

Ātātou
pūrākau

Our
stories



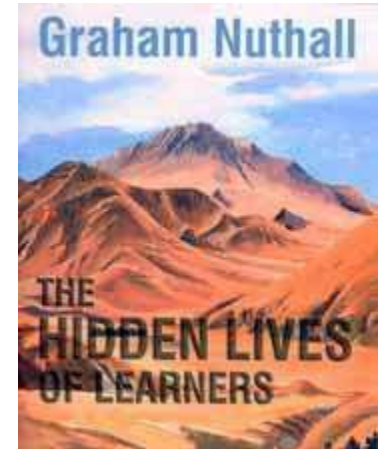
visible
learning^{plus}

Illuminating the Black Box



MOUNT MAUNGANUI COLLEGE

In order to know that we are teaching effectively we must have some way of knowing what our students believed, knew, could do, or felt *before* we taught them and what our students believed, knew, could do, or felt *after* we taught them. Learning is about change, and unless we know what has changed in the minds, skills, and attitudes of our students, we cannot really know how effective we have been.



Graham Nuthall

The Hidden Lives of Learners p35

Graham Stoop's 3 Areas of School Practice:

1. Assessment for Learning

Teachers need to have a clear understanding of:

- The expected learning students should make
- The learning students have made
- The learning they need to make
- The impact that the curriculum has had on students' learning

2. Implementing a Responsive Curriculum

- A significant number of teachers are not developing responsive curricula
- Most teachers did not make use of information about students' strengths, interests, and next learning steps
- Instead, the curriculum was predetermined and sat apart from any information gathered about students

3. A Focus on Student-centred Learning

- The curriculum many students experience takes little account of their strengths, interest, or next steps
- It is important that leaders respectfully challenge teachers to unpack the assumptions that sit behind some of their habitual practices so that the focus of their work is on improving students' learning

As a new Principal it was abundantly clear...

- we had precious little junior data to promote teacher accountability for improving our junior students' learning other than backward mapping from our NCEA results; and...
- we had precious little information available to us to be able to make appropriate decisions around the progress of our junior students;

How then could I state confidently that effective teaching and learning was taking place in our classrooms?

Repercussions:

If we did not respond to:

1. refining and improving our assessment practices;
2. implementing a more responsive curriculum; and
3. focusing on a student centred learning environment

then implications for our priority learners are profound. These students are already in jeopardy because their achievement and progress is behind that of their peers.

Our Current Situation ...

The previous assessment regime:

I was reasonably confident that we were testing students at approximately the right curriculum level:

- Level 4 for Year 9
- Level 5 for Year 10

The assessment terminology used was:

Not Achieved Achieved

Merit Excellence

A Real Life Scenario

A student entering our school in Year 9 at Curriculum Level 2B and assuming they shifted 5 sub levels to Curriculum Level 3A within that year...

What became immediately apparent ...

... was that without worthwhile assessment information, teachers can only be certain that they have taught. They cannot be certain that their students have learned what they set out to teach.

Our assessment tools were really blunt instruments that that actively worked against student self-efficacy.



A way forward...

At Mount Maunganui College we needed school processes that developed:

- A culture of responsibility for students' learning and wellbeing
- And an accountability for making a difference to student's learning

My role...

I saw it as my role to influence the teaching and learning at Mount Maunganui College in order to close these gaps by developing a much **greater transparency** around what was happening inside our classrooms and to enable our **students** to be able **to take greater responsibility** for their own learning.

Next steps...

It was clear that we needed to develop our processes to better enable our teachers to:

- 1) build up a learning profile about each student in their care
- 2) use this knowledge to provide students with constructive feedback on their learning and progress against standards of expected performance.
- 3) identify strategies that would help students close any gap between their current performance and the expected standard.

Traditional versus Future

Old Paradigm vs

Content Focus

Teacher Directed

Basic Skills

One-size-fits-all

Largely passive learners

Competitive

Independent teaching

Theory Practice

Learning for school

New Paradigm

Content and Skill Focus

Learner Centred

Applied Skills

Personalised

Active learners

Collaborative

Collaborative teaching

Learning for life

What do we need to Re-Think?

- Success in learning is no longer to be measured by Achieved, Merit or Excellence but instead it is best defined and measured as the progress (or growth) that students make.
- The focus of our teaching and learning is to understand where our students are at in their learning and then using this understanding to guide future action, monitor progress, and evaluate the effectiveness of interventions.
- The next iteration is teachers identifying individuals' levels of readiness and learning needs in order to set appropriate stretch goals for further learning.

Our Journey

Re-Thinking what we currently believe and do...



Student vs Staff voice 2013

Differing perspectives

Student interpretation of learning was **invisible** to staff



Staff Interpretation of Learning

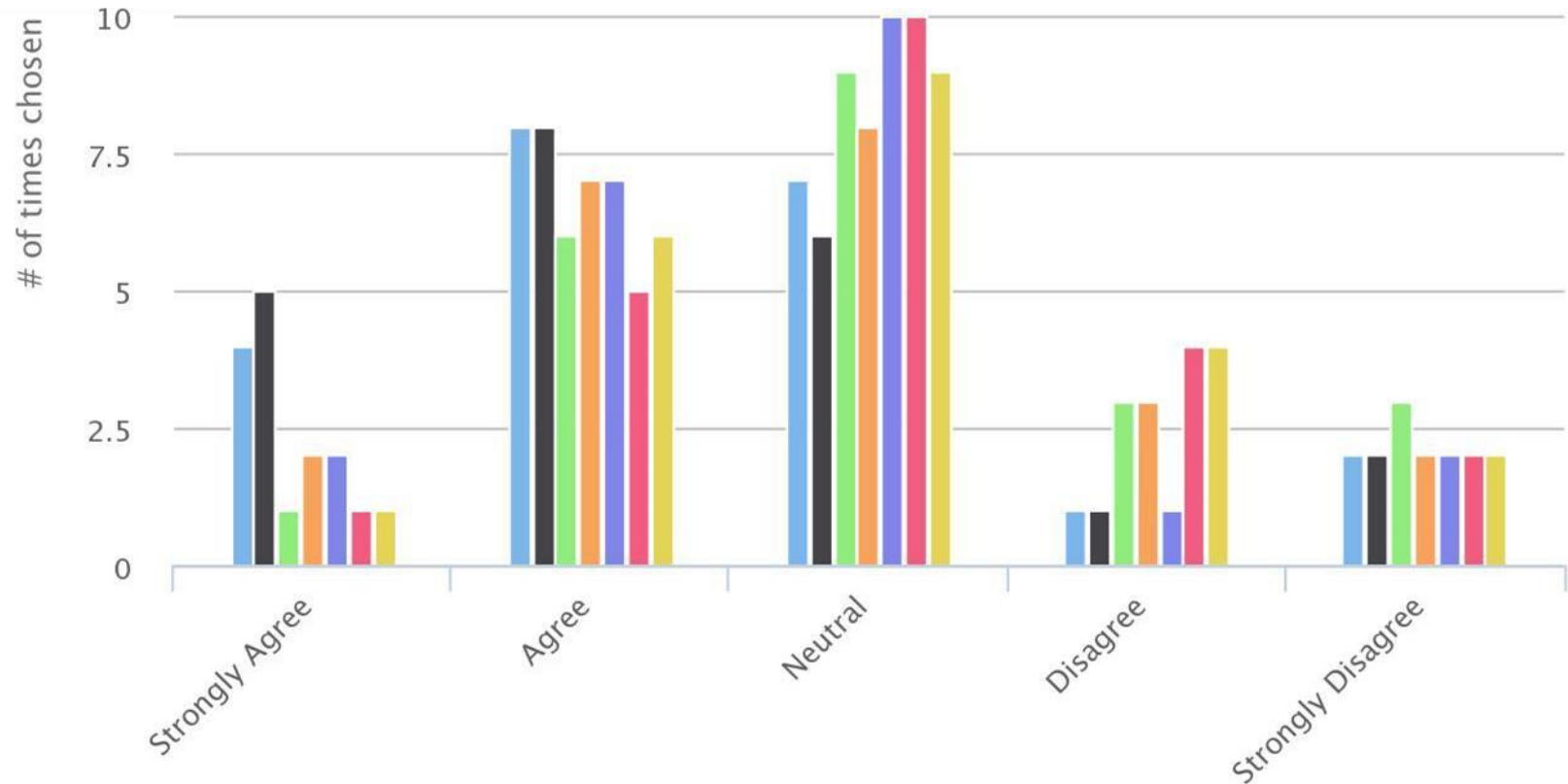
Staff responses to: ***“What does it mean to be a good learner”***

- Inquisitive mind, curious (8), find out more about life
- Prepared to listen (7)
- Interested in what is going on (5)
- Prepared to ask questions (5)
- Engaged, enthusiastic and present (literally and mentally) (5)
- Motivated – student has a will (drive) to learn (4)
- Open-minded (3)
- A thinker (3)
- Willing to explore – take risks (2), courageous

How to Make Learning Visible

- Learning Intentions and Success Criteria not enough by themselves
- Student voice indicated that these were not clearly explained or **visible** to all students

Student Voice



Blue The teacher tells us what we are learning AND why (Learning Intention is clear)

Yellow This teacher makes it clear what success looks like (success criteria are clear)

What do the Students say they are Learning and Why...

Student Voice: (1 - 2 students)

What are you learning today? We are doing this - not sure why - maybe for practice for our test.

Why is it important to learn this? Practice

What will you do next once you have learnt this? Don't know - test next week I think.

Invisible to Visible

HOD/SLT – Action Plan – 3 years

FOCUS AREAS

For teachers and student to develop a *shared understanding of the language and process of learning* across the school

For teachers and students to develop a *shared understanding of learning progressions* and be able to use them to evaluate progress.

Observation feedback to teachers is based on *student learning*.

ASPIRATION

Mount Maunganui College students take responsibility for their own learning. Students know what they are learning ... where they are at and their next learning steps. Each student makes learning progress.

What knowledge is needed?

STUDENTS

An understanding of learning intentions and success criteria and why they are important.

What assessment tasks are for, what the results mean, and how to interpret the results.

TEACHERS

Learning intentions and success criteria – their purpose and how to use them *effectively*.

How to use formative assessment activities to help students understand their progress.

Next learning steps can't only lie in the teacher's head

Unpacking the teaching.....

Key processes:

- Establish where the learners are in their learning
- Establish where the learners are going
- Work out how the learners will get there

Formative Assessment

(retrieved from www.dylanwilliam.net)

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning.	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

Activating students as owners of the learning - learning progressions

Basic, Proficient and Advanced
VS
Achieved, Merit and Excellence

HODs decided to use secondary assessment language to help prepare students for NCEA – Year 9 and 10 are preparation years with a focus on the development of skills.

Example Learning Progression

LEVEL	ACHIEVEMENT	MERIT	EXCELLENCE
3 Attempt an investigation plan on a scaffold worksheet	I can identify One variable from I / D / C Independent Dependent Controlled	I have made some attempt at a method and I have identified Two variables from I / D / C	My method includes at least two ideas (not necessarily workable) and Two variables identified from I / D / C
4 A simple investigation plan on a scaffold worksheet	I have a plan that is workable but lacks detail and Two variables identified from I / D / C	I have a workable plan and Three variables identified from I / D / C	My plan is workable and Either the I or D variable is clearly described (ie; how DV is measured or how IV will be changed)
	I have described both I and D variables	I have described both I and D variables.	I have described both I and D variables.

Student Directed - Next Steps

Planning 5 m

Processing: 4 m

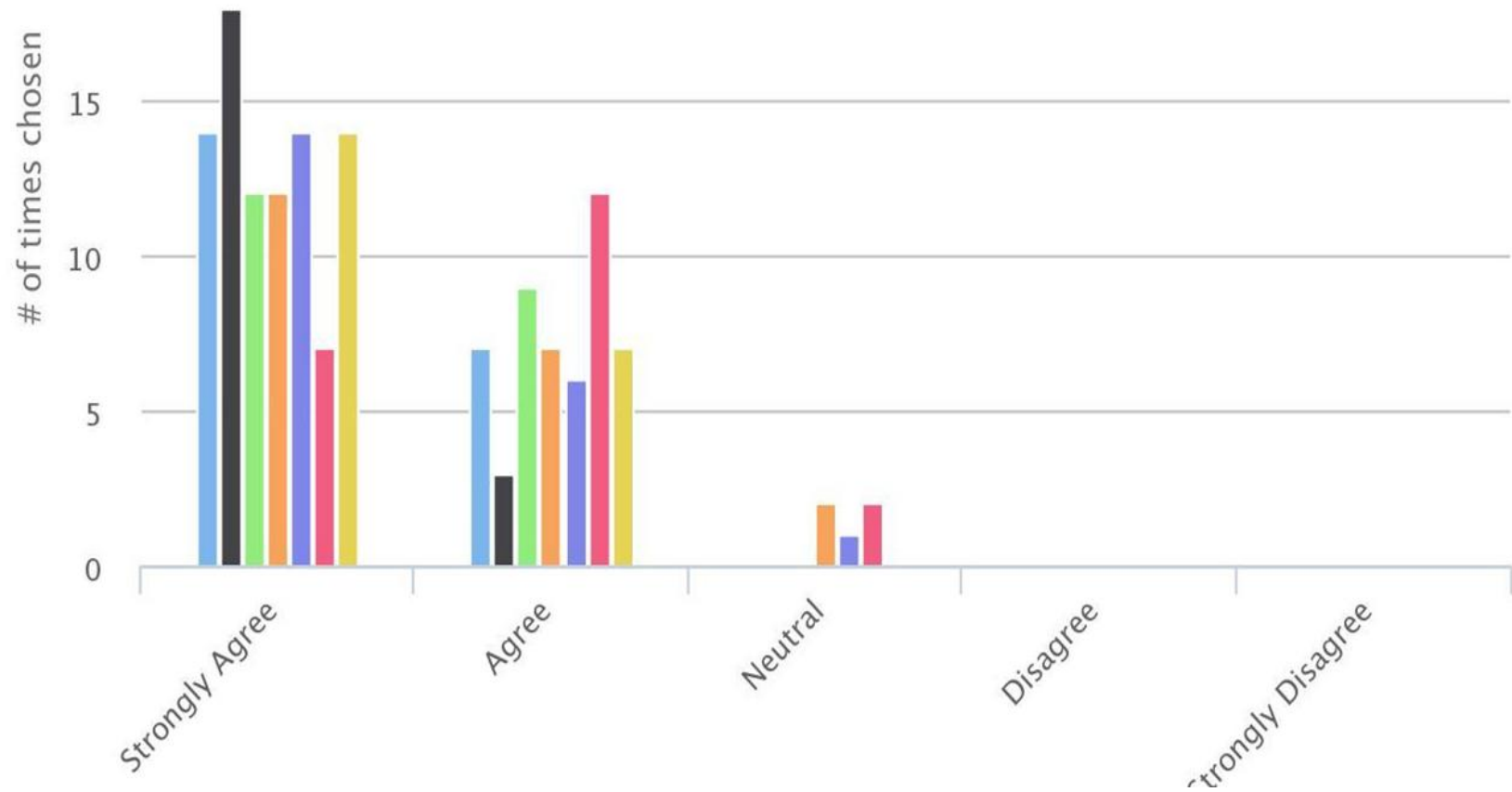
Communicating:

next steps: fuller detail. units in
a table, averaging, labels and
units,

Student Voice End of 2014 ...



Student Voice



- The teacher tells us what we are learning AND why (Learning Intention is clear)**
- This teacher makes it clear what success looks like (success criteria are clear)**

Learning Progressions developed and used in all learning areas in Year 9 and in core subjects in Year 10

Expected Level of Performance

End of Year 9 = L4E

End of Year 10 = L5E

Reporting to Parents

Learning Progressions Skills and Knowledge

The shaded area below shows the expected level of achievement for students by the end of Year 9. The three boxes within each curriculum level indicate sub-level progression. To view detailed Rubrics, please visit the school web portal.

	Curriculum Levels																
	<2	Level 2			Level 3			Level 4			Level 5			Level 6			>6
		A	M	E	A	M	E	A	M	E	A	M	E	A	M	E	
Formal Writing Deeper Features Pre Test	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Formal Writing Surface Features Pre Test	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Writing Surface Features Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close Reading Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reporting

Next Learning Steps

Sophie has completed a great year's work. She has worked diligently to complete tasks to the best of her ability and has grown in confidence to ask questions as needed. Sophie is developing her formal writing skills. The next step is for Sophie to continue working on surface features such as spelling accuracy, avoiding apostrophes after words ending in 's' and consistently using capital letters to start sentences. It is great to see that Sophie has also improved her reading comprehension by two sub levels to Level 3 advanced. Well done, Sophie!

Future – entry level into college will allow us to predict with more certainty what effect size is necessary for success at NCEA

Walkthrough app being used to record student voice and to assist teachers to reflect on their practice