

Developing a Culture of Teacher Sharing and Collaborating

Evidence
of Impact



Oxley College
NSW • Australia

The Context

Oxley College is an independent, co-educational school located in the Southern Highlands of NSW, Australia. For years, we were a secondary school serving students in Grades 7-12. In 2012, we expanded to include K-6 with the intention to provide a seamless learning experience for Grades K-12 on one campus.

We began our professional learning journey in 2012 with the research of John Hattie, in particular, with **Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement** (2013). In September 2012, I attended Deb Masters's presentation on Visible Learning^{plus} at the ACEL (Australian Council for Educational Leadership) Conference in Brisbane. Instantly, I knew that this was what Oxley needed as its framework for the future. I returned inspired and embraced the Visible Learning^{plus} framework in its entirety, amazed with its alignment with our strategic direction. I proposed that Visible Learning^{plus} may start a ripple at Oxley, and Deb assured me that it would start a tsunami. She was correct!

In 2013, we used the following Visible Learning^{plus} tools and professional learning days:

- The Visible Learning^{plus} Toolkit
- Foundation Day Workshop
- Evidence Into Action Workshop, Day 1
- Evidence Into Action Workshop, Day 2

How Useful Did You Find Tools?

We found the tools to be extremely useful. At each step of the way, we had the right amount of support and direction that was required to move us forward.

The opportunity to attend the workshop series (The Visible Learning^{plus} Foundation Series) was vital and the professionalism of delivery was world class. We found the presentations and resources outstanding and the continued connection with the presenters meant continued support. The emphasis on action and evidence has made the biggest difference. The Visible Learning^{plus} series means that

you walk away with actionable tasks, accountability, and contacts to support you on your journey.

Every Oxley staff member who has attended a workshop has left brimming with enthusiasm and inspiration. Rather than starting from scratch, we were provided with a clear and sequential path to implementation. The information provided us with confidence and focus as we set out to achieve our vision. The case studies of other Visible Learning^{plus} schools were also helpful. Our Business Manager recently attended the Visible Learning^{plus} Foundation Day and was so inspired that she wants to become a teacher! She found the workshop user-friendly, logical, and “do-able” even without a teaching background. She is more committed than ever to our Visible Learning^{plus} vision as a result of her attendance.

Modeling learning intentions and success criteria has

Teachers have opened up their classrooms and are showing an eagerness to learn more about learning and teaching—a huge step forward for some who previously wore as a badge of honor simply because they had been teaching the same way for 27 years.

also been particularly useful and has left us with a sense of achievement. We use these tools in our staff and team meetings. We often refer to our handbooks and share them with others. Our handbooks have become our action plan and when times get tough, it is comforting to see how far we have come. The 3 feedback questions are right there in front of us: “Where am I going?”, “How am I going?” and “Where to next?”

How Did You Introduce Visible Learning^{plus} to Your Staff?

Learning^{plus} Toolkit during a staff professional learning day. We watched the DVD and worked through each of the activities. We ended the day by providing each staff member with a copy of **Visible Learning for Teachers: Maximizing Impact on**

Learning (2013), which became the basis for readings at Academic Committee level and department meetings.

As we progressed in our journey, we saw an opportunity to expand our leadership positions to align with Visible Learning^{plus}. We took applications for Visible Learning^{plus} team leaders from staff members. The role involved the leadership of a cross-curricular team of K-12 teachers. One of the criteria for appointment was evidence of Visible Learning^{plus} changing classroom practice and improving student achievement within the applicant's classroom.

The team of six newly appointed leaders attended the **Evidence Into Action, Day 1 Workshop**. The opportunity to spend a day together, working with Helen Butler (Visible Learning^{plus} consultant) on the very specific actions we needed to put in place to turn our aspirations into action has been the springboard to success. The workshop handbook took us very logically through the five strands of Visible Learning^{plus} and we left armed with Excel spreadsheets, matrices, and worksheets to put into immediate use. We were so inspired that despite a 4:00 AM start, we were all still discussing, planning, and working together at 7:00 PM on the bus ride home!

“As a result of classroom observations, we found that 80% of our K-12 students knew the learning intentions and success criteria of the lessons being taught. Prior to Visible Learning^{plus}, I am not sure that we would have made 20%! ”

When we returned, we presented to the whole staff on what evidence is required and how it would be collected. We used a Monday afternoon staff meeting for all staff to complete the School Matrix as a measure of Oxley as a Visible Learning^{plus} school. We also ran student focus groups on The Visible Learner, Inspired and Passionate Teaching, online surveys about feedback, analyzed NAPLAN (national test) data, etc.

Later in the year, we returned to the **Evidence Into Action, Day 2 Workshop**. We worked closely with



the Visible Learning^{plus} team to determine what our evidence meant for Oxley. We also had the opportunity to network with other schools. We left inspired and ready for action!

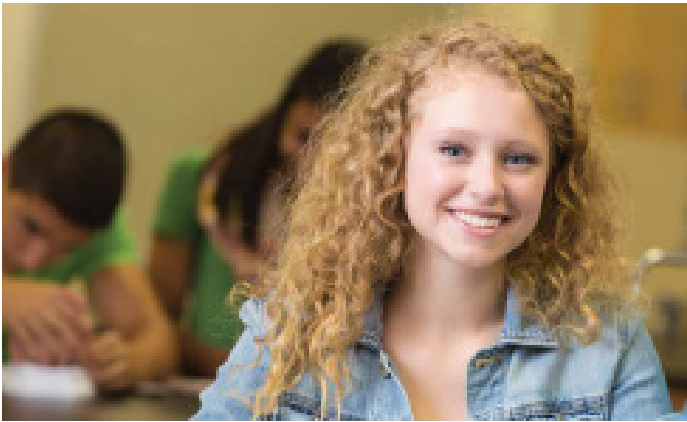
Again, we shared our learning from Evidence Into Action, Day 2 with the staff at our mid-year professional learning days, reporting on the process, sharing the case studies of other schools, and confirming our targets. We also got very hands-on by planning lessons using the Visible Learning^{plus} framework in both cross-curricular and department teams.

What Changes Have You Made?

We have introduced Visible Learning^{plus} at every level of our school community to maximise student learning at Oxley. We have spoken about it at assemblies, parent meetings, and Board meetings and are working toward a common shared language of learning that all members of our community understand.

Our Visible Learning^{plus} team leaders meet weekly to work on achieving our targets. This new model of task-based teams and leadership has worked extremely well and has been the impetus for us to review our other teams.

Visible Learning^{plus} team leaders conduct “learning visits” to their team’s classrooms biweekly. These visits focus on observations of student learning and are the basis for teachers collaborating on lesson planning and reflection. While staff is at different



stages, we already have significant evidence of implementation, progression, and success using this model.

As a staff, we have collaborated on the design of a lesson plan template that includes the elements in Chapter 4 of *Visible Learning for Teachers: Maximizing Impact on Learning* (2013).

What Impact Has Visible Learning^{plus} Professional Learning Made?

While we still have much to do, we have already seen significant results in both teaching and learning. A quick snapshot:

In the last week of Term 2 (six months after Evidence Into Action, Day 1), we repeated the student focus groups on “what does a good learner look like at Oxley.” The clear evidence is that students have moved from “someone who is organised” or “someone who wears their uniform well” to the articulation of learner dispositions, discussion of learning intentions, success criteria, and progression. Students were more aware of the focus on “learning” rather than being “taught.” There has been a significant shift to active learning, group work, and discussion.

Our teachers now work in cross-curricular teams with a mentor/coach to assist them as they implement Visible Learning^{plus} in their classrooms. They have opened up their classrooms and are showing an eagerness to learn more about learning and teaching—a huge step forward for some who previously wore as a badge of honor simply because

they had been teaching the same way for 27 years. Prior to this, there had not been a culture of sharing and collaboration at Oxley.

As a result of classroom observations, we found that 80% of our K-12 students knew the learning intentions and success criteria of the lesson being taught. Prior to Visible Learning^{plus}, I am not sure that we would have made 20%!

We wait eagerly on the new NAPLAN data to be released so that we can start our data analysis and set next year’s targets for literacy and numeracy.

Where to Next?

We still have much work to do. Our teachers are hungry for more Visible Learning^{plus}, particularly assessment and data collection. We plan to attend the Visible Learning^{plus} Inside Series in order to build staff capacity in the next school year. Most of all, we are committed to being an exemplar of how Visible Learning^{plus} can make a difference in student learning.

WATCH THE VIDEOS ABOUT VISIBLE LEARNING^{plus}!

The screenshot shows the Visible Learning website. The sidebar on the left lists various resources under the heading 'ON-SITE PD • COMPREHENSIVE PROGRAMS', including 'COMPREHENSIVE PROGRAMS', 'COLLABORATIVE LEADERSHIP', 'COMMON FORMATIVE ASSESSMENT 2.0', 'CO-CONSTRUCTING SUCCESS CRITERIA WORKSHOP', 'CULTURAL PROFICIENCY', 'DEEP EQUITY', 'EVALUATING INSTRUCTIONAL LEADERSHIP SEMINARS', 'FISHER & FREY CLOSE AND CRITICAL READING', 'FISHER & FREY MAKING LITERACY LEARNING VISIBLE', 'HIGH EXPECTATIONS TEACHING', 'HIGH-IMPACT PROFESSIONAL LEARNING', 'LEADING IMPACT TEAMS', 'LEARNING INTENTIONS AND SUCCESS CRITERIA WORKSHOPS', 'MAKING MATHEMATICS LEARNING VISIBLE', and 'PARTNERING WITH STUDENTS'. The main content area is titled 'Visible Learning with John Hattie' and features a 'Download the Visible Learning^{plus} Catalog' button. Below this, there is a section for 'Visible Learning^{plus} Professional Development' with a brief description of the program.



Scan the QR code or visit au.corwin.com

What does it take to create schools where all students are learning—not by chance, but by design?

Professional learning is successful if—and only if—it has a measurable impact on student learning. **Corwin's Visible Learning^{plus} School Impact Process** approaches professional learning with a focus on evidence-based practices and implementation support for long-term success for all learners.



Understand what works

Build a common understanding and language of learning across school around what works (and what doesn't) to accelerate learning and monitor progress.

Collect and analyse your evidence

Understand where you are now in implementing high-impact practices so you can chart where you want to go and how to get there.



Develop your PD plan with experts

Bring in the leading minds to help you formulate a PD plan for long-term, measurable growth and collaboration amongst team members.



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