Making Learning Visible for improved student outcomes for priority learners in Health and Physical Education

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Presentation Overview
Starter

Kahoot

Prior Knowledge on Visible Learning
The Project

Communities of Learning | Kāhui Ako

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 is a group of education and training providers working together to help learners achieve their full potential. These include early childhood education services me nga kōhanga reo (early learning services) and kura (schools).

Each Community of Learning sets shared goals or achievement challenges based on the identified needs of its learners. An
Draw a human body

Anatomical position
Heart
Symmetrical
Brain
Lungs
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
- 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.
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
Visible Learning

Clarity

Learning intentions and success criteria
https://youtu.be/dvzeou_u2hM

Explicit teaching
https://vimeo.com/88176157

Feedback
https://youtu.be/1Tihrg7nBos?list=PL7RiokVXE6frsKb8YHL3zRnjImitVLbUQ

8 of the 10 mind frames
https://youtu.be/6xpcXobZF1k

Visible learning plus Cognition Education
How we developed a Shared Understanding of Visible Learning

Visible learning pedagogy

- Teaching students to become self-regulating learners
  - Know what they are learning
  - Know where they are in learning
  - Know next step learning
  - Take responsibility for own learning
  - Learn with own mistakes
  - Ability to access evidence for self-evaluation

- Teacher role as
  - Self and peer assessment
  - Feedback
  - Able to provide rich learning experiences
  - Provide challenging activity
  - Link knowledge to learning
  - High expectations
  - Engaging environment where ends justify means

Teaching students to become self-regulating learners

- Teachers become learners of "knowledge impact"

How do you know how "teaching is impacting on learning"?

- Observation
- Student feedback
- Spiral of Inquiry
- Discuss student learning using learning evidence and objectives

Spiral of Inquiry
<table>
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<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>
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Margot’s observation of Elizabeth

[Link](#)
Elizabeth’s Story - Learning Objectives & Success Criteria

**SC: Did you achieve the success criteria for today?**

*Yes/mostly/a little/no*

**How do you know this?**

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**Peer Feedback/forward on IPS #2**

**LO: 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?) - get Elizabeth to check this off.

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

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**W9**

**Effective communication** - I used my effective communication to group the rules and instructions. I think I did a lot better as I had a much more clear plan of what was going to happen.

**Problem solving** - I used problem solving during the peg task because I had the right amount of pegs for 10 people but there were 15. So 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, so some people volunteered to go on different teams to sort the end.

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**Supporting and encouraging others**

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**effective communication**

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**cooperation**

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Spiral of Inquiry

Jayne’s story:

Spiral of inquiry summary
Other Teacher Stories

Anna

Tome

Natasha
Observation Themes
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A Community of Learning | Kāhui Ako is a group of education and training providers working together to help learners achieve their full potential.
Challenges and 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
If time—Opportunities to work with TLIF

How fund works