

## RESULTS Check list for “Visible learning inside”

Presentation 1st VT4P-Meeting in Rybnik/Poland, 13-16 December 2017

### Part1: Inspired and passionate teaching

- 71% of teachers believe that there is variation among teachers about their impact on student learning and the 66% place high value on having major positive effects on all students.
- 69% are agree that school’s professional development program enhances teachers deeper understandings of their subject and **31% are not agree** (14% are strongly disagree); 66% are agree that the program helps teacher to know how to provide effective feedback.

### Part2: Planning

- 2/3 Teachers jointly plan series of lessons. Many classes of our school are in continuous control throughout the year. This implies planning and consultation between teachers.
- 80% are agree (partly, generally and strongly) that There is evidence that planned lessons are based on appropriately high expectations of outcomes for students.
- About half of the teachers (**47%**) **are disagree** 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.

### Part3: Starting the lesson

- Most of the teachers believe classroom atmosphere is globally good (67% agree, 15 % partly disagree)
- The majority of teachers also feel that staffrooms and classrooms are dominated more by dialogue than by monologue about learning, but **44% are disagree**.
- **49% of teachers** don’t feel that classrooms are dominated more by student than teacher questions.
- **Almost half of teachers (46%) disagree** that teachers and students are aware of the balance of surface, deep, and conceptual understanding involved in the lesson intentions.
- Most of the teachers (88%) have high expectations for all students. Classroom environment, expectations of student learning: the opinion of students is necessary to corroborate this aim.

#### Part4: During the lesson - learning

- Almost all (91%) teachers understand how learning is based on students needing multiple learning strategies to achieve surface and deep understanding.
- 46% are not agreeing that all students are taught how to practice deliberately and how to concentrate.
- More than half (56%) of the teachers give a prominent place to their teaching through the eyes of their students and 44% are strongly, generally and partly disagree.

#### Part5: During the lesson - feedback

- Most of the teachers (78%) are aware of, and aim to provide feedback relative to, the three important levels of feedback: task; process; and self-regulation.
- 34% are partly agree, 32% are generally agree and 15% are strongly agree that teachers provide feedback appropriate to the point at which students are in their learning, and seek evidence that this feedback is appropriately received.
- 44% are generally agreed and 27 % are partly agree that teachers deliberately teach students how to ask for, understand, and use the feedback provided.

#### Part6: The end of the lesson

- 15% are strongly, 27% are generally and 34% are partly agree 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.
- Most of the teachers (70%) 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.
- 73% Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching, but 27% don't agree.

#### Mindframes (attitudes)

- 76% of teachers believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement, 24% are not agree.
- 37% of teachers don't believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do.
- 37% are partly and 32% are generally agree that In school, the teachers and school leaders enjoy the challenge and never retreat to 'doing their best but about 30% of teachers are disagree.
- 80% of teachers believe that it is their role to develop positive relationships in classrooms/staffrooms.

## **MAJOR OUTCOME:**

1. Teachers are not familiar with Hattie's work. Raise awareness about the survey "Visible learning".
2. There's the necessity of introducing and using methods at school and in classes that lead to more student-oriented activities and self-organization.
3. Most of the teachers collect evidence of the student experience in their classes (success, levels of inspiration, sharing their passion with students) and use this information when planning their next set of lessons/teaching.
4. Enhance teacher interaction and collaboration in a more formal level. Visit each other classes, collaboration in joint lesson planning.
5. To rise teachers' qualification by taking part in different workshops and trainings.
6. To establish ability of asking questions and active learning. Learning new strategies to increase students' activity in class.
7. A constant evaluation of methods is necessary on behalf of students as well as teachers in order to guarantee the success of teaching and learning processes.
8. Schools need to develop a feedback-culture (teacher to teacher, student to student, teacher to student) on teaching and learning processes in order to minimize the discrepancy between the perceptions of students and teachers. Moreover this is necessary to build up a positive reinforcement of students' activities and development.