**PhD: SHPS Case Study**

**Date**: 9/11 /16 **Subject** 1st Follow up- Small Group Teacher Interview

Notes**: Teachers P & L (executive)**

**Q.1 Learning walks in 2016**

**L.** We have done one this year- **P.** (confirms) we have done one this year. **L.** We have moved on- or changed focus. Our Focus has been on Peer modelling not sure what the word is… **P**. The Lw we did this year was to introduce new people to the school and to show them the ‘visible learning’ in practice. (WALT & WILF). We are looking now at peer tutoring- for example Jan went into classes to teach new technology and how to use it in class. **L.** We have also had a lot of ongoing professional development. Rhonda has undertaken some PL with new staff around the ‘visible learning’ this year. Rhonda (in her new role in DEET) has been taking the visible learning out to local schools**. P.** Visible learning is becoming something that many other schools in the area are interested in. Mixed response to the Lws concept itself**. L** I think everyone sees the benefit in it, but it’s the logistics of it, it is still quite an expensive exercise to do… releasing the staff members, plus getting the casual staff to release your staff. And it’s just the time, we were definitely going to do another one this term, and with everything else that happened, it just didn’t happen. We will certainly do it again next year. **P**. It is certainly a part of what we do as part of our practice at SHPS and M.G has taken it on as well independently from us after seeing our model last year. **JV:** so now you are using it to suit your needs and taking the collaborative peer learning model- which is the embedded P.D from the Disciplined Collaboration aspect of the Lws model and using that when you want to bring new things in. **P.** Yeah, and I guess we did think about Lws around technology because we have had a bit of a push around technology this year and visible learning is embedded in practice, we can’t just keep doing V.L all the time. **L** and differentiation was another one that we talked about doing Lws on and how teachers differentiate and possibly marrying that with technology**. P**. and we have done the P.L around the technology, we just didn’t have the time to do the Lw I guess, but there is potential for us do something like that in the future. We could go and see how people are differentiating with technology in the classroom and how it is being embedded in the practice. **JV.** So it’s not as though you are intending to give it up, but you are going to use it more judiciously? **P &L**- yeah- mm. **L**. And I think we will possibly move into more lesson study next year around the technology- so sitting down and working on the lesson plans and lesson focus with another person rather than isolated teachers just doing their own thing, so just moving on…**JV**. But it’s still got that collaborative peer…**L.** collaborative absolutely…**JV** embedded… within the school. **P.** and…Sandra and I went to the Principal’s conference last week, and the big thing that was talked about was ‘collective efficacy’ which is Hattie’s (John Hattie) ‘new number 1’, so he’s come up with a new ‘number 1’ with master classes with a few people from town. And collective efficacy is a collaboration and I think that’s where or will be the next phase for us, building on that, we’ve certainly go the bones for that I think, (General brief discussion around current literature that Hattie is obviously reflecting).

**Q2.** Teaching practise and student outcomes and what you feel in terms of the practice within the school over the time, how things have changed, and what you are seeing in respect to that and the impact. So it’s that’s that concept of Implementation, Innovation & then the Impact of the Disciplined Collaboration model.

So what do you think about that, about the impact? **P.** I think the visible learning is present and we wanted to move on to feedback and that’s something that we haven’t been able to get onto- we wanted to improve the way feedback is given, that was my own personal goals…**L.** and individual learning goals for each student that something else we’ve wanted to look at and building in that ‘growth’ mindset, that’s another thing we want to look at next year. I think the other thing is how we differentiate, not necessarily just differentiate for learning but how we differentiate for behaviour, how we differentiate for the whole well-being of individual students- so I also think that has had a huge impact on our teaching and learning as well. **P.** yes, and I don’t know that we have really measured the change of outcomes necessarily, we have certainly got the visible learning in place and it is being used in [teaching] programs **L**. …actually written into their programs- ‘this is what the learning intention will be for this lesson’, so I think the majority of the staff feel very confident to be able to do that. **JV.** So the visible learning- WALT & WILF, feeds into differentiation- hand in glove? **L**. Yes, ‘cause with your success criteria you might only have three things that half the students want to achieve, with the higher group of students you might have 10 different points in your success criteria, that they have to achieve. **JV**. I was reading today about higher order learning and higher expectation of students, I think you are telling me that is part of what’s happening as well? By the way you are getting the students to think? **P & L.- yes**. **P.** I guess it is that idea of scaffold, I can achieve this, but if I try harder I can achieve this as well**. JV**. So they are thinking about their own learning- they are thinking about learning, they are not just participating in it, they are thinking about it- kind of in conjunction with the teacher- so there’s a collaboration between the teacher and the student. **P**. Yes, our next aim is to start doing independent learning goals with students- because we need to get the students really thinking and articulating- this is what I want to do, this is what I want to achieve. **L**. and what do I have to do to get to that point? A lot of the research that we’ve been looking at with the impact project with leadership project, is about having those high expectations, and so we’ve certainly...**P (10.49).** yeah if you set the bar low **…LND..** that’s what you get **P**… I think one of the quotes from the principal thing we went to last week, it was a ‘Hattie’ quote, which she said at this master class was that it’s like setting kids a high jump, and not putting the bar up, they don’t know what they can achieve.

**JV:** So I was going to ask about ‘spin offs’ from the learning walks and we’ve kind of talked about that a little bit- you’ve talked about the differentiated leaning and teaching and you’ve also talked about independent learning goals that you want to focus on for the kids as a next step- what other spin offs? So you’ve got this peer teaching and learning within the classroom as kind of a spin off that you were just describing?

**P.** now again as we’ve talked about here, we’ve talked about ‘trust,’that’s where, the school staff have changed over time and the school staff at the moment that are in such a really good place now that we can go into other people’s rooms and observe them and no-one’s going to feel pressure ( **L**: there’s no judgement- it’s very supportive of each other). **JV** so the ‘ice has been cracked’ and so now it is just ‘par for the course’… **P** well I guess you could say kind of a culture for the school…**L.** that’s right- and I don’t think we ever had the culture where teachers wanted to be in their own isolated room. So I think we’ve been very lucky and that’s why the learning walks have been so successful- because we’d always had that culture- collaborative- sharing and if you’ve got a problem go to somebody else and see if they have got an answer rather than people judging each other. I think we have always been a very supportive staff of each other, as P said, we’ve had a fairly big change of staff**, but we’ve been able to maintain that culture**. **P**. Yes, I think we have **and Rhonda led and built that culture of trust within the school and Sandra maintained that and continued that** as well. **LND** Yeah, so it has definitely been ongoing. **P** and I know where other schools face the problem, because it is not always there, they have got to build that trust and some schools just don’t have that.

 **JV**: Yeah, if the school has been through a lot of difficulty, it can take a lot… **P,** and if there’s been any infighting or anything like that, **JV** and I suppose the size, **P**. yes, exactly right, **L**, yes I think the size definitely matters.

**JV:** O.K so our last couple of questions, so I was going to focus on the concept of SHPS partnering with other schools, because that was in the air when I was here last time, there was M G. but there was also something with DV, potentially **P.** We did yep, **JV** and so what happened with D.V? **P**. Well this is an ongoing project between DV, B V and us, it as the ‘feeder schools’ into DV, basically it was Maths and mainly for indigenous students. So we’ve been up to them and they have been down to us at the end of last year [I (JV) was there for that and spoke to some of the teachers from DV] and they came on our Lws and observed what our practice was, so I guess its combining [collaborating] and they got a lot out of that**. L.** I think we really haven’t gone beyond SHPS, other than DV, because schools are at different…they’re at different points I suppose, as far as the Lws, because M.G have only just started to do it, so possibly down the track once they become a bit more familiar with it, we might be able to start to do something with them…but I guess if it is going to be a partnership it can’t be just them coming here, it needs to go both ways, like we need to get something out of it as well as them.