

VISIBLE LEARNING

HEALTH & PHYSICAL EDUCATION

A collaborative secondary/tertiary partnership
Supported by the Teacher-led Innovation Fund (TLIF)

Impetus to our research

Students not recognising that they were learning in PE & Health



A concern that the essence of PE may get 'lost' in project based learning experiences

The potential of the Health & PE curriculum for priority learners was not being recognised

Our Research Team

TLIF, secondary-tertiary (5 teachers, 3 critical friends, VL experts), spiral of inquiry

Intended Outcomes

FOR STUDENTS TO BE ABLE TO:

- * better **identify the next steps** in their learning in HPE and to know **how to take** this next step.
- * improve **student learning outcomes**, lift the achievement of the identified priority learners to a higher curriculum level in the NZC for HPE



What is Visible Learning?

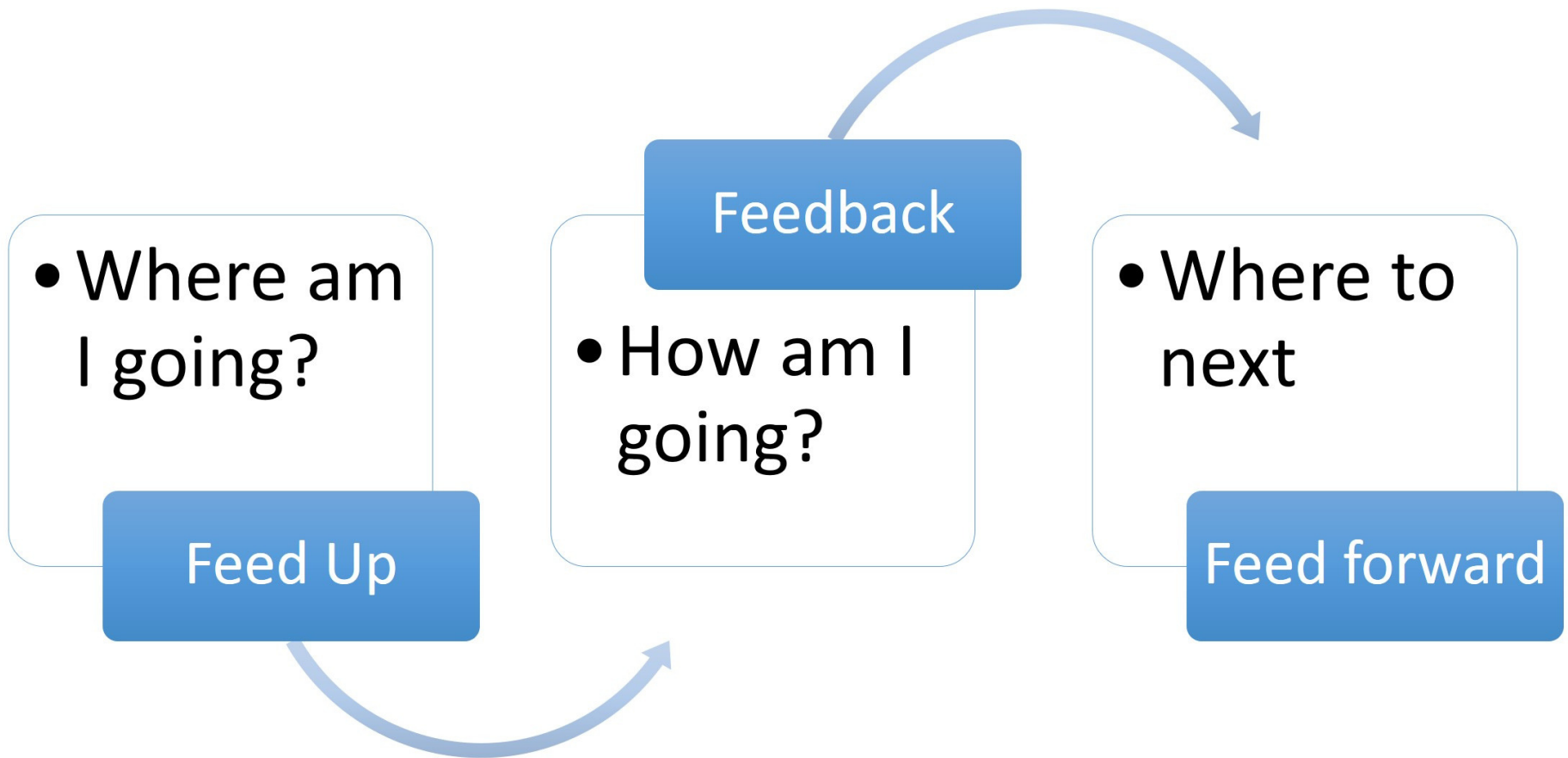
When teachers SEE learning through the eyes of the student



When students SEE themselves as their own teachers

John Hattie

3 IMPORTANT QUESTIONS



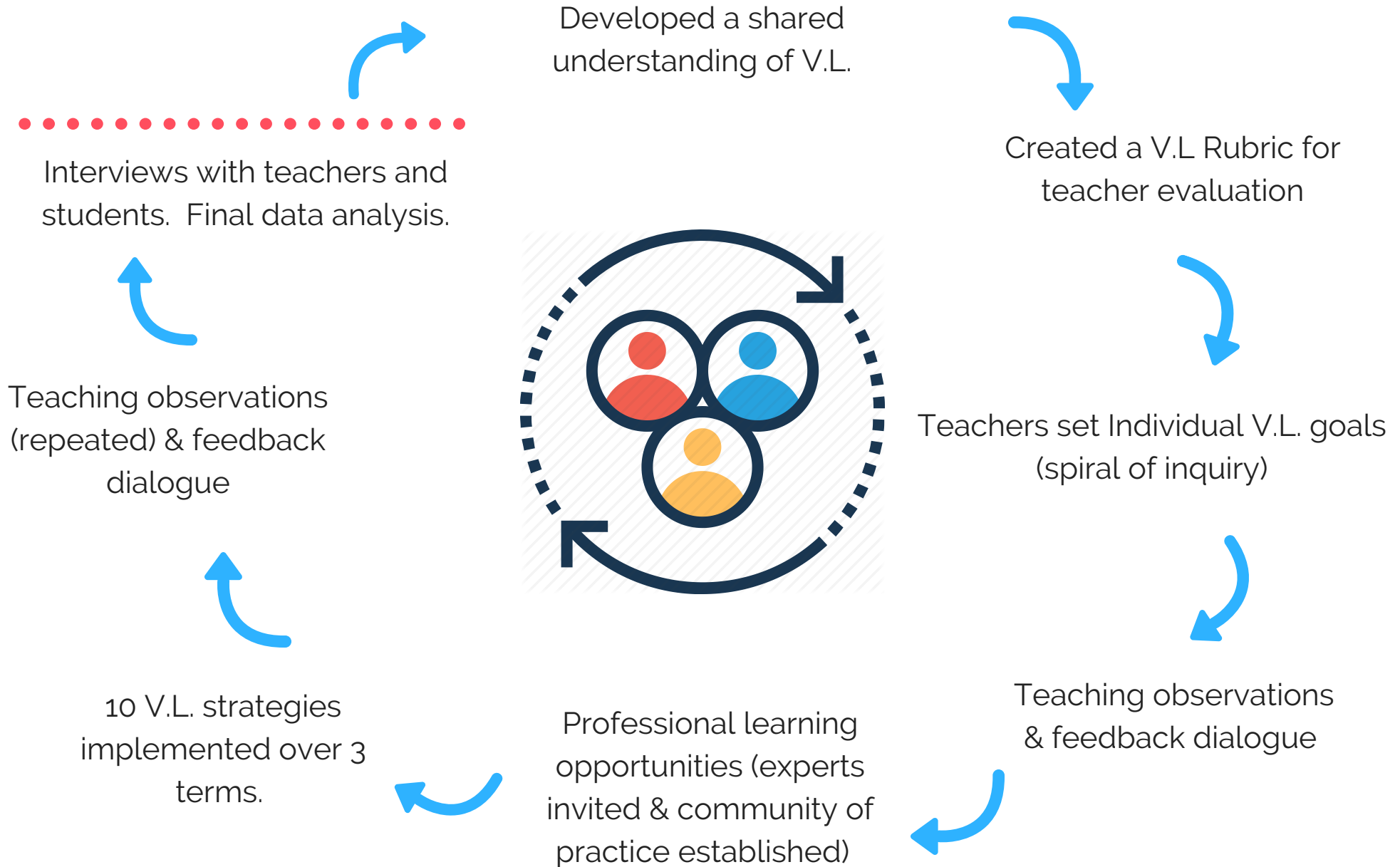
The purpose of feedback is to close
the gap in learning



This is where
you are

This is where you
want to be

Our Process



10 STRATEGIES



STORY HUI



VL TEACHER
RUBRIC



CO-
CONSTRUCTING
SUCCESS
CRITERIA



SCAFFOLDED
TEMPLATES



KAHOOT
QUIZZES



SELF & PEER
FEEDBACK



GOOD/GREAT/AWESOME



VL DIALOGUE



CUPS & T O K E N S



CODING STUDENT
WORK

STORY HUI



Jayne



KNOW THY IMPACT!



CHECKING SUCCESS CRITERIA



Tome



3 - VL RUBRIC



Visible Learning – Critical Friend Observation Sheet

Date of Observation: _29/5/17

Teacher: Natasha Low Observer: Kylie Thompson Module: Safety & Outdoors

 = Natasha self reflections

		Developing	Proficient	Adaptive
Culturally Responsive	1. Creating a learning environment and culture <i>Tumanako teitei</i> High expectations- · Relational trust · Coherence – links to what happened last time, connected learning · Dialogue <i>Kaua e whakaiti</i> Anti-deficit thinking	Teacher acknowledges that they have expectations however these may not always be communicated clearly or pitched at a challenging level Expectations are checked for any bias and are based on the premise that all students have the ability to achieve Teacher occasionally engages in dialogue however mostly 'delivers'	Teacher communicates clear expectations and the expectation that everyone can and will learn Teacher continues to develop learning relationships with students Student voice is valued. Students feel ok to say they don't understand or that they don't know / feel it's ok to make errors Students will engage in dialogue and ask questions	Teacher works with students to set high expectations and constantly seek evidence to check and enhance these expectations Student voice is actively sought and valued Students are confident in engaging in dialogue and questioning Teacher is highly respectful in their communication and teacher shows passion for teaching and learning Students are comfortable with receiving feedback as there is a high trust environment
Comments:				
Clarity	2. Shared understanding of the learning objective and success criteria <i>Mohiotanga</i> Knowing what needs to be learnt <i>Ko te pae tawhiti</i> Using evidence of current performance to determine future practice	Teacher shares LO and success criteria with students Students use language of learning to understand what LO and SC mean Student knows what the terms mean in relation to show where they are at with their learning, next steps and how to get there. Students can see what the difference between the sub-levels / curriculum levels Student can see themselves in the learning	Teacher checks student understanding on what the learning could and should look like in context and continue to refer to the LO & SC Student demonstrates that they understand and can use the terms of the rubric to show where they are at with their learning, next steps and how to get there. Students can explain what the difference between the sub-levels / curriculum levels Student can see themselves in the learning and can see next steps in their learning	Teacher and students co construct success criteria and use LO's and SC when students are making decisions about where they are at Student demonstrates proficient and use and understanding of the rubric to understand where they are at with their learning, next steps and how to get there. Students can use the difference between the sub-levels / curriculum levels to improve learning. Student can see themselves in the learning, can see next steps in their learning and can demonstrate that they understand how to get there
Comments:				

Interactive Link:

https://docs.google.com/spreadsheets/d/1vBYNG1FrozogYdnK_ro4XI4SFXhil6pOHRTl6hooAM/edit?usp=sharing

Research Findings & Results

- **Shifts in Teacher dispositions and practice** - developed, trialed and evaluated 10 individual and 5 school-wide Visible Learning strategies
- **Positive improvements in Student learning** - improved curriculum levels and sub-levels for Priority Learners
- **Positive shifts in Student voice** - identifying next steps in their learning



40% decrease in the # of Priority Learners who were below the expected curriculum level



19% increase in the # of Priority Learners who were at the expected curriculum level



21% increase in the # of Priority Learners who were above the curriculum expected level

CHALLENGES ENCOUNTERED

Labelling Priority Learners

- Ss don't like being identified as PL. Is this a helpful label?
- We needed to define what "success" looks like for our PLs.
- At times feed-forward was de-motivating for PLs
- PL not in HPE but in other subjects - why?

Communities of Practice

- Co-ordinating 5 teachers, 3 academics and numerous experts proved difficult at times
- Can be difficult for the teachers to take the teacher release time

Limitations with being explicit about LO/SC

- Potential to narrow the learning?
- Comfortable being explicit about the "what" but less so about the 'how'



VISIBLE
LEARNING IN
HEALTH & PE

NATASHA LOW

natasha.low@hobsonvillepoint.
school.nz

MARGOT BOWES

m.bowes@auckland.ac.nz

KYLIE THOMPSON

kthompson2@unitec.ac.nz

ANNE MCKAY

amckay@unitec.ac.nz