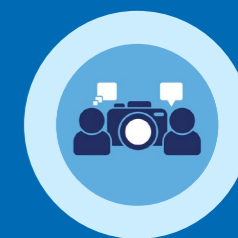


# Using Photovoice to evaluate impact of professional learning

## Practical guide for teachers and school leaders



### About Photovoice

#### ? What is Photovoice?

Photovoice is an evaluation strategy used to engage research participants in identifying change. It can empower students to provide feedback and see the impact of their views on school practices.

#### 🕒 How much time will this take?

Discussion sessions of 30-45 minutes with students reflecting on the photos pre-, during and post-implementation of professional learning.

#### 👤 Who should use Photovoice?

Classroom teachers and school leaders.

### Step 1

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

##### Identify student need:

Analyse school-based data, work samples, teaching artefacts and external data as appropriate to identify key student needs.

##### Identify relevant professional learning:

In consultation with school leaders source relevant professional learning (for example external courses, from internal experts, online professional learning) and ensure it explores something you can measure the impact of by using Photovoice, for example:

- improving student engagement in problem solving activities in mathematics lessons
- improving student engagement and active participation in learning during explicit teaching
- improving student sense of belonging through the implementation of a buddy or peer support program

##### Identify who will engage in the professional learning:

Relate to the identified student need, school priorities and other considerations.

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

### Step 2

#### Identify students and gather initial data

##### Select students:

1. Identify a set of students (2-5) who will be engaging with the new learning practice or strategy. Consider:
  - a. diverse experiences and perspectives
  - b. connections to school targets and focus equity groups or achievement levels
  - c. connection to existing school planning, such as Implementation and progress monitoring samples (IPMs).

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

What learning practice or strategy will students focus on when capturing their perspective through the Photovoice activity?

##### Complete Photovoice round 1 (prior to professional learning):

1. Provide students with a camera/iPad.
2. Ask them to take photos in a particular lesson over the period of a week or fortnight (at least 3 opportunities). Provide specific guidance about when and why they might take photos. For example, when they think students:
  - a. are engaged in problem solving activities
  - b. are engaged in learning (Through the process of photovoice students take photos of all sorts of different 'activities' that represent engagement to them. The sorting and discussion in each round of photovoice will help build a shared understanding of what 'engagement' in learning means in this context and how we might increase engagement collectively.)
  - c. feel like they belong.
3. Store photos centrally.
4. Print photos (or set up an online collaboration space – for example Miro, OneNote).
5. Meet with students and ask them to choose a sample of 3-5 photos that best represent the focus question.
6. Discuss with students why they selected these photos.
7. With students, collaboratively sort and group photos, annotate where appropriate, transcribe responses or record discussion.
8. Store as a record for later comparison.

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

### Step 3

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

##### Engage in professional learning:

as identified in Step 1.

##### Plan for application of strategies from the PL:

1. Collaborate with colleagues to identify the key strategies from the professional learning that will be applied in the classroom:
  - a. What lesson(s) will the strategies be applied in?
  - b. How will the strategies be applied?
2. Identify the next series of lessons in which students will use Photovoice (within a fortnight).
3. Apply the strategies explored in the PL.

##### Complete Photovoice round 2: (as for Step 2)

1. Follow Photovoice instructions detailed at Step 2.
2. Teachers collaboratively analyse the data (photos and notes from the discussion with students) and identify impact of professional learning.
3. Make adjustments to the application of practice (if needed) and plan to continue to apply in the classroom.
4. Identify the next series of lessons in which students will use Photovoice (after approximately 1 Term).
5. Apply the strategies explored in the PL.

##### Complete Photovoice round 3: (as for Step 2).

1. Follow Photovoice instructions detailed at Step 1.
2. Compile the photos from rounds 1 and 2 and, with students, explore any similarities and/or differences they can identify over the course of the evaluation period. Discuss options for further development or changes to teaching practice in this area.

**i 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. Teachers involved collaboratively analyse the Photovoice documentation across the three rounds to identify evidence of:
  - a. changes to teaching practice
  - b. the impact of changed practice on the original identified student needs.

##### Share findings and plan for next steps:

1. Develop a plan for what should happen next. For example:
  - a. sharing with other teams/the whole school
  - b. further professional learning in this area
  - c. identify a new focus for professional learning based on newly identified student needs.
2. Where appropriate, provide feedback to students about their use of Photovoice on school practices.

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

