

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | The visibility of learning.  Student learning goals and student understanding of learning intentions |
| Context  (The Where and When) | Building on Instructional Leadership in Mid North Coast NSW through 2013, professional conversation with Principal exchange from Ontario August 2013. Visits to several schools in Toronto District School Board (TDSB) then followed in October 2013. This included a morning with a District Review Team. |
| Research methods  (The How) | Professional Reading: Hattie- Visible Learning for Teachers, Dylan Wiliam, Embedded formative assessment, Susan Brookhart Using Formative Assessement and Michael Fullan- From Great to Excellent.  School visits Mid North Coast NSW, Toronto, Ontario.  Workshops and Conferences |
| Initial findings | Hattie’s research indicates that effective ways of improving student outcomes include assisting students in self-regulation, descriptive feedback and formative assessment. The following indicates the results of my research and observations:   * Student engagement is increased when students have specific and personal learning goals to work on. * Students need clear, single focus goals in the early years to ensure skill is embedded and consistent, eg focus on finger spacing, focus on writing 4-5 sentences each time. * Asking students to articulate what they are learning, why are they learning and how do they know if they are successful, is a useful method of formative assessment of the actual learning. * Learning goals need to be visible to students and are particularly useful if co-created with students. * Students accept differing rates of learning and can assist their peers by having learning partners for feedback, discussion and encouragement. * The use of rubrics and checklists assist students in knowing ‘ What good looks like’ and what the success criteria is. This leads to improved self-regulation and engagement. |
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