

Student voice impact - SCHOOL WIDE - term 2 2015

Reflection ... so what?

Please fill this reflection in 2 weeks after the specified student voice activity reflecting on any trends in strength and need across the team.

Student voice activity: Focus groups, 1:1 interviews

Date: Term 2 2015

What is this data telling us as a team?

Lack of clarity on what makes a good learner - learner disposition vocab coming through - **basic understanding**

Didn't want to be told the answer by the teacher - liked tips

SC - unsure - teachers using - student clarity?

What we're good at?

Not sure how to get to goal (clarity around SC?)

Want better feedback from their peers

Need to slow down - gap between teacher 'sharing' 'telling' and students understanding

Not sure how to 'get there'

Connection between feedback and what they're actually learning

In the younger levels - what they're 'doing' rather than what they're 'learning'

Good feedback about MLE?

Have places to refer to for LIs/SC

Like feedback - some not useful - want to know how to improve

Assessment shared and discussed - like having own tracking docs

Good understanding of groupings - based on learning needs

Mistakes are ok

What we're good at?

Acting on feedback - want to do it

Know what they are learning

Summary

(Red font indicates: areas we need to address as a result of what the student voice is telling us...

Blue font indicates: Action we will take as a result)

Most students understand their learning intentions and have clarity around these. They also know that these have come from assessment data (in the older years). There seems to be less clarity overall with **success criteria**.

Students understand that it's ok to make mistakes - that's how you learn. Do we need to develop understanding of 'mistakes' (**process of learning**) **learning pit?** (**next year - develop Clevedon learning process model**)

Students really value feedback - they want it. More **time is needed to make changes and to act on the feedback. We need to teach how to give effective feedback.**

The vocabulary of the **learner dispositions** are getting through. The understanding around these is at a surface level.

How has this data been used to inform our decision making as a team?

Pohutukawa team

Have talked about slowing down and are deliberately teaching students how to use the success criteria.

Implementation of the learner dispositions in each lesson.

Have identified areas to focus on as a team (in red above - also the purpose of learning).

In addressing the gap that's coming through from the student voice, these are the actions the pohutukawa team has taken:
Implemented a reflection sheets - to pick up on what student know in that lesson.
Implemented a reflection for end of lessons (some teachers using pictures and some written).

Kowhai team

In addressing the gap in student understanding of success criteria, coming from the student voice, the Kowhai team have:

- Discussions on co-constructing the success criteria with students
- Reflecting on the teh SC regularly
- Using the dispositions reflection docs on a regular basis
 - More than once a week
 - Check on teacher involvement and marking of these??
- Specific teaching around feedback and to use of the SC to give feedback (in room 3)
- Students self assessing themselves on disposition through inquiry unit

Totara

In addressing the gap in student understanding of learner dispositions, coming from the student voice, the Totara team have:

- As part of who we are unit - one explicit lesson on one of the learner dispositions
- Every teacher is doing a plenary at the end of the day on the learner dispositions
- Each Friday there is a learning log - reflecting on the week (values and dispositions)

In addressing the gap in student understanding of what I'm learning and what I'm doing, coming from the student voice, the Totara team have:

- Before kids leave the mat the kids have to be able to tell the teacher what they're 'learning'
- Deliberate use of the walls and discussions with kids about the learning that is on the walls

Kauri

In addressing the gaps coming from the student voice, some teachers in the Kauri team have:

- Specific lessons on giving feedback to each other
- Use of self assessment slides of learner dispositions and goal setting
- Teachers using the language of dispositions in giving feedback
- Use of assessment tracking sheets - where kids see and track all their own results
- Using the tracking sheets to have kids identify what needs to be learned next

If this activity was to be repeated in a few weeks time, what shifts will be evident across our school?

- Greater understanding of success criteria
- Students understanding, trusting and valuing peer feedback
- Students understanding that learning is hard
- Students understanding the purpose of tasks

How will we support each other to do this?

- Giving opportunities for our teams to do a walk throughs to see what is happening across the school
 - work together to have teachers share what each team does
- Sharing ideas of what is happening in each team and how we are leading it with our teams
- Share what other teams do - share resources
- Sharing of resources amongst this team