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visible
learning^{plus}

One School's Journey on the Road to Improved Performance

Visible Learning^{plus}: A Proven Program for School Improvement



**The Story of Wodonga
Primary School, VIC**

A Visible Learning^{plus} Case Study

Visit www.corwinaustralia.com.au or call (03) 8612 2000

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About Visible Learning^{plus}

The Visible Learning^{plus} school change model of professional learning is based on one simple belief: every student should experience at least one year's growth over the course of one school year.

However, this simple statement can lead to a host of questions: How do we measure growth? What does a year's progress look like? What factors contribute the most to student learning? How do we account for students with different abilities?

The story of Wodonga Primary School illustrates how Visible Learning^{plus} harnesses the collaborative energy of educators to maximise the impact on student achievement.

For more information about the Visible Learning^{plus} model of school improvement, please visit www.corwinaustralia.com.au or contact a Corwin representative at (03) 8612 2000.

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Corwin is the exclusive provider of Visible Learning^{plus} seminars, events, training, and consulting in Australia. For 25 years, our mission of "Helping Educators Do Their Work Better" has guided us in finding practical, research-based solutions to the challenges that educators face. We are proud to be your partner for all Visible Learning^{plus} professional learning.

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Wodonga Primary School, Victoria

Wodonga Primary School, located in northeastern Victoria, prides itself on a 155-year heritage and pivotal position in the Wodonga community. Passionate and committed teachers engage in high-level educational conversations in the 30 classrooms throughout the building.

Over the years, we have been examining the impact teaching has on learning through data collection and analysis, which has broadened our perception about our work. Initially, we were challenged by the lack of significant impact our efforts were having on various measures. However, through the Visible Learning^{plus} program, we are now thinking systematically about educational purpose and strive for a school/community-wide culture that is visible to all.

The milestones of our journey can be defined as “bus stops” along the road to improved performance. We endeavor to describe our journey in this way so audiences can use our process as a guide in their own journey to educational visibility.

—Damian Duncan, Assistant Principal
Wodonga Primary School, VIC

Stop 1: Identifying Our Next Steps

The leadership team and the faculty felt that something was not right. We had reached a plateau in student learning and our frustrations were mounting.

Stop 2: Exposure to John Hattie's work

The leadership team attended a regional conference and was introduced to the concept of effect size and the idea of spending valuable energy on the activities that have the greatest impact. In 2012, the leadership team introduced Hattie's work to the school and began to implement feedback. Every teacher received a copy of *Visible Learning for Teachers: Maximizing Impact on Learning* by John Hattie (2013).



Stop 3: Deeper Understanding of Visible Learning

A Visible Learning^{plus} consultant came to our school to provide critical feedback as to where our school was operating in regards to the framework. The feedback provided us with a sense of purpose in developing Visible Learning^{plus} at our school. A major outcome of the visit was that we were a school of compliance; learning was not paramount.

Stop 4: Develop and Implement 100 Day Plan

After our consultation, we developed our 100 day plan. This included a guiding coalition, Visible Learning^{plus} professional learning workshops and resources, educational purpose, vision principles, learner qualities, and effect size initiatives. Collectively, the staff agreed upon and developed core documents and resources.

Wodonga Primary School, Victoria



Stop 5: Commence Implementation at the Classroom Level

In 2013, our efforts focused on the four vision principles: Challenge, Curiosity, Community, and Culture. We commenced Visible Learning^{plus} professional development with our consultant on learning intentions, success criteria, and explicit feedback. We also had hard conversations about instructional practices that did not have high effect sizes, and challenged teachers to let go of them.

Stop 6: Connecting Visible Learning^{plus} with Our Community

The guiding coalition needed to establish a common understanding about Visible Learning^{plus} with the whole school community to ensure that it would be sustainable and have a deep impact. We held school council meetings, updated our website and newsletter to use the language of Visible Learning^{plus}, and used the language of learning outlined in our vision principles when we spoke with parents and the community.

Stop 7: Embedding Visible Learning^{plus}

As our journey progressed, many facets of what we traditionally did became obsolete as they no longer matched our educational purpose. The guiding coalition developed professional learning triads where teachers observed each other teaching in order to meet their annual review requirements. Our mid-year teacher conferences became student-led conferences. Our data tracking process began to incorporate “Know Thy Impact” meetings with a guiding coalition leader discussing impact and the four quadrants of learners. We provided a Visible Learning Summit for our leadership team both pre-year and mid-year to align our team. There are many other initiatives that the school has developed systemically or that individual teachers have developed to make learning more visible to the learner and facilitators of learning.

A key component that has been enhanced through our Visible Learning^{plus} journey is our commitment. Our years of experience tell us that to be successful in bringing about change, we must be persistent and resilient in all that we do. The timing of our work has also been managed successfully by spending time on teacher understanding and clarity. Our school regularly uses the Visible Learning^{plus} School Matrix to reflect upon and to know our impact in school improvement.

Our guiding coalition also attended a Visible Learning Conference this year and found it extremely valuable, allowing us to reflect on our journey and keep us passionate and committed.

We have been on the Visible Learning^{plus} journey for two years now, and we have seen the results in the language of our learners and in our standardized test data. Staff morale is high. Overall, we are passionate about Visible Learning^{plus}, we believe in our work, and we have a future direction firmly defined to all stakeholders.



3 Ways to Get Started



1. School Self-Assessment Matrix

How does your school measure against the five strands of Visible Learning^{plus}? Certified consultants will conduct a half-day site visit to collect and analyse baseline capability data to determine your school's readiness for Visible Learning^{plus}. A full written report is provided.



2. The Foundation Series

Begin your Visible Learning^{plus} journey by building your team's foundational knowledge of the Visible Learning research. Teachers and school leaders will receive tools for gathering evidence of effective practice and create a plan for making learning visible for all students.



3. Collaborative Impact Program

The Collaborative Impact program is our gold standard for sustainable reform, as it aligns system leaders, school leaders, and teachers with a proven process to build capacity for change over 3-5 years, with measurable results.

Contact a Corwin representative for a tailored professional learning & development pathway:

Email: info@corwinaustralia.com.au

Phone: (03) 8612 2000

Web: www.corwinaustralia.com.au