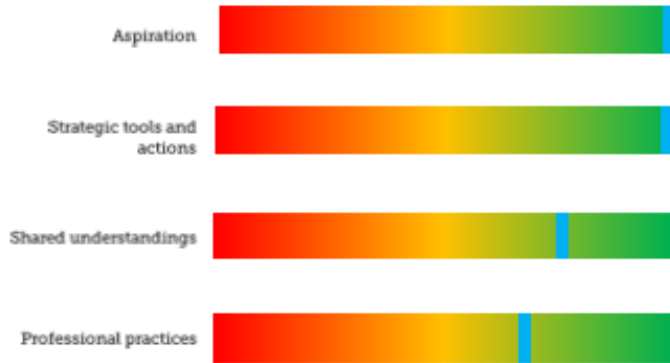


# The Visible Learning overview: a rigorous approach

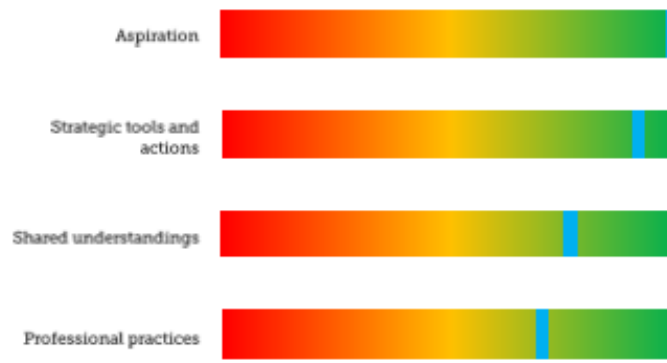
- Foundation Day - all staff
- Evidence into Action - leadership team
- Visible Learning into Action - syndicate leaders
- Impact coach sessions - impact coach
- Inside Series workshops - all staff
  - Visible learners, Data, Feedback, SOLO
- Action research components
  - Syndicate level
  - Impact coach level
- Surveys and observations: shift
  - Mind frames surveys
  - School matrix surveys
  - School capability assessments

# Current status – March 2014

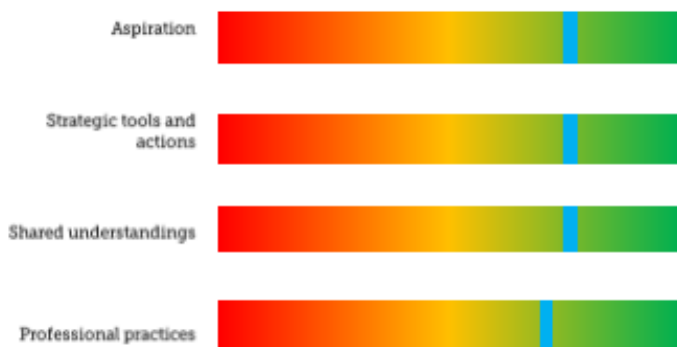
## The Visible Learner



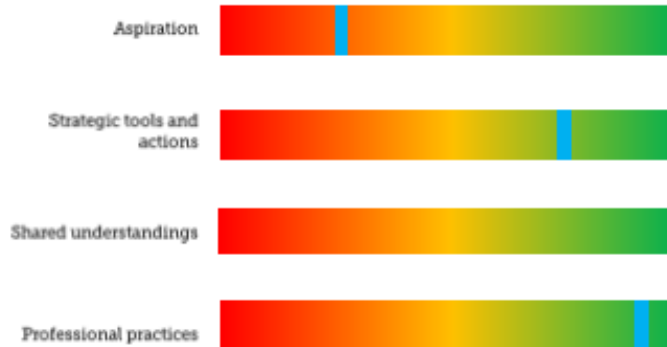
## Know thy Impact



## Inspired and passionate teachers



## Feedback



## IMPROVEMENTS

(from visual and narrative)

[Management perspective](#)

- Professional practices
- Feedback
- Shared understandings
- Students articulating progress
- Embedding of important practices already existing
- Collecting and analysing data more meaningfully
- Using walls more effectively

# Evidence into action (Leadership team)

## Visible Learning Leadership Action Plan

Visible Learning Strand	Visible Learning Tool	Who	Time Line
The Visible Learner: Consistency of the language of learning	Student focus groups	Vicki	End T. 1 / end T. 3
	Teacher focus group	Vicki	End T. 1 / end T. 3
	Walk throughs	Vicki	End T. 1 / end T. 3
Know thy impact: Are we having significant impact on student progress?	Comparative PAT data Effect sizes	Vicki Mark David	Snapshots of PAT data 2013 –2014 2013 T. 1 and 3 PAT data BOT reports March and Sept
Inspired and Passionate Teachers: Student perceptions of teacher effectiveness	Survey Monkey Student survey	Mark	Term 2
Effective feedback How do students and teachers perceive teacher feedback?	Survey Collation of feedback in classes. Teacher reflections	Liz	End of T. 3



# Visible Learning into Action

## Syndicate Leaders' Day

- Begin with evidence: School Capability Assessment
- Manage tensions
- Teachers as Evaluators
  - Graham Nuthall *The Hidden Lives of Learners*
  - How sure are you about what you think you know?
  - Reliable evidence gathering
  - Reliable evidence comparisons: effect sizes
- Characteristics of effective learners (V.L. Classroom matrix)
- Impact cycle process: collaborative action research




# Collaborative goal – school wide

To establish and embed a common language of learning

- Professional practices
- Feedback
- Shared understandings
- Students articulating progress
- Embedding of important practices already existing
- Collecting and analysing data more meaningfully
- Using walls more effectively

# Reconnaissance: what do our kids know?

Students will be clear about what they are to learn, how and why they are going to learn it. And how they will know they have been successful.	EFFECTIVE LEARNING clarity			
Name: L.S.	Room: 1	Year level: 8	Test 1 Score: 14 /20	Test 2 Score: 20 /20
Question	Stage 1	Stage 2	Stage 3	Stage 4
What were you learning today? (Clear learning intentions)	Cannot describe what they are currently learning	Can describe what they are currently learning	Can describe what they are currently learning and locate learning intentions	Can describe what they are currently learning and locate learning intentions for their group / individual
Why were you learning it? (Learning relevance)	Cannot describe the relevance of their learning	Can speak generally about the relevance of their learning i.e. get a good job	Can describe why the learning is relevant in relation to their current learning	Can describe the full relevance of their learning i.e. goal setting, next steps
How did the learning go? How do you know how you are going? (Success criteria / exemplars)	Cannot describe success criteria / exemplars	Can say or locate success criteria/ exemplars, but are unsure how these are used to improve learning	Can describe the success criteria / exemplars, and how they help their learning	Can describe the characteristics of quality work, their contribution to the development of success criteria/ exemplars, and how they use the criteria
What needs to be re-taught? Gone over again? AND/OR Who needs more help? How do you know? (Identifying next steps / learning progressions)	Cannot identify elements within the learning to plan next steps, for self or others	Can identify elements for re-teaching / can identify others who need more help	Can identify specific elements for re-teaching and and/or do the same for others	Can identify specific elements for re-teaching related to success criteria / exemplars / learning progressions and/or do the same for others
What helped the learning to happen? (Learning environment)	Cannot articulate influences on effective learning	Can articulate some activities which focus on the learning	Can articulate some activities which focus on the learning and describe the learning process	Can articulate some activities which focus on the learning and describe their contributions to the learning process

- Where do we need to focus?
- Making the learning visible for teachers
- Valid baseline data

# Findings

- A common language of learning does exist
- A “learner profile” would be beneficial
- Renewed Action Research Focus:
  - We need to know more about [feedback](#)

# Other Outcomes

- Benefits of rubric data
  - Data collection and analysis trial
  - Random samples
  - Effect sizes
- Led to ...
  - Directed teaching
  - Progressions, exemplars, assessment rubrics
  - Greater student involvement in their own assessments
  - Bi-annual PATs
  - “Third teacher” / learning walls
  - Staff discussions around key learning words
  - Clarity about our learning words
    - Learning intentions, success criteria, progress, feedback, knowledge, strategies, exemplars

# Syndicates' revised focus: 1

## Junior syndicate: Reading trains

- Revise: use more “kid speak”
- Use a bookmark system for students post train
- Benefits obvious: transparent levels and what needs to be achieved to progress
- National standards are clearly aligned

# Syndicates' revised focus: 1

## Middle syndicate: Reading target students

- Focus on learning intentions and success criteria
- Interventions: STEPS, Rainbow reading
- 24 students analysed: 8 remain as target students

# Syndicates' revised focus: 1

## Senior syndicate: Reflective comments

- Students' abilities to formulate reflective comments
- Peer - peer feedback
- Ultranet as a vehicle
- Encouragement of home learning links
- View growth on frequency and quality of reflections

# Syndicates' revised focus: 1

## Intermediate syndicate: Self assessments

- Students' self-construction of criteria-based SOLO rubrics
- Use of key SOLO words at each stage
- Strong links with NCEA
- Students have ownership of feedback model



# New directions: Impact Coach feedback

## 1. Shared language of learning

- Ensure students talk about their learning more consistently
- “Unpack” terms to establish clear understandings
- Graphics and definitions published and visible in each room
- Allow teaching time to explore Learning Intentions and Success Criteria
- Allow teaching time for reflections
- Encourage students to formulate personal learning intentions
- Promote students to craft their own success criteria
- Source their own exemplars

**EMBED: to spend the remainder of 2014 consolidating**

# New directions: Impact Coach feedback

## 2. Learner qualities

- A collaborative approach to the establishment of what these should be (Lester Flockton approach)
  - Teacher shortlist
  - School-wide homework with families
  - Class-based analysis of class results
  - Central analysis of 18 class results
  - Publication and celebration of results
- Creative, focussed, enthusiastic, problem-solving, communicative
- “Unpack” terms to establish clear understandings
- Graphics and definitions published and visible in each room
- Weave these terms into our motto, key competencies and values
- Link with enviro / tree theme: continual growth / extended metaphor

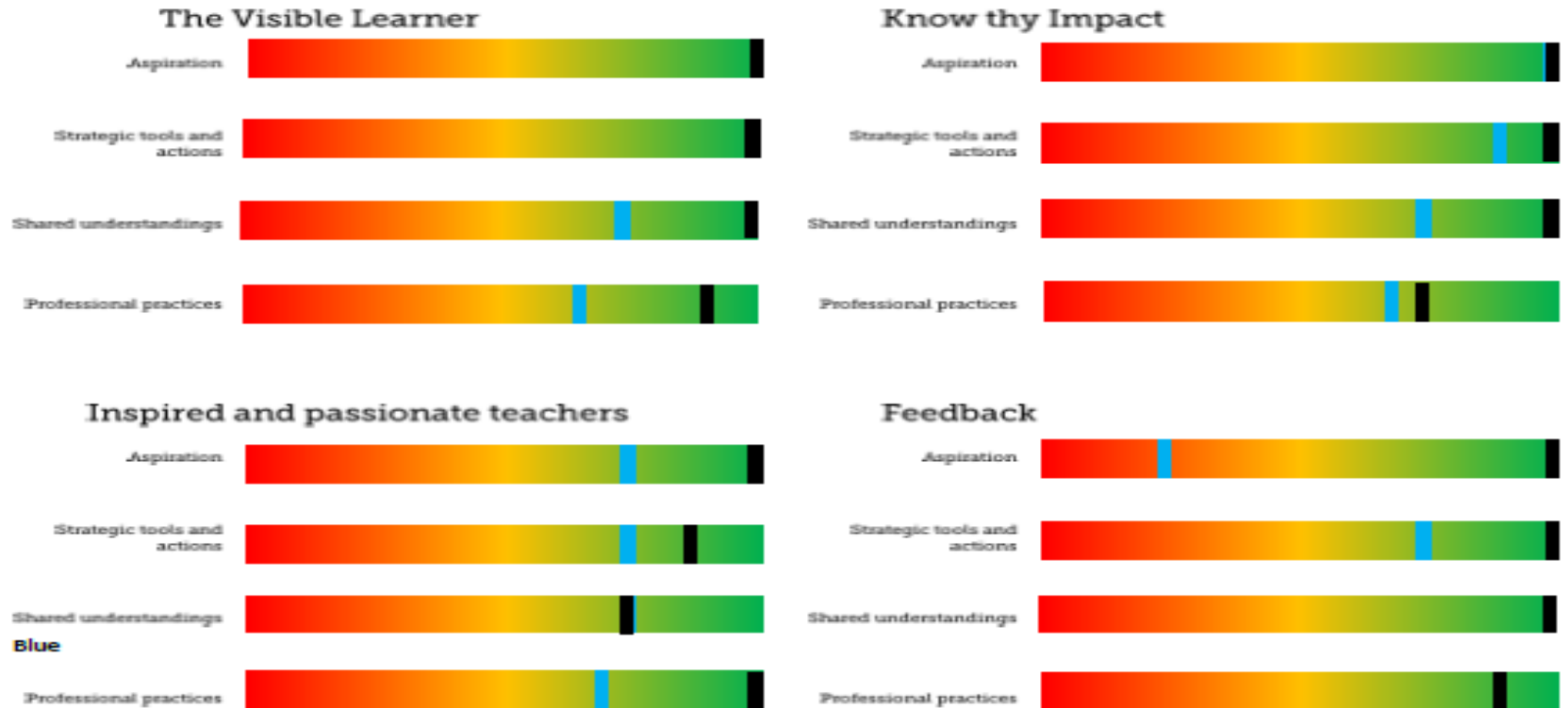
# New directions: Impact Coach feedback

## 3. Feedback

- Deeper knowledge of feedback requested
- Practise our feedback practice
- External expertise with feedback-focussed action research
- Time for teacher conversations
- **EMBED**

How do we use what we learn to most effectively report and communicate with students, parents, community?

# March/October assessment: School Capability Assessment



# Areas improved... (from V.L. feedback)

## Aspirations

Inspired and passionate teachers  
Feedback

## Strategies, tools and actions

Know thy impact  
Inspired and passionate teachers  
Feedback

## Shared understandings

The visible learner  
Know thy impact

## Professional practices

VL Learner  
Know thy impact  
Inspired and passionate teachers

# Areas improved... (from staff feedback)

- Classroom walls as “third teacher”
- Learning talk
- Data discussions

# 2015 Directions: Learner Qualities

- Now established school wide
- Unpacked and revised at T.O. Days
  - **Creator:** I am curious, enthusiastic and innovative
  - **Communicator:** I am expressive, interactive and articulate
  - **Risk taker:** I am courageous, resilient and open-minded
  - **Team player:** I am cooperative, inclusive and I contribute
  - **Problem solver:** I am motivated, persistent and I seek solutions
- Graphics competition
- Key component of reporting and conferencing

# Collaborative construction: Reports

## Assessment of Learner Qualities (Student / Teacher collaboration)

**Creator**

**Communicator**

**Risk Taker**

**Team player**

**Problem Solver**

Not Yet	Sometimes	Usually	Always
Not Yet	Sometimes	Usually	Always
Not Yet	Sometimes	Usually	Always
Not Yet	Sometimes	Usually	Always
Not Yet	Sometimes	Usually	Always

## Learning reflections (Student / Teacher generated)

**What progress can I celebrate? (Mostly curriculum based)**

Bullet pointed and specific, including reading, writing, maths  
Other successes... music, sport, technology

**What are my next learning steps?**

Curriculum based – learning goals  
Reasons for decisions / directions

**What are my learning needs? / Strengths?**

Learner quality based – processes  
Learner behaviours...

# 2015 Directions: Reporting

- A direct result of feedback research
- **From** “one way reporting of achievement”
- **To** “information sharing”
  - Continuous and ongoing
  - Collaborative and co-constructed
  - Shared responsibilities
  - Shared curriculum and expectations
  - Emphasis on learning from each other (all stakeholders)
  - Feedback



# Reporting: A collaborative approach

## Learning reflections (Student / Teacher generated)

### **What progress can I celebrate? (Mostly curriculum based)**

Bullet pointed and specific, including reading, writing, maths  
Other successes... music, sport, technology

### **What are my next learning steps?**

Curriculum based – learning goals  
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### **What are my learning needs? / Strengths?**

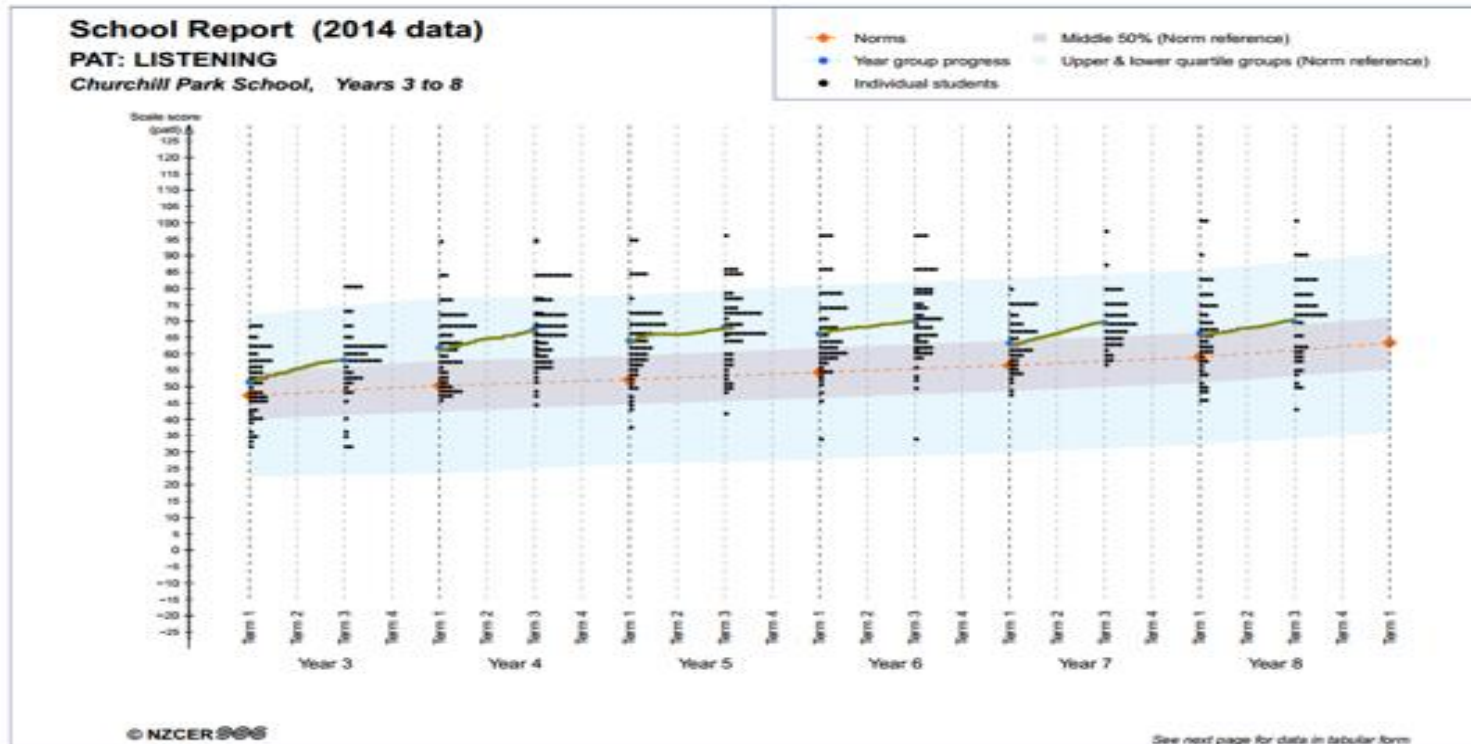
Learner quality based – processes  
Learner behaviours...

## Teacher Summary

Personal comments – the whole child  
Narrative summary

# Reporting to B.O.T. – Progress trends

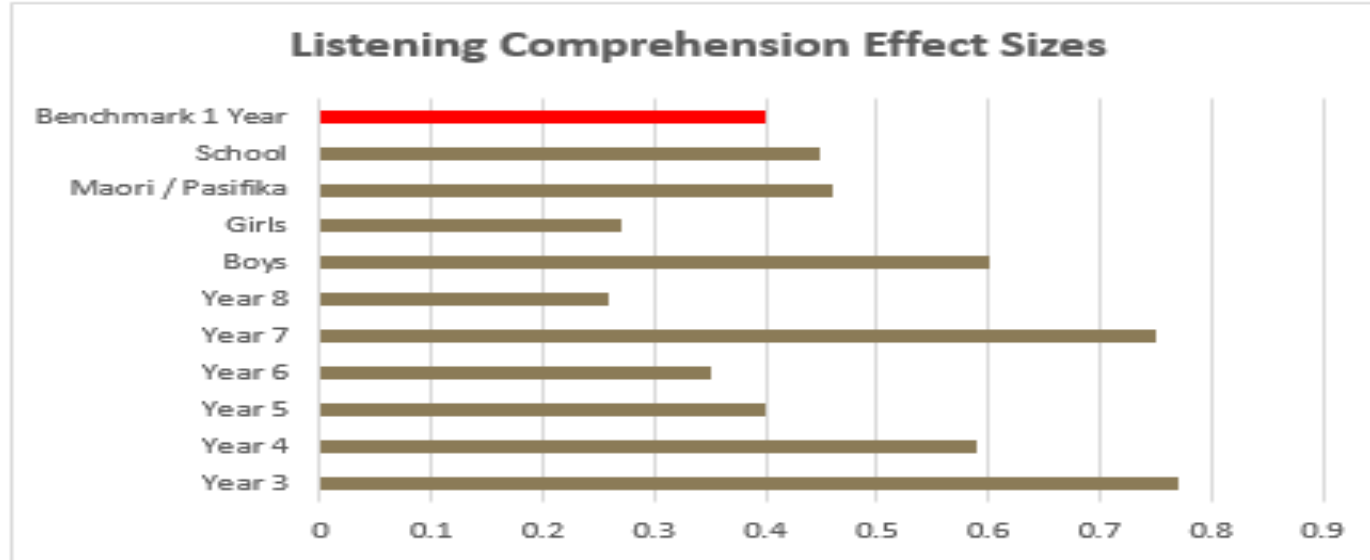
## Listening Comprehension



# Reporting to B.O.T.:

## More specific progress trends

### Effect sizes



All groups represented have made, in excess of the benchmarked 1 year progress from March to August, with the exception of Year 6, Year 8 and Girls. This area shows the greatest range of progress.

# 2015 Directions: Action research

- **Juniors:**
  - To investigate and improve the use of specific feedback in writing
- **Middles**
  - To investigate and improve child-initiated learning discussions when seeking feedback in writing
- **Seniors**
  - To investigate and improve the use of marking rubrics to improve the type and quality of feedback in writing, using self and peer assessment
- **Intermediates**
  - To investigate and improve the implementation of continuous reporting for improved feedback to students and students' whanau
- **Senior management**
  - To investigate and improve the quality of feedback to our community

# Benefits of Visible Learning for Churchill Park School

- Cohesive approach: linking of pre VL learning
- External data collation / objective eye (ERO)
- New knowledge and skills
- An opportunity for all staff to learn from a similar platform
- Research-based practice
- Evidence
- Student and community benefits

# Student voice:

## What do you like about your learning?

- You get to answer tricky questions
- The answer doesn't change but you can get there in different ways
- Reading gives you information
- Reading takes you away and fills your imagination
- Mistakes mean we can edit and learn more
- Resilience so you can learn to bounce back

Junior Syndicate: Years 0-2

# Student voice:

## What do you like about your learning?

- If you are stuck there are heaps of places to go for help
- We learn in lots of different ways, like learning inside and outside (enviro)
- We learn from our own mistakes
- We know our knowledge gaps so we know what we need to know
- We try to make stuff easier to understand

Middle Syndicate: Years 3 - 4

# Student voice:

## What do you like about your learning?

- The opportunities to learn in different ways
- The technology and support
- We get to customise how and what we learn sometimes
- The choice of different activities
- The way we can opt into GATE activities
- We get to collaborate
- Respect is important when we learn because we all do it differently



# Student voice:

## What do you like about your learning?

- You can chose to learn what you need to learn (not something you already know)
- The control over your own learning, assessments and next steps
- Choice: independent or collaborative
- I can plan my own timetable
- Absences: you know what you need to do so you can even do it from home
- the L.Is and S.Cs guide what to learn and we can select content
- L.Is and S.Cs keep the learning focussed
- I understand what I do know so I know what I don't

