

# Using Photovoice to evaluate impact of professional learning

## Illustration of practice: Primary school



### About this guide

This illustration of practice demonstrates Photovoice being used to gather data about the impact of applying strategies explored in professional learning to improve student engagement.

**School setting:** Primary school, 120 students.



### Step 1

#### Identify existing student need and relevant professional learning

##### Identified student needs:

##### Data:

- Tell Them From Me (TTFM)
- attendance data
- school-based surveys and feedback
- classroom observations of student engagement
- behaviour data (Sentral)

##### Analysis:

- Tell Them From Me (TTFM) indicators in belonging, wellbeing and behaviour are below state average
- attendance data has dropped
- student surveys, feedback and classroom observations indicate low engagement in learning
- increase in negative behaviour incidents reported in Sentral

##### Implications:

- consistent wellbeing approach needed across the school
- strategies for improving engagement need to be established and consistently implemented

**Question:** To what extent has application of strategies explored through professional learning improved student engagement?

**Professional learning:** School-based professional learning utilising the 'Everyday Resilience' practical guide and relevant professional learning to support different aspects.

**Who:** AP leading Strategic Direction 3 (SD3) in School Improvement Plan (focus: student engagement), 2 x teachers on the SD3 team.

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



### Step 2

#### Identify students and gather initial data

##### Student selection:

Teaching team identify 10 students across the school, 2 students from 5 classes, selected to represent diverse achievement levels and student groups.

##### Introducing the focus:

Teacher will lead a 30min session exploring the idea of engagement. Use photos to discuss how we might know if someone is engaged in learning, what might we see? The session is deliberately brief so that students' photos provide an insight into their understanding of engagement as a starting point to give direction to the implementation of the strategies from the PL.

##### Photovoice round 1 - Term 2 Weeks 2-3

1. Teachers provide an iPad for each student one day in the fortnight and explain what they would do:
  - a. Take photos in the lessons when they think students are engaged in learning. (discuss with students what this might look like)
2. Teachers to save photos online in folders for each student and print each student's photos.
3. Two teachers to be released for one hour together (using Quality Teaching, Successful Students (QTSS) allocation) to meet with students. During this session:
  - a. Students to select 4 photos each that they think best represents engagement in learning. They then explain:
    - i. Why did you choose this photo?
    - ii. What/how are you learning?
    - iii. Why did you find it engaging?
  - b. Teachers ask students to group the photos into similar themes on large paper and discuss why they grouped them that way and what that tells us about learning and engagement as well as what we can't see. Teachers annotate the groupings.
3. Teachers keep the photos and annotations for future comparison.

**HIPL Element:** Professional learning is continuous and coherent.



### Step 3

#### Engage in and apply professional learning, gather and analyse data

##### Teacher professional learning:

Strategic Direction 3 team lead fortnightly professional learning for the whole staff.

**Lesson application:** Each teacher to identify a practice to implement during the professional learning cycle.

##### Photovoice round 2 - Term 3 Week 4

1. Students take photos in the lessons identified.
2. Week 5, two 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 any changes to apply to the practice.

**Lesson application:** Teachers continue to apply the new practice

##### Photovoice round 3 - Term 4 Week 3

1. Students take photos as for round 1 and 2.
2. Week 4, two teachers to be released (Quality Teaching, Successful Students (QTSS) funds) to meet with students as for Photovoice round 1 and 2.
3. Teachers collate findings with students from across the 3 rounds of Photovoice and develop a summary of the findings - changes identified, gaps and suggestions for other staff.

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



### References

**Photovoice** - NSW Department of Education

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

Ciolan, L. & Manasia, L. (2019) 'Reframing Photovoice to Boost Its Potential for Learning Research', International Journal of Qualitative Methods, 16, 1-15



### Step 4

#### Gather and analyse work samples, identify next steps

##### Collaborative analysis of data:

1. Teaching team involved analysed the photos, annotations and student summary as well as school-based assessments, work samples and teaching artefacts.
2. Teaching team used other data (including TTFM, attendance, student surveys, feedback, classroom observations, behaviour incident records in Sentral) to identify any other shifts and compare to findings from Photovoice.
3. Team developed a summary of key findings, evidence and suggested next steps.

##### Sharing of findings and collaborative planning for the future:

1. Team developed a presentation to staff and invited some of the students to share their learning through the process.
2. Staff members asked questions and worked together to identify next steps for practice change across the school.

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

