MAKING LEARNING VISIBLE IN HPE

JAYNE DUNBAR, ELIZABETH SAMUEL, KYLIE THOMPSON, ANNE MCKAY & MARGOT BOWES
ACTIVITY!

Please get out your devices
Open www.kahoot.it
Enter Pin Number on the whiteboard
Presentation Overview

- Starter activity
- Our Project
- Visible Learning & a teacher rubric
- Teacher Stories & Key themes identified so far
- Challenges & next steps
“Making Learning Visible for Improved Student Outcomes for Priority Learners in Health and Physical Education”
ACTIVITY!

- Please draw a human body

NOTE: You will be assessed on this
### Human Body Activity: Success Criteria

<table>
<thead>
<tr>
<th>Feature</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body is in anatomical position</td>
<td>1</td>
</tr>
<tr>
<td>The heart is shown</td>
<td>1</td>
</tr>
<tr>
<td>The body is drawn symmetrically</td>
<td>1</td>
</tr>
<tr>
<td>A brain is shown</td>
<td>1</td>
</tr>
<tr>
<td>Lungs are shown</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Marks</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>
Knows what the learning looks like or might look like

Where the students are in relation to that learning

What the next step learning is
This is the gap

This is where I am now

This is what I need to do to close the gap

This is where I should be
The purpose of feedback is to close the gap in learning.

This is where you are.

This is where you want to be.
A PARTNERSHIP

WHEN TEACHERS SEE LEARNING THROUGH THE EYES OF THE STUDENT

WHEN STUDENTS SEE THEMSELVES AS THEIR OWN TEACHERS
PROJECT TIMELINE

**Early 2016**
- Identified Priority Learners in HPE and teacher
- Spiral of Inquiry ‘hunches’

**Mid 2016**
- Pilot PLD Days, baseline critical friend obs

**End 2016**
- Teacher action plans updated and pilot data analysis

**Early 2017**
- Spiral of inquiry’s updated/ PLD Visible learning expert

**Early – Mid 2017**
- Teacher action plans, CF observation, shifts in teacher practice
### The Rubric

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The learner has demonstrated a developing understanding and/or competence of relevant aspects but they may be unconnected or inconsistent.</td>
<td>The learner has demonstrated clear understanding and/or competence in different aspects and is able to <strong>purposefully</strong> apply their learning.</td>
<td>The learner has demonstrated application of the learning at a deeper level of understanding and/or transfer of learning to new and differing contexts.</td>
</tr>
</tbody>
</table>

Margot’s **observation** of Elizabeth
Elizabeth's Story - Learning Objectives & Success Criteria

Peer Feedback/forward on IPS #3

To evaluate by assessing a peer on IPS they have chosen to work on and giving/receiving feedback and feedforward.

☐ effective communication
☐ cooperation
☐ supporting and encouraging others

Tick the box of IPS (Interpersonal Skills) you identified from week 3 that you need to work on.

What IPS did I use today and how did it positively affect my team?

Effective communication: I used my effective communication group rules and instructions. I thought I did a lot better as such as I had a much more clear plan of what was going

Problem solving: I used problem solving. During peg task, I had the right amount of pegs for 10 people but there were all of the pegs to the right amount after we had sorted them. It was hard because it affects how many pegs each team gets. I'm so proud because people volunteered to go on different teams and sorted in the end.

What IPS did I use today and how did it positively affect my team?

SC: Did you achieve the success criteria for today?

Yes/mostly/a little/no

How do you know this?

SC: How do you know this?

Evaluate

LEARNERS: [Insert evaluation criteria and feedback]

W9: To evaluate by reflecting on IPS and how you displayed them. (Level 5A on the rubric)

SC: What does success of the LO look like to you? - ask Elizabeth to check this off.

I can explain on what I did I used and write a detailed reflection on it, how did it affect my team and how you played?
Jaynes Spiral of Inquiry

Scanning
Knowing my Priority Learner
How to best manage my class

There is so much VL reading to do, I am not getting to it - concern for the impact of this on improving my practice and therefore student learning.

Would it be wrong to up front a standard and co-construct the learning plan?

Checking
Priority learner gained MERIT. Now articulating a desire for Excellence.

Libby: Critical friend observation
Anne: Critical friend observation

Focusing
Looking for levers for priority learner
Level 2 Health
Pathway project

Developing a plan
I am not explicit enough in my L/O's
I am not giving enough individual feedback

That my priority learner want to achieve - has high expectations

Taking Action
Building relationship with Priority learner
1:1 time with priority learner
L/O's explicit every lesson
Unpacking standard and Assessment Materials
Story Hui
Students making flash cards for content recall

New Learning
Cultural Advisor: Story Hui
Visible Learning: Hattie focus

Epiphanies
Verbal learning activities are OK! They can be richer than written.
I do know my learner, I have built a good relationship


Spiral of Inquiry Summary
JAYNES STORY
JAYNES STORY CONT'D

STORY HUI

Liz Stevenson
Jaynes story contd
Jaynes Story Cont'd
Jaynes Story Contd
Tome's Story -

...and his personal connection with 'Hattie'
### Key Themes Emerging So Far

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Success Criteria</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering the balance between breadth and depth in LOs</td>
<td>Exploring how explicit SC needs to be (balance between explicit &amp; implicit learning)</td>
<td>How to check in where students are at in authentic meaningful ways</td>
</tr>
<tr>
<td>Exploring what to do with LO’s once they have been shared</td>
<td>Using SC to plan next step learning ‘with’ students.</td>
<td>Considering how often and how much feedback is required</td>
</tr>
<tr>
<td>How to engage with LO’s in a way that is not superficial or lacks meaning for students (explore storytelling)</td>
<td>Exploring how to co-construct SC with students, so that it is in student language &amp; is meaningful/relevant to them</td>
<td>How to use questioning effectively in order to get meaningful feedback</td>
</tr>
</tbody>
</table>
THANKS!

CONTACT US:

Margot Bowes: m.bowes@auckland.ac.nz
Jayne Dunbar: jayne.dunbar@hobsonvillepoint.school.nz
Elizabeth Samuel: elizabeth.samuel@hobsonvillepoint.school.nz
Anne McKay: amckay@unitec.ac.nz
Kylie Thompson: kthompson2@unitec.ac.nz
COMMUNITIES OF LEARNING/KAHUI AKO

A Community of Learning | Kāhui Ako is a group of education and training providers working together to help learners achieve their full potential.

*It is aimed at making it easier for schools to work together around a child’s journey through the education system to tackle educational challenges, and get the professional resources they need to do that.*

Ministry of Education
HOW WE DEVELOPED A SHARED UNDERSTANDING OF VISIBLE LEARNING
CHALLENGES & NEXT STEPS

Challenges:
Manageability, observations (other way),

Next steps:
Sharing of practice has been positive eg Jayne using Anna’s resources
PD workshop day
Interviewing students/whanau feedback
Rubric again at the end – checking progress?
Working with TLIF