

Cluster Meeting
Monday 7th December 2020



Abbey Vocational School

Learner Voice

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Background

- 3 Cohorts (7, 8 & 9) of teachers participated in the IL training with Barrie Bennett.
- Introduction of IL strategies through Booklet, Poster and staff presentations.
- IL ethos now embedded in our school.
- Where to next?
 - Using IL strategies to facilitate a more interactive learning experience for our students.
 - Giving our students more control of their learning - Learner Voice.
- Initial plan to roll out through 1st year wellbeing classes.
 - Lockdown prompted a change of focus and direction
 - Student surveys have guided our 'new direction'

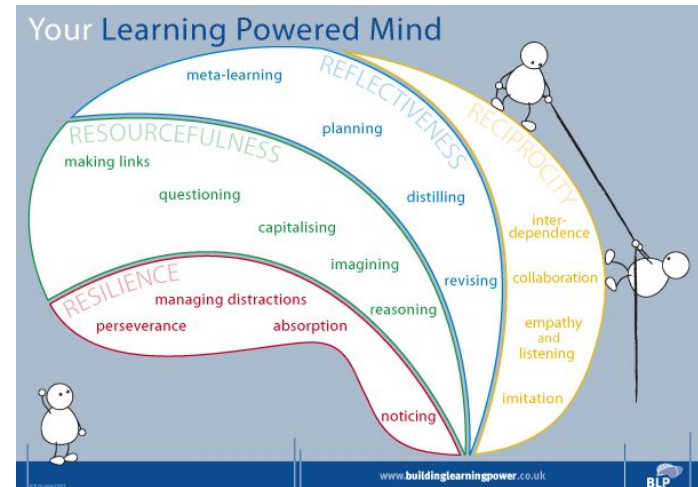
Our story so far

Over the first lockdown we supported **students** in the following ways:

- All students in all classes had access to **Google Classroom**. All codes were available should a student/parent/guardian need to check their code.
- All students were **surveyed** 4 times. These surveys included a range of questions aimed at listening to the concerns of the students in relation to areas like home/personal circumstances, access to devices, internet connections and difficulties with online learning and workload.
- Results of these surveys were **analysed** and a **team of teachers was organised** to link in with individual students.

Lockdown Support

- The team of teachers **linked in with individual students** by e-mail and by phone in order to support them, in particular with disengagement and in other areas of concern for students.
- **Devices** were also supplied to students who needed them



Lockdown Support (continued)

- It was also highlighted that **teachers** had concerns in the area of online learning - assistance was then provided for them. Teachers benefitted from **online lessons with other teachers** in areas like setting up a Google Meet with their class, pre recording a lesson, how to manage Google Classroom and other IT areas.
- A **Teacher Resources Classroom** was also set up which allowed teachers to share useful resources and tips with one another.

Aim

Our aim is to challenge students to take ownership of their learning and influence others to change their attitude to learning.

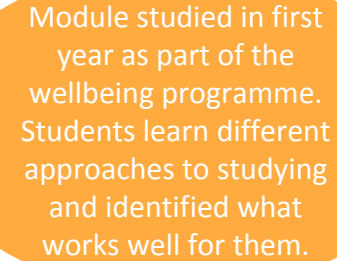


Rationale

- Assessment and progress became a huge focus for students following on from the calculated grades awarded to the Leaving Certificate cohort of 2020.
- Students were surveyed in September and a focus on exam preparation was clearly evident as an area of concern.
- We have also implemented the Athena Tracking programme as we aim to offer a more focused and targeted support.

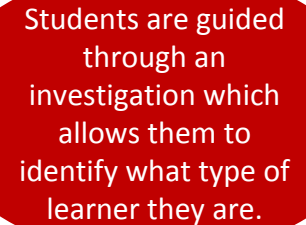
Strategies

- 1st year students – Learning to Learn module



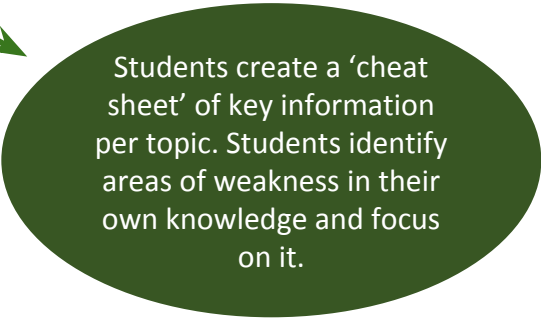
Module studied in first year as part of the wellbeing programme. Students learn different approaches to studying and identified what works well for them.

- 3rd year students – “How do I learn?” investigation



Students are guided through an investigation which allows them to identify what type of learner they are.

- 6th year students – “Cheat sheet”



Students create a ‘cheat sheet’ of key information per topic. Students identify areas of weakness in their own knowledge and focus on it.

Challenges and solutions

Previously we had workshops such as 'Raise the game', 'Amazing Brains' etc.



We are now delivering our strategies directly to students in classrooms.

Increase in the need for IT resources.



Increase in the number of chromebooks available in the school to meet the demand.

Space

Classroom focus
Online collaboration
Anonymous surveys

Voice

Classroom discussion
Online group collaboration
Focus groups

LUNDY MODEL

Audience

Exam year groups
1st year students
IL team

Influence

Online presentations

BEFORE

Survey at the beginning of the academic year to assess emerging needs

Survey at the end of 2019/2020 academic year.

Students and parents surveyed

AFTER

Focus groups of students in both exam years

Classroom discussion of strategies introduced

Athena tracking to gauge improvement over time



Further Challenges

- Devising of a methodology to share learning across each of the exam cohorts (3rd & 6th years).
- Challenging students to take ownership of their learning.
- How to assist the focus groups as they seek to influence their peers to change their attitude to their own learning.