Visible Learning in HPE for Priority Learners

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Collaboration

**Project team**

HPSS HPE teachers:
Natasha Low - lead teacher, Jayne Dunbar, Anna Colby, Tome Chan Chui, Elizabeth Samuel

HPSS teachers - cross-curricular, integrated curriculum

Critical friends from tertiary institutions
- University of Auckland - Margot Bowes
- Unitec Institute of Technology - Anne McKay and Kylie Thompson

Visible learning expert - Kate Birch

Cultural pedagogy expert - Heemi McDonald
Key messages

1. The opportunity and potential of collaboration

2. Teachers becoming learners of their own teaching. *Know thy impact*

3. Students becoming their own teachers

4. The importance of dialogue
Where did it start?
What did YOU learn today?

Where?

When?

Why?

HOW did you learn today?
The question became

How do we make learning more visible in HPE?
John Hattie and Visible Learning

Visible learning is knowing:
- what the learning looks like or might look like
- where the students are in relation to that learning and how you know
- what the next step learning is
Visible teaching and learning occurs when

Learning is
the explicit and transparent goal
appropriately challenging

- Teacher and student both seek to ascertain whether and to what degree the challenging goal is obtained
- Deliberate practice aimed at mastery of the goal
- Feedback is given and sought
- Teachers become learners of their own teaching KNOW THY IMPACT
- Students become their own teacher - self regulatory

Visible teaching and learning - a partnership

When teachers SEE learning through the eyes of the student
and
When students SEE themselves as their own teachers

http://debsplace.wikispaces.com/Visible+Learning
What might this mean for students – students become their own teachers

• Knowing what the learning might look like

• Monitoring own learning and knowing what next step might be self monitor, self assess, self evaluate

• Can talk about their learning with others

• Learn with and from others

• Become their own teacher (self regulating)
What might this mean for the teacher – seeing learning through the eyes of the student

- Learning intentions
- Success criteria
- Knowing about student prior knowledge
- Having a range of teaching strategies to choose from
- Feedback and feed forward
- Skill to get out of the way when learning is occurring
- Learners of own teaching
What learning do you want for your students? Why?

Teaching Inquiry. What strategies are most likely to help my students learn?

Focusing inquiry. What is important and worth spending time on given where my students are at?

Learning Inquiry. What happened as a result of the teaching and what are the implications for future teaching?

Know thy impact. How do we know if these strategies made a difference to students learning? What evidence do we have?
Know thy impact

We choose teaching strategies that we hope will support student learning

However how do we really know that the strategies worked?

- How do we know that the strategies have worked?
- What evidence do we have or look for to support our claims?
- Who has it worked for?
- Who hasn’t it worked for and what will we do about that?
- How do we know when to intervene and when to get out of the way?
- How and when do we give feedback or provide opportunity for students to self and or peer assess to give own feedback or feedback to peer?
The project

• 18 months project funded by the New Zealand Ministry of Education

• 6 months pilot project

• Developed understanding of Visible Learning

• Teachers trialing Visible learning practices

For example
Priority learners - who are they?

HPE Visible Learning project Priority Learners Criteria:

1. Ethnicity (Maori or Pasifika) or Special Needs (literacy or numeracy at stanine 1-3),
and
1. HPE achievement (grades at least 2 curriculum sub-levels below expected level, for the year level and the time of the year, in Term 1 or 2, 2016)

- 28 identified Priority Learners for the project
  - 75% of these are Maori &/or Pasifika
Spiral of Inquiry

Spiral of inquiry

Link: Our term 4 rubric foundation curriculum
Feedback

**Dialogue**
- Teacher and student
- Teacher and teacher
- Critical friends/expert and teachers

**Teacher as learner**
- Know thy impact
  - How do we know the teaching activities are supporting learning?

**Student as own teacher**
- Students seeing teaching as a key to their ongoing learning

**Engaging parents and coaches**
- in supporting student articulation of next step learning
Resources

Free book

Know thy impact: Visible Learning in Theory and Practice

https://www.routledge.com/education/posts/8508
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