



CARI Research Project

Emmanuel College, Victoria

The Arts PLT 2009

Digging into Data

The beginning

- Digging into Data
- We realised that apart from VCE, there was very little available data specific to The Arts
- Some of the problems associated with this are:
 1. Limited data
 2. Lack of continuity from year to year
 3. The Arts covers a wide area of knowledge and skills
 4. Quality work is an area that needs definition and agreement.
 5. Skills necessary for success in VCE aren't tracked within VELs.

The answer?

- We need to find out our weaknesses at VCE
- We need to define the areas which need improvement and therefore tracking
- We need to collect our own data and create a database that is available to all teachers
- We need to define and describe 'quality work' in a way that will allow consistency from class to class

Team Goal setting

- Use available data to inform teaching strategies aimed at improving student literacy skills relevant to The Arts
- And to generate, develop and use data to consolidate skills specific to individual Arts disciplines

The Process

- Before individual goals were made explicit we all did some data collection and examination
- Staff Member 1 and Staff Member 2 looked at VCE results
- Staff Member 3 and Staff Member 4 made a database that included the full cohort at NDC
- The rest of us started collecting a variety of data from a chosen year level and examined it carefully for possible areas of improvement and ways to alter teaching and learning strategies

The process continued...

- Staff Member 3 and Staff Member 4 realised that they needed to define their criteria and create descriptors that enabled consistency in quality and assessment
- Staff Member 1 and Staff Member 2 implemented some changes to their teaching and tracked these changes
- Staff Member 5's interpretation of the Team Goal meant that she started collecting data about her teaching using online student surveys and videotaping her classes
- Staff Member 6 and I started to develop criteria for what data we wanted to track in music
- Staff Member 7 and Staff Member 8 did the same for Drama and Vis Com

Working through the process

- Staff Member 1 and Staff Member 2 were the most advanced and there-fore formulated their personal goals first (see the next slide)
- The rest of us looked at the model that Staff Member 1 and Staff Member 2 had used and started to develop our own goals
- The circular nature of the Datawise process meant that some of us were realising that we needed to come back around to the steps 2 and 3 to clarify our goal setting before we actually got to steps 7 and 8

VCE Data



Goal Setting for Professional Learning Teams

Teachers: Louis Oosthuizen, Claudia Priori

PLT: Arts

Year levels/ subject focus: Year 12 Visual Communication and Design

Data available:

- VCAA analysis of each question response on the exam
- Folio results
- SAC results
- ENTER scores and averages

Data analysis:

Students are good at:	Students need to improve on:
Orthogonal, isometric and oblique drawing when asked to develop individually	Identification of drawing methods, one from another
Rendering wooden texture	Rendering a variety of textures such as metal, fabric, rubber.
Translation exercises between methods of drawing	Evaluating the effectiveness of the use of design elements and principles in a given visual communication
	How the use of elements effects/ creates principles in a visual communication
	The explanation and justification of the 3Ms – materials, media, methods – in a visual communication
	The use of ICT throughout the design process not just for the final solution
	Folio development - using annotation to document design decisions throughout the folio

Focus areas to improve student outcomes: The main focus will be on *written literacy* by improving on:

- Student use of the design process in developing their own visual communications
- Student use of elements and principles in developing their own visual communications and in analysing given visual communications
- Increase the use of ICT throughout the production of a folio
- The use of annotation to document design decisions throughout the folio development
- Rendering techniques that show various textures and use various media to achieve them

Evaluation will be by:

- Assessment of SACs and folios
- Explicit use of annotation throughout folio
- Exploration and explanation of ICT

Implementation

- Visual Communication Analysis Summary sheet for senior students years 10 – 12 (attached)
- General Response to unit 3 student folios and recommendations for improvement (attached)
- Year 11 initiated into Year 12 unit 3 by being given explanation of folio requirements and beginning unit 3 in Semester 2 of Year 11. This will be an opportunity for students to learn to annotate their work and to learn how to sign post their annotations for elements and principles and the 3Ms.
- Extension of the year 10 assignment to cover the whole semester to be able to include extensive experimentation with 3Ms and elements and principles and learning the basics of annotation.

The Future

- The Arts team is committed to this process and have been very positive throughout the process
- All feel it has been the most rewarding PLT we have had. This is down to feelings of ownership, relevance and teamwork
- We are all more confident with the process and look forward to the opportunity of fine-tuning our goals and continuing the process

What needs changing?

- We would like more face to face time
- Missed lessons and 'extras' preparation is having an impact on how much we can achieve with the process
- We would like to divide PLT time into team time and personal time

Our greatest achievement?

- The sense of teamwork and the high level of professional engagement with the process
- The commitment many have shown to the improvement of student outcomes
- The stimulating professional conversations that have been the focus of our PLTs