

"Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers."

John Hattie



**EMPOWERING
STUDENTS TO BE
ACTIVE AGENTS
OF THEIR LEARNING**

**Evidence of
Impact**

December 2018
- June 2020

Determining our Why?

The students at Irymple South Primary School achieve high academic success, which has been reflected in our ongoing NAPLAN data and school based formative and summative assessment practices.

This is a reflection on the culture of high quality teaching and learning and a high level of collective efficacy.

As a school, we always outline a goal in our Annual Implementation Plan that focuses on improving student learning achievement in core academic areas. We wanted to build on that success and not only have students demonstrating great results in relation to the Victorian Standards but also showing the ability to be an active agent of their own learning.

We wanted students to have a high level of autonomy in the learning environment. Our aim was to support students to become self-regulated learners who could track, monitor and articulate their learning growth.

The Journey Commences...

At the end of 2018, we utilised our knowledge at a Leadership team level and combined this with feedback from our School Review and linked it with high quality resources

Our goal became:

To empower all students to be active agents of their own learning



We set targets in our Annual Implementation Plan that we wanted to achieve and these related to our Staff Opinion Surveys and Student Attitudes to School Survey. These allowed for an annual measure of impact, but it was the peer observation, learning walks and internal coaching that allowed for the most powerful feedback and formative measure of impact.

To achieve our goal, we set about designing Irymple South Primary School's version of Visible Learning that allowed students and teachers to be explicitly aware of what needed to be learnt.

To achieve Visible Learning in Classrooms we needed educators to:



1. Have a deep understanding of Visible Learning
2. Have clarity over the key themes of Visible Learning
3. Develop formal and informal structures to engage with, listen to and respond to a full range of student perspectives, and feedback
4. Work collaboratively with students and their colleagues to improve teaching and learning across the whole school
5. Develop a structure that provides scaffolding to support students to take responsibility for their learning and are, on the whole, independent and self-regulated learners who can track and monitor their growth.

The steps to success.

What did we do to achieve success for each of the five points above?

1. Have a deep understanding of Visible Learning:

- Read Impact – Teaching Literacy in the Visible Learning Classroom by Fisher, Frey and Hattie.
- Read Visible Learning – A synthesis of over 800 meta-analyses relating to achievement by Hattie.
- Read Visible Learning for Literacy by Fisher, Frey and Hattie.
- Read Developing Assessment-Capable Visible Learners by Fisher, Frey and Hattie
- Watched numerous You Tube video clips of John Hattie explaining his definitions of Visible Learning.
- Attended the Corwin Conference on Visible Learning in 2019.
- Attended Visible Learning in Literacy Conference with Doug Fisher.
- Read Clarity by Lyn Sharratt.

2. Have clarity over the key themes of Visible Learning:

- Read Teacher Clarity component of Developing Assessment-Capable Visible Learners and watched the associated videos.

- Defined impact.
- Be inspired and passionate.
- Use collaborative approaches to unpack the skills of Assessment-Capable students.
- Undertook professional learning on receiving and knowing how to interpret feedback, providing protocols and expectations to support equality.
- Learnt about the tools required for Visible Learning.
- Explored multiple ways for students to develop and become their own teachers and to understand what this looks like at their level eg. Teaching others how learn specific skills.

3. Develop formal and informal structures to engage with, listen to and respond to a full range of student perspectives, and feedback:

- Initiated an Assessment Student Voice Team, that were involved in providing feedback during learning walks and open lens-specific forums .
- Implemented student surveys that correlated with the Visible Learning Model Sub-Components, which provided us with formative data.
- Provided sentence stems for focused feedback during class meetings from Prep to Grade Six.
- Undertook student voice meetings with 6-8 students from each grade. These students had varying metacognitive abilities and provided feedback on their current insights into the Visible Learning Cycle.
- Ensured the voice was acted upon, therefore allowing students to implement leadership to influence change.

4. Work collaboratively with students and their colleagues to improve teaching and learning across the whole school:

- Were actively involved in professional learning that focused on 'Clarity'.
- Used working parties to develop a Visible Learning Model.
- In conjunction with our work that focused on the skills of Assessment-Capable students, we developed our own Visible Learning Cycle to have a common language and common understanding.
- Collaboratively paired the Victorian High Impact Teaching Strategies with our Visible Learning Model, outlining where the HITS link with the 14 Sub-Components.
- Read and acted upon the Victorian Department of Education's Amplify Strategy.
- Undertook professional learning on metacognition strategies and the impact they can have on learning.
- Provided time to teaching teams to explore what an active agent looks like at their level.
- Undertook internal coaching on a weekly basis focused on clarity of learning intentions and success criteria.
- Implemented a Peer Observation Cycle to allow teams to observe and provide feedback on learning intentions, success criteria and the Visible Learning Cycle in action.
- The School Improvement Team undertook a combination of a Case Management and Learning Walk approach, where a student from each grade was interviewed about their understanding of the Visible Learning Cycle. This then lead to Leadership and Teaching Team meetings for action to be implemented, followed by another Learning Walk to interview the student again.
- School Improvement Team completed a follow up Learning Walk and interviewed 80 students in total to gain feedback on their understanding of the Visible Learning Cycle and how it supports them. This feedback was analysed and presented as a strategic action plan for teams to follow.
- Professional Learning that focused on the SOLO taxonomy, where we tried to implement opportunities for surface to deep to transfer learning within subject areas.



VISIBLE LEARNING MODEL

This is a visual model to support students to ultimately transfer their learning. It is matched by a set of learning commitments. This model is used to guide and monitor surface, deep and the transfer of learning in class and beyond at Irymple South Primary School.



VISIBLE LEARNING

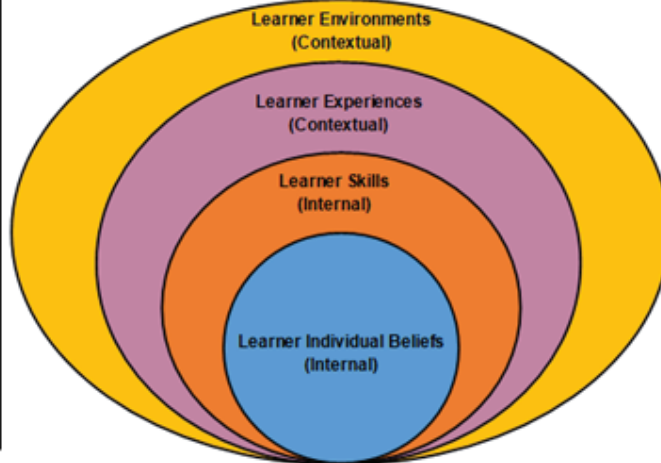
This model shows the conditions required to have students transfer learning. There are four components outlined:

Individual Beliefs and Skills (Internal)

These two (internal) represent the beliefs and perceived capacity to exercise control over learning.

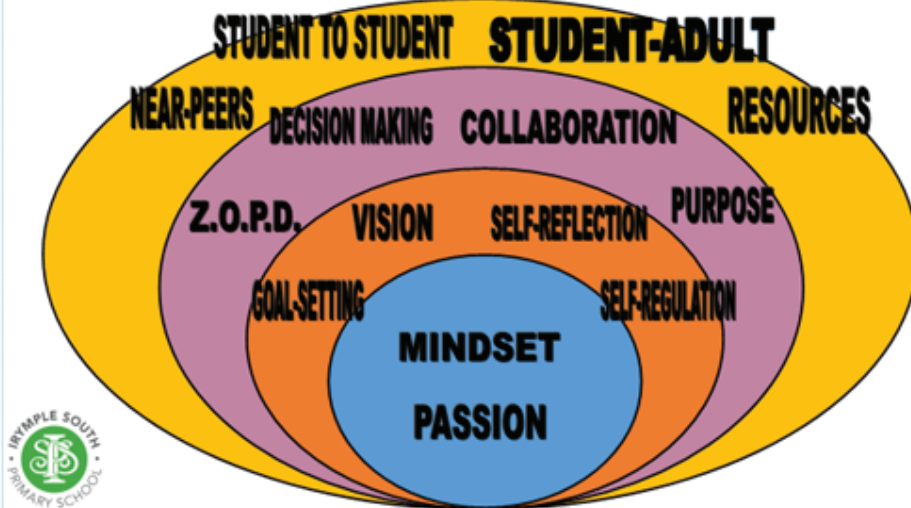
Experiences and Environments (Contextual)

These two (contextual) show the external contexts and influences that can have an effect on a student's ability to take ownership over the process of learning.



14 SUB-COMPONENTS

The four components are then broken down into 14 sub-components. As with the 4 components, these are interrelated and move from internal to external, allowing the ability to span across a child's cognitive, intrapersonal, interpersonal and metacognitive skills.



1

I am learning... because...
I will be successful when...



2

The tool or strategy I will use is...

Peer	Teacher	Rubric
Books	Video/Tutorial	Instruction Sheet
Checklist	Anchor Chart	



5

My next step in learning is...
New Goal
Checklist
Rubric
Peer Feedback
Teacher Feedback



VISIBLE LEARNING CYCLE

"Active agents of our learning"

Am I being successful?
YES NO

3

What will I do next?
Now I will...
Next I need to...
Next time I could...
I am still confused about...
Can you please give me feedback on...
I need more practise because...



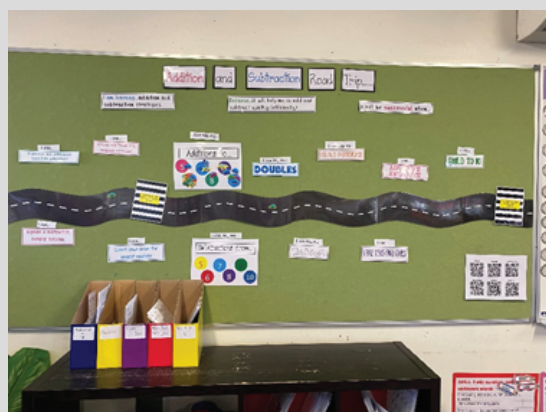
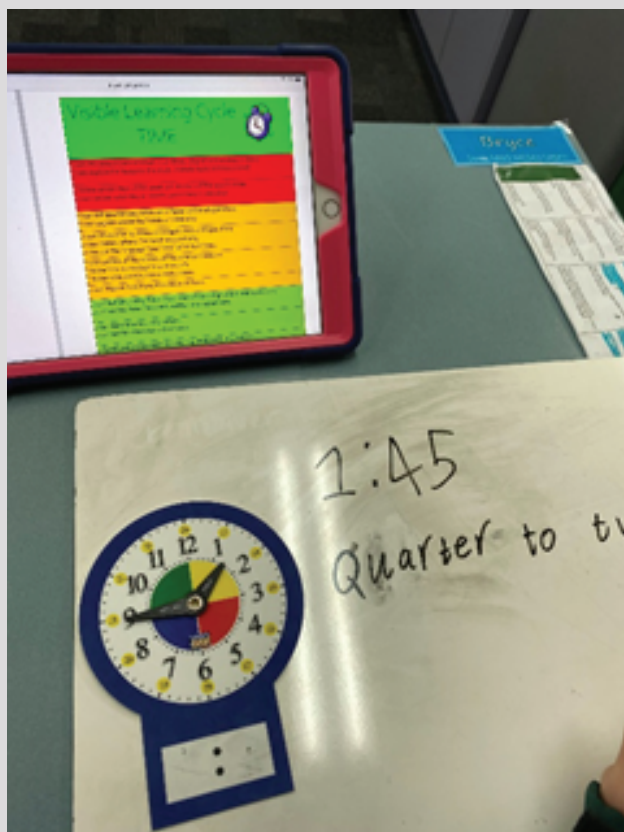
4

I am ready to move on because...
My evidence is...
I was successful because...



5. Develop a structure that provides scaffolding to support students to take responsibility for their learning and are, on the whole, independent and self-regulated learners who can track and monitor their growth:

- Learning Portfolios were developed through Seesaw: The Learning Journal. Students then started the journey of connecting the Visible Learning Cycle and the portfolio by owning their learning and then tracking and articulating.
- The portfolio allowed students to track their growth and articulate their understandings to their parents.
- The Learning Portfolios made the learning visible to parents. Ongoing work samples, assessment tasks and a variety of in-class activities were available for observation, comment and feedback. Teachers also provided feedback to support the students to be able to track growth.
- Visible Learning Sequences were created, allowing the succession of learning skills and tasks. The sequences are created in each subject and students are provided with starting points. The Visible Learning Cycle runs alongside the sequence, providing students with the trigger points to know what they are learning, the success measures, the tools required, what is needed next, whether they are ready to move on and what the next step in learning is. Learning Intentions from mini-lessons or direct skills from the learning sequence can be identified as 'what I am learning today!'
- Leveraged digital. We allowed students to have ubiquitous access and set up the digital road map so that technological tools can support learning.
- The Learning Pit for the Irymple South context was developed on the back of James Nottingham's work. This was designed to compliment the current Visible Learning Cycle.
- Growth Mindset professional learning was undertaken. The structure for this included mixed professional teams, sharing and collecting data and an emphasis on supporting students as to how they can use their mindset.
- A body of work was also dedicated to implementing the Third Teacher. At the commencement of 2020, we intensified our work on this and ensured that the walls were changing regularly in the classrooms and students were connecting with them.



Know Thy Impact

The impact of the process has resulted in teachers developing higher levels of passion and a deeper understanding of practices aimed at empowering students to be active agents of their own learning. These include:

- Greater clarity. The ability for teachers to link learning intentions and success criteria with our Visible Learning Cycle and Visible Learning Sequences.
- A structure for students to be Assessment Capable Visible Learners.
- Student Voice. Learning Walks, Coaching and Peer Observation allowed a formal structure to occur, therefore student voice evidence was collected, analysed and formatively used with positive outcomes.
- Greater connections to the High Impact Teaching strategies. This strengthened each teacher's ability to make the learning visible.
- The use of technology. The tools we use such as Google Classroom, Seesaw and Classroom Websites allow for students to be an active agent.
- The third teacher. The classroom walls have been extremely powerful, igniting students to be visible learners.
- Allocating weekly time to allow for focused metacognitive practices to occur.
- Collective intelligence. Teams have become stronger in collaboration, due to a sharper lens and the culmination of each team member's intelligence.

The Leadership Team and School Improvement Team analyse ongoing data sets, both formal and informal. We were pleased with the student feedback that we collected, as over time, we saw greater ability from students to articulate their learning growth, as well as a more defined ability to be a visible learner.

We also noticed improvements in formalised data sets, with targets in our social engagement domain (student voice and agency) and school climate (teacher collaboration) increasing.

The next part of the journey...

Our Leadership Team analyse our next steps carefully and work in conjunction with the School Improvement Team and each teaching team of teachers to co-create the next part of the journey.

We utilise the Framework for Improving Student Outcomes Improvement Cycle and ensure that this is visible to all teaching teams.

Our continued focus areas and next steps include:

- Teams continuing to share and provide feedback at a peer observation level
 - The Leadership Team continuing to work with each team on their defined Visible Learning Action Project
 - Continuing to engage with our Assessment Student Voice Team
 - Embedding 'The Learning Pit'
 - Students being involved in Learning Walks
 - Embedding surface to deep to transfer learning within our subject area learning sequences
 - Continuing to create a smoother transition from the Visible Learning occurring in classes and the digital portfolio, therefore ensuring that the digital portfolio is owned by the student
- We are inspired to continue our work.

**Not by chance,
but by design!**