One Page, One Voice, One Language.

St Monica’s Catholic Primary School
VIC • Australia

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When Annie pointedly raises one index finger, her colleagues smile knowingly, immediately grasping her meaning. One of the Deputy Principals at St Monica’s Catholic Primary School in Footscray, Annie is signalling that there is but one page, and they’re all on it. The image and its symbolic gesture connotate the shared language resonating throughout the school community - the language of learning.

There is a natural flow to the conversation as Karen, the Principal of St Monica’s, and Annie describe their ‘hidden gem’ of a school. As Karen says, they’ve always been considered a good school, indicated by ‘getting good results for kids, accessing good high school options, maintaining a calm and ordered learning space’.

But for Karen and her two deputies, Paula and Annie, ‘good’ was not enough as they were looking to continue to develop and extend themselves as learners. It was at this point several years ago they saw advertised the Visible Learning+ professional learning based on the research of Professor John Hattie and were attracted by its basis in research and its provision of ongoing support. Karen maintains they are very discerning about professional learning offerings and so would only take on what they considered worthwhile for their students and their staff.

**Considered, Concentrated and Collaborative**

Annie explains that in encouraging staff to engage in the professional learning, the power lay in being able to reference Hattie’s research and what makes the most difference in terms of student learning. Plus, there was the need for time and timeliness:

“That research created a lot of great, deep discussion because for some people it was contrary to what they thought. We had to allow for that discussion.”

From the beginning, the intention was to ensure all had access to the learning, thus the whole staff attended the initial professional learning Foundation Day. They could then all discuss the findings, what was of interest, what was challenging... Right from the start, the emphasis was on communication and clarification, leading ultimately to shared understandings and the building of a common language. To facilitate that development, a core coaching team was established, and regular collaborative planning time factored in to enable teams to explore and test new ideas.

“One of the biggest things about the Visible Learning project is that it gives you a language to use that, right from the go, you can start embedding.”

In terms of their professional learning approach, the aim is to pick and stick – not to dilute outcomes by introducing multiple, often contradictory priorities, as can so often be the case in busy schools. Visible Learning has been the central focus for the past few years and so teams have been conducting professional learning community meetings, modelling for each other, showing each other what it looks like, discussing data, writing Learning Intentions and Success Criteria together... The approach has been considered, concentrated and collaborative.

**Clarity, Consistency and Certainty**

Karen cites encouraging student voice as an example of an area that had been the subject of their interest for many years but had not produced tangible results. Through Visible Learning a whole new impetus and understanding was brought to the concept and consequently, a fresh approach and different outcomes.

“We moved from thinking student voice meant ‘I’d like this option over that option’... Student voice for us
now is having conversations about my learning and, if this is the evidence that the assessments are providing, then where to next for you? Our understanding of student feedback has grown so much.”

Karen and Annie also describe the change in teacher dialogue, indicative of greater ownership for student outcomes and less hiding behind excuses of student deficit. By teachers looking at their impact, they better understand when their practice is not working for a particular student or a group, consequently they take responsibility for what they can do as teachers:

“The language around student achievement is no longer ‘He doesn’t; she doesn’t’. It’s ‘we don’t’. ‘What can we do?’ So, we don’t blame the child for not being able to learn what we ask them to learn.”

Similarly, Paula notes the change in student dialogue:

“From ‘This is what I’m doing, [e.g.] in a reading activity, to now ‘This is what I’m learning and how I know when I’ve learnt it’.”

Karen and Annie roll through other examples of the ways shared language has emerged and the school has built their ‘one page’, such as through:

- teachers agreeing what makes a great teacher at St Monica’s
- defining consistency of student feedback based on the success criteria
- defining consistency of approach in feedback to teachers
- negotiating a coaching agreement so there is clarity for all.

Such measures promote clarity, consistency and certainty.

Community Voice

Although many families in the community have arrived in Australia as refugees and different first languages may be spoken in homes, when it comes to the education of their children, again there is one voice. The school has ensured that families have been an integral part of shaping the school’s aspirations which aim to see their children blossom in accordance with their five learning powers of creativity, persistence, positivity, being a risk taker and being focused. To reach consensus on the dispositions, not only were the students and staff surveyed but families too,
and by none other than the students themselves. Furthermore, children talk to their parents about the goals they have and the learning powers they need to achieve those goals.

A chance playground encounter affords Pearl the opportunity to add her voice in praise of the school. Jacy’s mother, Pearl explains how her daughter suffered a serious spinal injury before coming to St Monica’s. Pearl is delighted with the metamorphosis of a once quiet and shy child into a chatty and confident Year 2 student focussed on her learning - Jacy has also found her voice. And for Pearl, ‘A happy child is a happy parent’.

‘Now living the motto’

Students speak clearly and easily about their learning, its importance, the strategies they have at their disposal and their ways of reducing worry. Learning powers, their three expectations, assessment rubrics, learning goals, progress walls... these are not just words but form a language they have actively helped shape. The result is empowering and the expression of it uplifting. For Poppy:

“We have a very welcoming learning environment. And I think all the people here are very loving and we all learn together very well.”

Alan values:

“...the tight bond of a small school. And we have a lot of teamwork skills that help us with our learning. We’ve very inclusive of others.”

And it is not only the students who are confident learners. Kelsie gives a teacher perspective:

“We’re all on the same page and we’re working together and supporting each other. We all have our strengths and weaknesses and that’s when our coaching cycle comes through and we can get support from each other. We’re always as teachers asking, where to next?”

St Monica’s school motto is ‘Here to make a difference’. Paula understands there is still room to improve but powerfully captures the transformation four years on. In her words:

We’re now living the motto.

ACKNOWLEDGEMENT:

We would like to thank Dr. Pam Ryan for collaborating with St Monica’s Catholic Primary School and writing this case study.

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**Three-Year School Impact Model Instance** (can be customised for each school)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Delivery Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Visible Learning (whole staff)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Evidence into Action 1 (school leaders)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Impact Coach 1 (impact coaches/instructional leaders)</td>
<td>✓ F2F ✓ SVC</td>
</tr>
<tr>
<td>Evidence into Action 2 (school leaders)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Impact Series: e.g. Developing Visible Learners (whole staff)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Evaluation: School Capability Assessment- school visit Time 1</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Mindframe Survey Time 1</td>
<td>Virtual link</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Delivery Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Series: e.g. Making Learning Visible: Learning Intentions and Success Criteria (whole staff)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
</tr>
<tr>
<td>Impact Coach 2 (impact coaches/instructional leaders)</td>
<td>✓ F2F ✓ SVC</td>
</tr>
<tr>
<td>Evidence into Action 3 (school leaders)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
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<tr>
<td>Impact Series: e.g. How Students Learn or SOLO Taxonomy or Feedback That Makes Learning Visible (whole staff)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
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<tr>
<td>Evaluation: School Capability Assessment- school visit Time 2</td>
<td>✓ F2F ✓ SVC</td>
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<tr>
<td>Mindframe Survey Time 2</td>
<td>Virtual link</td>
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<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Delivery Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT)1 (whole staff) (2-3months before VLAT Day 2)</td>
<td>✓ F2F ✓ SVC ✓ A6C</td>
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<tr>
<td>Impact Coach 3 (impact coaches/instructional leaders)</td>
<td>✓ F2F ✓ SVC</td>
</tr>
<tr>
<td>Leadership into Action (school leaders)</td>
<td>✓ F2F ✓ SVC</td>
</tr>
<tr>
<td>Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT) 2</td>
<td>✓ F2F ✓ SVC</td>
</tr>
<tr>
<td>Evaluation: School Capability Assessment- school visit Time 3</td>
<td>✓ F2F ✓ SVC</td>
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<tr>
<td>Mindframe Survey Time 3</td>
<td>Virtual link</td>
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