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

- Where am I going?
- How am I going?
- Where to next

Feed Up

Feedback

Feed forward
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

- Developed a shared understanding of V.L.
- Created a V.L Rubric for teacher evaluation
- Teachers set Individual V.L. goals (spiral of inquiry)
- Professional learning opportunities (experts invited & community of practice established)
- Teaching observations (repeated) & feedback dialogue
- Interviews with teachers and students. Final data analysis.

10 V.L. strategies implemented over 3 terms.
10 STRATEGIES

- Story HUI
- VL Teacher Rubric
- Co-Constructing Success Criteria
- Scaffolded Templates
- Kahoot Quizzes
- Self & Peer Feedback
- Good/Great/Awesome
- VL Dialogue
- Cups & Tokens
- Coding Student Work
STORY HUI
KNOW THY IMPACT!
CHECKING SUCCESS CRITERIA
# Visible Learning – Critical Friend Observation Sheet

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

<table>
<thead>
<tr>
<th>Date of Observation: 29/5/17</th>
</tr>
</thead>
</table>

## Culturally Responsive

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Adaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating a learning environment and culture</td>
<td>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’.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Tumanako teitei
- High expectations
- Relational trust
- Coherence – links to what happened last time, connected learning
- Dialogue

### Kaus a whakapiri
- Antidisciplinary thinking

### Comments:

## Clarity

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Adaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Shared understanding of the learning objective and success criteria</td>
<td>Teacher shares LOs and success criteria with students. Students use language of learning to understand what the 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.</td>
<td>Teacher checks student understanding on what the learning could and should look like in context and continue to refer to the LO &amp; 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.</td>
</tr>
</tbody>
</table>

### Mahi matua
- Knowing what needs to be learned
- Ko te pe kea totu tahi
- Using evidence of current performance to determine future practice

### Comments:

---

**Interactive Link:**
https://docs.google.com/spreadsheets/d/1vBYNG1Fr0zxogYdnK_r04XI4SFXhil6pOHRtl6h00AM/edit?usp=sharing
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

Research Findings & Results

- 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