

# Instructional Leadership Facilitating Learner Voice in Learning & Teaching

**Glenart College**

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# Aims/Objectives

- To create a school culture where learner voice is genuinely valued & where learners are afforded the opportunity to input meaningfully into their own learning.

# Looking At Our School 2016....

**Domain: Teaching and Learning**

**Standard: "Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning"**

**Statements of Highly Effective Practice:**

**"They (students) have a sense of ownership of their work, take pride in it and take responsibility for improving it"**

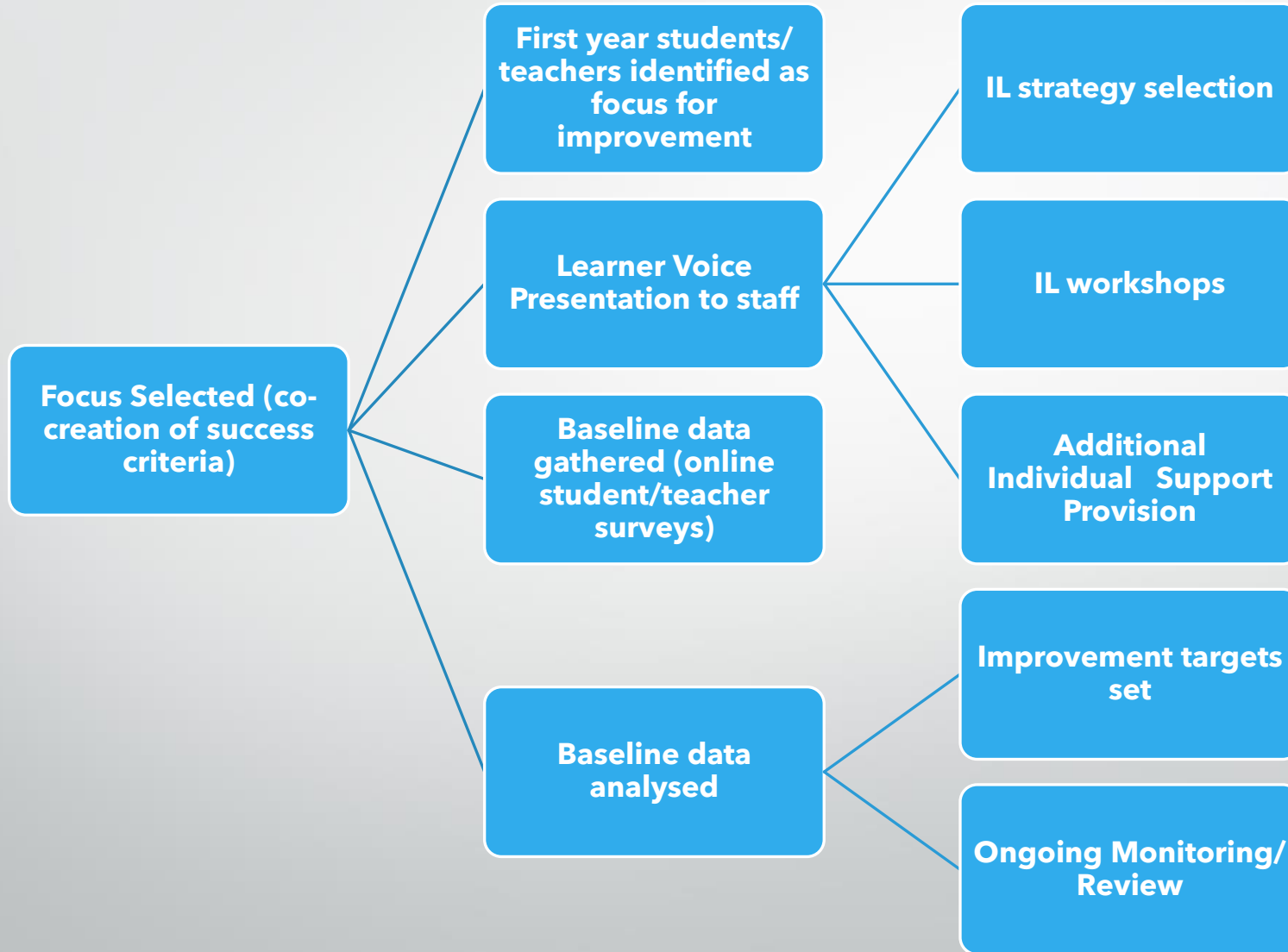
**"Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners"**



## Initial Focus for Development: Teacher/Student Co-creation of Success Criteria

**Through consistent, targeted use of Instructional Leadership skills, tactics & strategies, students will be facilitated in participating in and influencing the creation of success criteria which plays an essential role in the assessment process at Junior Cycle.**

# Plan for Improvement: Initial Phase



# Some Key Findings & Initial Targets

Survey Statement	Completed by:	Result	New Target
I set success criteria for student learning	Teachers	Sometimes- 62% Often-38% Never- 0%	Increase "often" response by 20%
I involve students in the creation of success criteria	Teachers	Often-0% Sometimes-44% Rarely-50% Never-6%	Reduce "rarely"/ "never" response by 25% Increase "often"/"sometimes" response by 25%
My teachers involve students when setting success criteria	Students	Often-20% Sometimes-52% Rarely-17% Never-11%	Reduce "never"/" rarely" combined result by 10% Increase "often" response by 20%
I feel that students' opinion/ input is valued in my school	Students	Agree-52% Don't know- 39% Disagree-9%	Decrease "don't know"/ "disagree" response by 20%

# Selected IL Practices: Facilitating Learner Space, Voice, Audience, Influence

- Covert to overt thinking for initial consideration of success criteria
- Blooms Taxonomy : questioning to elicit higher levels of student thinking.
- Teacher guidance using IL concept attainment approach (Exemplars)
- Placemat to gather individual/group thoughts/ideas
- Random selection for response provision (Accountability)
- T chart to differentiate skills/ knowledge
- Ranking Ladder to prioritise criteria

# Collaboration for continuous support:

An online document has been set up and shared with staff with the aim of:

- Facilitating the early identification of concerns/issues amongst staff.
- Sharing experience/ best practice/ ideas specific to each class group involved.
- Maintaining energy/ momentum of the initiative



# Wins/ Success Indicators

- Initial targets met, resulting in:
- Improved student ownership of learning
- Students feeling more valued
- Improved levels of student participation
- Enhanced student- teacher relationships
- Improved student learning outcomes
- Professional learning opportunities for teachers
- A more open & inclusive learning space

# **A Key Challenge: Attaining and maintaining Staff Buy-In**

- **Concerns around IL expertise...incentives/ facilitation in place but can't force workshop attendance/participation. Varying levels of interest in professional development amongst staff.**
- **Concerns around maintaining/ ensuring staff commitment for the 18 month (and beyond) duration of the project.....initiative overload.**
- **How to identify/ monitor/ address dips in enthusiasm to maintain the momentum of the initiative.**
- **Achieving cultural change will be determined by these factors.**