NSW Department of Education

Using Photovoice to evaluate impact of professional learning

Illustration of practice: High school - Stage 6 Mathematics

About this guide

This illustration of practice demonstrates Photovoice being used to evaluate the impact of Stage 6 Mathematics professional learning on student progress.

School setting: High school, Year 11 students.

Step 1

Identify existing student need and relevant professional learning

Identified student needs: Stage 6 students underperforming in school-based assessments in HSC Mathematics. Analysis of student work samples and teaching artefacts identified a gap in students' awareness of strategies to solve problems, analyse and interpret data and make judgements about results.

Goal: To improve student's capacity to apply problem solving strategies to a range of contexts.

Professional learning: Stage 6 Mathematics professional learning

Who: Two Stage 6 Mathematics teachers

Practice change: Using the evidence-based strategy of teaching students to apply problem solving strategies to a range of contexts.

HIPL Element: Professional learning is driven by identified student needs.

Step 2

Identify students and gather initial data

Student selection:

Teachers will identify 4 students in each of the Year 11 classes, selected to represent diverse achievement levels and equity groups.

Establish the learning practice or strategy for students to focus on:

Teachers to allocate part of a lesson to explicitly unpack some of the key outcomes related to solving problems, analysing and interpreting data, and making judgements about results.

Photovoice round 1 - Term 1 Weeks 6-8

1. Teachers to provide an iPad to students for the specified lessons and explain that students will:
   b. Take photos that show the class engaging in solving problems, analysing and interpreting data and making judgements about results. What might this look like?
3. Teachers save photos to a private MS Team channel set up for this process.
4. Teachers to be released for one period to meet with students. In this session:
   a. Students select 4 photos each that they think best captures 'problem solving' and explain choices:
      ii. Why did you choose this photo?
      iii. How does this represent what we have been learning?
      iv. How does this show effective teaching/learning?
   b. Teachers use an online whiteboard to annotate the photos during the discussion and students group them into themes.
3. Teachers save the record into the private Teams channel.

HIPL Element: Professional learning is continuous and coherent.

Step 3

Engage in and apply professional learning, gather and analyse data

Teacher professional learning:

Teachers will engage in professional learning about the Stage 6 Mathematics syllabus.

Lesson application: Year 11 Mathematics Standard 2, Term 2 Weeks 2 & 3 (4 lessons)

Photovoice round 2

1. Students take photos in the lessons identified.
2. Week 4 lessons, teachers to be released to meet with students (as for Photovoice round 1).
3. Teachers meet to discuss the Photovoice round 2 data and identify some changes to application of the strategy.

Lesson application: Year 11 Mathematics Standard 2, Term 2 Weeks 5-10

Photovoice round 3

1. Students take photos in Weeks 8 & 9 (4 lessons).
2. Week 10 lessons, teachers to be released to meet with students as for Photovoice round 1 and round 2.
3. Teachers collate findings with students from across the 3 rounds of Photovoice and develop a summary of the findings:
   a. changes to practice identified
   b. how these changes impacted student learning
   c. suggestions for other staff to support changing practice across the faculty.

HIPL Elements: School leadership teams enable professional learning; Collaborative and applied professional learning strengthens teaching practice.

Step 4

Gather and analyse work samples, identify next steps

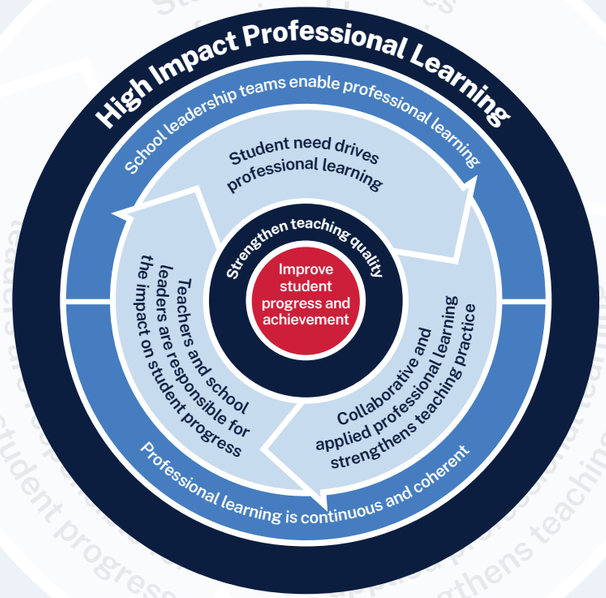
Collaborative analysis of data:

1. Teachers involved analysed the photos, annotations and student summary as well as school-based assessments, work samples and teaching artefacts.
2. Teachers developed a summary of key findings, evidence and suggested next steps.

Share findings and collaborative planning for the future:

1. Teachers worked with head teacher Maths to develop a presentation to faculty and invited some of the students to share their learning through the process.
2. Faculty members asked questions and worked together to identify next steps for practice change within the faculty across all Year groups.

HIPL Element: Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.



References

Photovoice - NSW Department of Education

Using photovoice and participatory research to engage with young people - Monash University

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