



Assessment For Learning

Building effective
schoolwide practice

Anna Voyce – Otatau School

Ko Wai Au? – Who Am I?



Ko Anna Voyce tōku ingoa

Nō Matamata ahau

Ko Te Aroha te maunga

Ko Waikato te awa

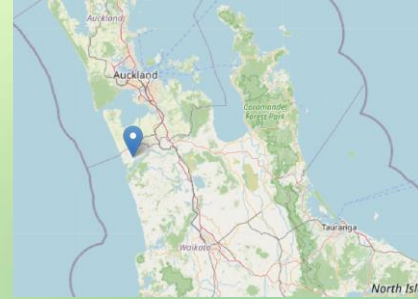
Ko te tumuaki ahau o te kura o Otaua



Otaua School



- Located in Otaua, which sits 10 minutes outside of Waiuku
- Full Primary (Year 0 – 8)
- School roll of 230
- A combination of rural and town students
- Intergenerational Community
- 9 Classrooms
- A combination of early career teachers and very experienced
- Tumuaki of Otaua School for two years





Why Are We Here?

Learning Intention

Understand how Otaua School moved assessment for learning from intention to consistent schoolwide practice

Success Criteria

Describe the key steps Otaua School took when implementing Assessment For Learning

Identify the leadership actions, systems, and expectations that helped create consistency across the school

Explain some of the challenges involved in shifting practice and how these were addressed

Why did we start on this journey?



Schoolwide review identified key strengths and challenges that we faced with regard to teaching and learning, with a focus on high-impact pedagogical practice

This Is What We Identified:

- Pockets of strengths, however, fluctuated from class to class
- Varying levels of teacher knowledge and skills around pedagogy
- Teachers openly commenting on how there had been some focus on what teachers can “do” to accelerate achievement; however, very limited conversations around pedagogical practice
- Students struggled to articulate their learning, focusing more on the content rather than the skills they were developing
- Students were highly reliant on teachers to determine their success; there was limited evidence of students managing their own learning





Focus Thought

We didn't need great teachers with pockets of good practice
we needed great teachers to have effective practice every day
in every classroom

Focus Question

How are we going to develop consistent, high-impact
pedagogical practice in every classroom?

My Own Professional Development

As principal, I knew I needed to deepen my own capabilities

Current best practice in

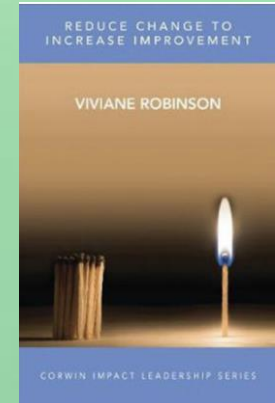
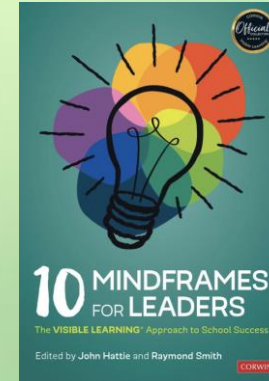
- effective pedagogy
- leading schoolwide change
- sustaining improvement

- Through my principal professional growth cycle, I have worked with and continue to work with Julie Schumacher from the Education Group, who had presented Visible Learning across New Zealand and Australia.

- I attended the EDULEAD Conference in Singapore, including a full-day masterclass with John Hattie and a full-day master class with Michael Fullan, which deepened my understanding of effective pedagogical practice in schools and how to shift practice

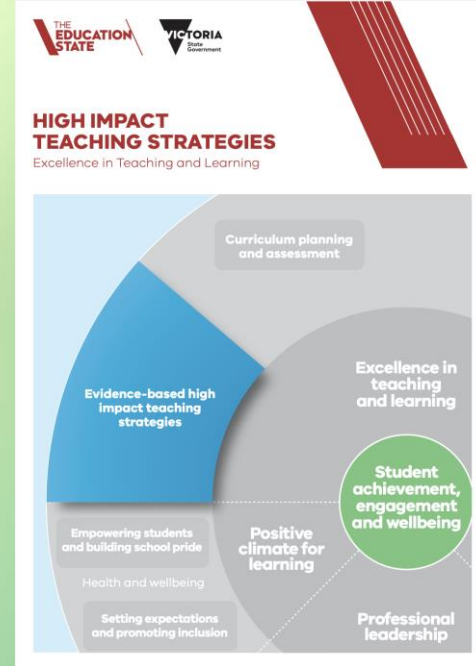
- Key Texts

Challenge – I didn't know any principal who was currently doing a "deep dive" into pedagogical practice



High Impact Teaching Strategies

A significant challenge for teachers and schools is to develop a shared understanding of what excellent practice looks like. While it may not look exactly the same in every classroom, there are some instructional practices that evidence suggests work well in most.



SWOT ANALYSIS

Strengths

- Strong relationships between staff, students, and whānau
- Caring, inclusive, community-focused school culture
- Committed staff who wanted the best for learners
- Staff love the idea of getting professional development
- Positive pastoral support and sense of belonging for students
- Leadership willingness to improve teaching and learning outcomes
- Pockets effective teaching practices already evident in individual classrooms

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Weaknesses

- Inconsistent teaching practice across classrooms
- Purpose of lessons were not clear
- Students not often able to explain what they were learning, why, or what success looked like
- Feedback often focused more on task completion or praise than next learning steps
- Limited shared schoolwide language about effective teaching and learning
- Teacher inquiry and evaluative thinking not yet deeply embedded

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Opportunities

- Build a shared understanding of effective teaching practice across the school
- Strengthen collective teacher efficacy and shared responsibility for outcomes
- Strengthen teacher clarity around teaching and learning
- Increase student agency so learners could talk about their progress and next steps
- Use assessment and evidence more purposefully to evaluate impact
- Improve consistency of practice across year levels and classrooms
- Accelerate academic achievement

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Threats

- Risk of staff seeing the work as “just another initiative”
- Possibility of surface-level implementation rather than deep practice change
- Staff confidence or resistance when asked to evaluate impact more closely
- Competing priorities such as significant curriculum changes
- Different interpretations of the research leading to inconsistent implementation
- The time needed for real culture change across the school
- Community not immediately understanding the shift in teaching practice

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Three Tiers of Development

Senior Leadership

- ✓ Building collective belief and shared purpose
- ✓ Developing deep knowledge of effective change practices
- ✓ Strengthening expertise in high-impact teaching practices
- ✓ Developing robust observation capabilities
- ✓ Building coaching capabilities
- ✓ Establishing and sustaining effective systems



Team Leaders

- ✓ Building collective belief and alignment
- ✓ Strengthening knowledge and skills in high-impact teaching practices
- ✓ Refining their own teaching practice
- ✓ Developing effective observation skills
- ✓ Leading purposeful coaching conversations



Teachers

- ✓ Building collective belief in high-impact pedagogical practices
- ✓ Developing knowledge and skills
- ✓ Strengthening their own classroom practice



Professional Development

Role of:

Leadership meetings: build shared understanding and monitor implementation

Staff meetings: develop pedagogy and shared language

Team meetings: unpack practice and respond to need

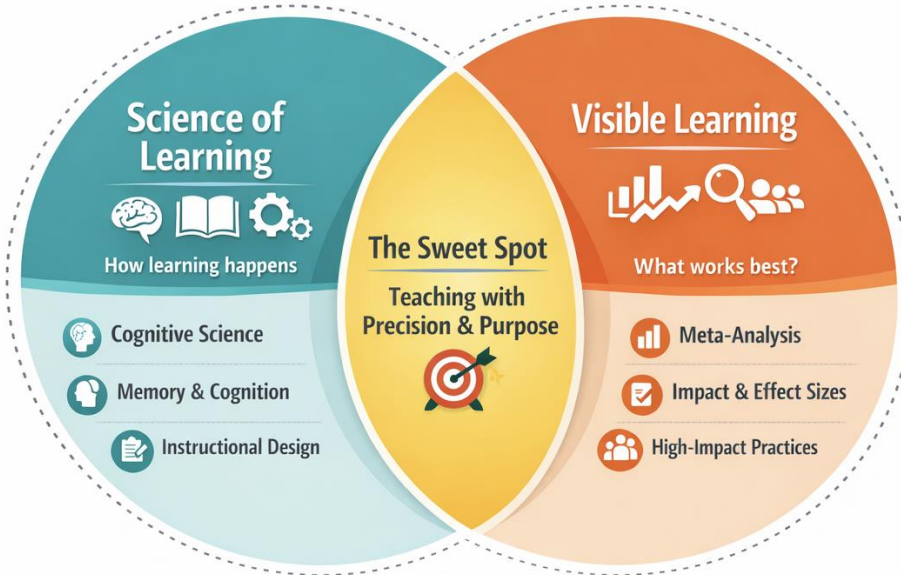


Science of Learning + Visible Learning

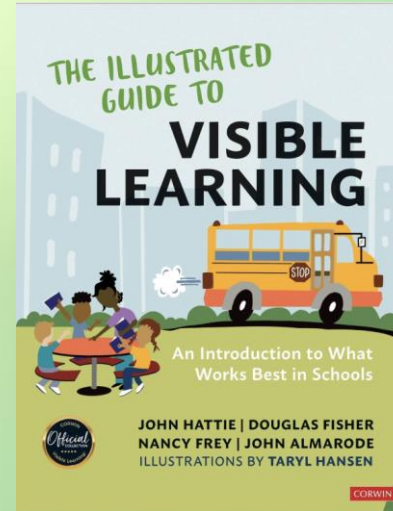
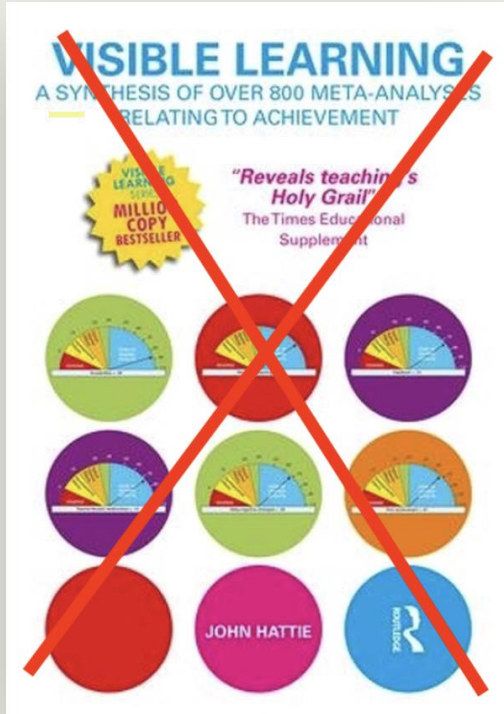


Science of Learning & Visible Learning

How & What Makes Learning Effective



Professional Development – Staff Meetings



Mathematics

	Content	Teacher	Clip numbers	Age of students	Location
	Counting to 20 Co-construction of success criteria	Hannah	71	4-5	Sheringham Primary, London
	Measuring in centimetres Li clarity, co-construction of success criteria, mid-lesson learning stop	Heidi	76, 77, 78, 79	5-7	Little Horsted Primary, E.Sussex
	Adding on a number line Co-construction of success criteria	Alice	12	5-6	Broadwater First, W Sussex

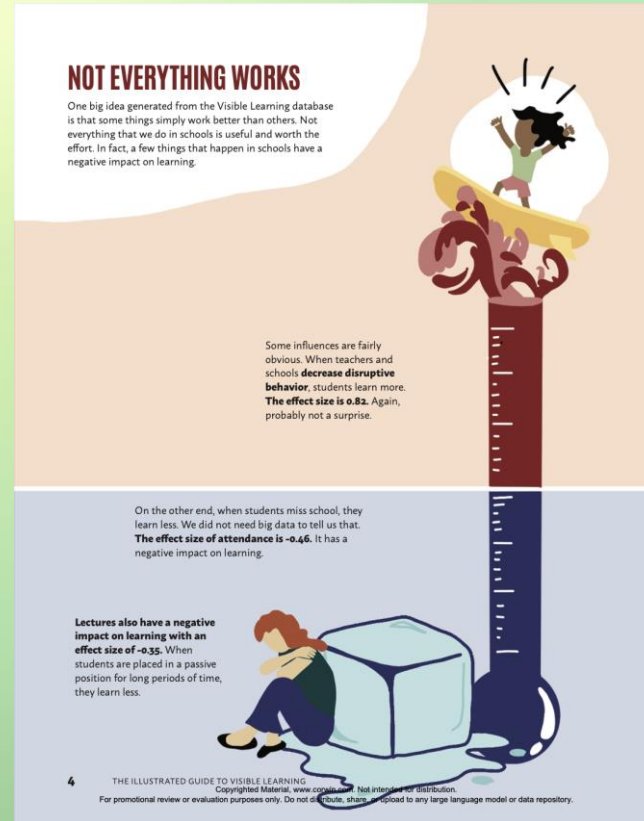
Concept of Effect Size



Effect size gives us a common way to talk about impact. It helps us understand that while many things happen in classrooms every day, some practices accelerate learning more than others.

A class that looks like it is “working hard” does not necessarily mean that the teaching and learning taking place is highly effective.

We wanted staff to start thinking about what in their teaching practice is actually making the biggest difference and how did they know this



AGENTIC LEARNING AT OTAUA SCHOOL



Introduction

At Otawa School, we believe in empowering our students to become active participants in their own learning through the development of agentic classrooms. In these dynamic learning environments, students are guided to be responsible for their education, fostering a sense of ownership, motivation, and critical thinking. By encouraging students to set goals, make decisions, and collaborate with peers, we equip our students with the skills needed to thrive both academically and personally. Our commitment to cultivating agency not only enhances engagement but also builds confidence, resilience, and a passion for lifelong learning.

To develop agentic classrooms, we are explicitly guided by John Hattie's work around Visible Learning.





LEARNING INTENTIONS

Effect Size = 0.88

Clearly articulated learning intentions are crucial for effective teaching and learning. Learning intentions help students understand the purpose of a lesson, guiding their focus and efforts toward specific outcomes. By making learning intentions explicit, teachers enhance student engagement and achievement, as learners are more aware of what they are working towards and why it matters.

As a staff we have co-constructed the criteria for what we expect learning intentions to "look like" in our classrooms.

1	LI is clear and concise for students
2	LI is skill-based
3	The LI is unpacked with students so that they have a clear understanding as to what they are learning
4	The LI is written (by the teacher and/or student, age-dependent) and can be seen and/or accessible to all students
5	The learning intention is referred to at least three times throughout the lesson

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Professional Development – Coaching

Development of a Coaching Culture at Otaua School

Solutions Focused Coaching + Impact Coaching



- Deputy Principal
- Team Leaders



LEARNING INTENTIONS

Effect Size = 0.88



Learning Intentions Observation

Teacher: Observed/Date:	
Room:	
Year/s:	
The learning intention is clear and concise for students. YES/NO/PARTIALLY ☐	
Examples/Comments: 	
The learning intention is skill-based. YES/NO/PARTIALLY	
Examples/Comments:	
The learning intention is unpacked with students so that they have a clear understanding of what they are learning. YES/NO/PARTIALLY	
Examples/Comments:	
The learning intention is written down (by the teacher and/or student, depending on age) and is visible and/or accessible to all students. YES/NO/PARTIALLY	
Examples/Comments:	
The learning intention is referred to at least three times throughout the lesson. YES/NO	
Examples/Comments:	
Student Responses: Understanding of the LI Can the students express in their own words what they are learning?	
Student 1 ☐ Yes - clear articulation of the LI ☐ Some- partial or unclear understanding expressed of LI ☐ No - little or no understanding of LI	
Student 2 ☐ Yes - clear articulation of the LI ☐ Some- partial or unclear understanding expressed of LI ☐ No - little or no understanding of LI	
Student 3 ☐ Yes - clear articulation of the LI ☐ Some- partial or unclear understanding expressed of LI ☐ No - little or no understanding of LI	

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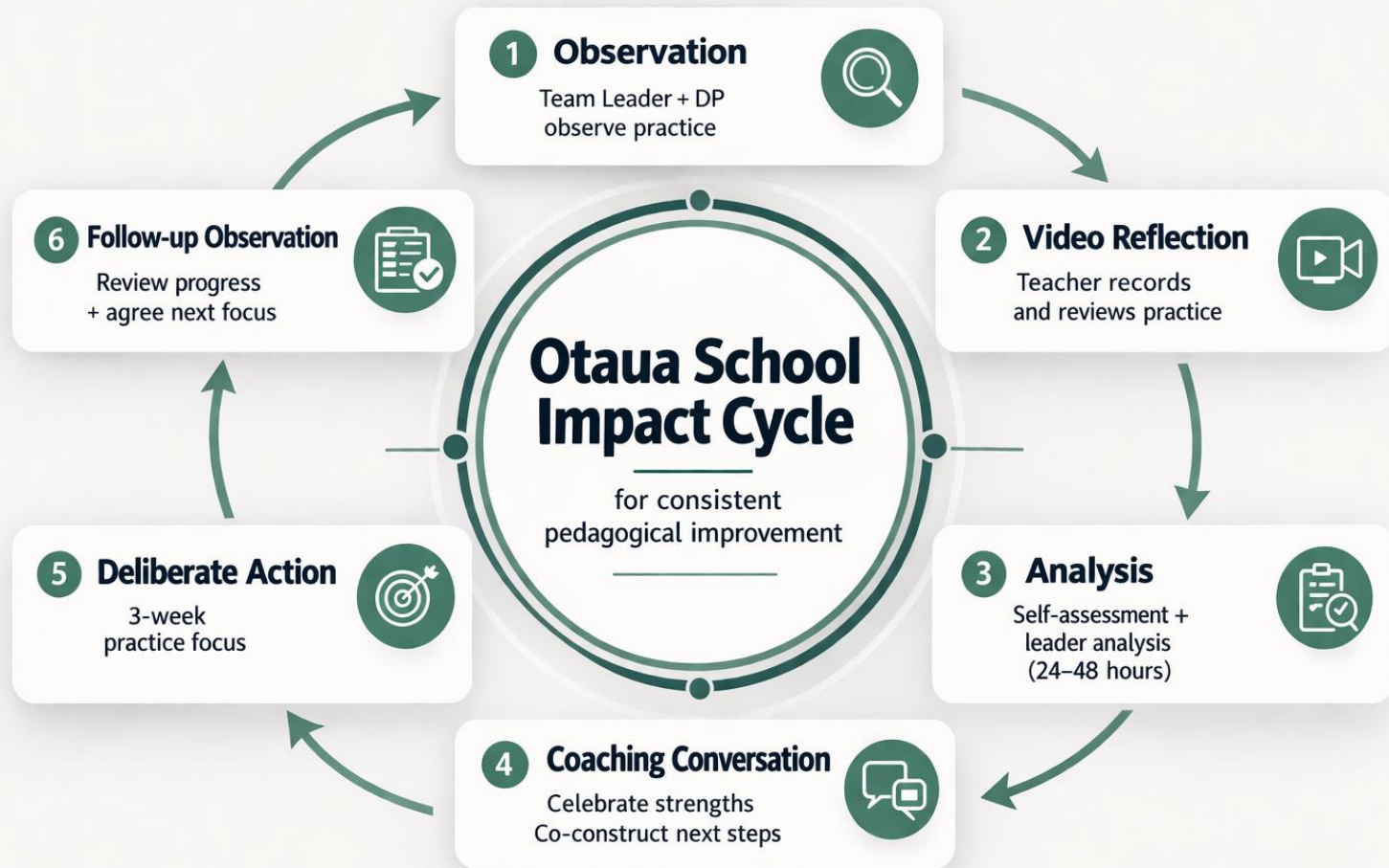
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Cycle repeats to build **consistency** over time

Observation Process



Learning Intentions Observation



Teacher:	----
Observed/Date:	07.05.2025
Room:	Room ----
Year/s:	7&8

The learning intention is clear and concise for students. YES/NO/PARTIALLY

Examples/Comments:

WALHT : Apply the distributive law to solve a multiplication algorithm

The learning intention is skill-based. YES/NO/PARTIALLY

Examples/Comments:

The children have to apply that law (knowledge/skill) to solve the problem

The learning intention is unpacked with students so that they have a clear understanding of what they are learning. YES/NO/PARTIALLY

Examples/Comments:

1. Recapped the 3 laws they learnt the previous term, and one of them was distributive.
2. Broke down the LI - "what does the first word apply mean?, what's another words for apply?" She wrote the word use on the board
3. The teacher then broke down the words distributive law- means 'split'. And told the kids, "Distributive law is where we split the numbers"
4. Then, they discussed the word algorithm and what that means - "algorithm is the written way to show what we are thinking and working out"
5. The class then reworded the WALHT it in kids speak.

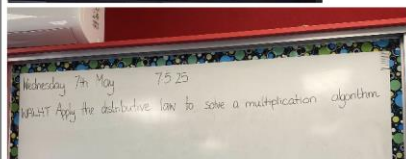
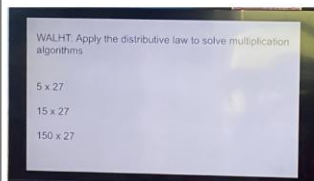
Unpacked and broken down very well with the children.

The learning intention is written down (by the teacher and/or student, depending on age) and is visible and/or accessible to all students. YES/NO/PARTIALLY

Examples/Comments:

It was written on the large main board and slides the teacher used as examples for the

children to work out.



The learning intention is referred to at least three times throughout the lesson YES/NO

Examples/Comments:

At the end of the teaching, children had to show the 'steps' to know they are covering the walht. (Co-constructing the Success Criteria)

Student Responses: Understanding of the LI

Can the students express in their own words what they are learning?

Student 1

- ☐ Yes - clear articulation of the LI
- ☒ Some- partial or unclear understanding expressed of LI
- ☐ No - little or no understanding of LI

Low- : Algorithms - working out long multiplication- "like 5 x 27 is 5 x 20 and 5 x 7"

I probed more and asked what the word was to describe what they are doing and he could say distribution- but he was not confident

Student 2

☒ Yes-clear articulation of the LI ☐ Some- partial or unclear understanding expressed of LI ☐ No - little or no understanding of LI
Middle- the distributive law- to split the numbers in the question using an algorithm.
Student 3 ☒ Yes-clear articulation of the LI ☐ Some- partial or unclear understanding expressed of LI ☐ No - little or no understanding of LI
High- the distributed law to solve problems- instead of 27x15 it would be 20 ans 7 x 15

Collection of Pedagogical Practice Data



	Observation 1 - Maths						Total	Observation 2 - Maths						Total	Change
	Clear and Concise	Skill Based	Unpacked	Visible	Referred To			Clear + Concise	Skill Based	Unpacked	Visible	Referred To			
Teacher															
#1	2	2	2	2	2	2	10	Second Observation Not Needed							
#2	0	1	0	1	0	0	2	2	2	2	2	2	2	10	8
#3	1	2	0	2	2	2	7	2	2	2	2	2	1	9	2
#4	1	1	1	1	1	1	5	2	2	1	2	2	2	9	4
#5	2	2	2	2	2	1	9	2	2	2	2	2	2	10	1
#6	1	2	2	2	2	2	9	1	2	2	2	2	2	9	0
#7	2	2	2	2	2	2	10	Second Observation Not Needed							
#8	0	0	0	2	0	0	2	2	1	2	2	2	2	9	7
Students can articulate in their own words what they are learning						Total		Students can articulate in their own words what they are learning						Total	
	Student 1	Student 2	Student 3					Student 1	Student 2	Student 3					
#1	2	2	2			6		Second Observation Not Needed						NN	NN
#2	1	0	0			1		2	2	2			6	5	
#3	2	0	0			3		1	2	2			5	2	
#4	1	1	1			3		0	1	2			3	0	
#5	2	2	1			5		2	2	2			6	1	
#6	1	0	0			1		1	1	1			3	2	
#7	2	2	2			6		Second Observation Not Needed						NN	NN
#8	0	1	2			3		0	2	1			3	0	



SUCCESS CRITERIA

Effect Size = 0.88

Clear success criteria provide specific, measurable indicators of progress, enabling learners to assess their own understanding and performance. By using success criteria effectively, teachers promote self-regulation, as students can clearly see the steps needed to succeed.

As a staff we have co-constructed the criteria for what we expect success criteria to "look like" in our classrooms.

1	The SC is linked to the learning intention/WALT
2	The SC is clear and concise in student friendly language
3	The SC can be seen and/or is accessible to all students
4	The SC is shared and discussed before, during and after the learning activity that is taking place
5	The SC are measurable and students use it to assess their progress (ts, independent, p-p)

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Success Criteria

Effect Size = 0.88



Success Criteria Observation Template

Teacher:	
Observed/Date:	
Room:	
Year/s:	
The SC is linked to the learning intention/wALT YES/NO/PARTIALLY	
Examples/Comments:	
The SC is clear and concise in student-friendly language YES/NO/PARTIALLY	
Examples/Comments:	
The SC can be seen and/or is accessible to all students YES/NO/PARTIALLY	
Examples/Comments:	
The SC is shared and discussed before, during and after the learning activity that is taking place. YES/NO/PARTIALLY	
Examples/Comments:	
The SC are measurable and students use it to assess their progress (ts, independent, p-p) YES/NO/PARTIALLY	
Examples/Comments:	
Student Responses: Understanding of the SC Can the students express, in their own words, the specific, measurable steps of the Success Criteria? How do you know you have achieved the learning?	
Student 1 ☐ Yes - clear articulation of the SC ☐ Some- partial or unclear understanding expressed of SC ☐ No - little or no understanding of SC	
Student 2 ☐ Yes - clear articulation of the SC ☐ Some- partial or unclear understanding expressed of SC ☐ No - little or no understanding of SC	
Student 3 ☐ Yes - clear articulation of the SC ☐ Some- partial or unclear understanding expressed of SC ☐ No - little or no understanding of SC	



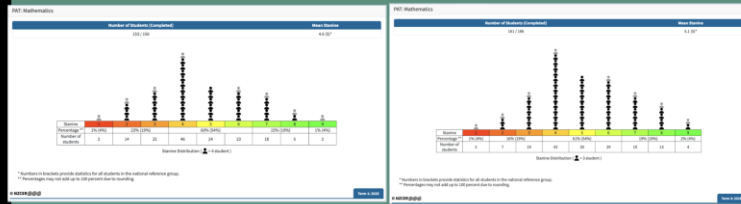
Summative Data



PAT Maths - Stanines

Term 1

Term 4



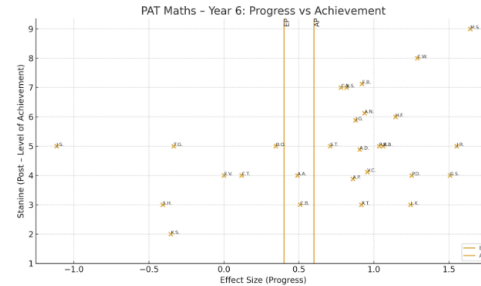
Maths - Data Analysis

- The mean stanine increased from 4.6 in Term 1 to 5.1 in Term 4
- This indicates a positive shift from slightly below the national average into the national average range by the end of the year.

An increased proportion of students are now achieving in the average and above-average stanine bands.

- The percentage of students in the above-average stanines (7-9) increased from 16% in Term 1 to 23% in Term 4.
- The significantly at risk bands (stanines 1-2) reduced from 16% to 11%, showing acceleration for some of our most at-risk learners.
- Growth was especially strong through the middle bands (stanines 3-5), showing successful movement into nationally expected achievement.
- The number of students in the highest stanines (8-9) increased significantly, indicating strong extension and challenge for high achievers.

Year 6 - Maths Progress & Achievement (Average Effect Size: 0.70)



Student Effect Sizes

Initials	Effect Size	Stanine	Initials	Effect Size	Stanine
M.S.	1.64	9	A.A.	0.49	4
J.R.	1.55	5	O.O.	0.34	5
G.S.	1.51	4	C.T.	0.12	4
C.W.	1.29	8	E.V.	0.00	4
P.D.	1.25	4	T.G.	-0.54	5
L.K.	1.24	3	K.S.	-0.35	2
H.F.	1.14	6	S.H.	-0.41	3
B.B.	1.06	5	J.S.	-1.12	5
R.K.	1.03	5			
A.D.	0.93	5			
V.C.	0.93	4			
R.T.	0.92	3			
J.G.	0.91	6			
A.N.	0.91	6			
E.B.	0.89	7			
A.P.	0.89	4			
L.S.	0.82	7			
C.N.	0.78	7			
S.T.	0.71	5			
C.B.	0.51	3			

Where To Next?

End Goal – To Embed and Sustain An Agentic Culture that Accelerates Academic Achievement



- Only the beginning of the process – Teacher Clarity
- Priorities – High Impact Teaching and Learning Strategies
- Continue to outsource professional development as needed, however utilise internal capabilities and knowledge if possible
- Strengthen measurement and data analysis
- Community

