

## Focus on Learning: A Planning Tool for School Communities

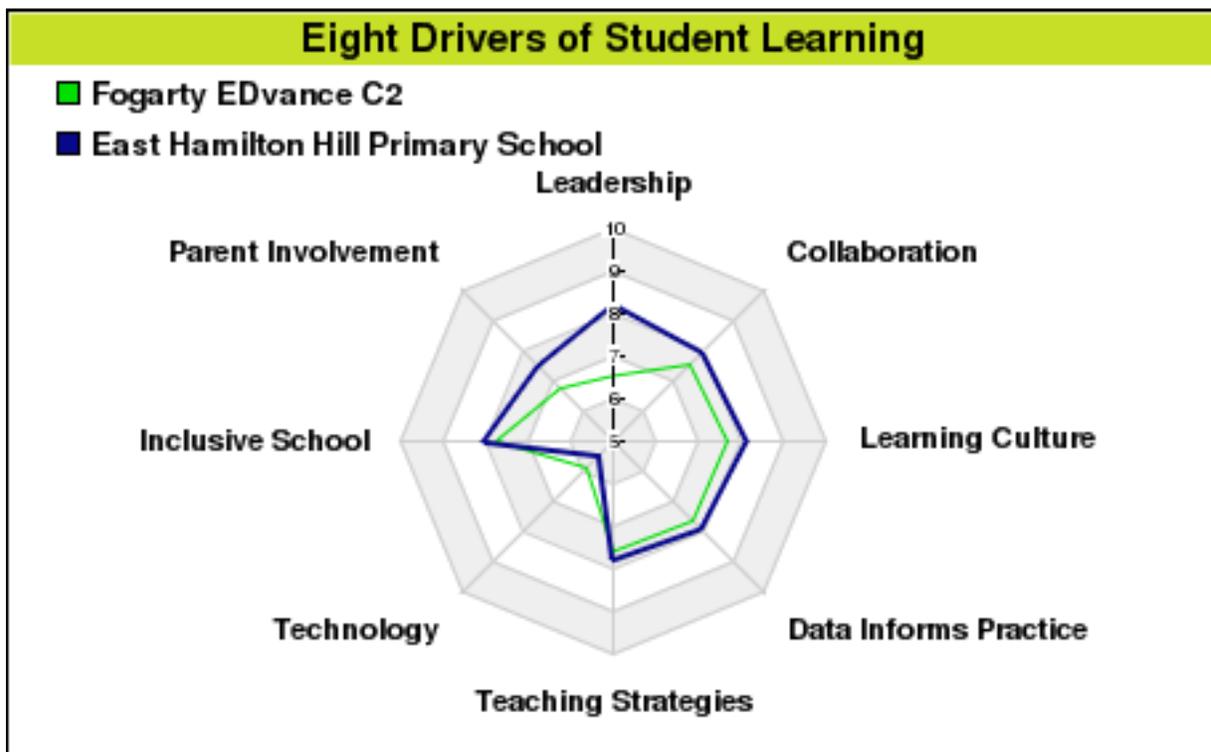
The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

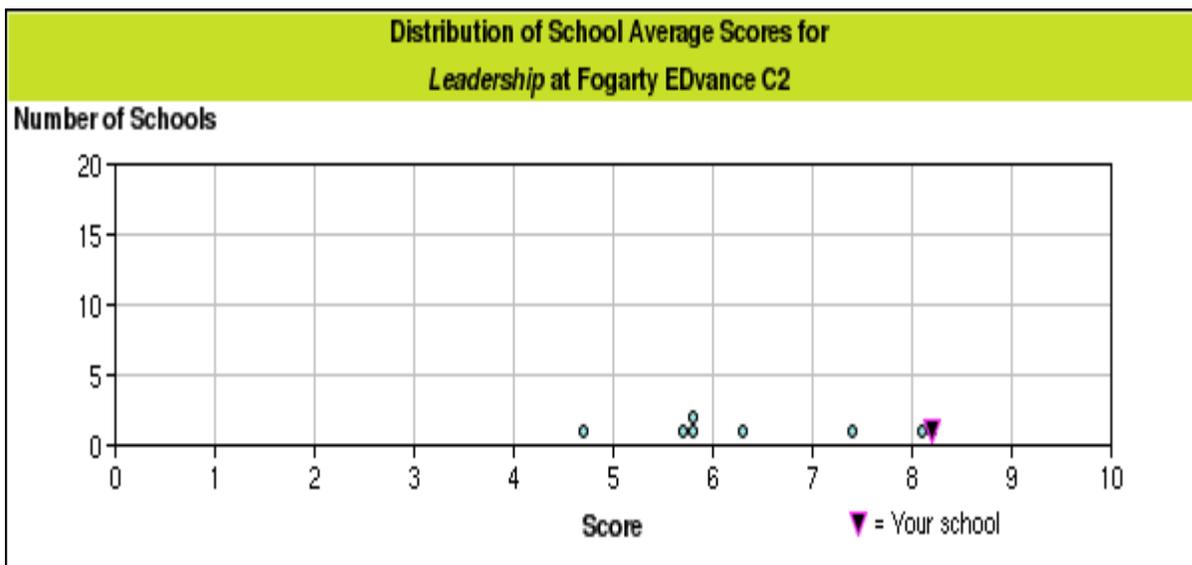
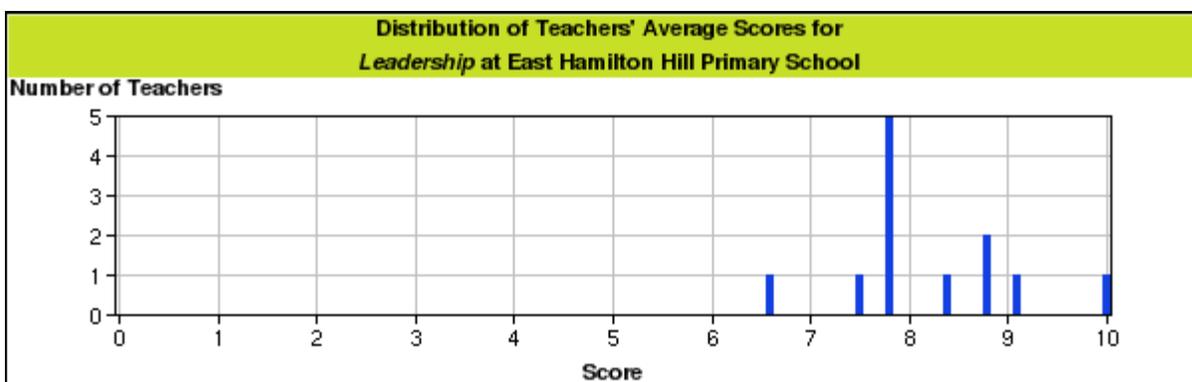
### Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for East Hamilton Hill Primary School. More detailed results for each measure follow.



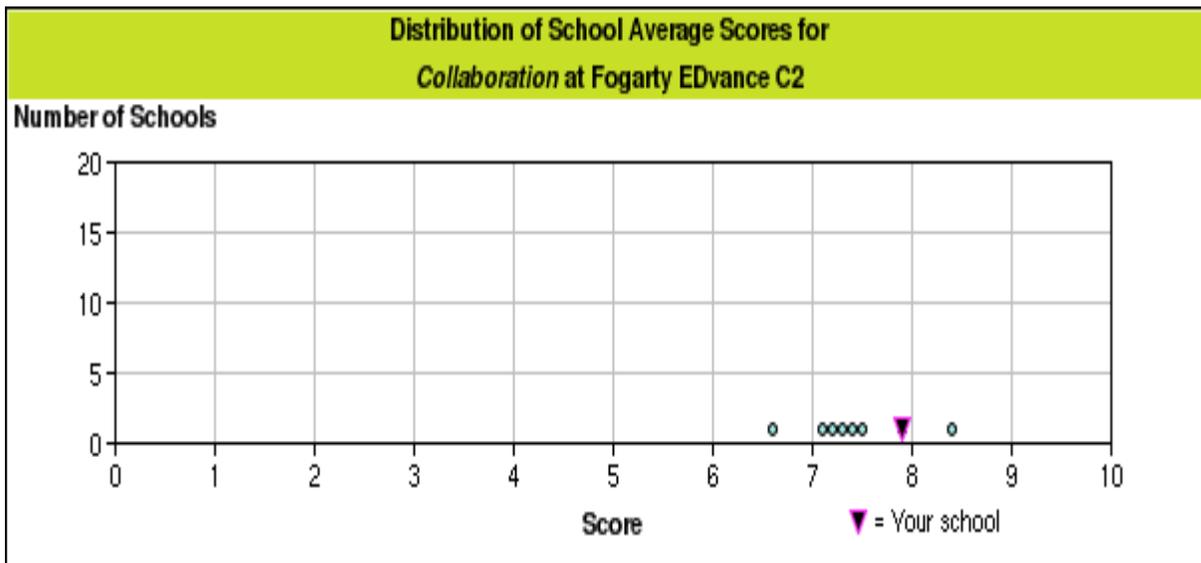
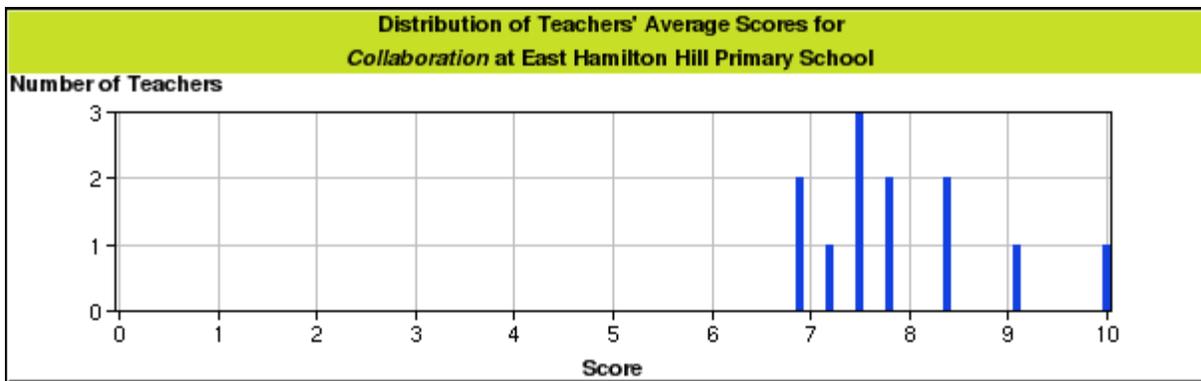
## Eight Drivers of Student Learning

1. Leadership	8.2
School leaders have helped me establish challenging and visible learning goals for students.	8.3
School leaders have helped me create new learning opportunities for students.	7.9
School leaders have provided me with useful feedback about my teaching.	7.5
School leaders have helped me improve my teaching.	8.3
School leaders have provided guidance for monitoring student progress.	8.5
I work with school leaders to create a safe and orderly school environment.	9.4
School leaders have taken time to observe my teaching.	6.9
School leaders have supported me during stressful times.	8.5



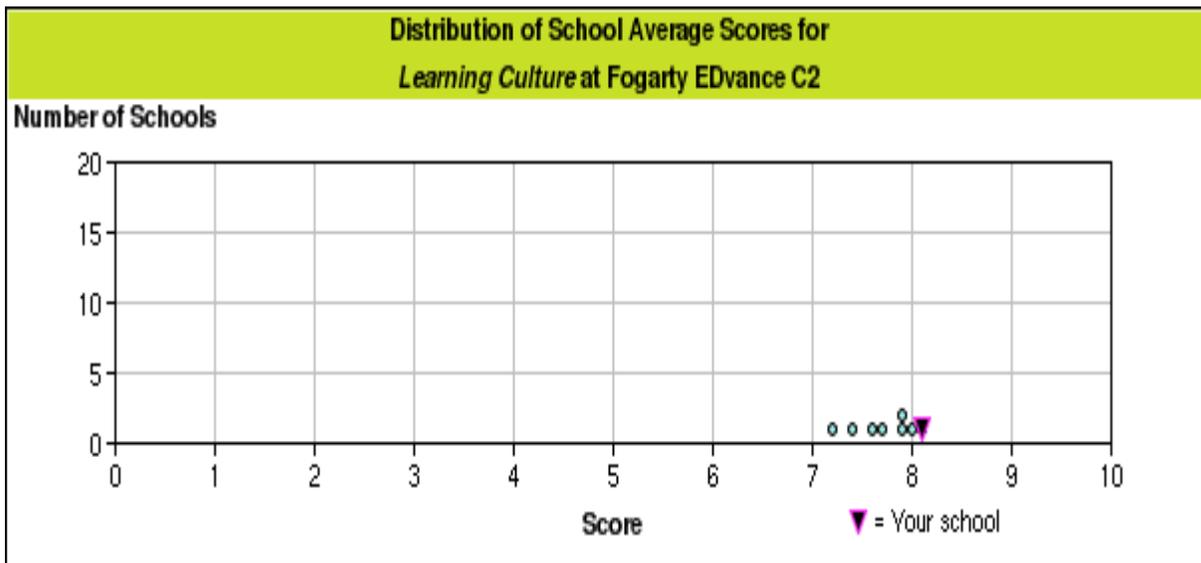
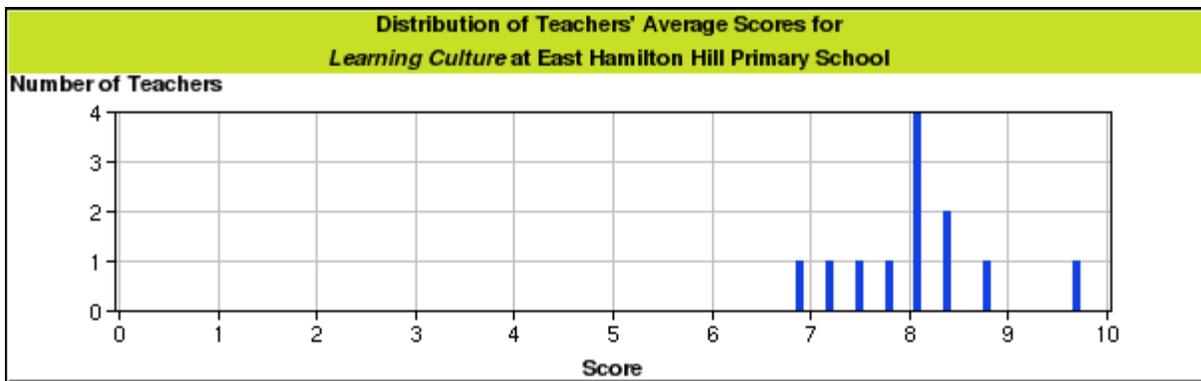
## Eight Drivers of Student Learning

<b>2. Collaboration</b>	<b>7.9</b>
I work with other teachers in developing cross-curricular or common learning opportunities.	8.1
Teachers have given me helpful feedback about my teaching.	7.9
I talk with other teachers about strategies that increase student engagement.	8.1
Other teachers have shared their learning goals for students with me.	7.5
Teachers in our school share their lesson plans and other materials with me.	7.5
I discuss my assessment strategies with other teachers.	7.7
I discuss learning problems of particular students with other teachers.	8.5
I discuss my learning goals with other teachers.	7.9



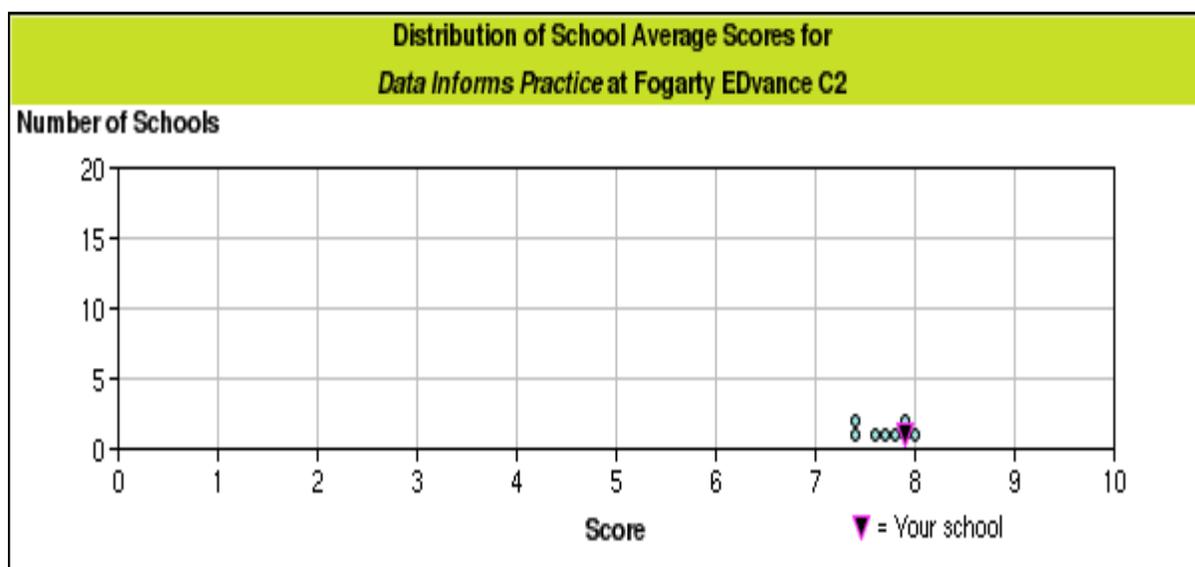
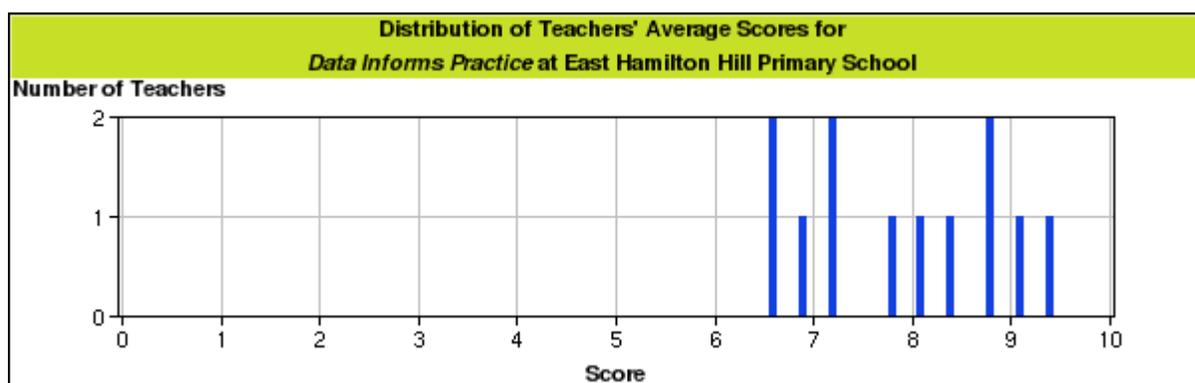
## Eight Drivers of Student Learning

3. Learning Culture	8.1
I give students written feedback on their work.	7.3
I talk with students about the barriers to learning.	7.3
In most of my classes I discuss the learning goals for the lesson.	7.3
Students become fully engaged in class activities.	8.1
I monitor the progress of individual students.	9
I am effective in working with students who have behavioural problems.	8.5
I set high expectations for student learning.	9.2
Students find class lessons relevant to their own experiences.	8.1



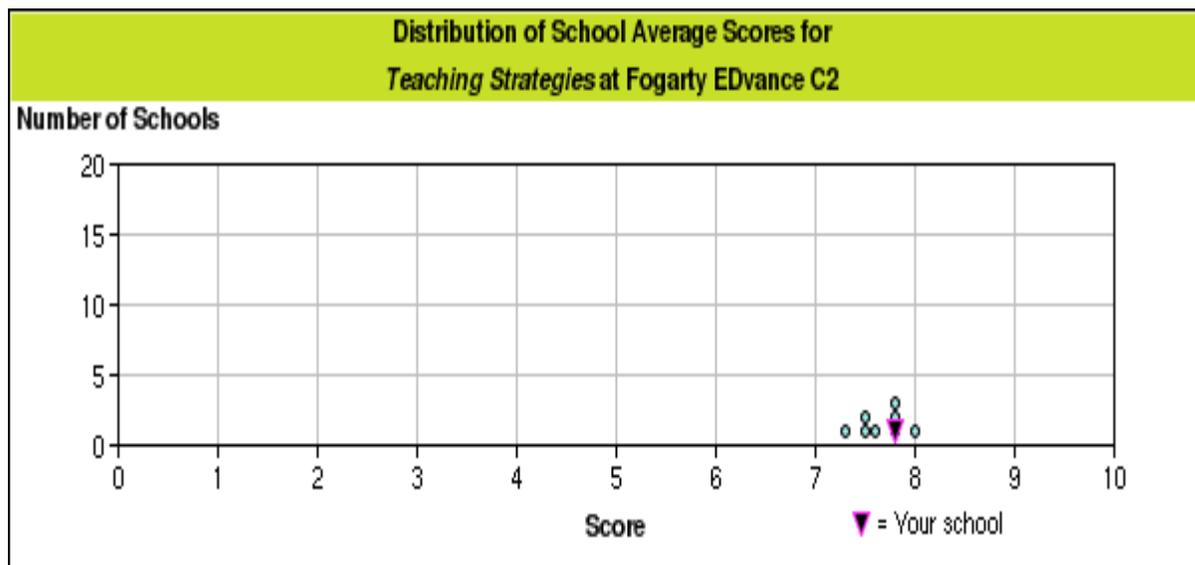
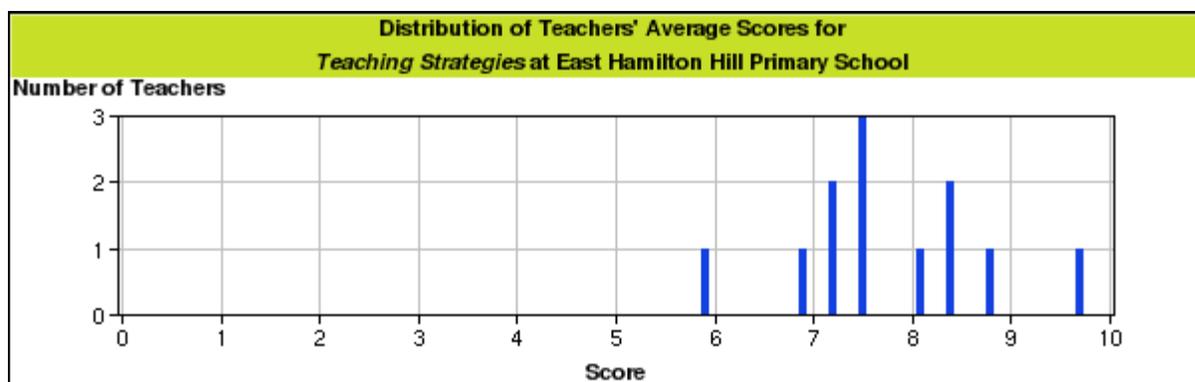
## Eight Drivers of Student Learning

<b>4. Data Informs Practice</b>	<b>7.9</b>
My assessments help me understand where students are having difficulty.	8.5
I use formal assessment tasks to help students set challenging goals.	7.9
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.3
I use formal assessment tasks to discuss with students where common mistakes are made.	7.5
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.1
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.1
I use results from formal assessment tasks to inform my lesson planning.	8.8
I give students feedback on how to improve their performance on formal assessment tasks.	7.9



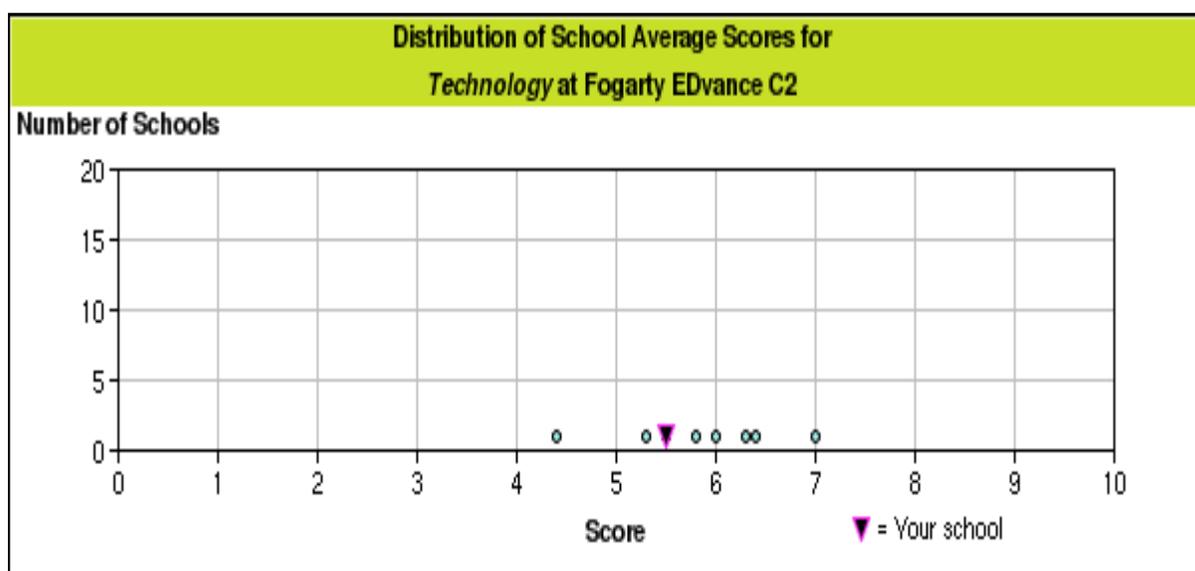
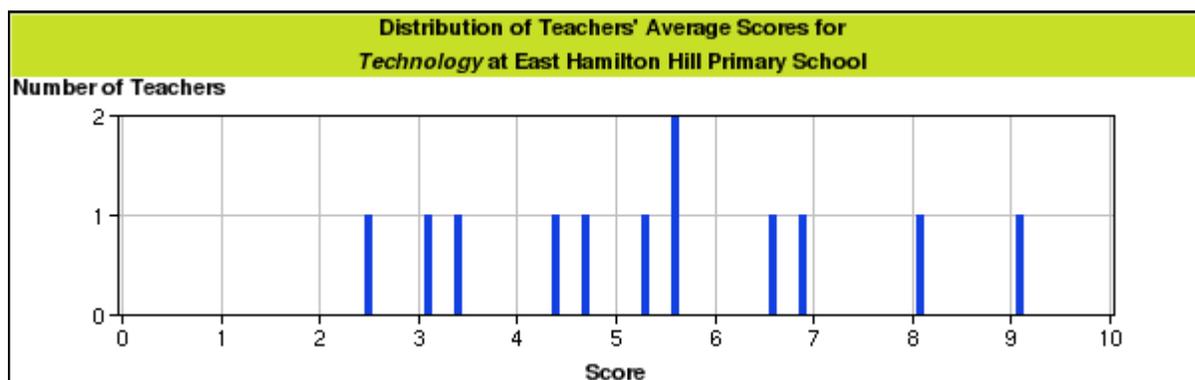
## Eight Drivers of Student Learning

<b>5. Teaching Strategies</b>	<b>7.8</b>
I help students set challenging learning goals.	6.9
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.1
Students receive written feedback on their work at least once every week.	6
I can easily identify unproductive learning strategies.	8.5
My students are very clear about what they are expected to learn.	8.3
I use two or more teaching strategies in most class periods.	8.3
Students receive feedback on their work that brings them closer to achieving their goals.	7.9
I discuss with students ways of seeking help that will increase learning.	7.9



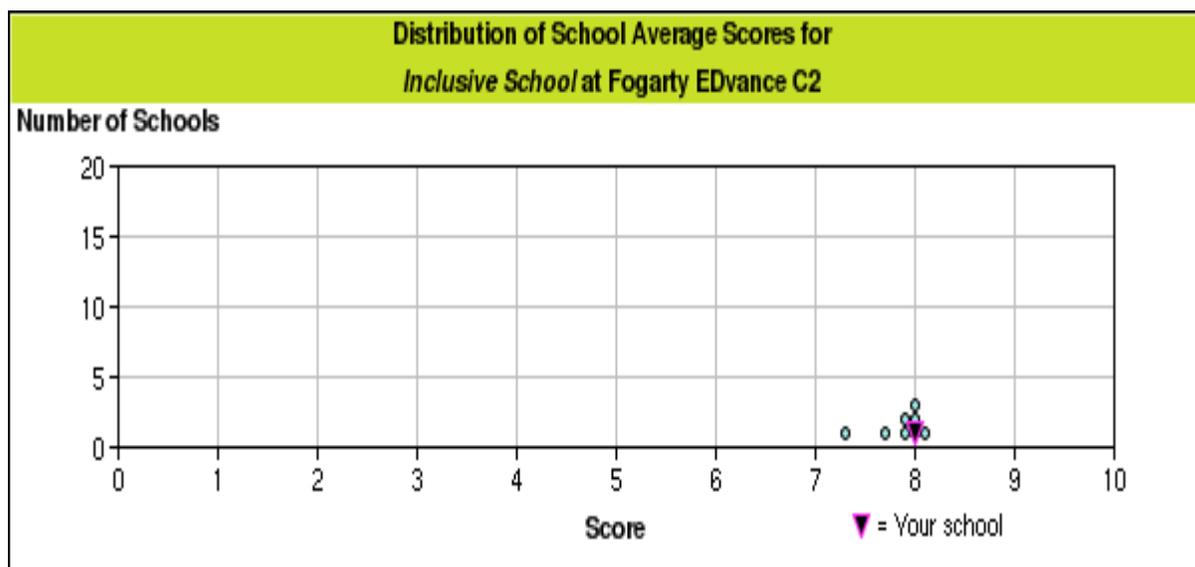
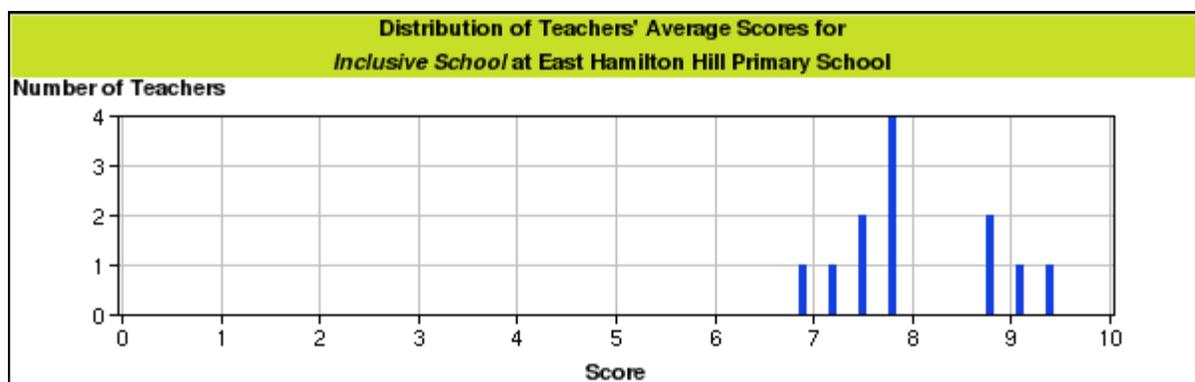
## Eight Drivers of Student Learning

6. Technology	5.5
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.7
I use computers or other interactive technology to give students immediate feedback on their learning.	5.4
Students use computers or other interactive technology to track progress towards their goals.	3.5
I help students set goals for learning new technological skills.	5.4
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.6
I help students use computers or other interactive technology to undertake research.	5.8
I help students to overcome personal barriers to using interactive technology.	5.4
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.6



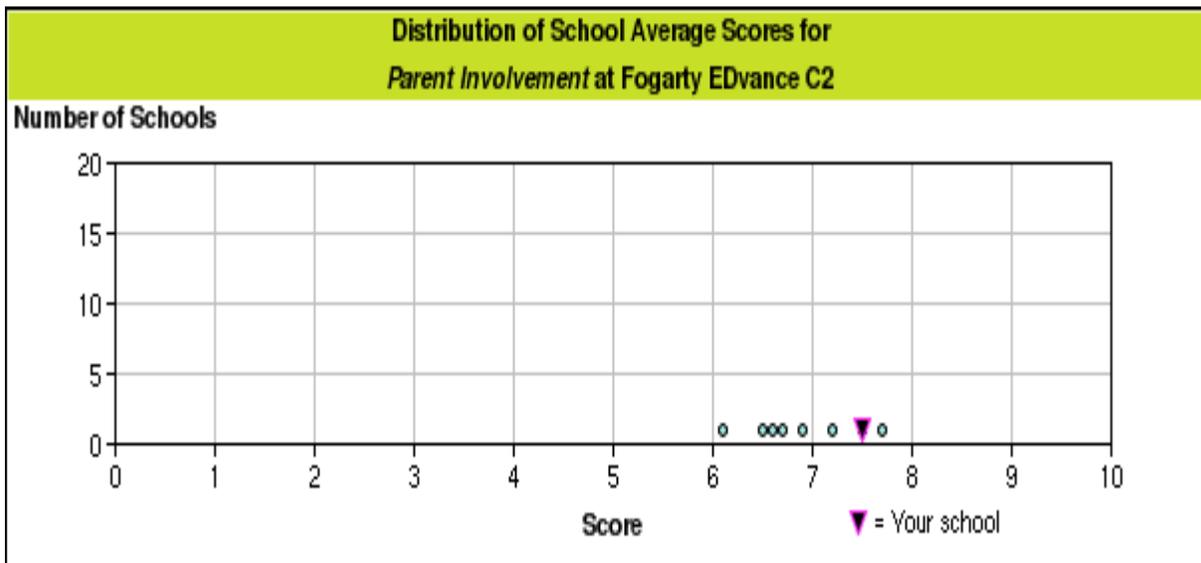
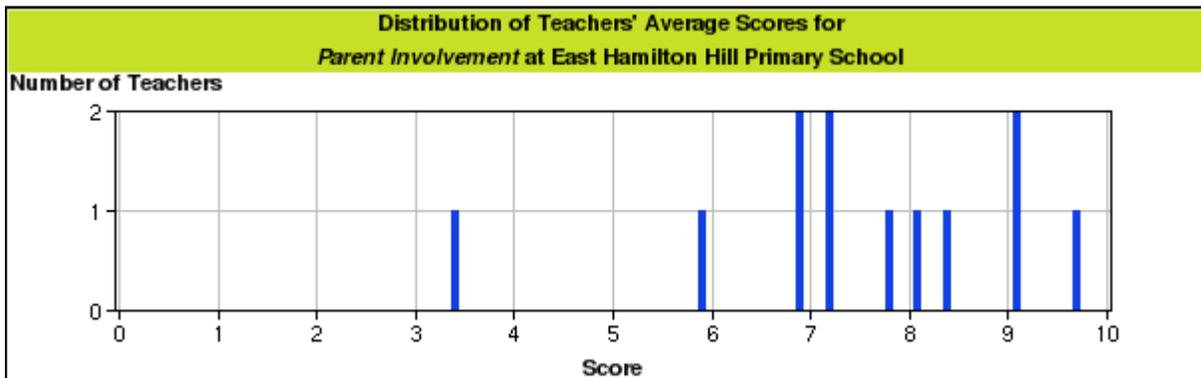
## Eight Drivers of Student Learning

7. Inclusive School		8
I am regularly available to help students with special learning needs.		6.5
I strive to understand the learning needs of students with special learning needs.		8.1
I establish clear expectations for classroom behaviour.		9.6
I help low-performing students plan their assignments.		7.1
I make sure that students with special learning needs receive meaningful feedback on their work.		7.7
I make an effort to include students with special learning needs in class activities.		9
I use individual education plans to set goals for students with special learning needs.		8.3
I create opportunities for success for students who are learning at a slower pace.		7.9



## Eight Drivers of Student Learning

<b>8. Parent Involvement</b>	<b>7.5</b>
I work with parents to help solve problems interfering with their child's progress.	8.1
I share students' learning goals with their parents.	7.3
I use strategies to engage parents in their child's learning.	7.3
I ask parents to review and comment on students' work.	5.4
I am in regular contact with the parents of students with special learning needs.	7.9
Parents understand the expectations for students in my class.	8.3
I make an effort to involve parents and other community members in creating learning opportunities.	7.7
Parents are regularly informed about their child's progress.	7.7

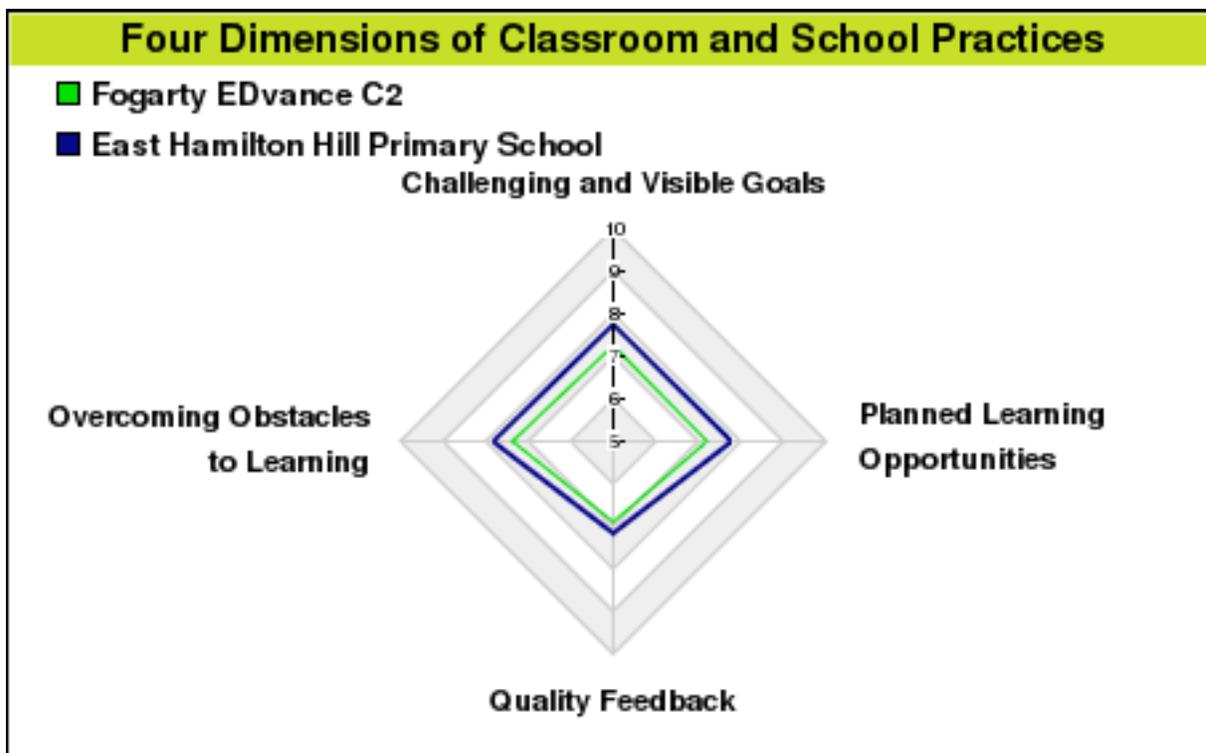


## Four Dimensions of Classroom and School Practices

The questions in the Focus on Learning survey ask teachers to consider whether they present:

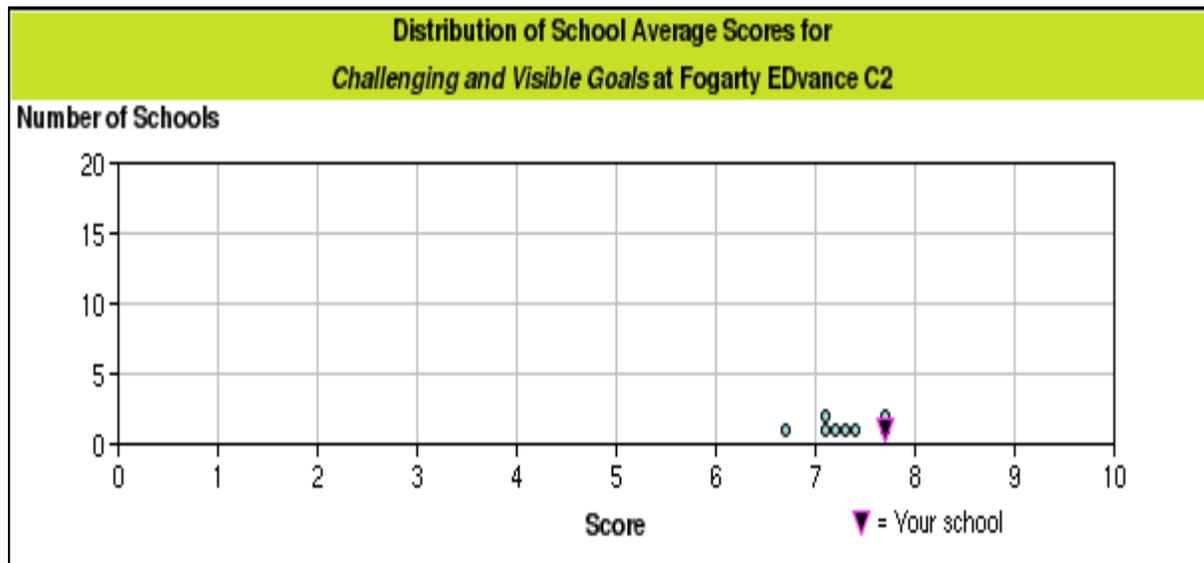
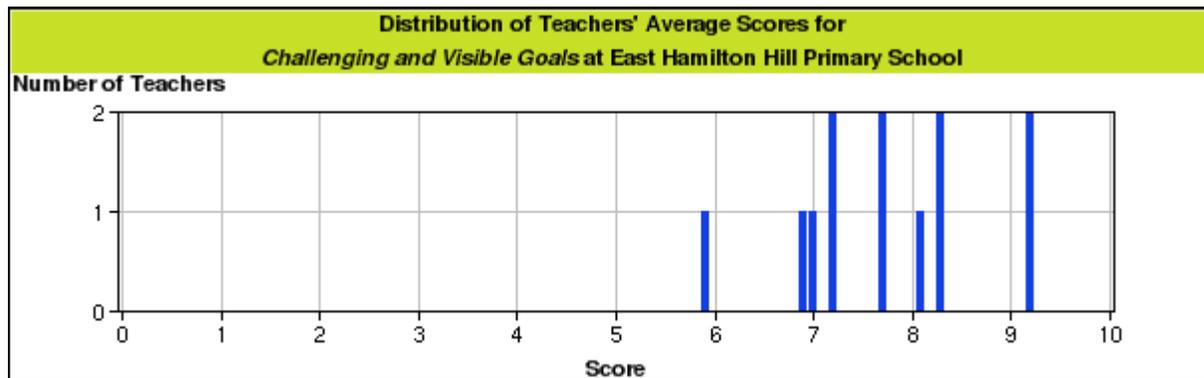
1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
3. **quality feedback** that guides students' effort and attention; and
4. **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for East Hamilton Hill Primary School are shown in the radar chart below. The scores for each of the *Four Dimensions of Classroom and School Practices* are scored on a ten-point scale.



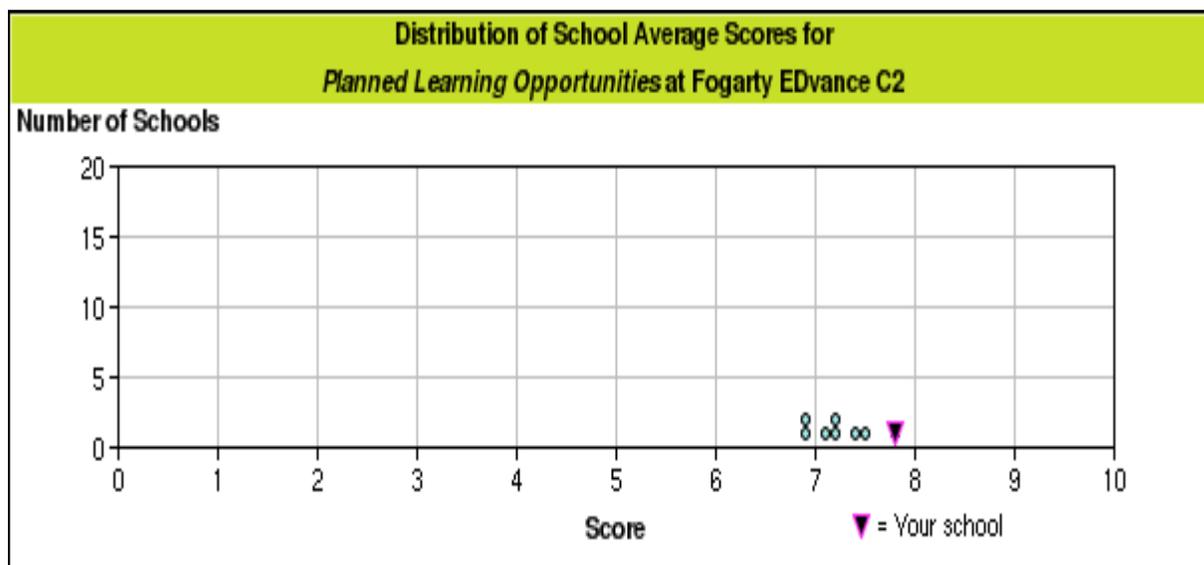
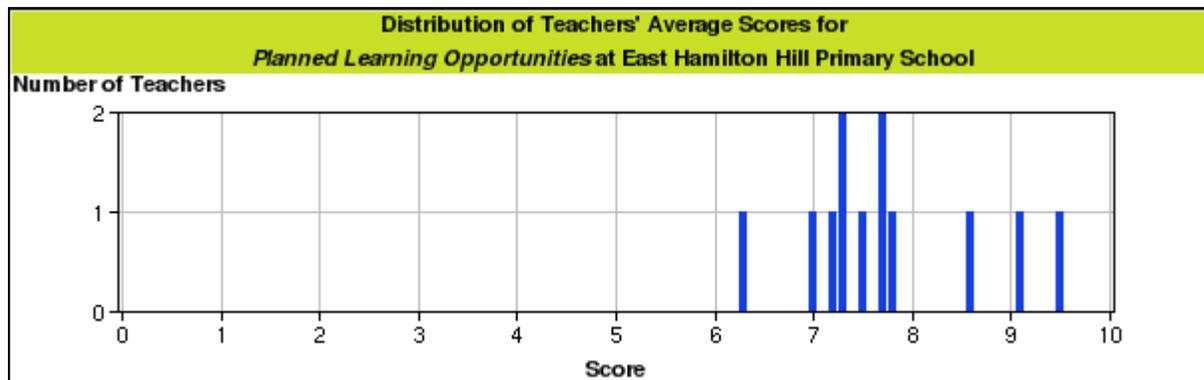
## Four Dimensions of Classroom and School Practices

1. Challenging and Visible Goals	7.7
School leaders have helped me establish challenging and visible learning goals for students.	8.3
I help students set challenging learning goals.	6.9
I use formal assessment tasks to help students set challenging goals.	7.9
I share students' learning goals with their parents.	7.3
In most of my classes I discuss the learning goals for the lesson.	7.3
I establish clear expectations for classroom behaviour.	9.6
Other teachers have shared their learning goals for students with me.	7.5
I help students set goals for learning new technological skills.	5.4
School leaders have provided guidance for monitoring student progress.	8.5
My students are very clear about what they are expected to learn.	8.3
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.1
Parents understand the expectations for students in my class.	8.3
I set high expectations for student learning.	9.2
I use individual education plans to set goals for students with special learning needs.	8.3
I discuss my learning goals with other teachers.	7.9
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.6



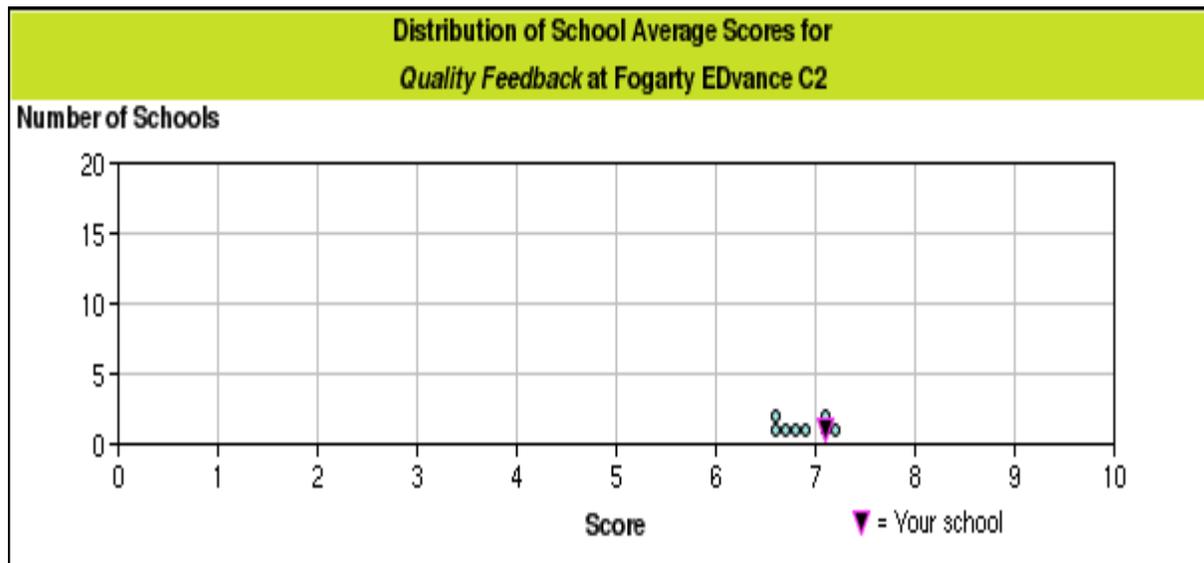
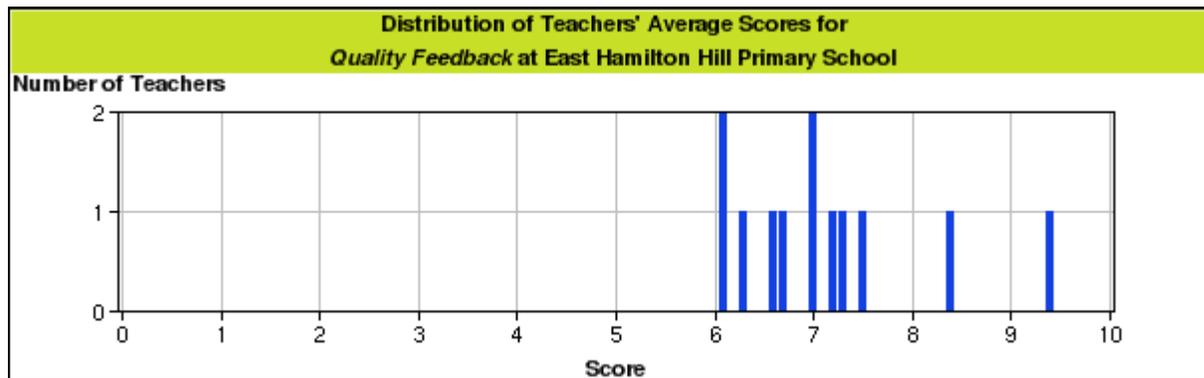
## Four Dimensions of Classroom and School Practices

<b>2. Planned Learning Opportunities</b>	<b>7.8</b>
I work with other teachers in developing cross-curricular or common learning opportunities.	8.1
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.7
School leaders have helped me create new learning opportunities for students.	7.9
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.1
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.3
I use strategies to engage parents in their child's learning.	7.3
Students become fully engaged in class activities.	8.1
I help low-performing students plan their assignments.	7.1
Teachers in our school share their lesson plans and other materials with me.	7.5
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.6
I work with school leaders to create a safe and orderly school environment.	9.4
I use two or more teaching strategies in most class periods.	8.3
I use results from formal assessment tasks to inform my lesson planning.	8.8
I make an effort to involve parents and other community members in creating learning opportunities.	7.7
Students find class lessons relevant to their own experiences.	8.1
I create opportunities for success for students who are learning at a slower pace.	7.9



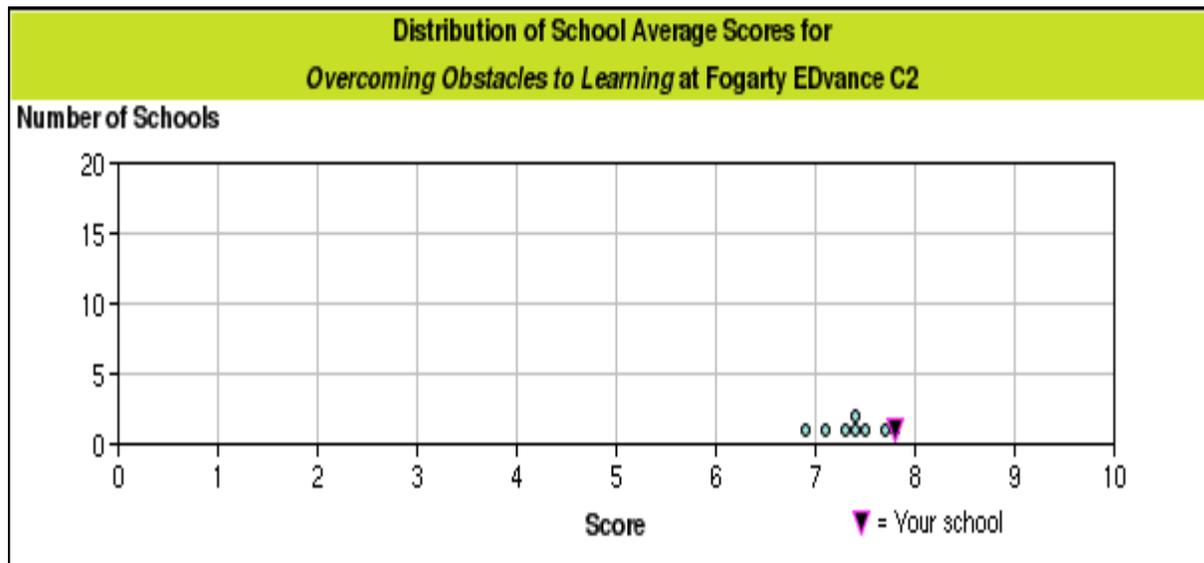
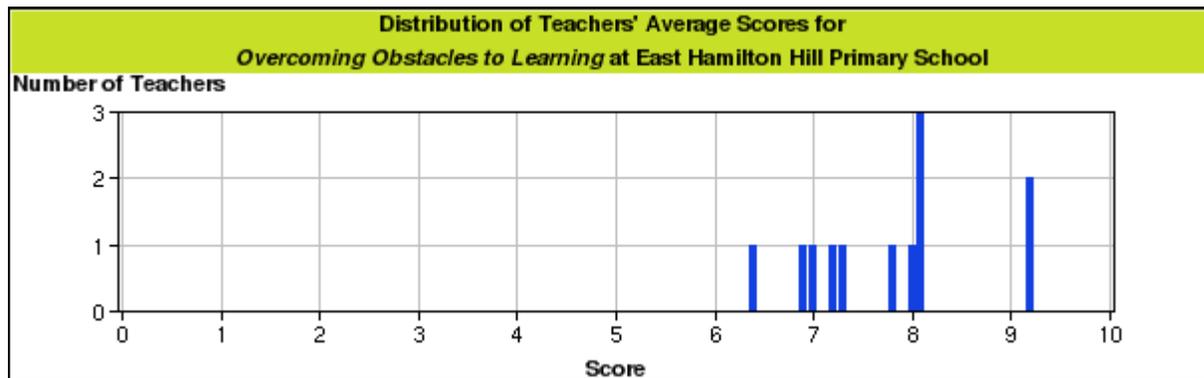
## Four Dimensions of Classroom and School Practices

<b>3. Quality Feedback</b>		<b>7.1</b>
I give students written feedback on their work.		7.3
I am regularly available to help students with special learning needs.		6.5
Teachers have given me helpful feedback about my teaching.		7.9
I use computers or other interactive technology to give students immediate feedback on their learning.		5.4
School leaders have provided me with useful feedback about my teaching.		7.5
Students receive written feedback on their work at least once every week.		6
I use formal assessment tasks to discuss with students where common mistakes are made.		7.5
I ask parents to review and comment on students' work.		5.4
I monitor the progress of individual students.		9
I make sure that students with special learning needs receive meaningful feedback on their work.		7.7
I discuss my assessment strategies with other teachers.		7.7
I help students use computers or other interactive technology to undertake research.		5.8
School leaders have taken time to observe my teaching.		6.9
Students receive feedback on their work that brings them closer to achieving their goals.		7.9
I give students feedback on how to improve their performance on formal assessment tasks.		7.9
Parents are regularly informed about their child's progress.		7.7



## Four Dimensions of Classroom and School Practices

<b>4. Overcoming Obstacles to Learning</b>	<b>7.8</b>
My assessments help me understand where students are having difficulty.	8.5
I work with parents to help solve problems interfering with their child's progress.	8.1
I talk with students about the barriers to learning.	7.3
I strive to understand the learning needs of students with special learning needs.	8.1
I talk with other teachers about strategies that increase student engagement.	8.1
Students use computers or other interactive technology to track progress towards their goals.	3.5
School leaders have helped me improve my teaching.	8.3
I can easily identify unproductive learning strategies.	8.5
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.1
I am in regular contact with the parents of students with special learning needs.	7.9
I am effective in working with students who have behavioural problems.	8.5
I make an effort to include students with special learning needs in class activities.	9
I discuss learning problems of particular students with other teachers.	8.5
I help students to overcome personal barriers to using interactive technology.	5.4
School leaders have supported me during stressful times.	8.5
I discuss with students ways of seeking help that will increase learning.	7.9

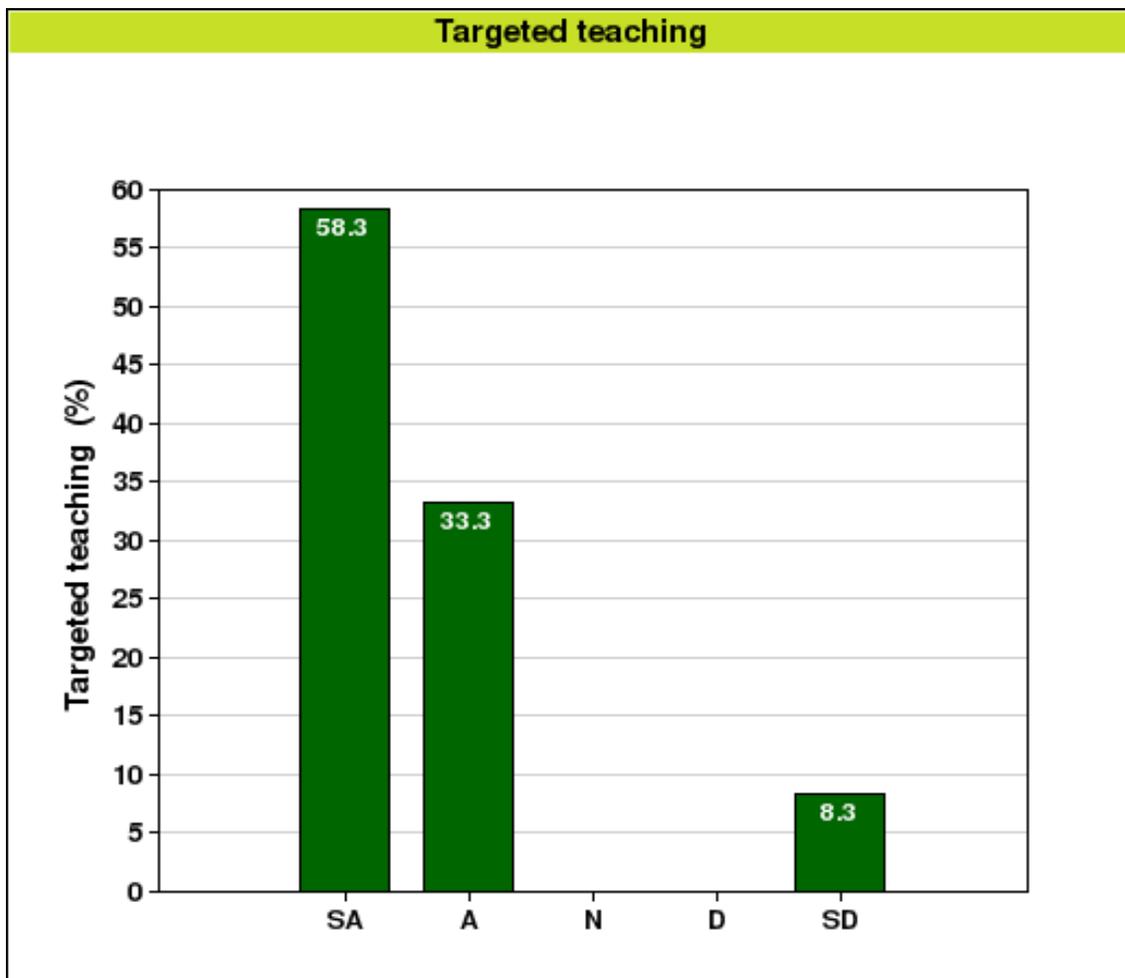


## Result(s) for the Multiple Choice Question(s)

Teachers were asked:

**"I can measure the progress of each student in my class (by subject). "**

- Strongly agree (SA)
- Agree (A)
- Neither agree or disagree (N)
- Disagree (D)
- Strongly disagree (SD)



## Result(s) for the Multiple Choice Question(s)

Teachers were asked:

**"Our school analyses current teaching, learning and assessment practices using evidence-based theory and research. "**

- Strongly agree (SA)
- Agree (A)
- Neither agree or disagree (N)
- Disagree (D)
- Strongly disagree (SD)

