1st TPM Rybnik 13-17 Dec. 2017

Conclusions and implications

based on the analysis of the checklist for „Visible learning inside" results

J.Hattie's Questionnaire

ZS nr 2 Rybnik, Poland

	Points requiring consideration	**Possible actions to take**
1.	3a –e Professional development program does not support teachers in deeper understanding of their subject(s), through analyses of the teachers' interactions with students, does not support teachers to provide effective feedback or influence students' surface and deep learning.	• **Revise / create professional development program supporting teachers/ raise awareness about this aid** • Invite experts to carry out training supporting teachers to provide **effective feedback** • Create materials to raise awareness about **surface and deep learning** (teacher's room: display/ or leaflets)
2.	5. Professionalism at school is achieved through collaborative working to achieve "visible learning inside" (this statement is confirmed only by 39% of the teachers asked). 8. 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.	• **Enhance collaborative work** through teachers' professionalization (teaching strategies and collaborative work to make learning visible)
3.	11. Only some 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.	• Inspire teachers to talk about the impact of their teaching through materials created throughout a 3-year project and introduce it into school culture. (VT4P school corner/ leaflets/ materials available on twinspace/ school website)

4.	15. 39% of teachers partly agree or partly disagree with statement that the classrooms are dominated more by student that teacher questions. 17. 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.	• Empower teachers' professionalization (teaching strategies/activating students/ surface, deep, conceptual understanding) TEPs/ leaflets/display/or training
5.	19. 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.	• Raise awareness about NOT labeling students
6.	32. 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.	• Empower teachers' professionalization through training/ TEPs/ workshops based on VT4P project results
7.	38 a-d 44% of teachers partly agree or partly disagree with statement that teachers are more concerned with how students receive and interpret **feedback.** 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.	• Invite experts to carry out training supporting teachers to provide **effective feedback** • Carry out training at school after the STTT in Moers about feedback
8.	40. 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.**	• Inspire teachers through VT4P project / raise awareness about Hattie's approach