

**TEACHER EMPOWERMENT PLAN /SCHOOL DEVELOPMENT PLAN****II LO Rybnik, POLAND**

Already implemented in VT4P



SCHOOLS FAMILIARIZE
THEMSELVES WITH
HATTIE'S RESEARCH
SCHOOL NEEDS
DIAGNOSIS IS CARRIED
OUT



PROJECT LEADERS
ATTENDED EXPERT
SEMINARS WITH
J.HATTIE



KNOWLEDGE SPREADS
TO OTHER TEACHERS
INTERNATIONAL
TRAINING EVENTS



INVOLVING EXPERTS IN
INTERNATIONAL
TRAINING EVENTS



TRAINING SESSIONS
INVOLVING GUEST
TEACHERS
DISSEMINATION FOR
NEW PROJECT
COORDINATORS IN
COOPERATION WITH
THE NA



TEACHERS GAIN
EXPERTISE

(EUROPASS)
CERTIFICATION

OER
Resources

Twinspace

<https://twinspace.etwinning.net/50561/home>

Teacher Professional Development in TEMPs for VT4P



Identifying relevant Hattie's factors from student, peer teacher and expert feedback



Providing teacher training for these factors.
Looking for Local / National / European training opportunities (short or long term)
Cooperation with Osiris Educational
(including free live webinars)

Measuring change (feedback)

in VT4P
(student and teacher)



Evaluating students' progress/achievement through qualitative and quantitative analysis.
(pre/post tests, mock exams)

SCHOOL DEVELOPMENT PLAN CHECKLIST

- 1. Teachers know the mind frames of visible learning.**
 - 2. Teachers are acquainted with strong and weak promoters of sustainable learning according to Hattie's research.**
 - 3. Students are acquainted with the concept of meta-cognition, know and use effective strategies for learning (plan, monitor and evaluate their plans).**
 - 4. Students are able to talk about their learning strategies.**
 - 5. School helps students to become visible learners who:**
 - Can be their own teacher
 - Can articulate what they are learning and why
 - Can talk about how they are learning – the strategies they are using to learn
 - Can articulate their next learning steps
 - Seek, are resilient and aspire to challenge
 - Can set mastery goals
 - See errors and opportunities and are comfortable saying that they don't know and/or need help
 - Know what they can do when they don't know what to do
 - Actively seek feedback
 - Have meta-cognitive skills and can talk about these skills
- (based on "Developing assessment-Capable Visible Learners by N. Frey, J. Hattie, D. Fisher)*
- 7. Teachers and students perceive mistakes as an opportunity.**
 - 8. Success criteria are clearly defined and objectives of each lesson are clearly stated.**
 - 9. Teachers cooperate (developing P2P observations culture).**

10. Teachers use feedback forms to seek students' voice (seeing learning through students' eyes).

11. Feedback is sought and acted upon.

12. Fostering self-evaluation culture.

13. Effective/ high impact methods of teaching/learning are introduced, e.g.: jigsaw method, concept mapping, etc.

14. Teachers evaluate students' progress/achievement

Mindframe: I evaluate because it gives me feedback to myself about the impact of my teaching.

(video p. 143 Mindframes of Assessment – Capable Teachers)

(Simple and informative six- minute video on how to calculate group and individual effect sizes
<https://vimeo.com/51258028>)

alternatively

Ready Template to calculate group and individual effect sizes

(<https://twinspace.etwinning.net/files/collabspac/1/61/561/50561/files/b91292b6c.xlsx>)

15. Clarity is promoted.

16. Collaboration is promoted. Enhancing team work culture towards collective efficacy.

