What is it that lasts?
Making a real impact on learning

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What is it that lasts?
Think about someone or something that has had a lasting impact on your learning.

What was the impact?

Why do you think it had an impact?
Is our impact sustainable?

- Environmental
- Economic
- Social
- Future-ready
In pairs (or threes), complete this sentence

Impact is...
Some common responses

...improving learning

...improving outcomes

...changing lives

...knowing if what you do works

...getting good exam results

...making a difference
Defining impact

- The process of impact involves at least two people or objects.
- The two people or objects interact.
- The second is changed in some way.
Impact in the classroom

- Of what? (the intervention or change)
- On what? (the outcome)

Teaching → Impact? → Learning

Feedback
My fundamental task is to evaluate the effect of my teaching on students’ learning and achievement.

The success and failure of my students’ learning is about what I do or don’t do. I am a change agent.

I want to talk more about learning than teaching.

Assessment is about my impact.

I teach through dialogue not monologue.

I enjoy the challenge and never retreat to “doing my best”.

It’s my role to develop positive relationships in class and staffrooms.

I inform all about the language of learning.
Mythbusting: what impact is not:

- measuring the most easily measurable
- measuring the simple when the desired outcome is complex
- measuring inputs rather than outcomes
- improving numbers by lowering standards
- improving numbers through omission or distortion of data

from Muller (2018)
Why does it matter?

- Knowledge
- Skills
- Attitudes
- Values
Improving learning

…the main job of school leaders is to improve the work performance of those they lead.

Dylan Wiliam (2016)
7 key shifts for impact
What does matter is teachers having a mind frame in which they see it as their role to evaluate their effect on learning.

John Hattie
Know your baseline

The fundamental purpose of **baseline information** is to establish a point from which future measurements and predictions can be calculated.

So, if you don’t know what the baseline or starting point is, then you won’t know whether you have made any progress.
Shift 2: from monitoring to evaluation
If the pupils made gains, the school was richer in knowledge about what worked; if the pupils did not make gains, the school was richer in knowledge about what did not work and what to avoid in the future.
Shift 3: belief rather than hope

Collective Teacher Efficacy (CTE)
CTE is the collective belief of the staff of the school or faculty in their ability to positively affect learner achievement.

Hattie’s Effect Size 1.57
Shift 4: by design not default
What words describe you?

- fair
- positive
- inspirational
- creative
- focused
- approachable
- role model
- listener
- visionary
Shift 5: from busy to highly effective
Focus on priorities

“The main thing is to keep the main thing the main thing.”

Stephen R. Covey
Shift 6: from rapid to sustainable

Long term

Short term
Getting the pace right
Shift 7: investing rather than spending

- **Spending**
  - Now
  - Wasteful

- **Investing**
  - Long term
  - Valuable
  - Future
What should we invest in?
7 key shifts for impact

1. Shift the focus from teaching to learning.
2. Do less monitoring and more evaluation.
3. Establish a strong sense of belief rather than hope.
4. Lead and teach by design, not by default.
5. Be less busy and more effective.
6. Move from rapid to sustainable change.
7. Invest rather than spend on things that matter.