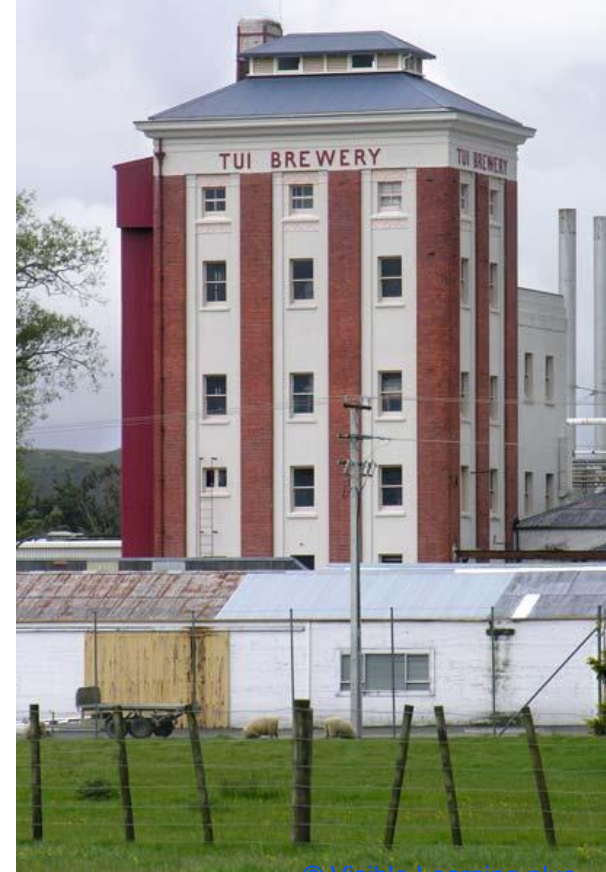# Buzzing with Learning

Pahiatua School - background

Decile 4, full primary, 310 students

School opened in 1953 so has traditional classroom spaces.

Learning Intentions:

To share how Visible Learning has been introduced at Pahiatua School

To make you aware of the many different components that we feel need to be in place for VL to work successfully

To give you the confidence that if most of those components are in place at your school the change from single cell classrooms to Visible Learning classrooms can happen very quickly.

Success Criteria

We will know that we have been successful when

- All of you go away enthused to investigate VL further

- All of you go back to your school knowing where we started
  - School culture and mind sets ingrained
  - Teacher practice (LIs and SC seen as the key; direct teaching; modelling)
  - Understanding the different levels of instruction
  - Teachers collaborative planning activities linked to the skills that need to be taught (thus allowing practice in the other essential learning areas)
  - Indicators clear, understood and constantly in front of students
  - Independent activities are given along with deadline for completion
  - Students knowing what the habits of a successful learner look like
  - Students knowing what to do when they get stuck
  - Shift/change furniture to suit VL approach

Why Visible Learning?

We had it all . . . .

- well behaved students
- quality teaching practice across the school
- an ongoing programme of curriculum development –whole staff to Ulearn etc
- a well organised curriculum delivery plan
- Our buildings were attractive; classrooms bright etc.
- Our recording of planning and assessment was streamlined
- Students were achieving successfully at sport
- Parents were happy and supportive
- Resources were more than adequate – including fibre

BUT – there was no change to achievement levels!!!

Visible Learning is not a programme – it is a philosophy that is underpinned by the school culture.
It's about head space not fancy space.
Visible learning allowed us to get our heads around how we could empower the students, teach efficiently and accelerate the rate of learning.

Collaborative, flexible thinking teachers   *Knows what to do when they don't know what to do*

Hattie's mind frames   Teachers proficient with formative practice and assessment

Growth Mind sets in all   **Whole School Focus**   *Mistakes are welcome*

Student Voice and Choice   **Respectful Community – common purpose**

Teachers knowing that any learning, or lack of, is a direct result of their teaching

Gaps are filled   KEY COMPONENTS   **Skills to be learned are 'directed' by the teacher**

Students knowing and articulating – *Where am I going? How will I get there? What are my next learning steps?*

Opportunities to practice and prove learning

Quality Feedback   I**T Support- google docs**   Quality PD - Support   **LIs, SC, Modelling**

Flexible Time and spaces   A well balanced, purposeful and relevant curriculum

The Language of learning is common across the school

Clear indicators/steps to learning – Visible to students and used for next steps

Workshops – specific skills; short; focused; follow up

Student collaborative groups; reinforce learning; reflection; teaching others

Peer collegiality :   Teacher collegiality :   Teacher – Pupil collegiality

Knowing what you know, what you need to know and what you don't know become crucial and both students and teachers need to have the drive, passion and ways to measure their achievement.

A Visible Learner is a student who:
- Can articulate what they are learning and why
- Can talk about how they are learning – the strategies they are using to learn
- Can use self-regulation strategies
- Is assessment-capable (understands the assessment tools being used and what their results mean and can self-assess and decide on the next steps)
- Seeks feedback, is resilient and thrives on challenge
- Can set mastery goals
- Asks questions
- Sees errors as opportunities and is comfortable saying they don't know and/or need help
- Positively supports their peers' learning
- Knows what to do when they don't know what to do
- Actively seeks feed back
- Has metacognitive skills and can talk about these (systematic planning, memory, abstract thinking, critical thinking, problem solving, etc)
- Can be their own teacher

A <u>*SUCCESSFUL LEARNER*</u> at Pahiatua School will………

Reflect
On their learning, know their next steps and take risks. **Successful people are self-aware and push themselves.**

Think
Listen, question, be curious, problem solve and make connections. **Learning is hard work.**

Innovate
Be creative, share their ideas and **are passionate about the things they believe in.**

Collaborate
Relate, participate and value others. **It is a privilege to be part of a group and to give to others.**

Persevere
Stick at it and never give up. **This is the number one reason people succeed.**

Everyone can be successful!

What it looks like

- 4 Classrooms (well 2 classrooms, a library and resource room!)

- 100+ Year 5-8 students

- 4 Teachers + teacher aides

- Students are in form rooms made up of year 5-8's, where they based only for roll/notices and end of day reflections.

Groupings

- Students are grouped in a variety of ways, and these are very fluid - constantly adapting and changing according to student need/skill and progress.

- The groups are made up from all 4 classes.

- Gender based groupings in literacy for senior students

- Lessons – Students are directed by teachers in their skill based groups. Generally students will stay in their skill based groups for at least a term, which assists with monitoring. However…. Kids who have a concept are shifted to another group

- Workshops –students enrol into a workshop they feel is most beneficial for them (this is in addition to lessons). We have run workshops mainly for writing skills. Workshops are also run for science, technology etc. They can decide when they go, not if they go.

- P.E. – run according to students ability. Students decide whether they are a Gun, Great Gun or Super Gun – effective way of engaging those less able/extending more able (e.g. Swimming and Gymnastics)

Benefits we have found from grouping with such a large number

- More direct teaching to gaps as students are able to be targeted more easily

- Students have more opportunities to develop relationships with all our syndicate (both with teachers and other students). This has resulted in an amazing culture of support, encouragement and flexibility.

- Students are more motivated, goal orientated and independent (Teacher no longer required to discipline students off task and is not interrupted while teaching)

Monitoring

- A robust monitoring process to track all of our students is essential to making this work (attendance, tasks, progress)

- Necessary to ensure that all of our students are getting the right support to make the progress they need.

- Through daily group reflections by teachers
- Matrix of our below and well below students with teachers meeting once a week to discuss and monitor progress of these students

- Highlighting/assessment walls, (See photo of data walls)

- High quantity of teacher interaction and discussions and an acceptance of fluidity/flexibility

- High level of trust and honesty between teachers

Feedback

- Critical part of visible learning that we have tried hard to implement successfully through

    - Studying closely the type of feedback we are giving to make sure it is what the student needs at that time

    - Giving the students specific skills to be able to give peers feedback

- Highly effective tool to keep our students moving up

- Just-in-time feedback given to students via google drive for writing

- Students regularly ask for feedback to be given on pieces of work

- Teachers aren't taking sessions for the entire day. When they aren't directing a session they will be engaging with students who they have picked up from previous sessions to make sure they are up to speed.

Assessment Capable Learners

- Know why they are assessed
- Know what their results mean in relation to where they are and where they need to get to
- Can obtain next steps from assessment independently and apply them in next pieces of work
- Developing language of learning
- Students ask to be tested
- Students understand they have to prove their learning

Students use and understand a range of assessment tools – formal eg. E-asTTle, probe, self – assessment, peer assessment, survey monkey, video evidence, etc

Student's have choices and make independent decisions regularly around their learning

- Independent learning time – is when the students can complete tasks that are directly related to what has been taught.

  - A typical day would have students attending lessons/workshops - 70% of the day. Independent time makes up the remainder.

- Follow up tasks from earlier lessons

- Working on their task sheet. A sheet with learning experiences in the context of the current module (E.g. Science based 'it's alive' may have tasks on report writing and creating an experiment)

- Student led lessons - teaching others skills they have mastered

Collaboration

Teacher's working closely together and reaping benefits of:

Sharing work load

Endless supply of ideas for classes/resources

Planning is shared and closely aligned with term goals

Sharing students with learning difficulties

Student collaboration through

Opportunities to have frequent formal and informal conversations about their learning (during independent and lesson time)

Having multiple levels of students around a table means they are able to help each other

Teacher – student collaboration through

Closely aligned end goals (national standards/curriculum levels are explicitly known by both)

One on one opportunities are able to be had more frequently

Teaching small focused groups 6-12 students at a time

Culture of asking for feedback is well established

Indicator Sheets

Knowing what level they are on and where they need to be.

Overall goal – set at start of year – reviewed mid and end of year

Data Wall – students can always see where they are; progress made and where they need to get to.
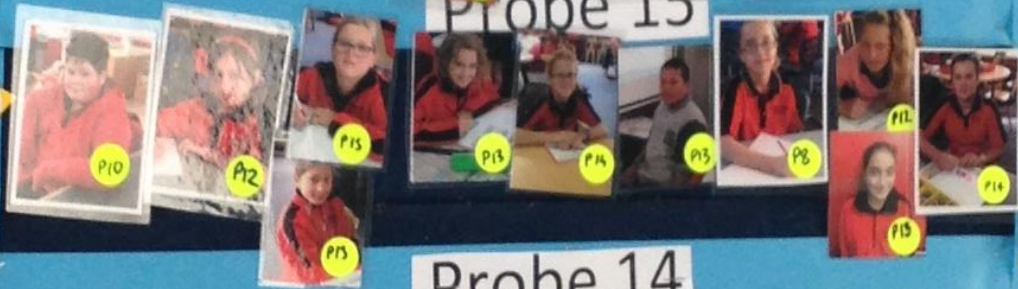
Probe 16

12yrs to 13yrs

12yrs to 13yrs

Probe 15

11.5yrs to 12.5yrs

11.5yrs to 12.5yrs

Probe 14

11yrs to 12yrs

11yrs to 12yrs

Self-Assessment – with clear information of where they started; expectation and where they got to.

Maths: Algebra Self-Assessment

Guide	B= Basic	3 = Level 3
	P= Proficient	4 = Level 4
	A=Advanced	

According to the first test results I started on Level **3A**. In the final test I finished on Level **5B**.

I have moved up (YES)   NO

To be at the national standard I need to be on **4P** by the end of year **8**.

How much learning did you do in your own time?

None   Very Little   Some   (Quite a lot)

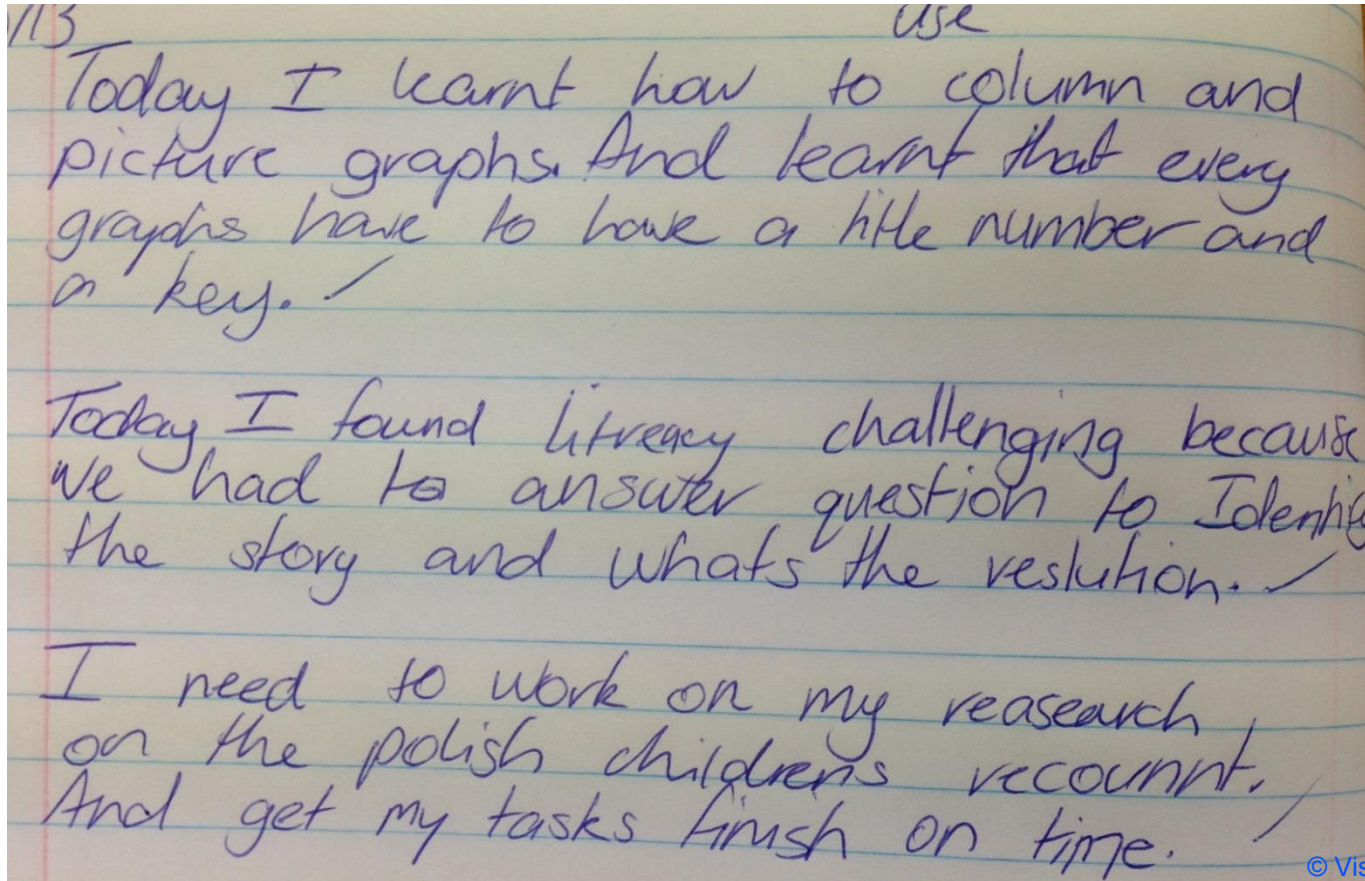What new learning am I most proud of during this unit?

I used Bedmas for the first time.

What do you need to continue to work on?

I need to work on my graph lines rule and I also need to work on describing rules for continuing patterns.

Reflections – each day

/13   use

Today I learnt how to column and picture graphs. And learnt that every graphs have to have a title number and a key.

Today I found literacy challenging because we had to answer question to Identify the story and whats the reslution.

I need to work on my reasearch on the polish childrens recount. And get my tasks finish on time.

© Visible Learning plus

Example of a task sheet – to be worked on in independent time.

Term 4 Task Sheet 1: Due 31 October

Writing - Recount: WALT: Write a quality recount Write about your experiences from the point of view of the polish children coming to Pahiatua. *Before you start writing you will need to do some reading/research about this.* **See recount success criteria in your books**
Geography: Before this task is started you must attend the 'Geography 1' class   **WALT:** Research physical map of Poland and major cities in Poland (Warsaw / Krakow / Gdansk)   Task 1: In pairs create an interactive Ppt no more than 4 slides to include information (Population adult & children / Size of city / Country / Immigrants / Historical points of interest / Tourist Information) about each of the cities and the country.
Reading Complete 9 entries into your personal reading log. You will be expected to record your reading for nine days. You will also need to discuss in detail your book/story with your collaboration groups. An example of a reading entry is in google drive under task sheets called 'Reading Log'.
Maths Earn 1 Maths buddy certificate (the areas for these to be earned will be given to you by your maths teacher) They must be at least at the 'gold' level or higher.
History :Task 1 plan worksheet must be completed & signed off by your form tutor before completing Task 2.   **WALT:** Research Famous People of Polish Descent and their historical contributions to society   **Task 1**: Research and complete the plan worksheet and basic facts of Polish famous people and their contribution   **Task 2**: Create an informative fact sheet stating important contributions made by 1 of these people. Fact sheet use an A4 piece of paper. Include **1**. Personal Info (DoB / Age / Photo / Family background) **2**. Historical Contribution (Info about their idea / contribution / how it benefited society) **3**. World wide recognition (Is their contribution recognised around the world? How is it used? **4**. Other Information (Any other facts)

Managing the programme

- Teacher dashboard (an extension to google docs) – used for easy monitoring of progress of a task and providing feedback.

- Google docs – For sharing of planning, student assessments/monitoring/grouping, reflections on planning etc.

- Roughly 1 device:2 students – many of our devices are old ex-lease desktops – if it can run a browser well it can be integrated easily – BYOD is also encouraged.

Timetable -

Some points about the timetable

A complex beast!

We use google docs – students have access and often check before they come to school what they have on for the day

We have classes scheduled throughout the day in 20 minute slots.

Literacy takes up the morning block with most teachers taking 3 groups during this time

Maths takes up the middle block – again 3 groups per teacher

Afternoon - sciences, social science, technology etc.

P.E. runs concurrently throughout the day (core subjects take a priority)

Students have to be able to prove their learning.

Learning hasn't necessarily happened because the student sat in a lesson!

Does VL work?

My oath it does!

- Negative Classroom behaviours are near zero

- Attendance rates are very high

- Students want to talk about their achievement and there has been a lift in levels (especially of priority students)

- Students get tasks done, many work on at home, time flies

- Students are incredibly supportive of each other and staff

- Everyone (including hard working teachers) is happy

- Achievement has taken off!