

One Page, One Voice, One Language.

Evidence
of Impact



St Monica's Catholic Primary School
VIC • Australia

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 connote 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.”



They describe the time when teachers looked at the data but did not tell students how they were doing in their learning – what they did well and where to next. It now seems so obvious and necessary to them, in all years and across all learning areas. Regardless of what students are learning, they know what success will look like. Karen and Annie agree that:

“We have moved from a focus on teaching to a focus on learning. That’s been the big transition.”

It seems the students too are on the same page. Poppy, a Year 6 student, eloquently explains *student* voice:

“It’s not the teachers telling us, ‘Your goal is this’. It’s talking to your peers; they’re giving you feedback. You’re going online and looking at your tests and seeing that I’m doing well on this, but I think I need to improve on this, and then making a goal to connect with that.”

Teacher Anne-Marie contrasts this with a time when students who were stuck in their learning would automatically refer to the teacher.

“So, they were very teacher dependent and they were unsure of the purpose of their learning too.”

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:

LEARN MORE ABOUT

CORWIN Visible Learning^{plus}

Visible Learning^{plus} explained in 2 minutes!

With Visible Learning^{plus}, you will work with Corwin certified Visible Learning^{plus} consultants to put these practices in place through a carefully sequenced, rigorous school change program of professional learning.

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CORWIN Visible Learning^{plus}

The Visible Learning^{plus} school change model of professional learning is based on one simple belief: every student should experience at least one year's growth over the course of one school year.

Visible Learning^{plus} translates the research of Professor John Hattie into a practical roadmap for implementation in the classroom and schoolwide. Today, schools around the world use Visible Learning^{plus} to examine their impact on student achievement and create innovation in the learning environment.

Corwin has acquired the full global rights and licence of Visible Learning^{plus}. For more information, read our [FAQs](#) and [press release](#).



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"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're 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.

Professional Learning

THROUGH BLENDED LEARNING

Synchronous live virtual workshop with consultant



Asynchronous 6-hour self-paced online course with consultant support



Face to face workshop with consultant



Created in Partnership with Professor John Hattie




Visible Learning⁺™ translates the research of Professor John Hattie into a practical roadmap for implementation in the classroom and schoolwide. Rather than a one-day workshop or a one-size-fits-all solution, the School Impact Process is a three-year evidence-based system/school wide improvement process. Through ongoing cycles of evidence-gathering and knowledge-building, educators can focus on the practices that maximise their time, energy, resources, and impact.

We are pleased to offer online self-paced courses for all staff as well as live virtual leadership sessions to suit your school's needs. The highlight of these professional learning courses is the learning content in all staff courses and the leadership sessions is identical to a full day face to face professional learning course with a consultant in your school.



























Engage in face-to-face (F2F) one day workshops, select from our Synchronous Video Conferencing (SVC) options or engage in Asynchronous, consultant facilitated 2-6 week 6-hour online courses (A6C).

Delivery Options for Blended Learning

There are multiple professional learning options you can choose, which include:

- Face-to-face (F2F) one day workshops – pending Corwin's ability to travel to you and/or lockdown restrictions 
- Synchronous video conferencing (SVC) 
- Asynchronous 6-hour self-paced online courses with consultant support (A6C) 

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

YEAR 1		YEAR 2		YEAR 3	
Delivery Options		Delivery Options		Delivery Options	
Foundations of Visible Learning (whole staff)	 	Impact Series: e.g. Making Learning Visible: Learning Intentions and Success Criteria (whole staff)	 	Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT)1 (whole staff) (2-3months before VLAT Day 2)	 
Evidence into Action 1 (school leaders)	 	Impact Coach 2 (impact coaches/ instructional leaders)		Impact Coach 3 (impact coaches/ instructional leaders)	
Impact Coach 1 (impact coaches/ instructional leaders)		Evidence into Action 3 (school leaders)	 	Leadership into Action (school leaders)	 
Evidence into Action 2 (school leaders)	 	Impact Series: e.g. How Students Learn or SOLO Taxonomy or Feedback That Makes Learning Visible (whole staff)	 	Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT) 2	 
Impact Series: e.g. Developing Visible Learners (whole staff)	 	Evaluation: School Capability Assessment- school visit Time 2		Evaluation: School Capability Assessment- school visit Time 3	
Evaluation: School Capability Assessment- school visit Time 1		Mindframe Survey Time 2	Virtual link	Mindframe Survey Time 3	Virtual link

What does it take to create schools where all students are learning—not by chance, but by design?

Professional learning is successful if—and only if—it has a measurable impact on student learning. **Corwin's Visible Learning+ School Impact Process** approaches professional learning with a focus on evidence-based practices and implementation support for long-term success for all learners.



Understand what works

Build a common understanding and language of learning across school around what works (and what doesn't) to accelerate learning and monitor progress.

Develop your PD plan with experts

Bring in the leading minds to help you formulate a PD plan for long-term, measurable growth and collaboration amongst team members.



Collect and analyse your evidence

Understand where you are now in implementing high-impact practices so you can chart where you want to go and how to get there.

Ready to get started?

CLICK HERE and our Education Improvement Advisors will get in touch with you.

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