



Erasmus+

Zespół Szkół nr 2 w Rybniku

Visible Teaching4Performance

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1st TPM Rybnik 13-17. 12.2017

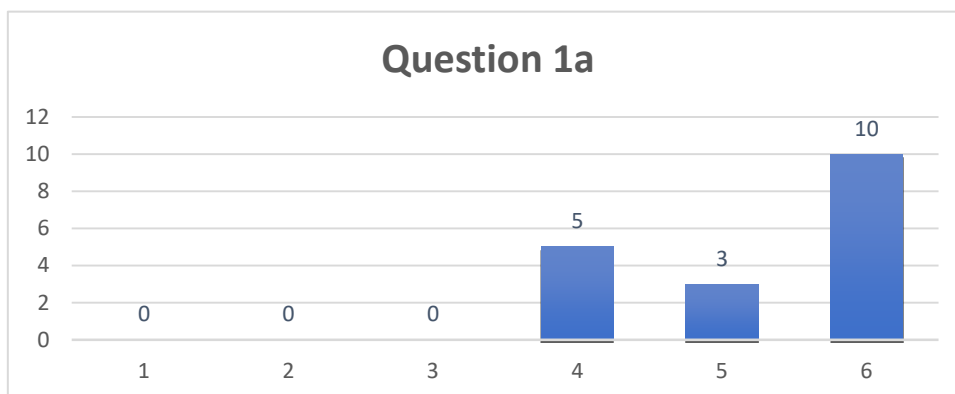
ANALYSIS OF CHECKLIST FOR 'VISIBLE LEARNING INSIDE' – JOHN HATTIE'S QUESTIONNAIRE

VISIBLE LEARNING INSIDE

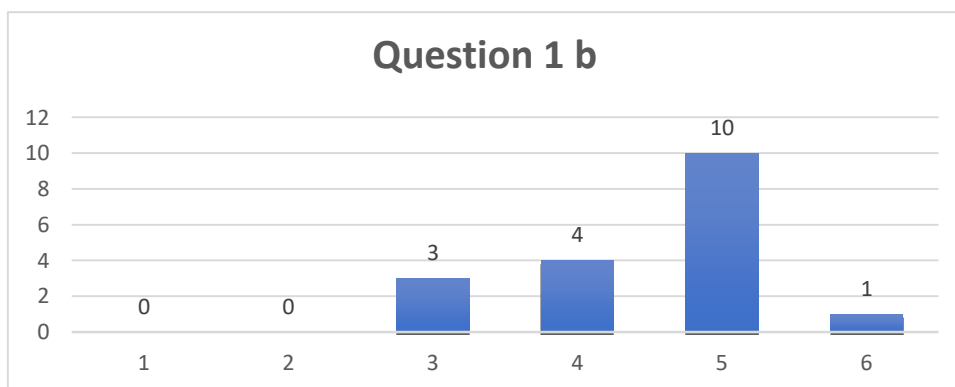
Inspired and passionate teaching

1. All adults in this school recognize that:

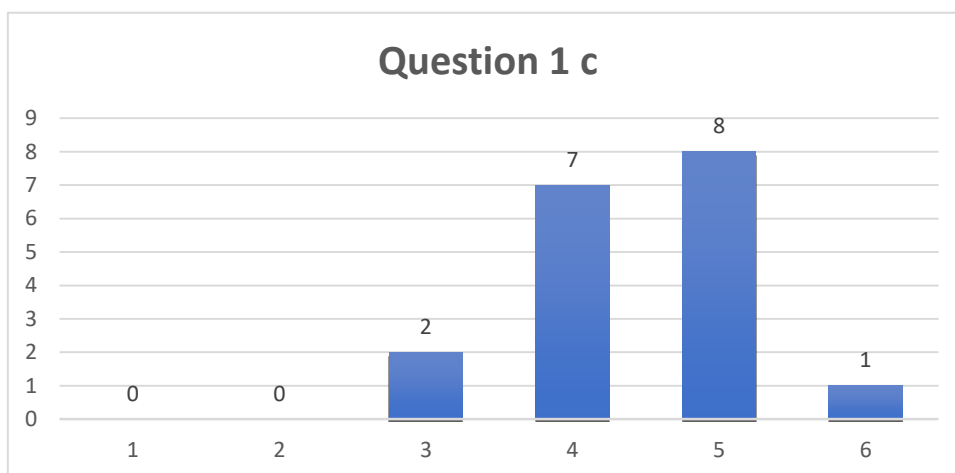
- a) There is variation among teachers in their impact on student learning and achievement;



- b) all (school leaders, teachers, parents, students) place high value on having major positive effects on achievements for all students;



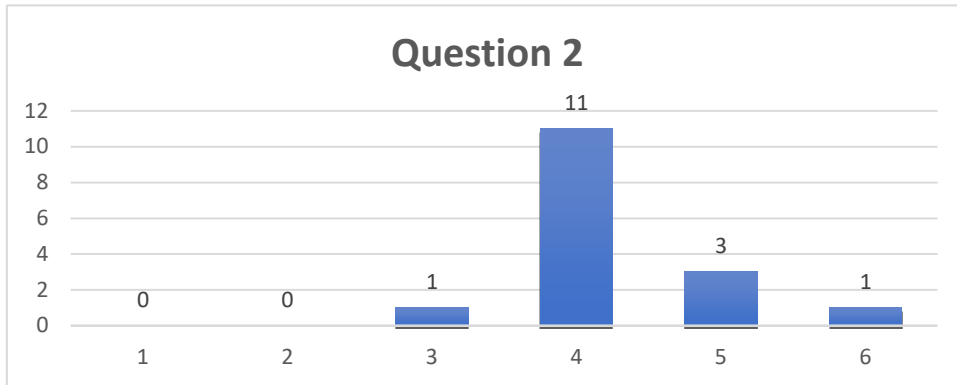
- c) all are vigilant about building expertise to create positive effects on achievement for all students.



CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> In our school teachers are aware that there is variation among teachers in their impact on student learning and achievement. More than 56% of teachers highly believe that they are doing their best to build expertise. 	<ol style="list-style-type: none"> 39% of teachers seems to partly disagree or partly agree about major positive effects on all students they would have. 31% of teachers doubt that all are vigilant about building expertise to create positive effects on achievement for all students.

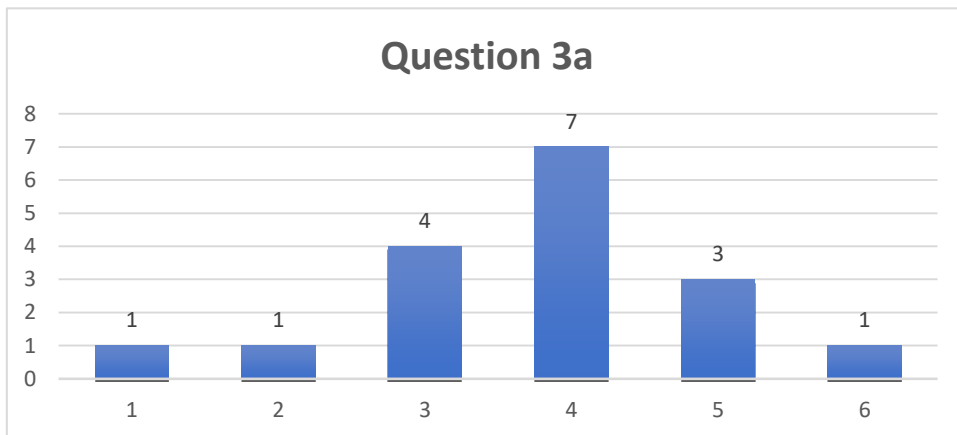
2. This school has convincing evidence that all of its teachers are passionate and inspired-and this should be the major promotion attribute of this school.



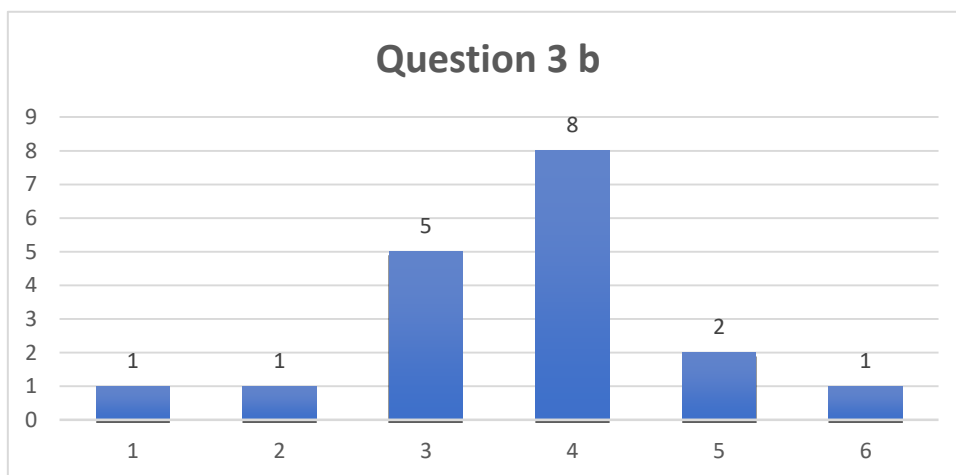
CONCLUSIONS:

Positive	Negative
	<ol style="list-style-type: none"> 75% of teachers seems to partly disagree or partly agree with statement that all of them are passionate and inspired-and this should be the major promotion attribute of our school.

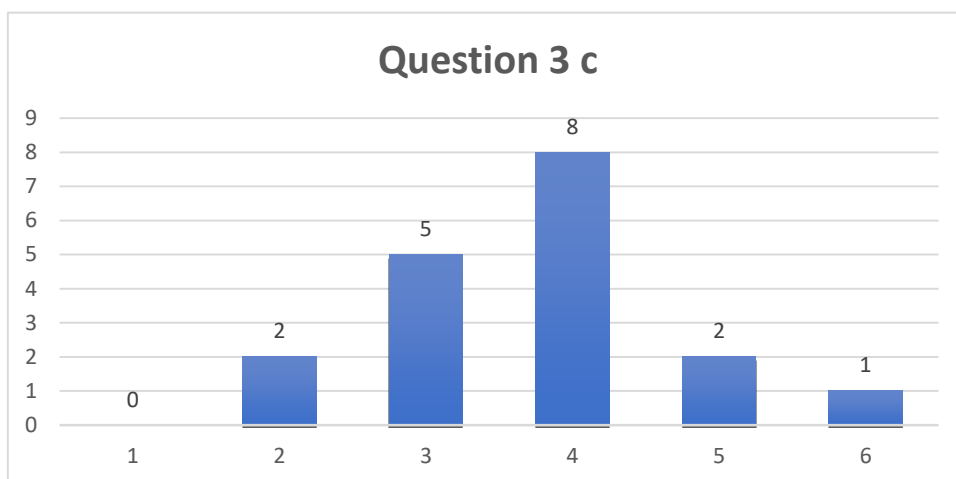
3. This school has a professional development program that:
 a) enhances teachers’ deeper understandings of their subject(s);



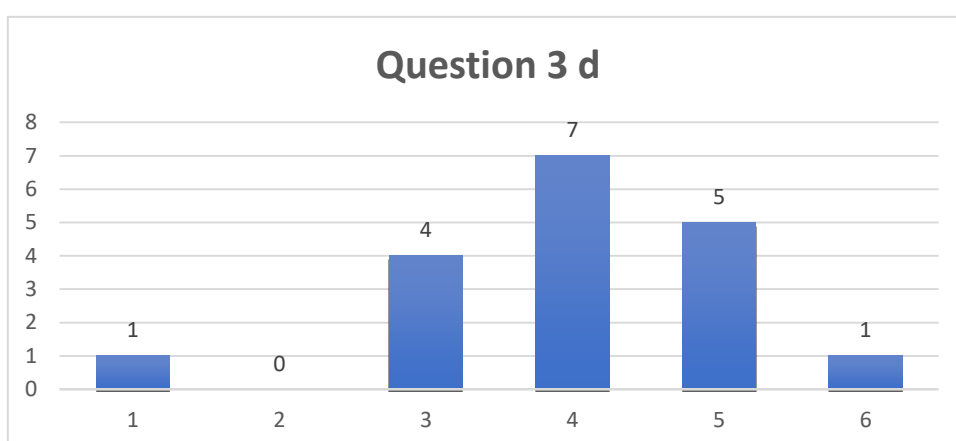
b) supports learning through analyses of the teachers' classroom interactions with students;



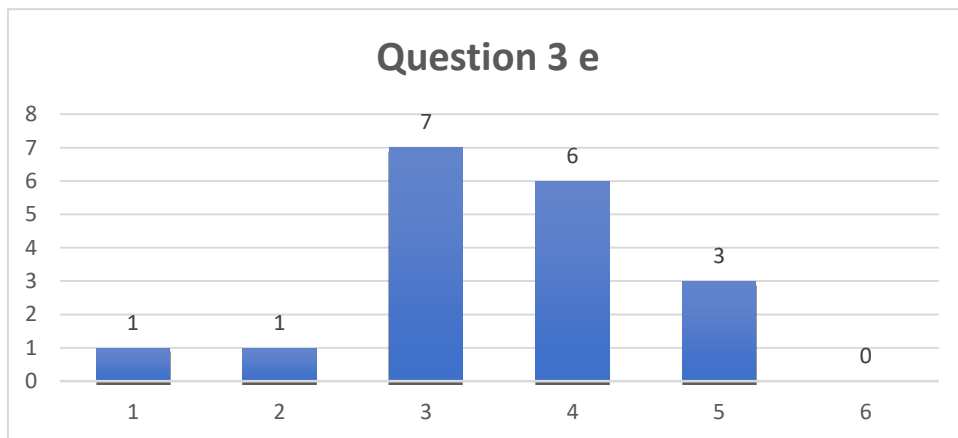
c) helps teachers to know how to provide effective feedback;



d) attends to students' affective attributes; and



e) develops the teachers' ability to influence students' surface and deep learning

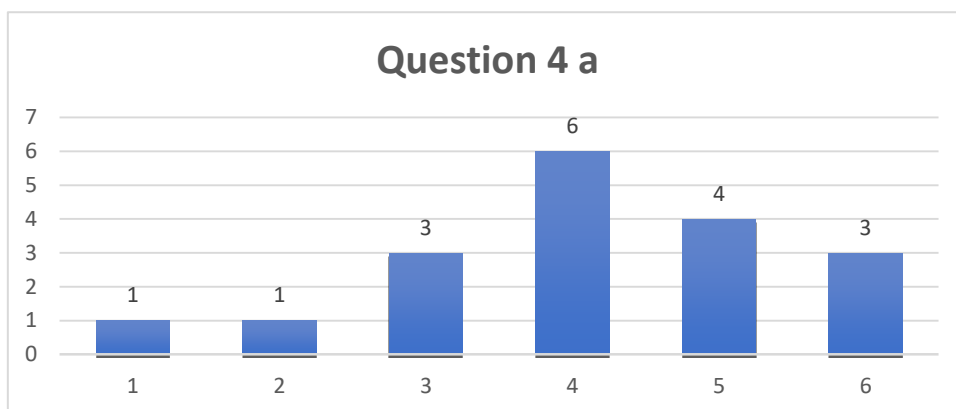


CONCLUSIONS:

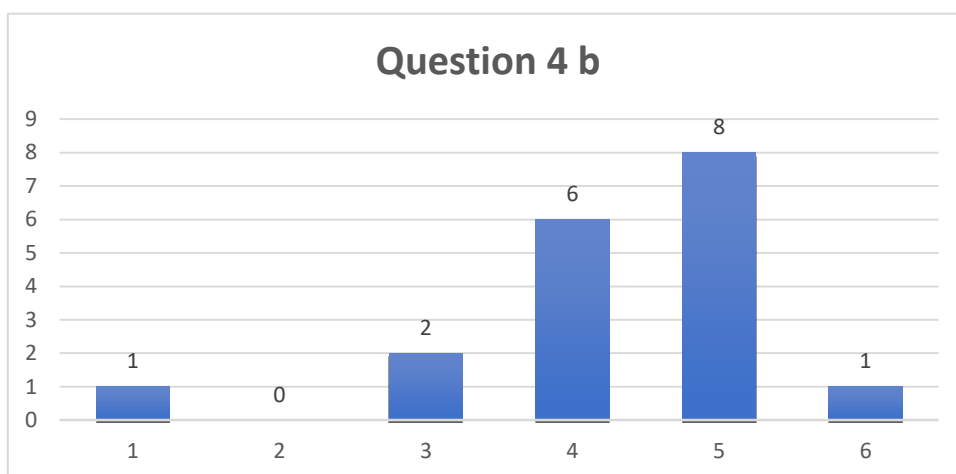
Positive	Negative
<p>1. High scores of our school show that teachers are aware of mentioned issues, but they seem not be supported in their work by professional development program or they are not aware that this programme exists.</p>	<ol style="list-style-type: none"> 1. 65% of teachers partly disagree or partly agree with statement that school has a professional development program that enhances teachers' deeper understandings of their subject(s). 2. 72% of teachers doubt that professional development program supports learning through analyses of the teachers' classroom interactions with students. 3. 72% of teachers doubt that professional development program helps teachers to know how to provide effective feedback. 4. 61% of teachers doubt that professional development program helps teachers to attend to students' affective attributes. 5. 72% of teachers doubt that professional development program develops the teachers' ability to influence students' surface and deep learning. 6. The survey shows that professional development program doesn't work or is wrongly prepared.

4. This school's professional development also aims to help teachers to seek pathways towards:

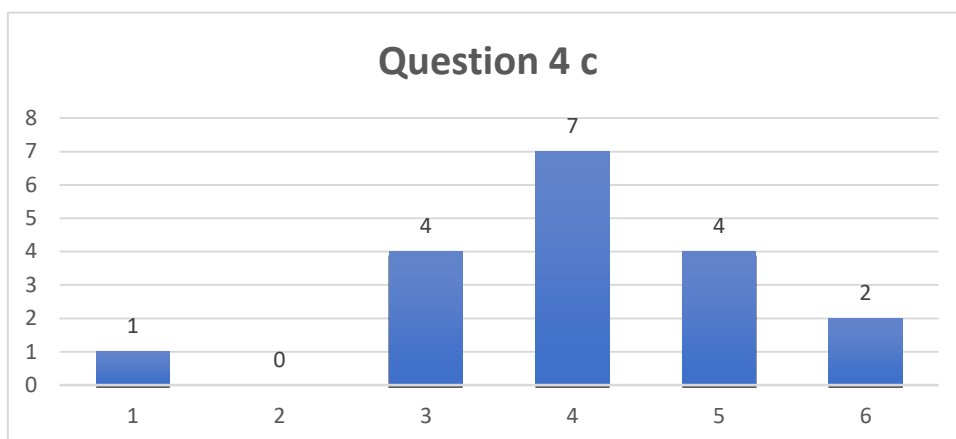
a) solving instructional problems;



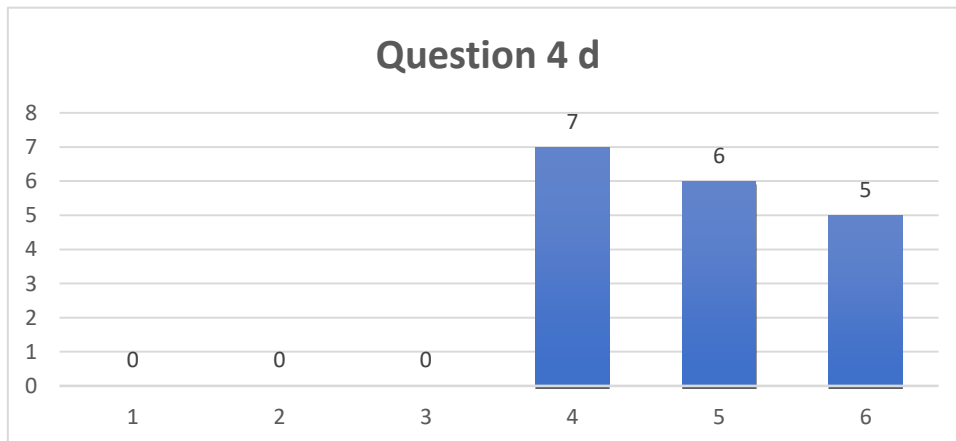
b) interpreting events in progress;



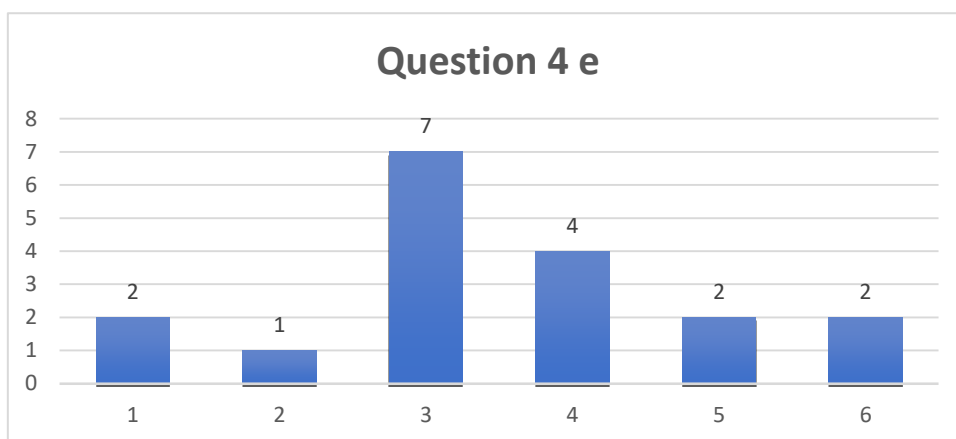
c) being sensitive to context;



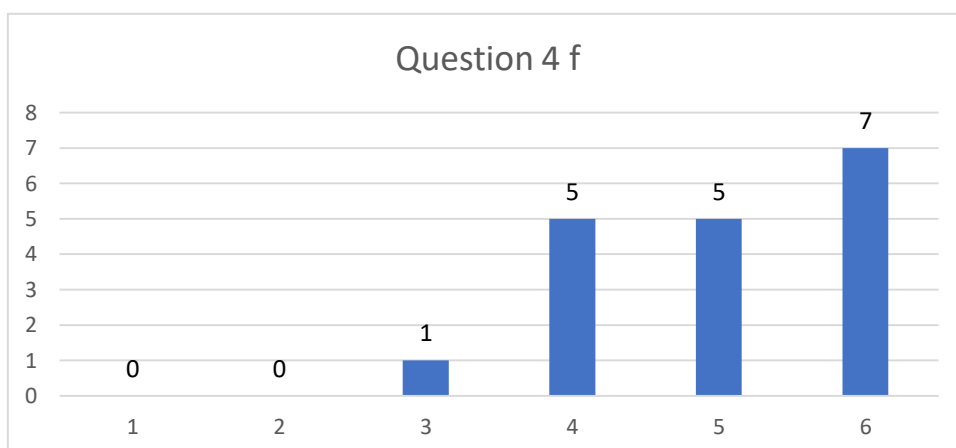
d) monitoring learning;



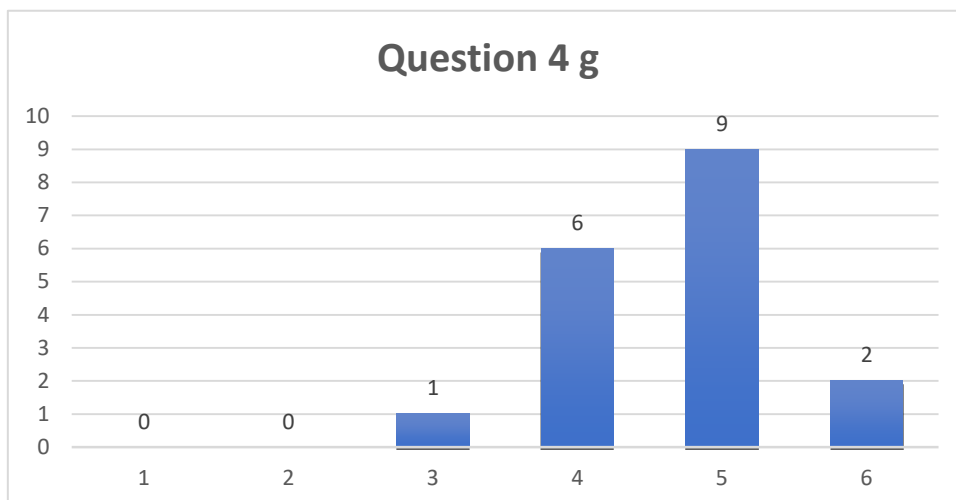
e) testing hypotheses;



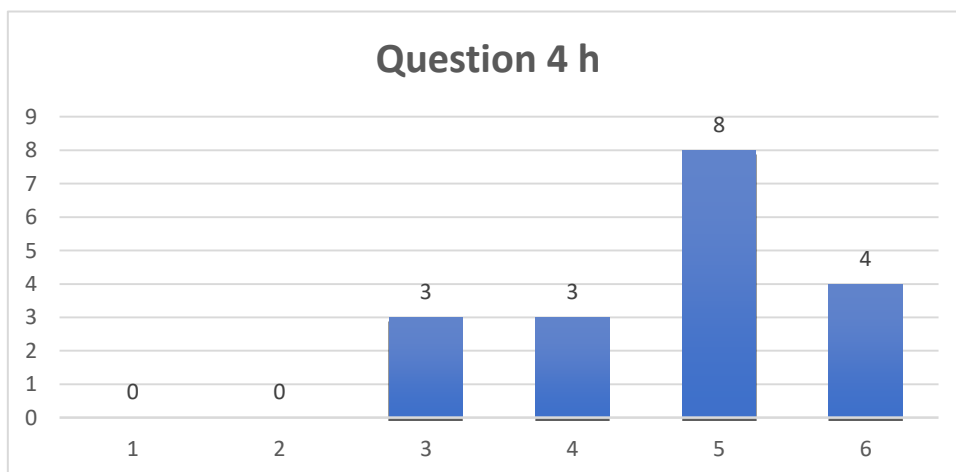
f) demonstrating respect for all in school;



g) showing passion for teaching and learning; and



h) helping students to understand complexity.



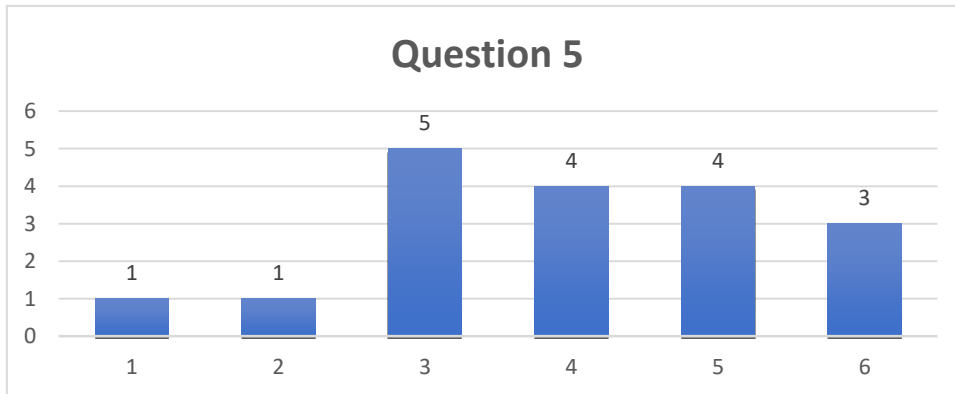
CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 50% of teachers generally agree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards interpreting events in progress. More than 30% of teachers generally agree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards being sensitive to context. More than 61% of teachers generally agree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards monitoring learning. More than 66% of teachers generally agree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards demonstrating respect for all in school. More than 61% of teachers generally 	<ol style="list-style-type: none"> 50% of teachers partly disagree or partly agree with statement that school has a professional development program that helps teachers to seek pathways towards solving instructional problems. 44% of teachers partly disagree or partly agree with statement that school has a professional development program that helps teachers to seek pathways towards interpreting events in progress. 61% of teachers partly disagree or partly agree with statement that school has a professional development program that helps teachers to seek pathways towards being sensitive to context. 61% of teachers partly disagree or partly agree with statement that school has a professional development program that helps teachers to seek pathways towards testing hypotheses.

disagree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards showing passion for teaching and learning.

6. More than 67% of teachers generally agree or strongly agree with statement that school has a professional development program that helps teachers to seek pathways towards helping students to understand complexity.

5. Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve “visible learning inside”.



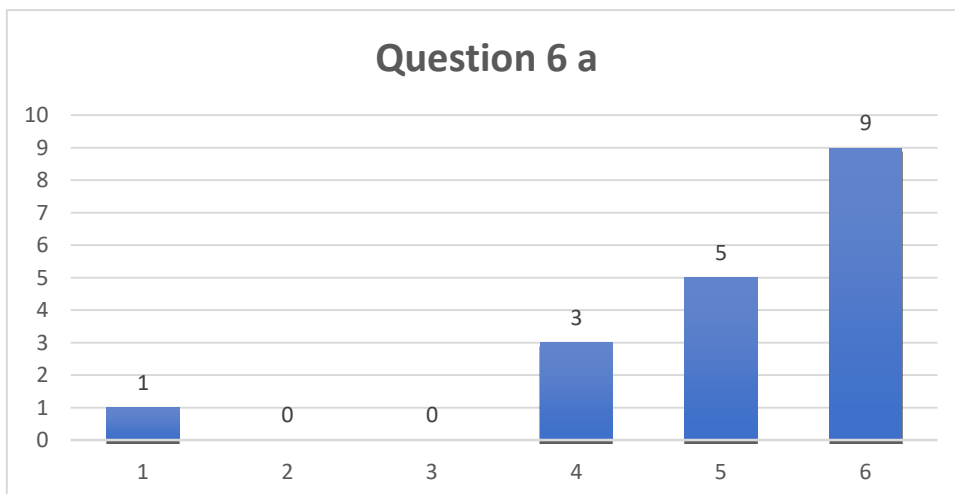
CONCLUSIONS:

Positive	Negative
1. 39% of teachers generally agree or strongly agree with statement that professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve “visible learning inside”.	1. 61% of teachers strongly or partly disagree or strongly or partly agree with statement that professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve “visible learning inside”.

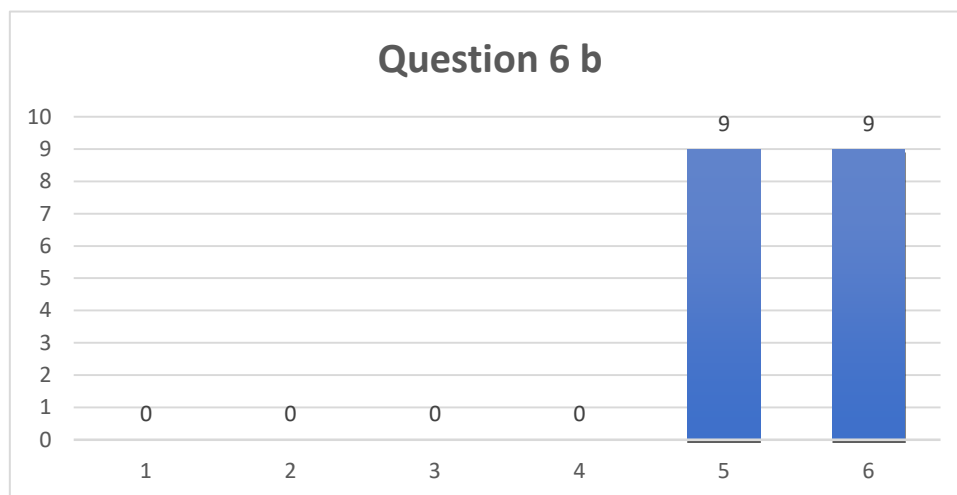
Planning

6. The school has, and teachers use, defensible methods for:

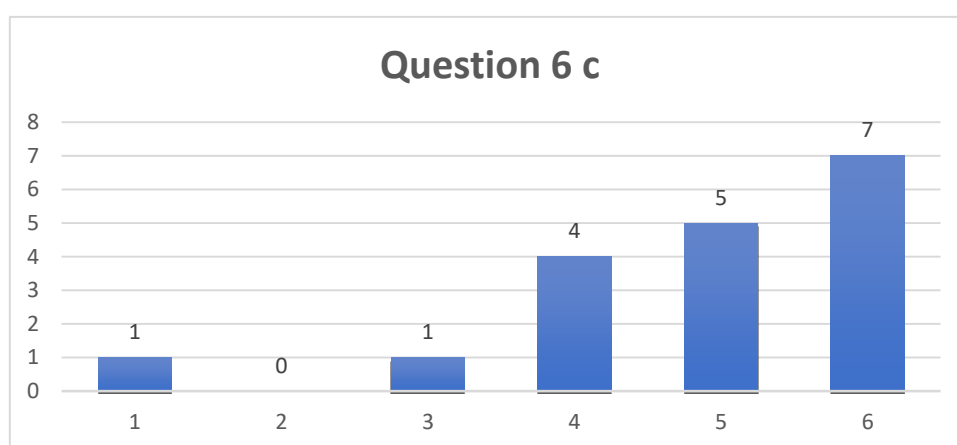
a) monitoring, recording, and making visible, on a ‘just in time’ basis, interpretation about prior, present, and targeted student achievement;



- b) monitoring the progress of students regularly throughout and across years, and this information is used in planning and evaluating lessons;



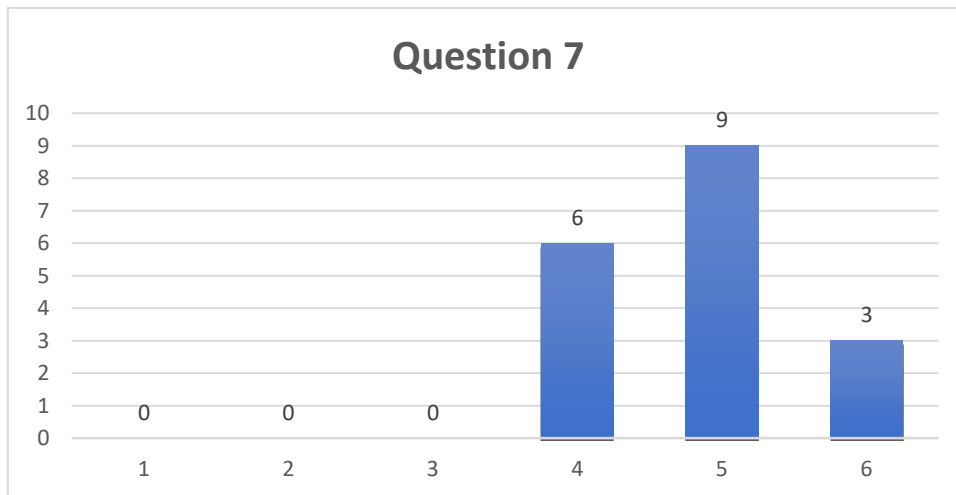
- c) creating targets relating to the effects that teachers are expected to have on all students' learning.



CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 78% of teachers generally agree or strongly agree with statement that the school has, and teachers use, defensible methods for monitoring, recording, and making visible, on a 'just in time' basis, interpretation about prior, present, and targeted student achievement. 100% of teachers generally agree or strongly agree with statement that the school has, and teachers use, defensible methods for monitoring the progress of students regularly throughout and across years, and this information is used in planning and evaluating lessons. 78% of teachers generally agree or strongly agree with statement that the school has, and teachers use, defensible methods for creating targets relating to the effects that teachers are expected to have on all students' learning. 	<ol style="list-style-type: none"> 28% of teachers partly disagree or partly agree with statement that the school has, and teachers use, defensible methods for creating targets relating to the effects that teachers are expected to have on all students' learning.

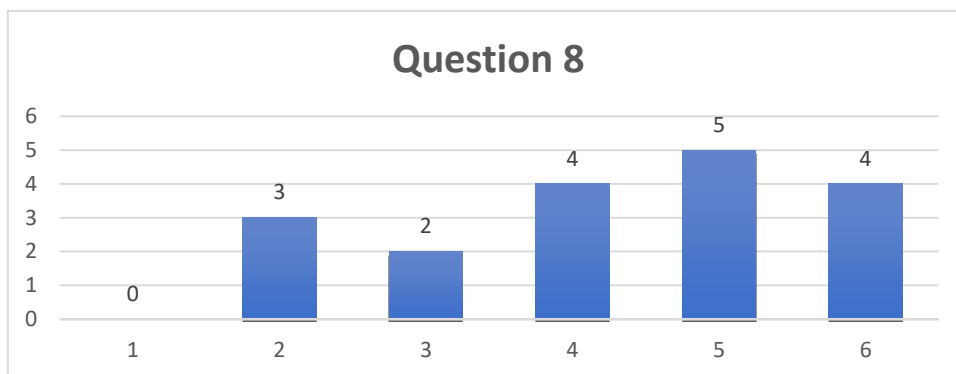
7. Teachers understand the attitudes and dispositions that students bring to the lesson, and aim to enhance these so that they are a positive part of learning.



CONCLUSIONS:

Positive	Negative
<p>1. 67% of teachers generally agree or strongly agree with statement that teachers understand the attitudes and dispositions that students bring to the lesson, and aim to enhance these so that they are a positive part of learning.</p>	<p>1. 33% of teachers partly agree with statement that teachers understand the attitudes and dispositions that students bring to the lesson, and aim to enhance these so that they are a positive part of learning.</p>

8. Teachers within the school jointly plan series of lessons, with learning intentions [targets] and success criteria related to worthwhile curricular specifications.

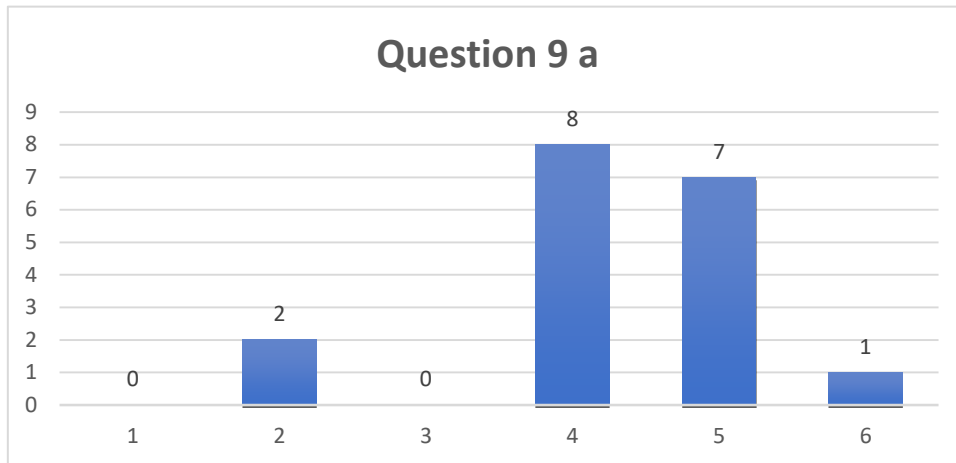


CONCLUSIONS:

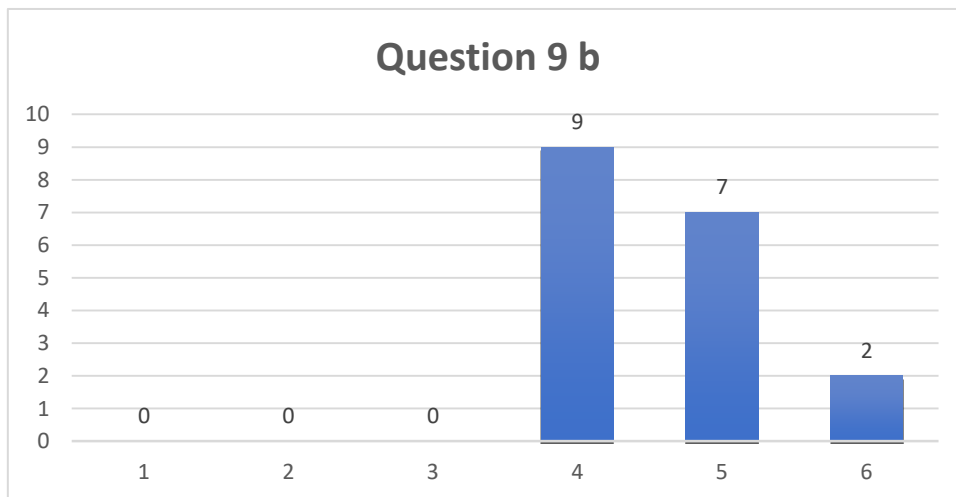
Positive	Negative
<p>1. 50% of teachers generally agree or strongly agree with statement that teachers within the school jointly plan series of lessons, with learning intentions [targets] and success criteria related to worthwhile curricular specifications.</p>	<p>1. 50% of teachers generally or partly disagree or partly agree with statement that teachers within the school jointly plan series of lessons, with learning intentions [targets] and success criteria related to worthwhile curricular specifications.</p>

9. There is evidence that these planned lessons:

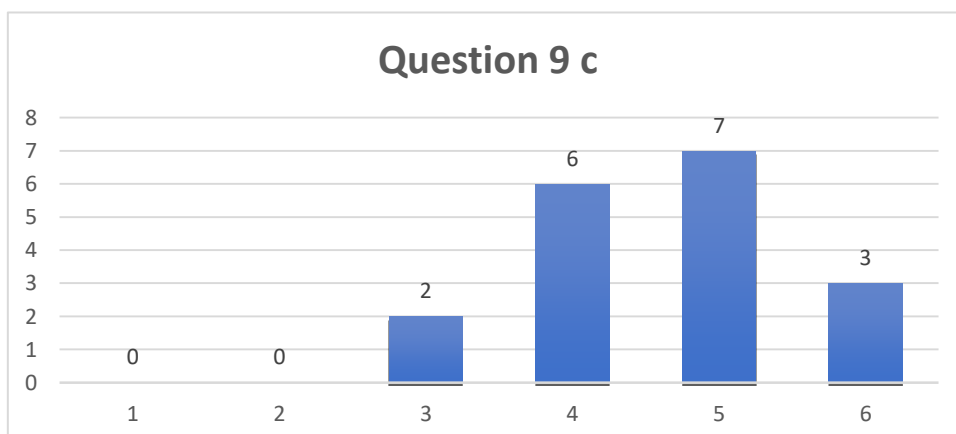
- a) involve appropriate challenges that engage the students' commitment to invest in learning;



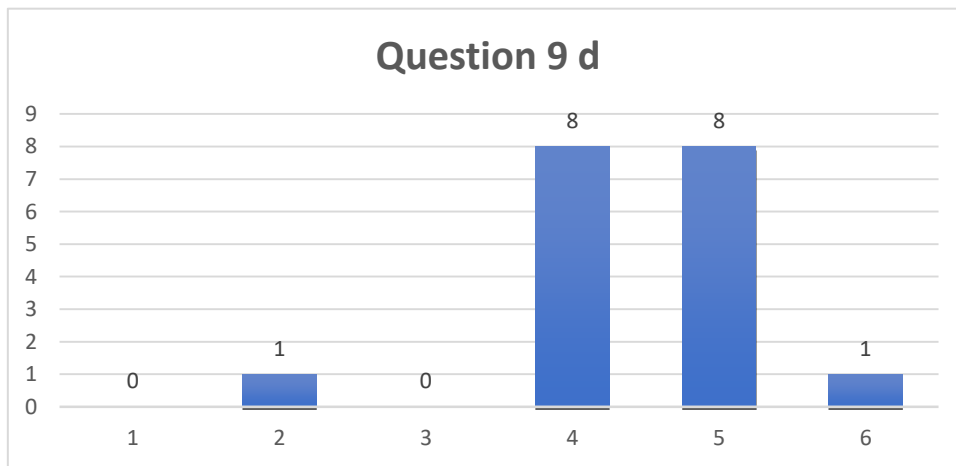
- b) capitalize on and build students' confidence to attain the learning intentions;



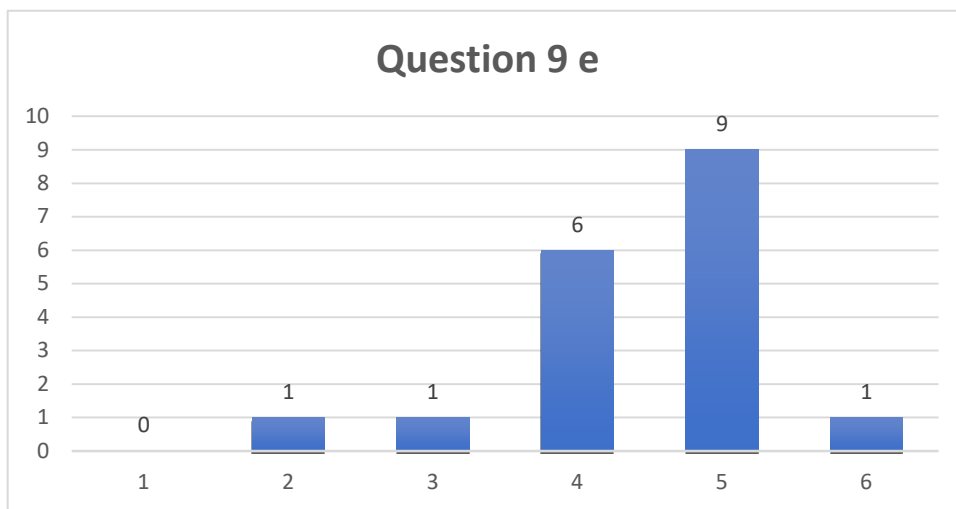
- c) are based on appropriately high expectations of outcomes for students;



d) lead to students having goals to master and wishing to reinvest in their learning; and



e) have learning intentions and success criteria that are explicitly known by the student.

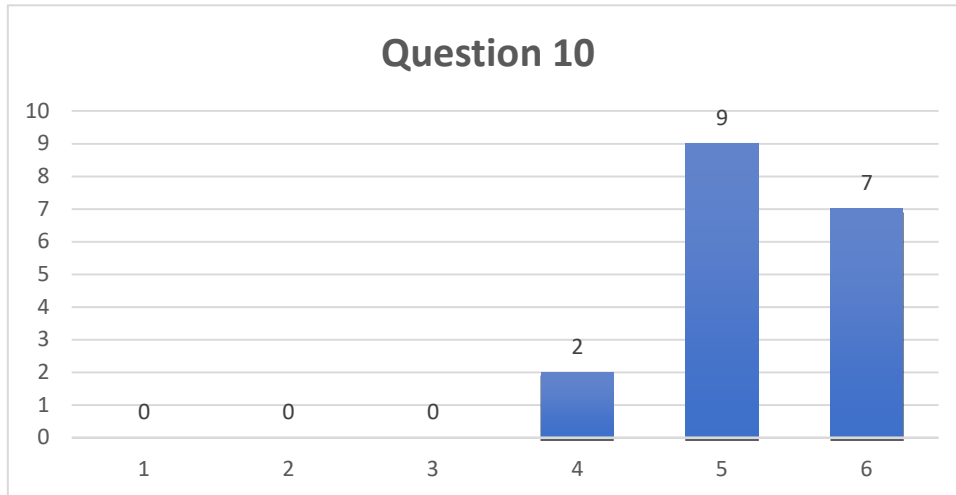


CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 1. 44% of teachers generally agree or strongly agree with statement that there is evidence that these planned lessons involve appropriate challenges that engage the students' commitment to invest in learning. 2. 50% of teachers generally agree or strongly agree with statement that there is evidence that these planned lessons capitalize on and build students' confidence to attain the learning intentions. 3. 56% of teachers generally agree or strongly agree with statement that there is evidence that these planned lessons are based on appropriately high expectations of outcomes for students. 4. 50% of teachers generally agree or strongly agree with statement that there is evidence that these planned lessons lead to students having goals to master and wishing to reinvest in their learning. 5. 56% of teachers generally agree or strongly 	<ol style="list-style-type: none"> 1. 50% of teachers partly agree with statement that there is evidence that these planned lessons capitalize on and build students' confidence to attain the learning intentions. 2. 44% of teachers partly agree or partly disagree with statement that there is evidence that these planned lessons are based on appropriately high expectations of outcomes for students. 3. 44% of teachers partly agree with statement that there is evidence that these planned lessons lead to students having goals to master and wishing to reinvest in their learning. 4. 39% of teachers partly agree or partly disagree with statement that there is evidence that these planned lessons have learning intentions and success criteria that are explicitly known by the student.

agree with statement that there is evidence that these planned lessons have learning intentions and success criteria that are explicitly known by the student.

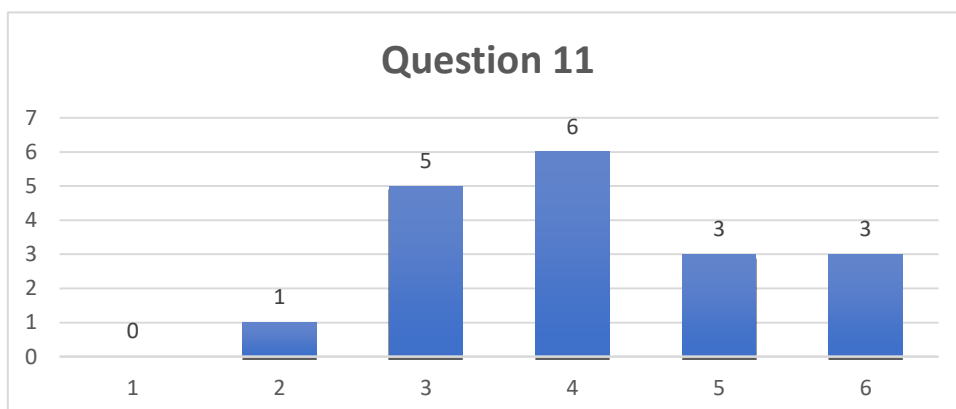
10. All teachers are thoroughly familiar with the curriculum—in terms of content, levels of difficulty, expected progressions—and share common interpretations about these with each other.



CONCLUSIONS:

Positive	Negative
<p>1. 89% of teachers generally agree or strongly agree with statement that all teachers are thoroughly familiar with the curriculum—in terms of content, levels of difficulty, expected progressions—and share common interpretations about these with each other.</p>	

11. Teachers talk with each other about the impact of their teaching, based on evidence of student progress, and about how to maximize their impact with all students.

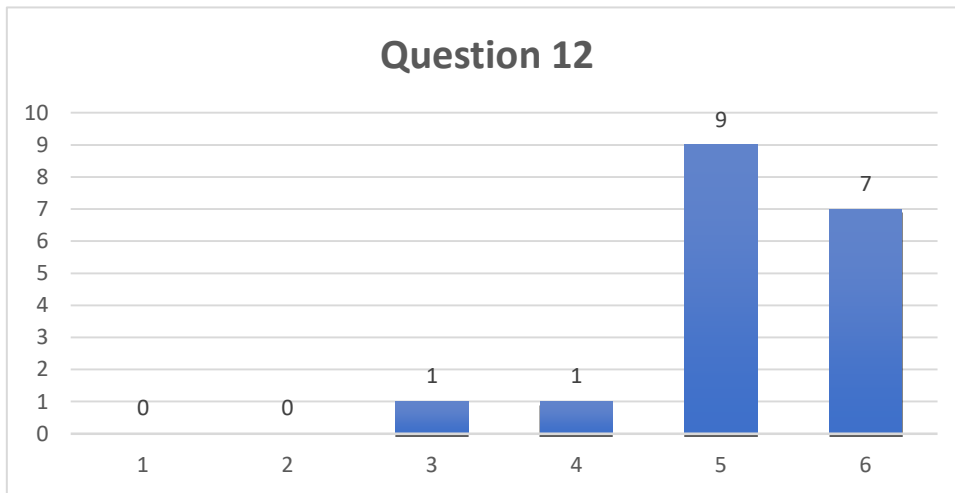


CONCLUSIONS:

Positive	Negative
	<p>1. 67% of teachers generally or partly disagree or partly agree with statement that teachers talk with each other about the impact of their teaching, based on evidence of student progress, and about how to maximize their impact with all students.</p>

Starting the lesson

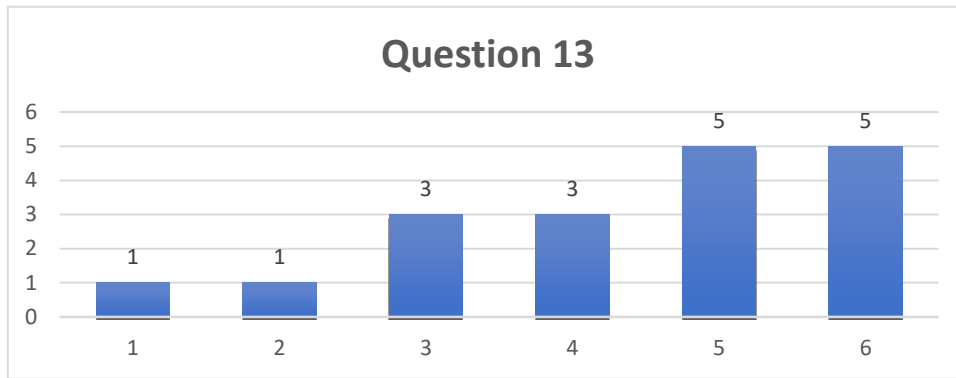
- 12. The climate of the class, evaluated from the student’s perspective, is seen as fair; students feel that it is okay to say ‘I do not know’ or ‘I need help’; there is a high level of trust and students believe that they are listened to; and students know that the purpose of the class is to learn and make progress.**



CONCLUSIONS:

Positive	Negative
<p>1. 89% of teachers generally or strongly agree with statement that the climate of the class, evaluated from the student’s perspective, is seen as fair; students feel that it is okay to say ‘I do not know’ or ‘I need help’; there is a high level of trust and students believe that they are listened to; and students know that the purpose of the class is to learn and make progress.</p>	

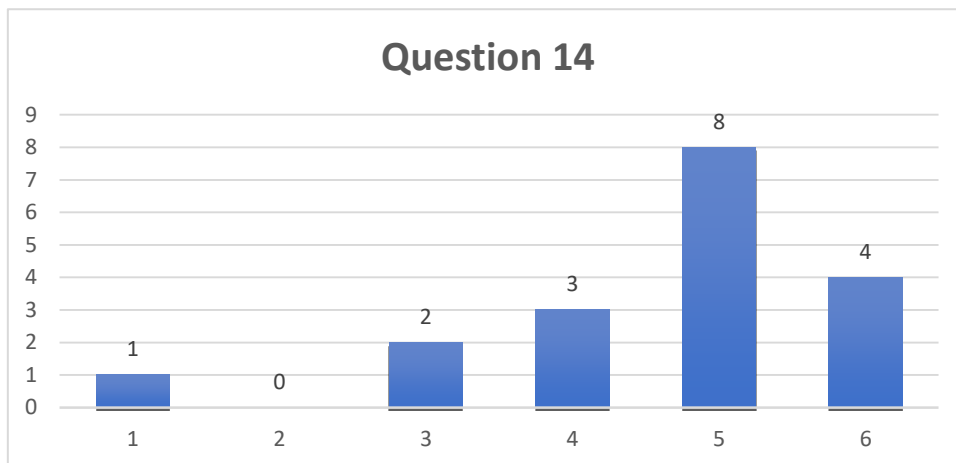
- 13. The staffroom has a high level of relational trust (respect for each person’s role in learning, respect for expertise, personal regard for others, and high levels of integrity) when making policy and teaching decisions.**



CONCLUSIONS:

Positive	Negative
<p>1. 56% of teachers generally or strongly agree with statement that the staffroom has a high level of relational trust (respect for each person’s role in learning, respect for expertise, personal regard for others, and high levels of integrity) when making policy and teaching decisions.</p>	<p>1. 44% of teachers generally, strongly or partly disagree or partly agree with statement that the staffroom has a high level of relational trust (respect for each person’s role in learning, respect for expertise, personal regard for others, and high levels of integrity) when making policy and teaching decisions.</p>

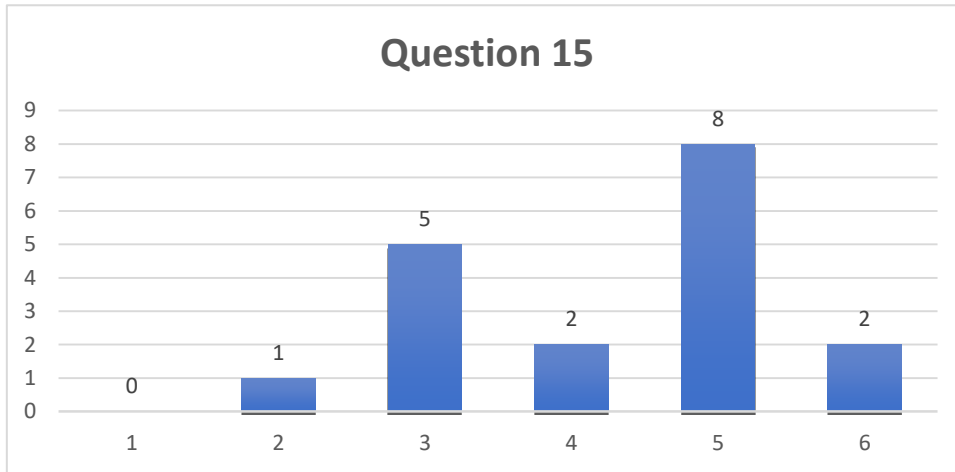
14. The staffrooms and classrooms are dominated more by dialogue than by monologue about learning.



CONCLUSIONS:

Positive	Negative
<p>1. 67% of teachers generally or strongly agree with statement that the staffrooms and classrooms are dominated more by dialogue than by monologue about learning.</p>	

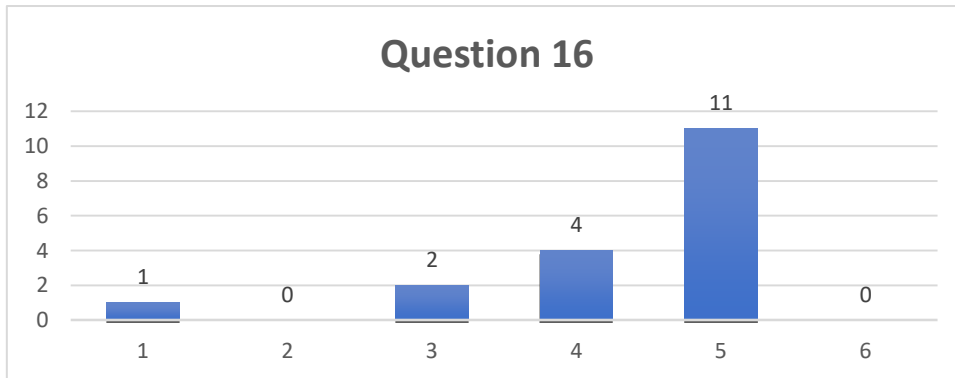
15. The classrooms are dominated more by student that teacher questions.



CONCLUSIONS:

Positive	Negative
<p>1. 56% of teachers generally or strongly agree with statement that the classrooms are dominated more by student that teacher questions.</p>	<p>1. 39% of teachers partly agree or partly disagree with statement that the classrooms are dominated more by student that teacher questions.</p>

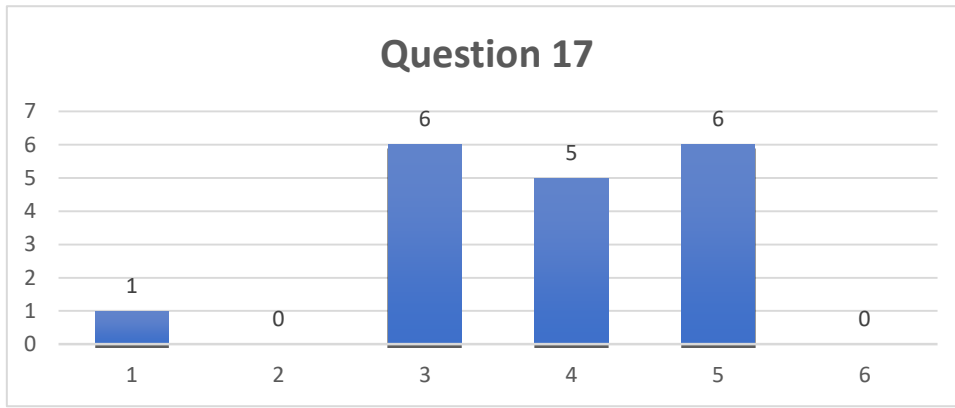
16. There is a balance between teachers talking, listening, and doing; there is a similar balance between students talking, listening, and doing.



CONCLUSIONS:

Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that there is a balance between teachers talking, listening, and doing; there is a similar balance between students talking, listening, and doing.</p>	

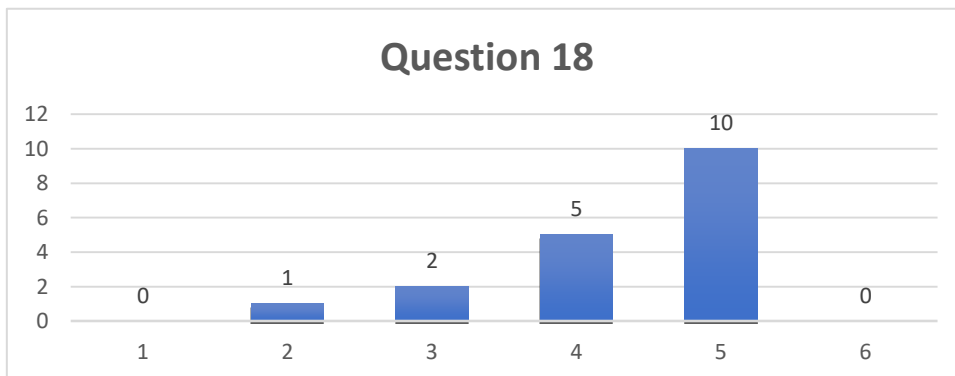
17. Teachers and students are aware of the balance of surface, deep, and conceptual understanding involved in the lesson intentions.



CONCLUSIONS:

Positive	Negative
	<p>1. 61% of teachers partly agree or partly disagree with statement that teachers and students are aware of the balance of surface, deep, and conceptual understanding involved in the lesson intentions.</p>

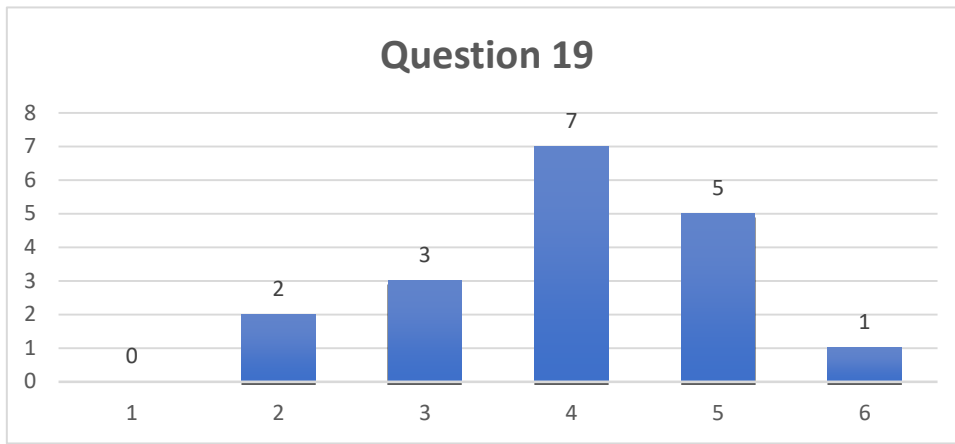
18. Teachers and students use the power of peers positively to progress learning.



CONCLUSIONS:

Positive	Negative
<p>1. 56% of teachers generally agree with statement that teachers and students use the power of peers positively to progress learning.</p>	<p>1. 44% of teachers partly agree or partly or generally disagree with statement that teachers and students use the power of peers positively to progress learning.</p>

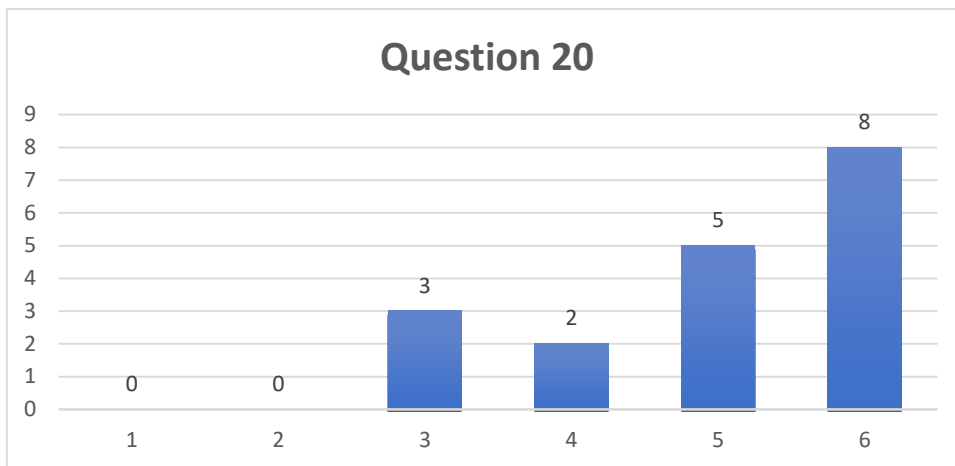
19. In each class and across the school, labelling of students is rare.



CONCLUSIONS:

Positive	Negative
	<ol style="list-style-type: none"> 67% of teachers partly agree or partly or generally disagree with statement that in each class and across the school, labelling of students is rare.

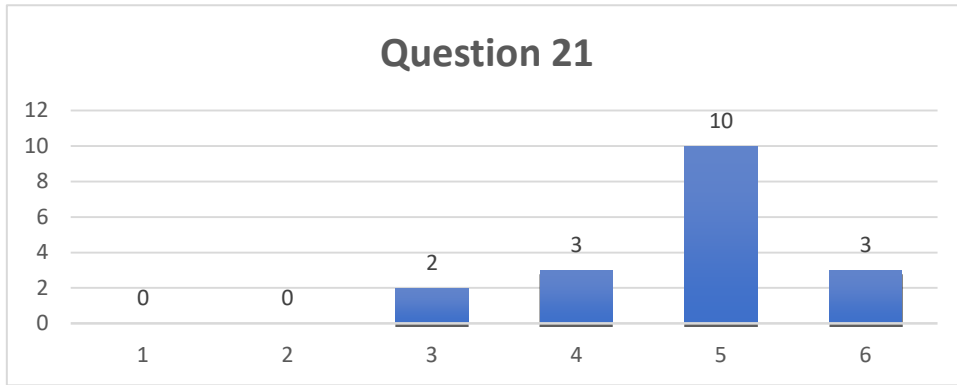
20. Teachers have high expectations for all students, and constantly seek evidence to check and enhance these expectations. The aim of the school is to help all students to exceed their potential.



CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 72% of teachers generally or strongly agree with statement that teachers have high expectations for all students, and constantly seek evidence to check and enhance these expectations and that the aim of the school is to help all students to exceed their potential. 	

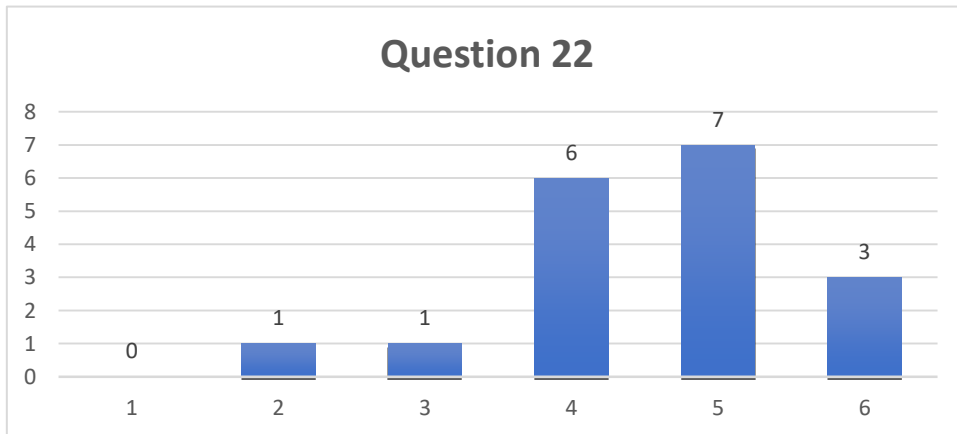
21. Students have high expectations relative to their current learning for themselves.



CONCLUSIONS:

Positive	Negative
<p>1. 72% of teachers generally or strongly agree with statement that students have high expectations relative to their current learning for themselves.</p>	

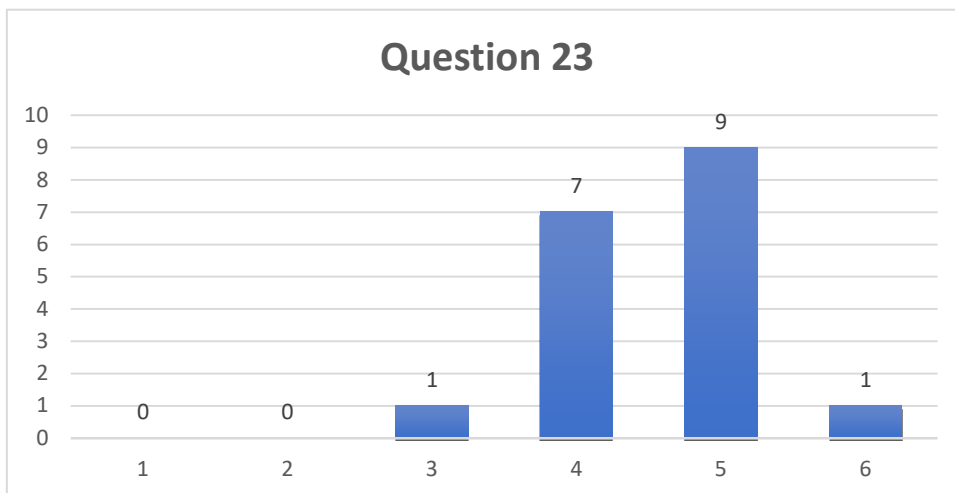
22. Teachers choose the teaching methods as a final step in the lesson planning process and evaluate this choice in terms of their impact on students.



CONCLUSIONS:

Positive	Negative
<p>1. 56% of teachers generally or strongly agree with statement that teachers choose the teaching methods as a final step in the lesson planning process and evaluate this choice in terms of their impact on students.</p>	<p>1. 44% of teachers generally or partly disagree or partly agree with statement that teachers choose the teaching methods as a final step in the lesson planning process and evaluate this choice in terms of their impact on students.</p>

23. Teachers see their fundamental role as evaluators and activators of learning.

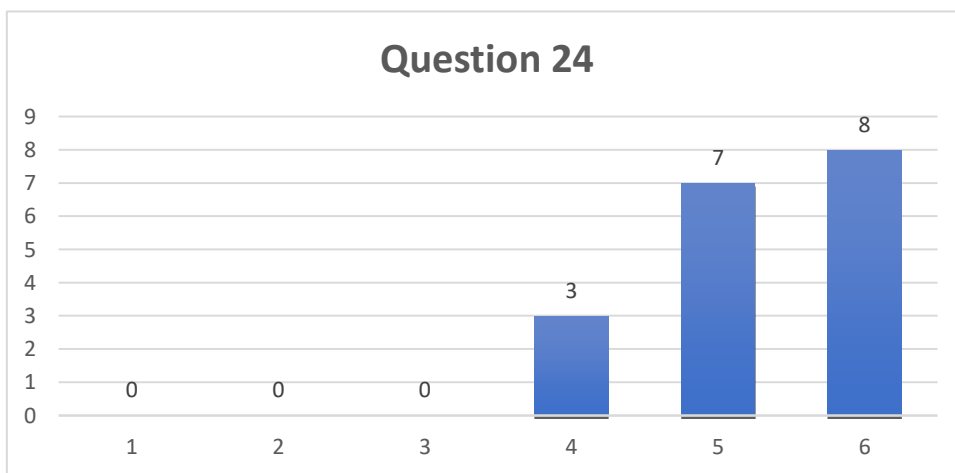


CONCLUSIONS:

Positive	Negative
<p>1. 56% of teachers generally or strongly agree with statement that teachers see their fundamental role as evaluators and activators of learning.</p>	<p>1. 44% of teachers partly agree or partly disagree with statement that teachers see their fundamental role as evaluators and activators of learning.</p>

During the lesson: learning

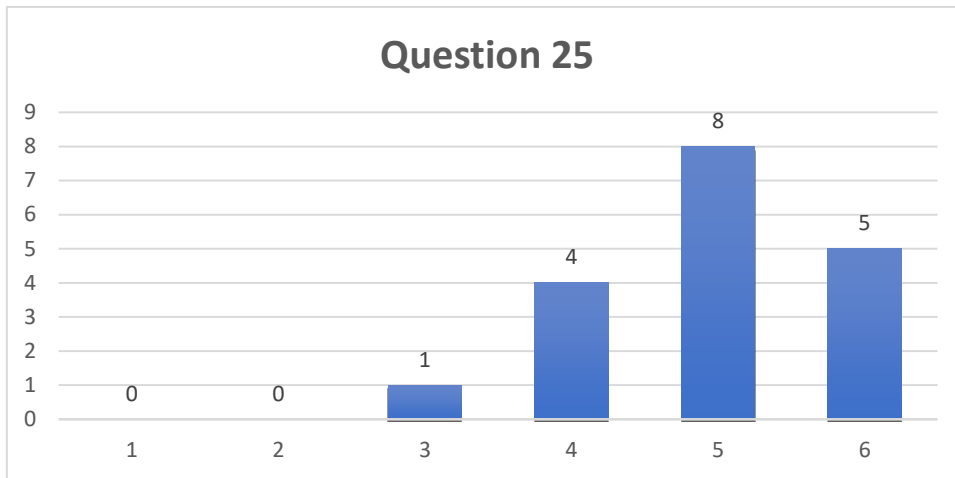
24. Teachers have rich understandings about how learning involves moving forward through various levels of capabilities, capacities, catalysts, and competences.



CONCLUSIONS:

Positive	Negative
<p>1. 83% of teachers generally or strongly agree with statement that teachers have rich understandings about how learning involves moving forward through various levels of capabilities, capacities, catalysts, and competences.</p>	

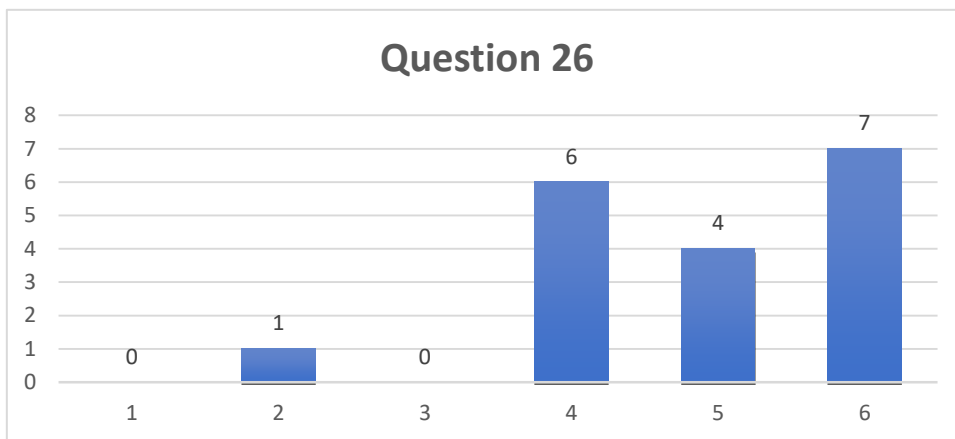
25. Teachers understand how learning is based on students needing multiple learning strategies to achieve surface and deep understanding.



CONCLUSIONS:

Positive	Negative
<p>1. 72% of teachers generally or strongly agree with statement that teachers understand how learning is based on students needing multiple learning strategies to achieve surface and deep understanding.</p>	

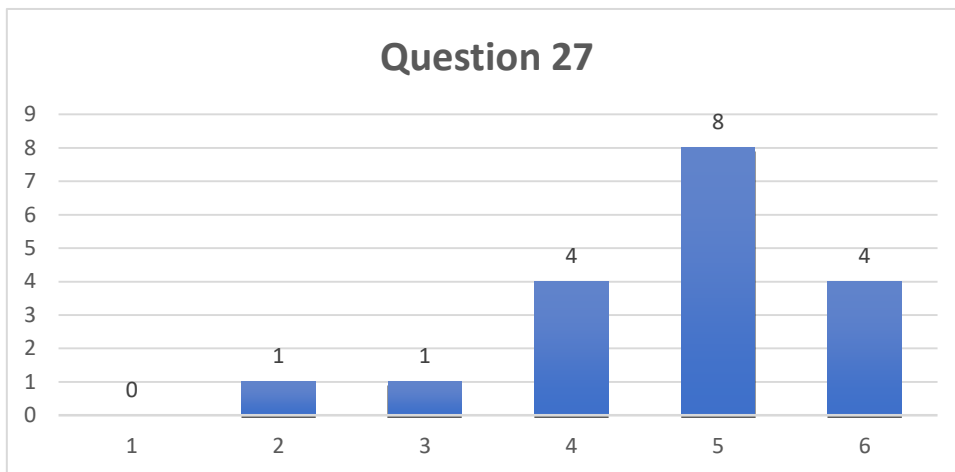
26. Teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s).



CONCLUSIONS:

Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s).</p>	<p>1. 33% of teachers partly agree with statement that teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s).</p>

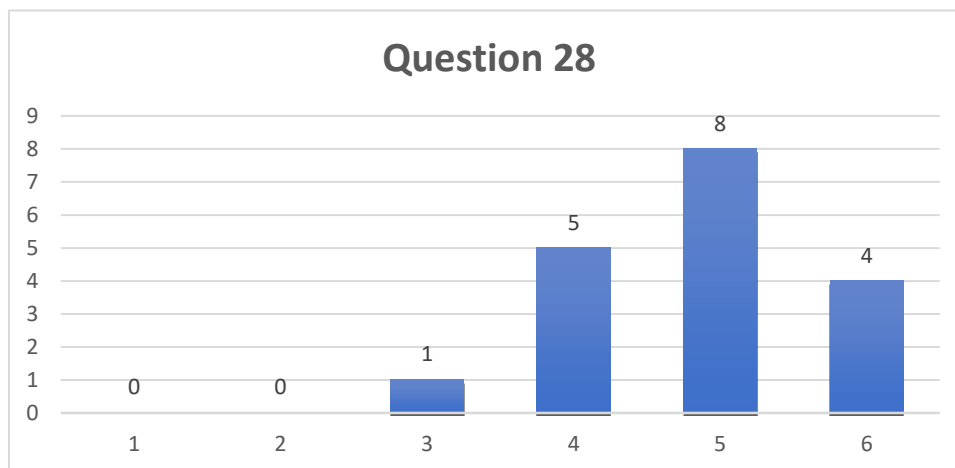
27. Teachers are adaptive learning experts who know where students are on the continuum from novice to capable to proficient, when students are and are not learning, and where to go next, and who can create a classroom climate to attain these learning goals.



CONCLUSIONS:

Positive	Negative
<p>1. 67% of teachers generally or strongly agree with statement that teachers are adaptive learning experts who know where students are on the continuum from novice to capable to proficient, when students are and are not learning, and where to go next, and who can create a classroom climate to attain these learning goals.</p>	

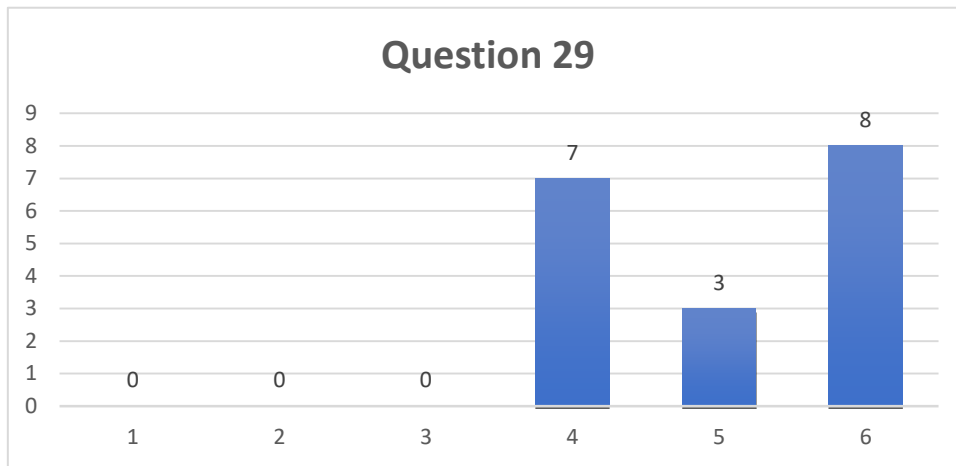
28. Teachers are able to teach multiple ways of knowing and multiple ways of interacting, and provide multiple opportunities for practice.



CONCLUSIONS:

Positive	Negative
<p>1. 67% of teachers generally or strongly agree with statement that teachers are able to teach multiple ways of knowing and multiple ways of interacting, and provide multiple opportunities for practice.</p>	

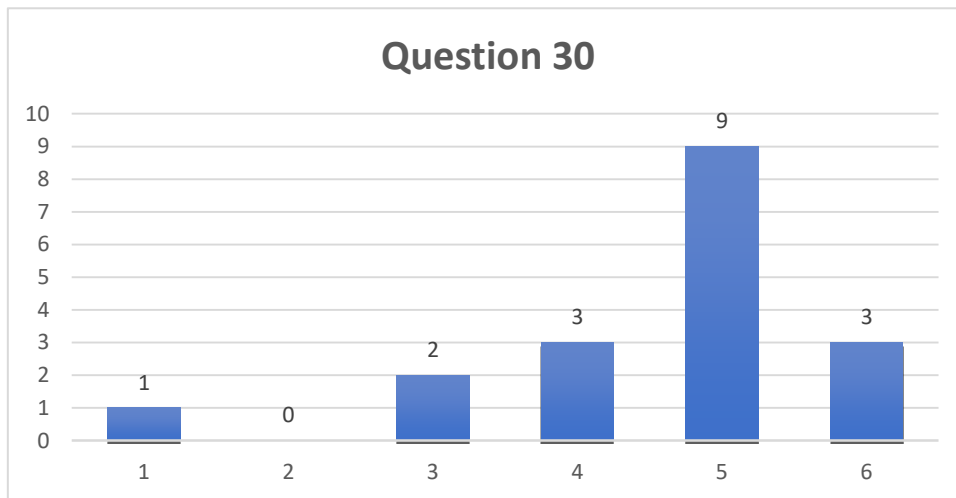
29. Teachers and students have multiple strategies for learning.



CONCLUSIONS:

Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that teachers and students have multiple strategies for learning.</p>	

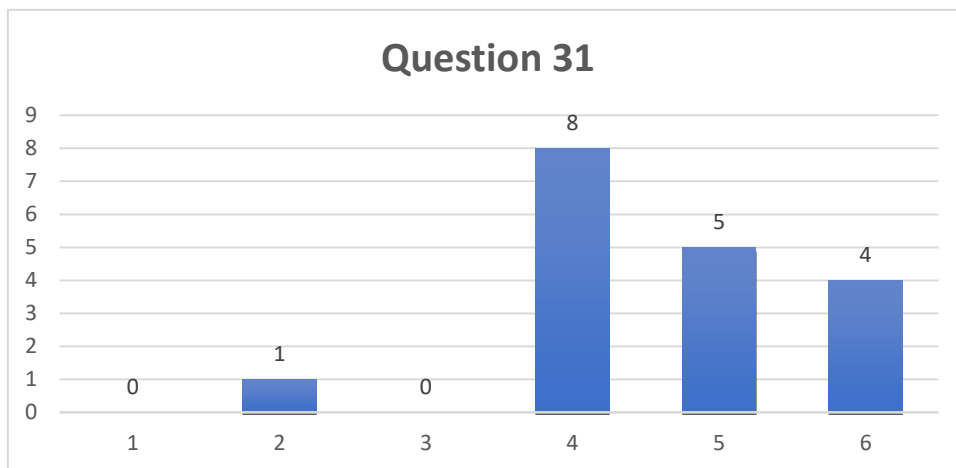
30. Teachers use principles from ‘backward design’ -moving from the outcomes (success criteria) back to the learning intentions, then to the activities and resources needed to attain the success criteria.



CONCLUSIONS:

Positive	Negative
<p>1. 67% of teachers generally or strongly agree with statement that teachers use principles from ‘backward design’ -moving from the outcomes (success criteria) back to the learning intentions, then to the activities and resources needed to attain the success criteria.</p>	

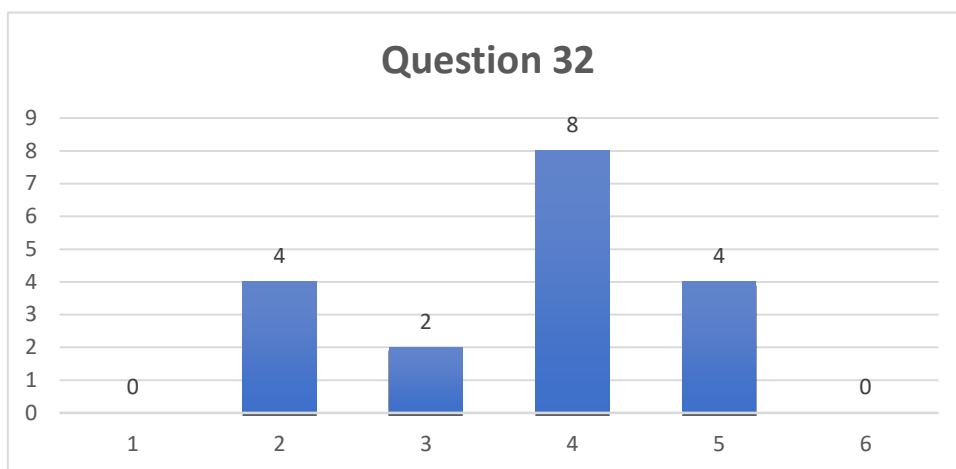
31. All students are taught how to practice deliberately and how to concentrate.



CONCLUSIONS:

Positive	Negative
<p>1. 50% of teachers generally or strongly agree with statement that all students are taught how to practice deliberately and how to concentrate.</p>	<p>1. 44% of teachers partly agree with statement that all students are taught how to practice deliberately and how to concentrate.</p>

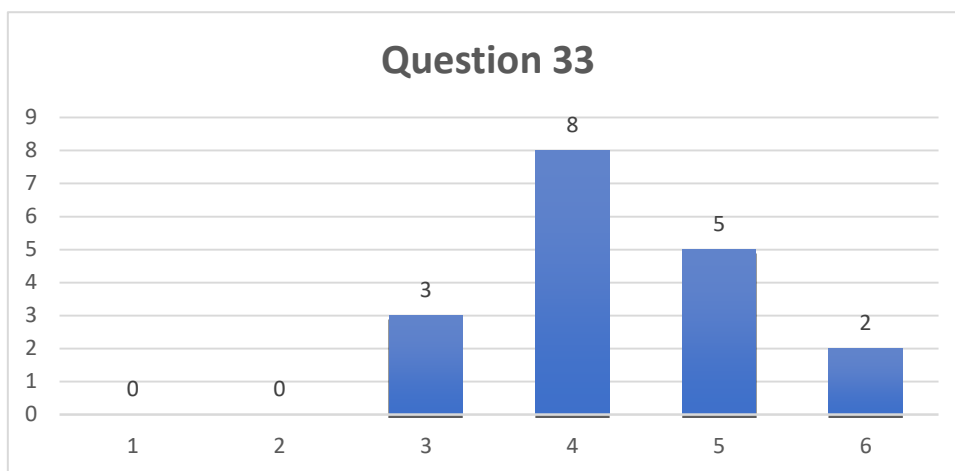
32. Processes are in place for teachers to see learning through the eyes of students.



CONCLUSIONS:

Positive	Negative
	<p>1. 66% of teachers partly agree or partly disagree with statement that processes are in place for teachers to see learning through the eyes of students.</p>

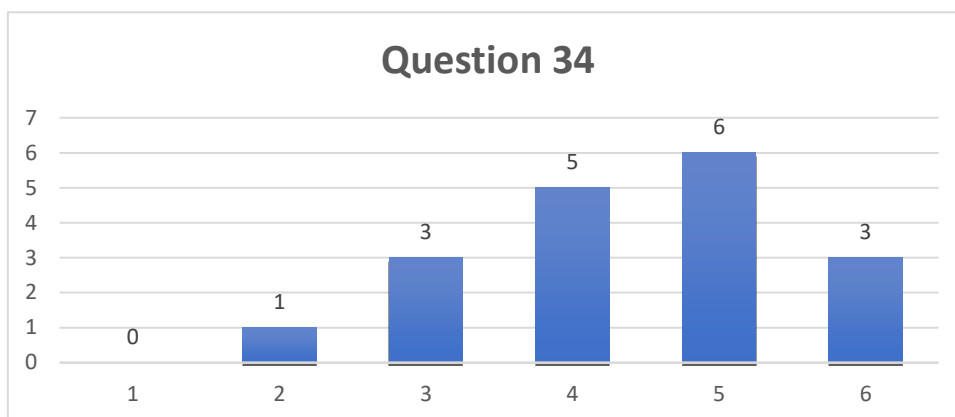
33. Teachers are aware of, and aim to provide feedback relative to, the three important feedback questions: ‘Where am I going?’, ‘How am I going there?’; and ‘Where to next?’



CONCLUSIONS:

Positive	Negative
	<p>1. 61% of teachers partly agree or partly disagree with statement that teachers are aware of, and aim to provide feedback relative to, the three important feedback questions: ‘Where am I going?’, ‘How am I going there?’; and ‘Where to next?’</p>

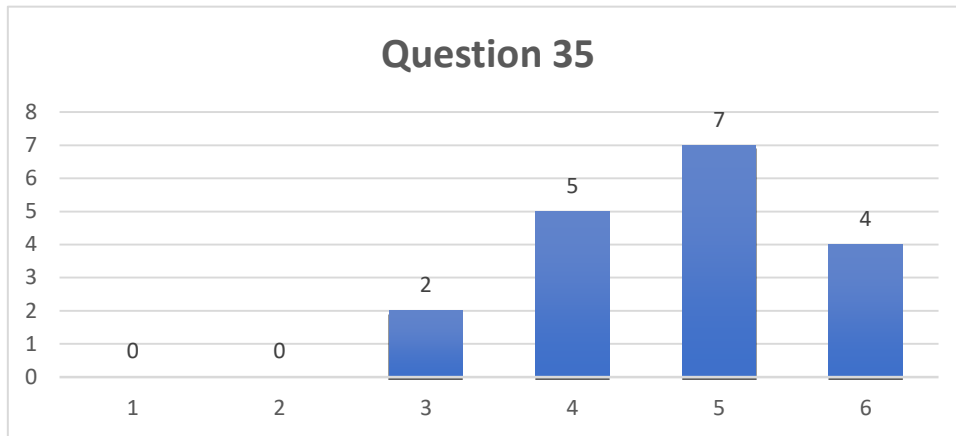
34. Teachers are aware of, and aim to provide feedback relative to, the three important levels of feedback: tasks, process, and self-regulation.



CONCLUSIONS:

Positive	Negative
<p>1. 50% of teachers generally or strongly agree with statement that Teachers are aware of, and aim to provide feedback relative to, the three important levels of feedback: tasks, process, and self-regulation.</p>	<p>1. 50% of teachers partly agree or partly or generally disagree with statement that Teachers are aware of, and aim to provide feedback relative to, the three important levels of feedback: tasks, process, and self-regulation.</p>

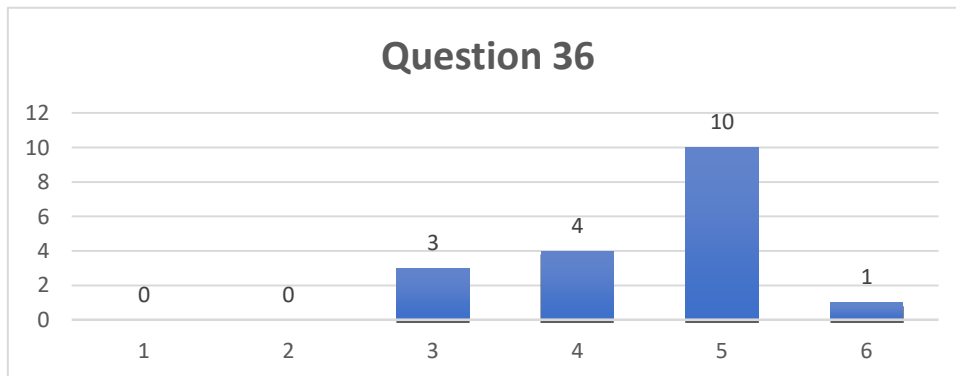
35. Teachers are aware of the importance of praise, but do not mistake praise with feedback information.



CONCLUSIONS:

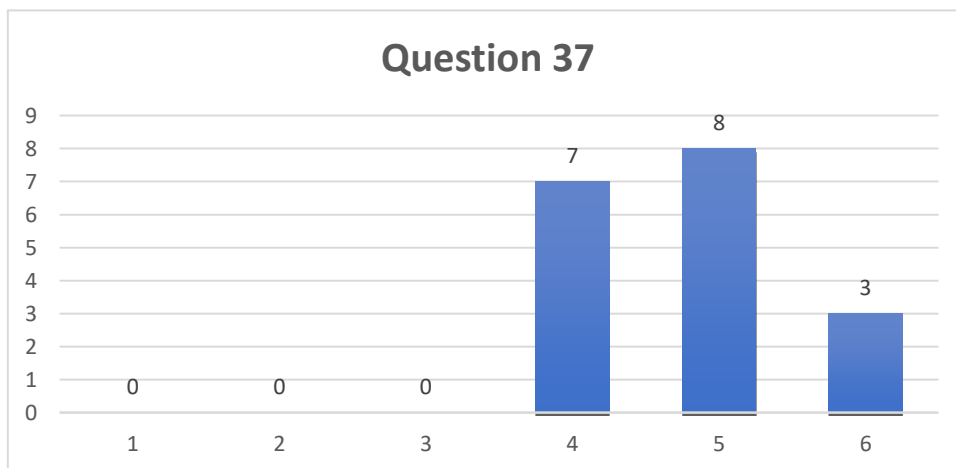
Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that teachers are aware of the importance of praise, but do not mistake praise with feedback information.</p>	

36. Teachers provide feedback appropriate to the point at which students are in their learning, and seek evidence that this feedback is appropriately received.



Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that teachers provide feedback appropriate to the point at which students are in their learning, and seek evidence that this feedback is appropriately received.</p>	

37. Teachers use multiple assessment methods to provide rapid formative interpretations to students and to make adjustments to their teaching to maximize learning.

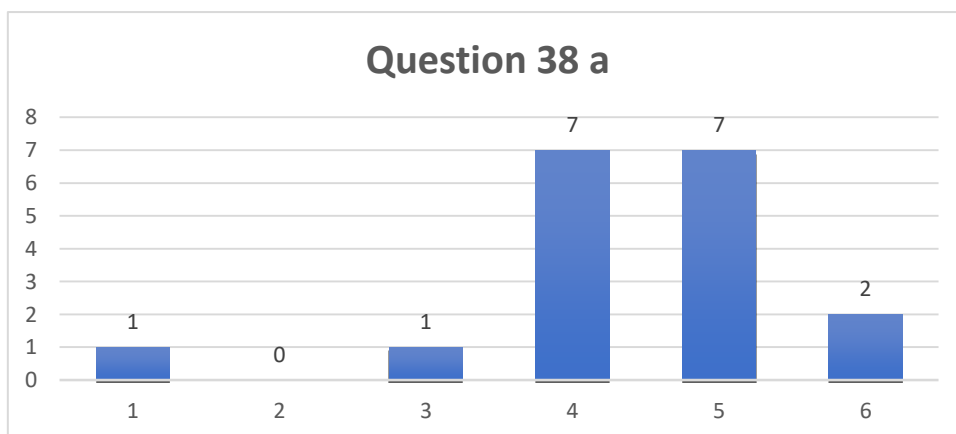


CONCLUSIONS:

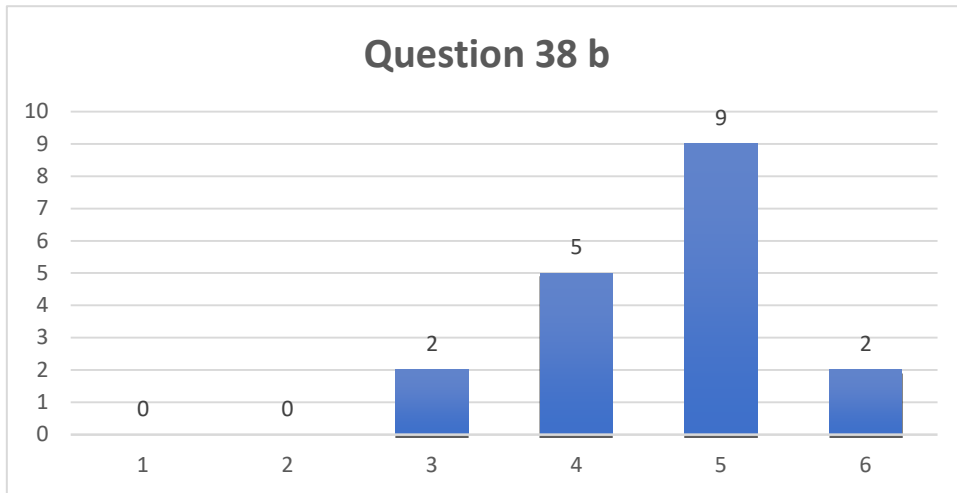
Positive	Negative
<p>1. 61% of teachers generally or strongly agree with statement that teachers use multiple assessment methods to provide rapid formative interpretations to students and to make adjustments to their teaching to maximize learning.</p>	

38. Teachers:

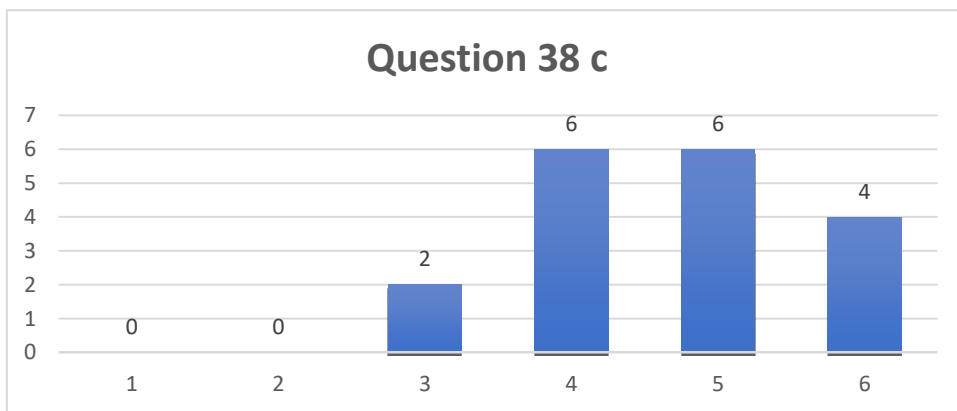
a) are more concerned with how students receive and interpret feedback;



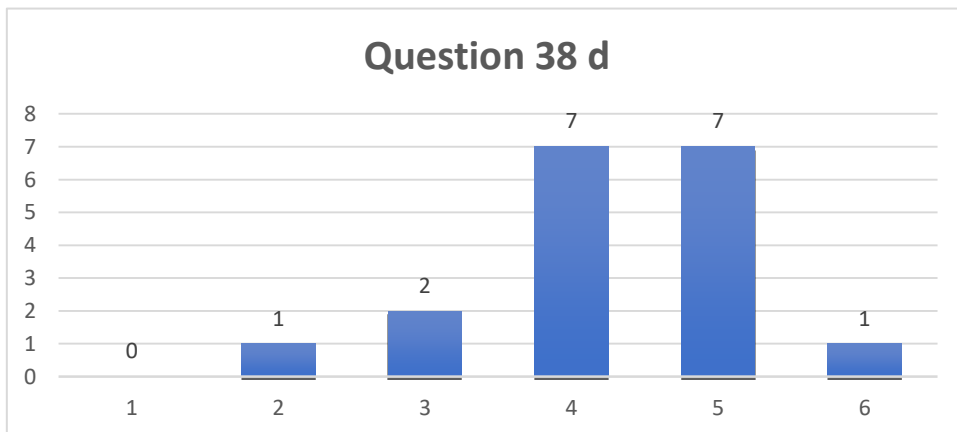
b) know that students prefer to have more progress than corrective feedback;



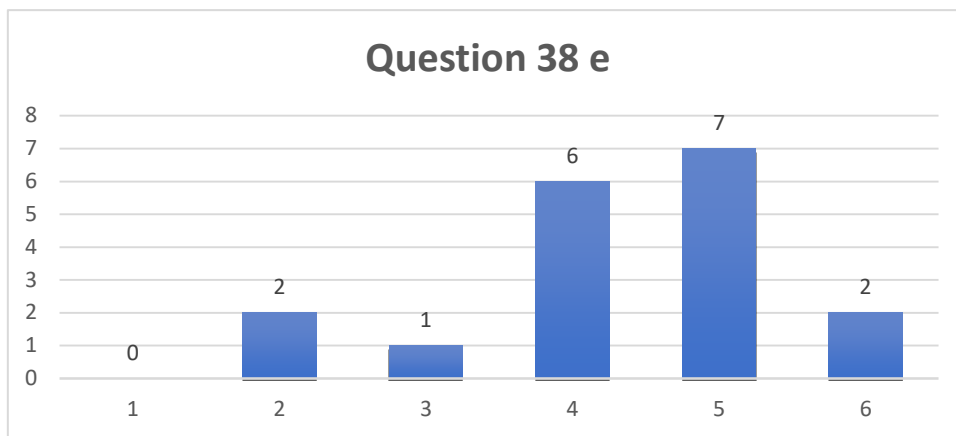
c) know that when students have more challenging targets, this leads to greater receptivity of feedback;



d) deliberately teach students how to ask for, understand, and use the feedback provided; and



e) recognize the value of peer feedback, and deliberately teach peers to give other students appropriate feedback.

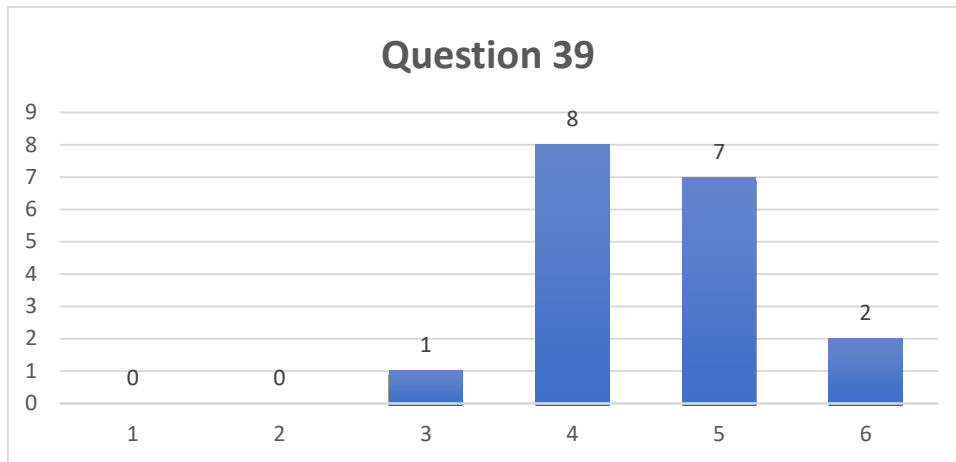


CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 1. 50% of teachers generally or strongly agree with statement that teachers are more concerned with how students receive and interpret feedback. 2. 61% of teachers generally or strongly agree with statement that teachers know that students prefer to have more progress than corrective feedback. 3. 56% of teachers generally or strongly agree with statement that teachers know that when students have more challenging targets, this leads to greater receptivity of feedback. 4. 44% of teachers generally or strongly agree with statement that teachers deliberately teach students how to ask for, understand, and use the feedback provided. 5. 50% of teachers generally or strongly agree with statement that teachers recognize the value of peer feedback, and deliberately teach peers to give other students appropriate feedback. 	<ol style="list-style-type: none"> 1. 44% of teachers partly agree or partly disagree with statement that teachers are more concerned with how students receive and interpret feedback. 2. 50% of teachers partly agree or partly disagree with statement that teachers deliberately teach students how to ask for, understand, and use the feedback provided.

The end of the lesson

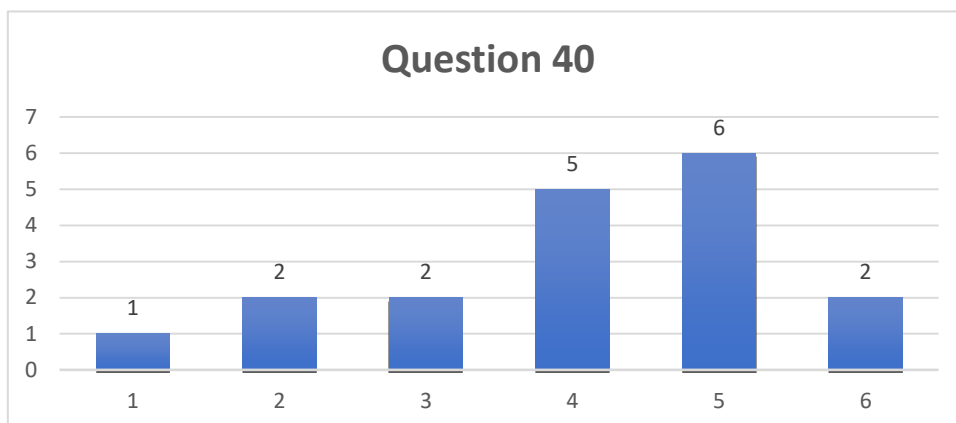
39. Teachers provide evidence that all students feel as though they have been invited into their class to learn effectively. This invitation involves feelings of respect, trust, optimism, and intention to learn.



CONCLUSIONS:

Positive	Negative
<p>1. 50% of teachers generally or strongly agree with statement that teachers provide evidence that all students feel as though they have been invited into their class to learn effectively. This invitation involves feelings of respect, trust, optimism, and intention to learn.</p>	<p>1. 50% of teachers partly agree or partly disagree with statement that teachers provide evidence that all students feel as though they have been invited into their class to learn effectively. This invitation involves feelings of respect, trust, optimism, and intention to learn.</p>

40. Teachers collect evidence of the student experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students.

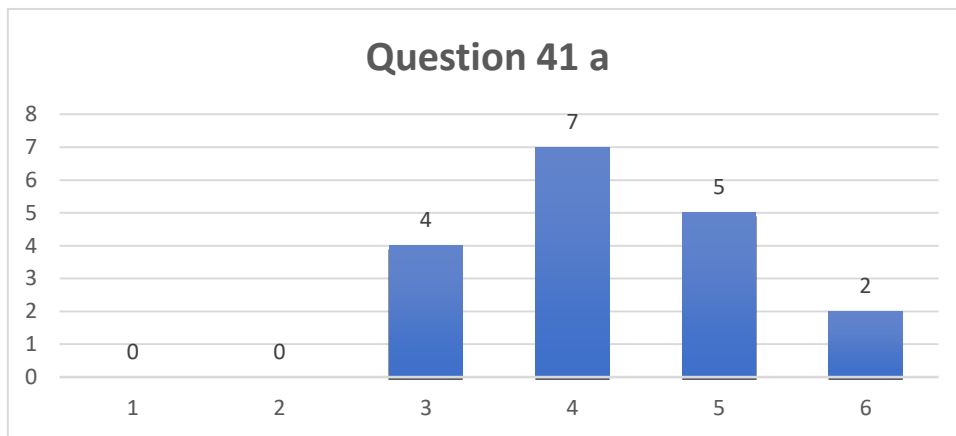


CONCLUSIONS:

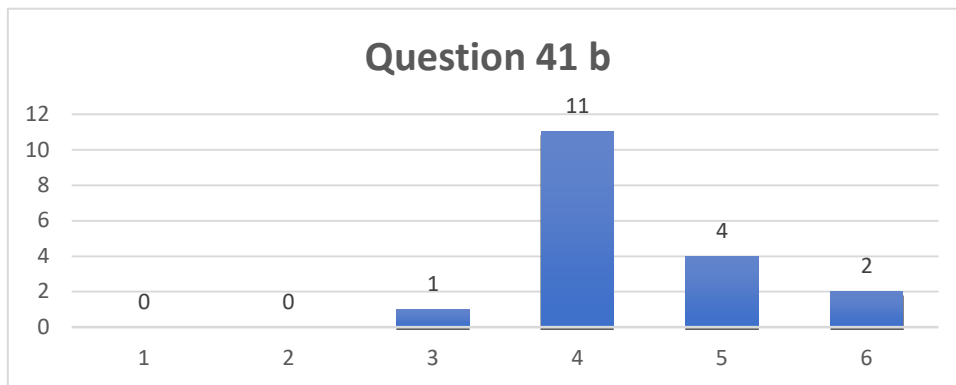
Positive	Negative
<p>1. 44% of teachers generally or strongly agree with statement that teachers collect evidence of the student experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students.</p>	<p>1. 38% of teachers partly agree or partly disagree with statement that teachers collect evidence of the student experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students.</p>

41. Together, teachers critique the learning intentions and success criteria, and have evidence that:

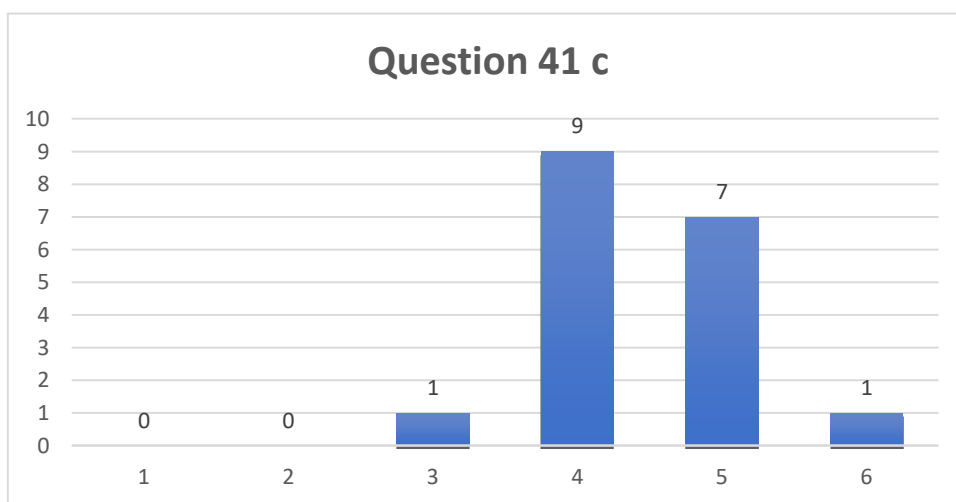
- a) students can articulate the learning intentions and success criteria in a way that shows that they understand them;



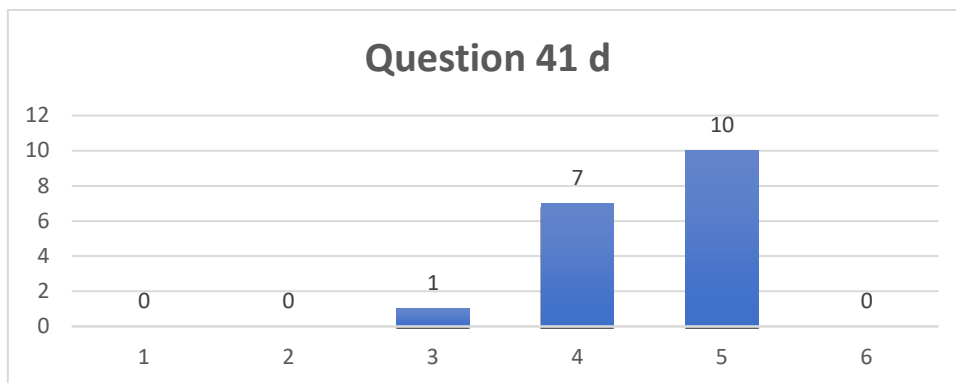
- b) students attain the success criteria;



- c) students see the success criteria as appropriately challenging; and



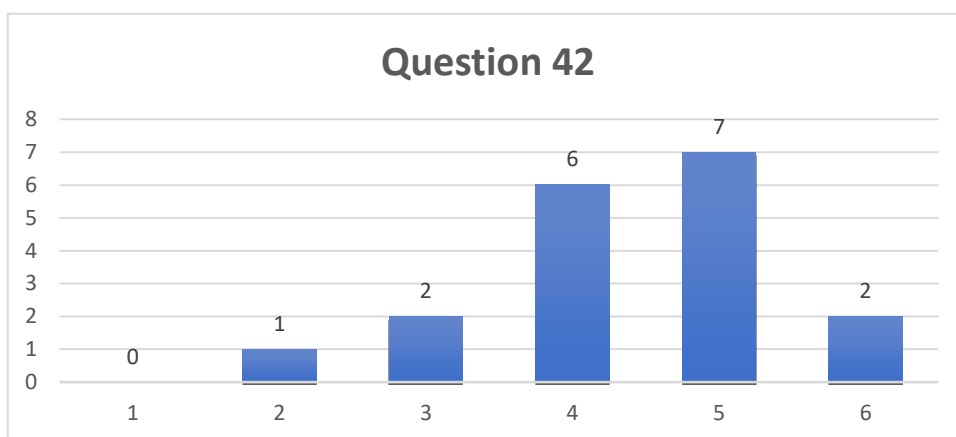
d) teachers use this information when planning their next set of lessons/learning.



CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 67% of teachers generally or strongly agree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that students attain the success criteria. 56% of teachers generally or strongly agree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that teachers use this information when planning their next set of lessons/learning. 	<ol style="list-style-type: none"> 61% of teachers partly agree or partly disagree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that students can articulate the learning intentions and success criteria in a way that shows that they understand them. 61% of teachers partly agree or partly disagree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that students see the success criteria as appropriately challenging.

42. Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching.



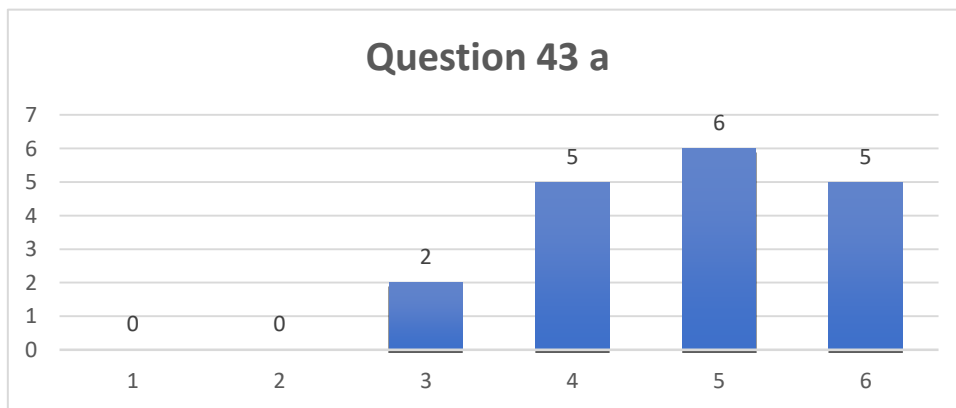
CONCLUSIONS:

Positive	Negative
<p>1. 50% of teachers generally or partly agree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching.</p>	<p>1. 50% of teachers partly agree, partly disagree or generally disagree with statement that together, teachers critique the learning intentions and success criteria, and have evidence that Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching.</p>

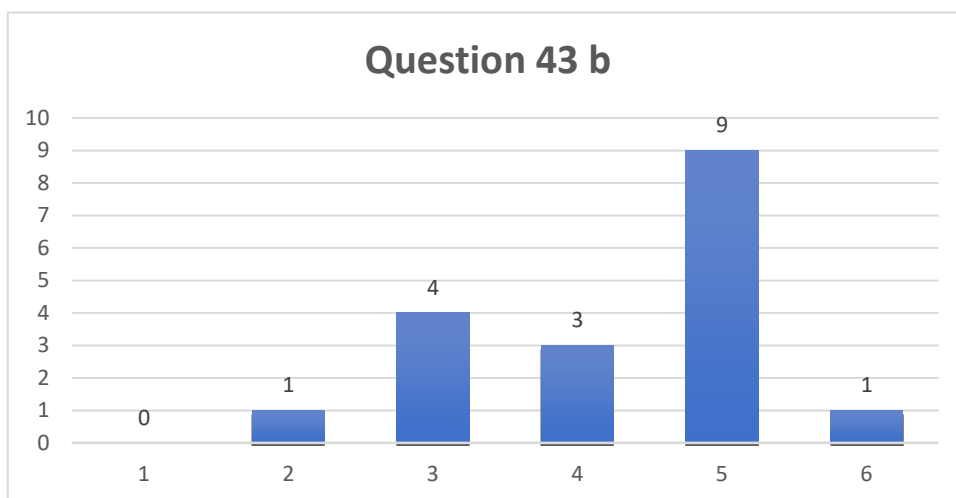
Mind frames

43. In this school, the teachers and school leaders:

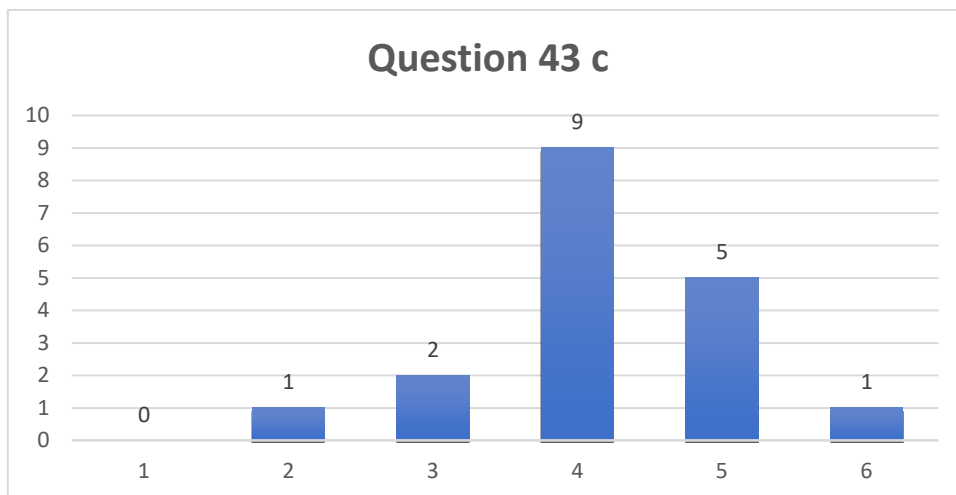
- a) believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement;



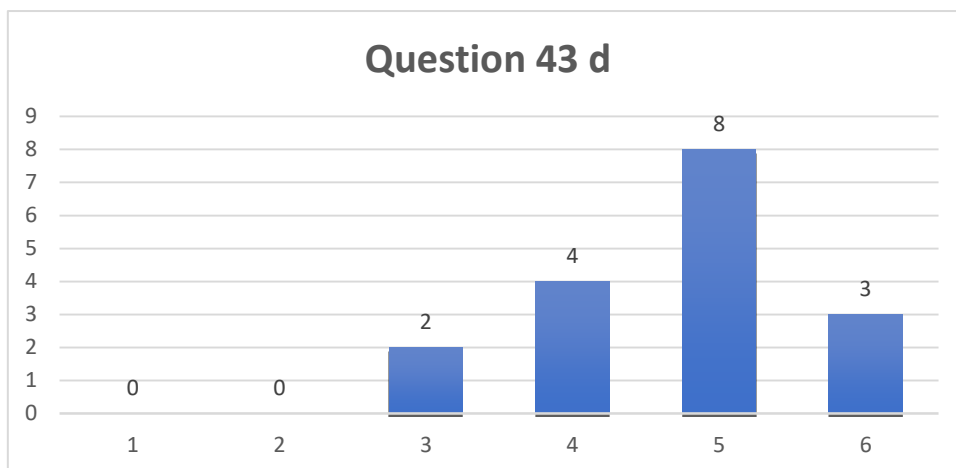
- b) believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do ...We are change agents!



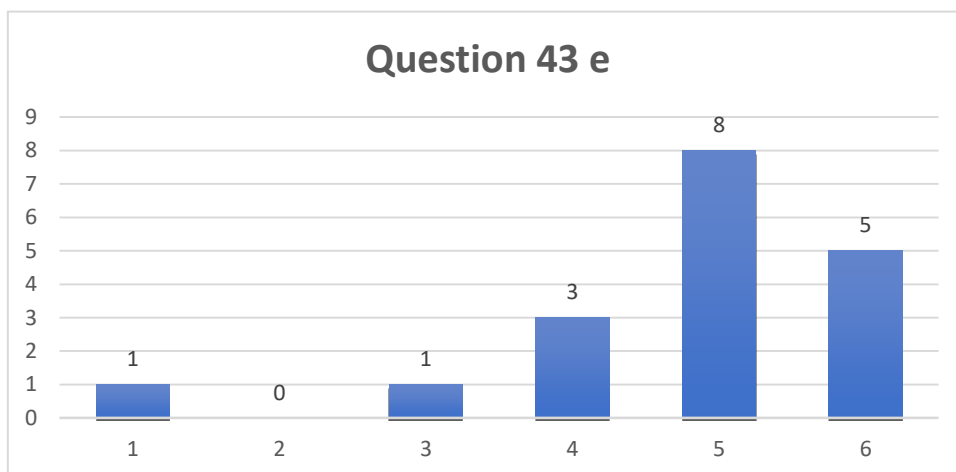
c) want to talk more about the learning than the teaching;



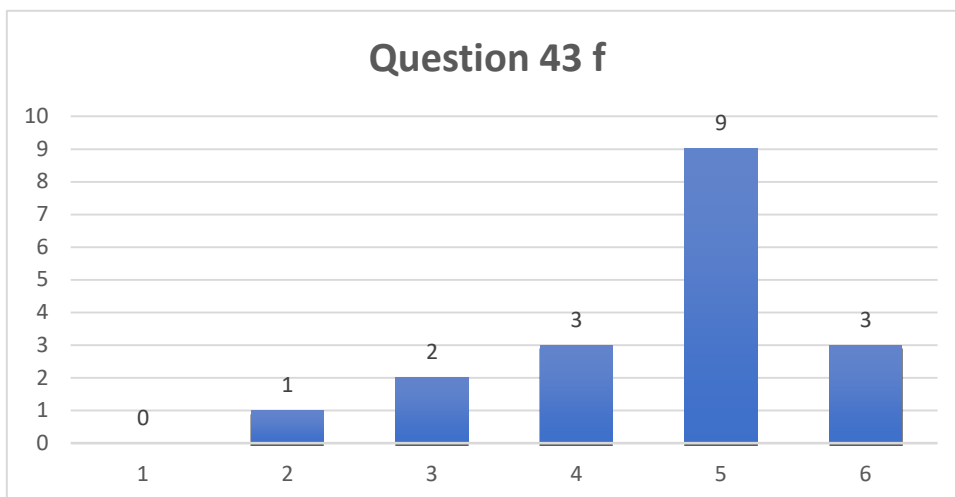
d) see assessment as feedback about their impact;



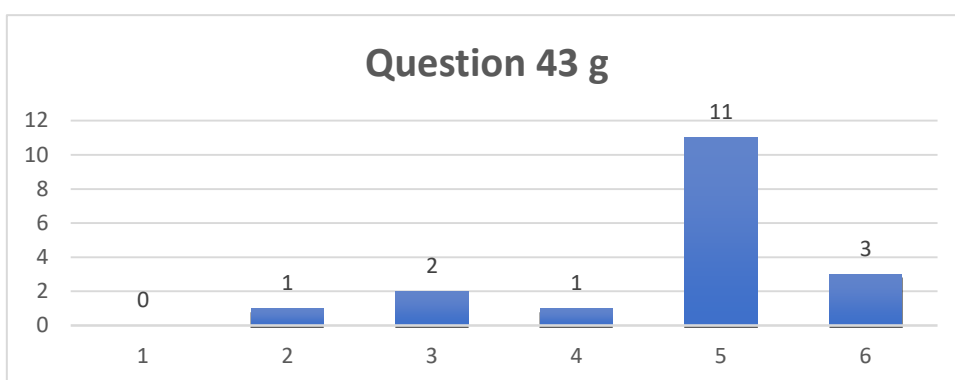
e) engage in dialogue, not monologue;



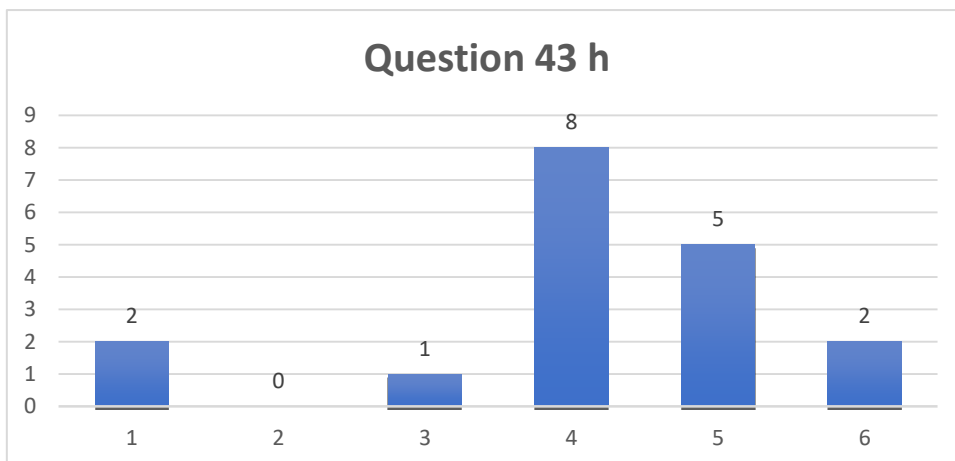
f) enjoy the challenge and never retreat to 'doing their best';



g) believe that it is their role to develop positive relationships in classrooms/staffrooms; and



h) inform all about the language of learning.



CONCLUSIONS:

Positive	Negative
<ol style="list-style-type: none"> 61% of teachers generally or partly agree with statement that in this school, the teachers and school leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement. 56% of teachers generally or partly agree 	<ol style="list-style-type: none"> 61% of teachers partly agree, partly disagree or generally disagree with statement that that in this school, the teachers and school leaders want to talk more about the learning than the teaching. 50% of teachers partly agree, partly disagree or generally disagree with statement that that

<p>with statement that in this school, the teachers and school leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do ...We are change agents!</p> <ol style="list-style-type: none"> 3. 61% of teachers generally or partly agree with statement that in this school, the teachers and school leaders see assessment as feedback about their impact. 4. 72% of teachers generally or partly agree with statement that in this school, the teachers and school leaders engage in dialogue, not monologue. 5. 67% of teachers generally or partly agree with statement that in this school, the teachers and school leaders enjoy the challenge and never retreat to ‘doing their best’. 6. 67% of teachers generally or partly agree with statement that in this school, the teachers and school leaders believe that it is their role to develop positive relationships in classrooms/staffrooms. 	<p>in this school, the teachers and school leaders inform all about the language of learning.</p>
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Data collected and analysed by

Daria Osińska ZS 2 Rybnik, Poland