

# Personalised Learning: A journey, not a destination

Andrew Wheaton

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# Outline

- Personalised Learning Research
- Churchie's Personalised Learning Development
- Personalised Learning in practice



# Anglican Church Grammar School






# Personalised Learning: Differing perspectives

- David Loader: (Consultant Strategic Planning Leader)
- Professor Erica McWilliam  
(Queensland University  
of Technology)
- Dr Wesley Imms  
(University of Melbourne)



# Personalised Learning: A misinterpretation?

A cartoon illustration depicting a scene in a school office. A woman with blonde hair, wearing a white dress and a necklace, is standing and shouting with her mouth wide open, pointing her finger at a man sitting at a desk. The man, identified as the headmaster by a nameplate, is looking distressed with his hand to his face. A young boy in a blue school uniform and a hat stands behind the woman, looking on with a concerned expression. The headmaster's desk is cluttered with a telephone and some papers. A speech bubble from the woman contains the text: "He gets text messages from his father every fortnight, he talks to me on Skype every day, he has the best nanny, the best psychiatrist and still he gets into trouble at school! What is WRONG with his teacher?!...".

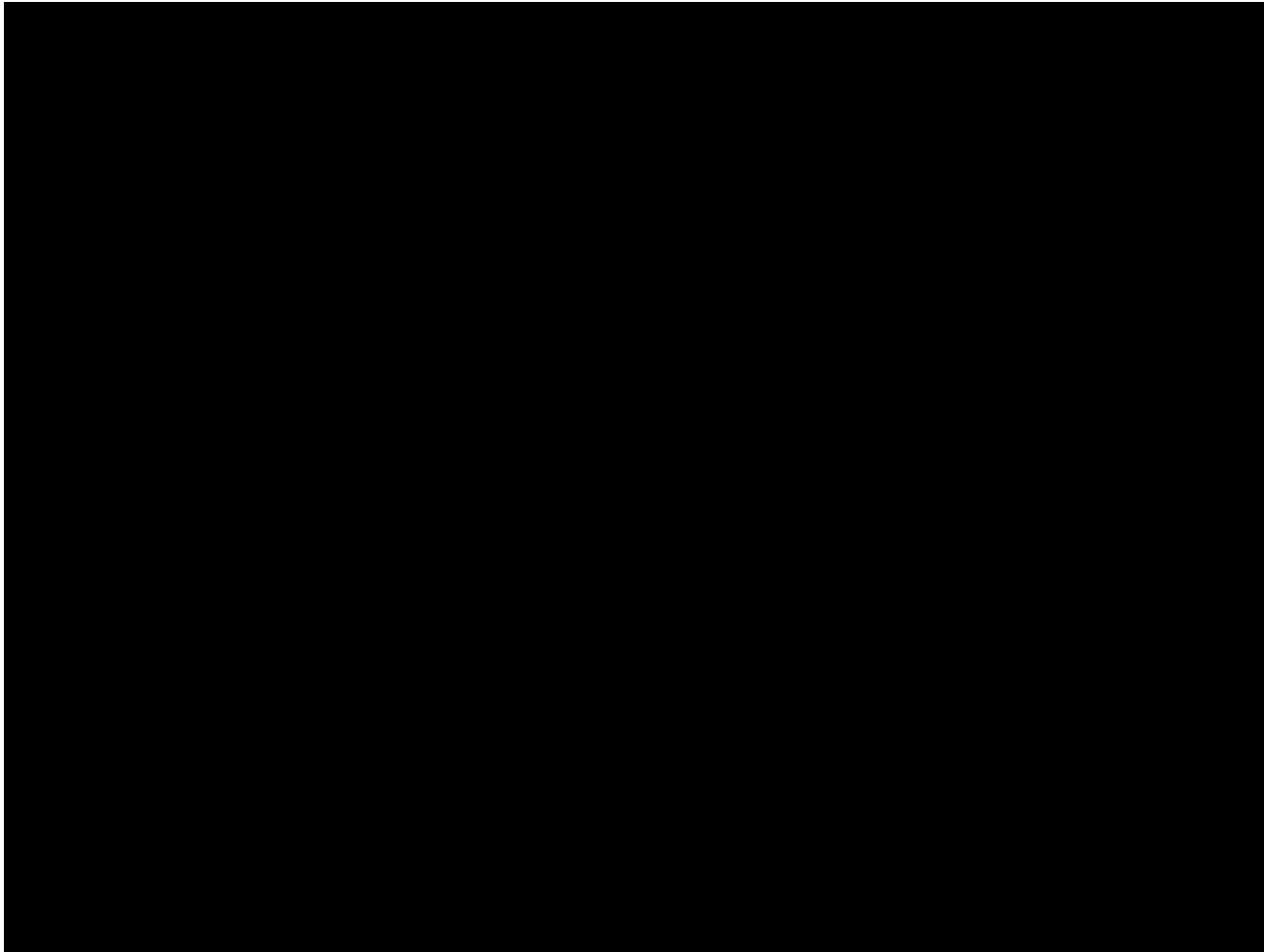
He gets text messages from his father every fortnight, he talks to me on Skype every day, he has the best nanny, the best psychiatrist and still he gets into trouble at school! What is WRONG with his teacher?!...

ADULT ABUSE

*Pinfark*

# Personalised Learning: Towards an understanding

# Professor Dylan Wiliam

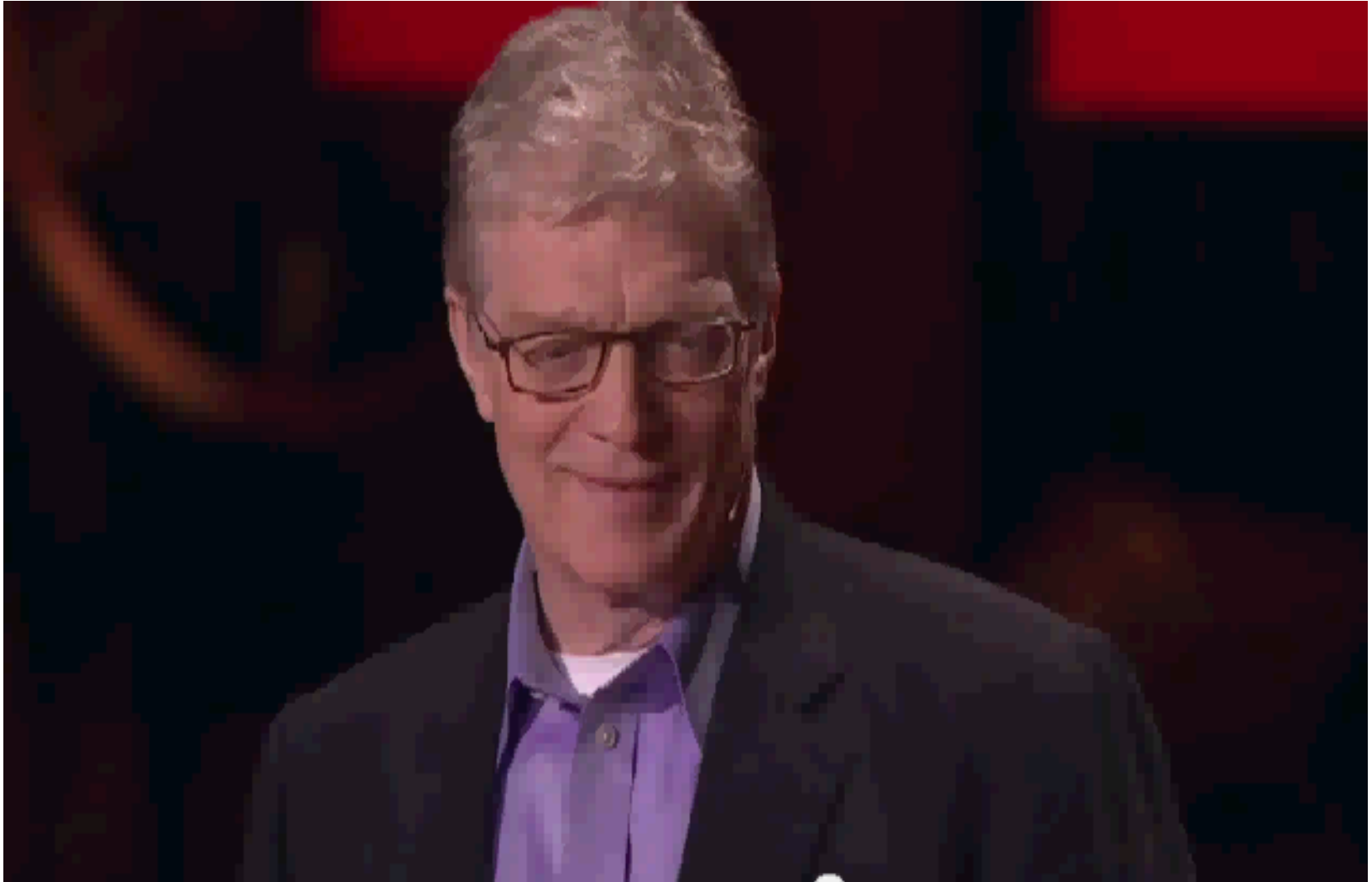




# Geoff Masters - ACER

*'Personalised learning requires a view of learning as a **continuous, school-long process** through which learning experiences are tailored to the current attainments and interests of individuals, students are given **greater control over what, how and where they learn**. And are encouraged to **plan and monitor their own learning**' (2004).*

# Ken Robinson (2010) – Industrial to Agricultural



# Churchie's Personalised Learning

Knowing Achieving Relating (KAR)

Churchie's Mission is the 'Making of Men'. Personalised Learning is central to empowering each Churchie young man to develop knowledge, skills and dispositions that allow him to flourish into an accomplished man.

All learning is founded on our four guiding tenets: Scholastic Attainment, Community Service, Spiritual Awareness and Personal Growth.

Personalised Learning at Churchie is expressed through challenging learning experiences, positive relationships, and the acceptance of shared responsibility for individual success.

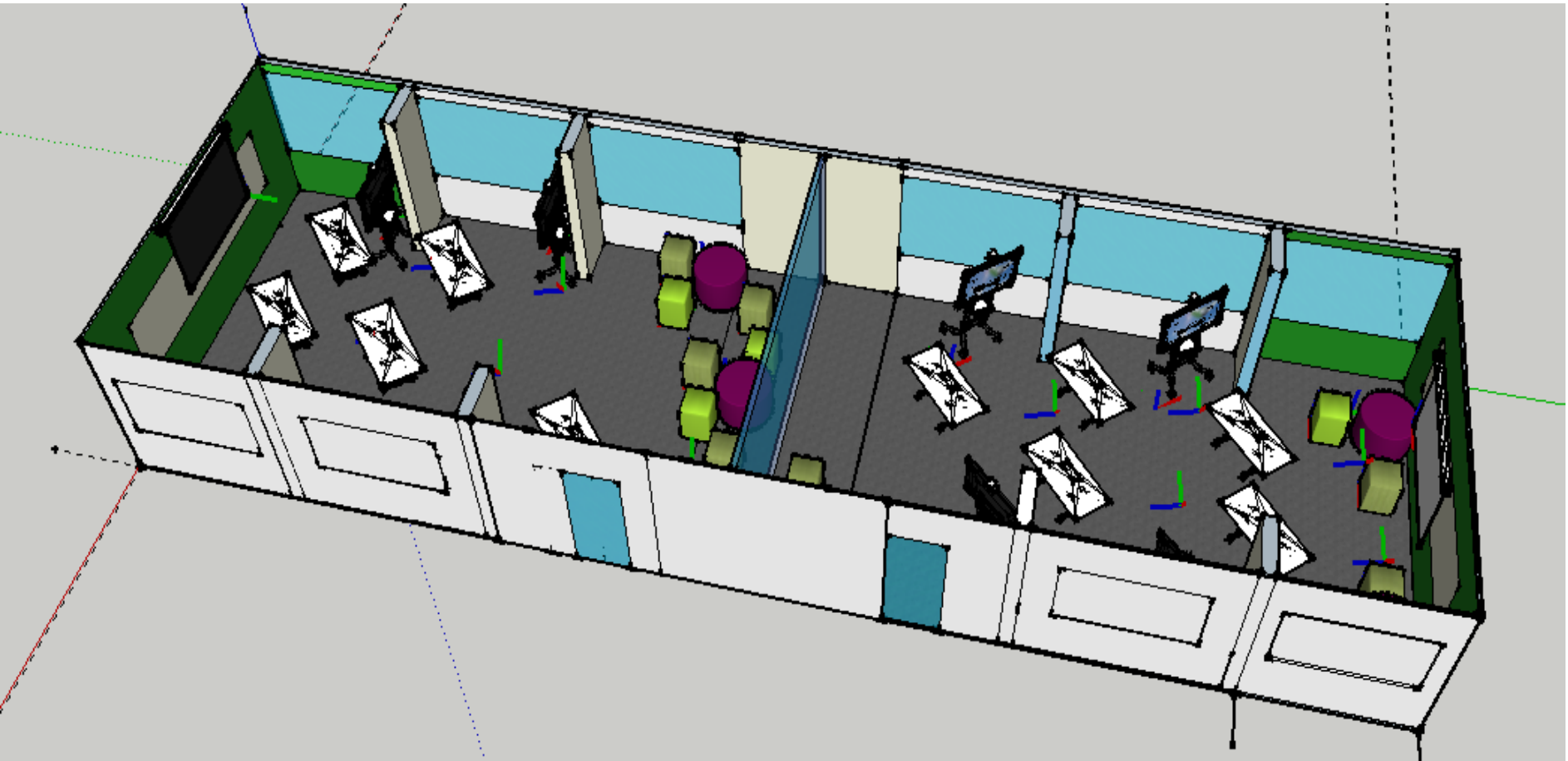
Relate, Share, Challenge



# Personalised Space: New Generation Learning Spaces

- Researching relationship of pedagogy and space
- 'New Generation Learning Spaces' (NGLS) are often characterised by multi-use spaces and innovative use of ICT and furniture.
- Retrofitted computer labs no longer required due to 1:1 Tablet Program.
- Key components are flexible furniture (everything is on wheels), Writeable Walls and TOW's (TV on Wheels).

# Magnus 30 and 31 Design



# Magnus 30 and 31 Design

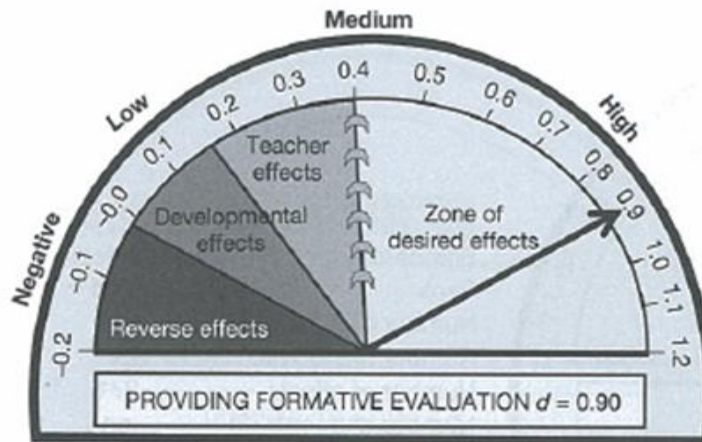
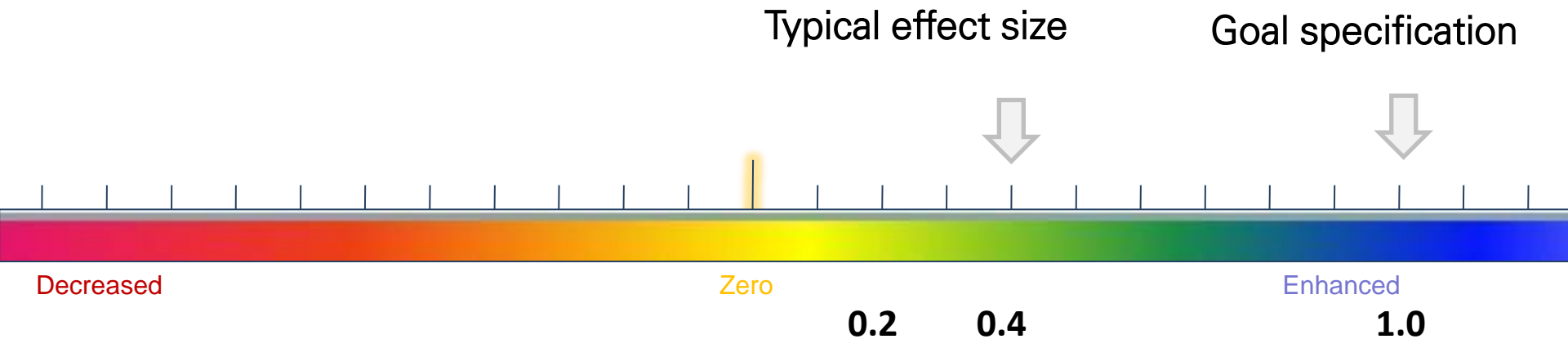




# Magnus 30 and 31 Design



# Hattie's Effect on achievement over time?

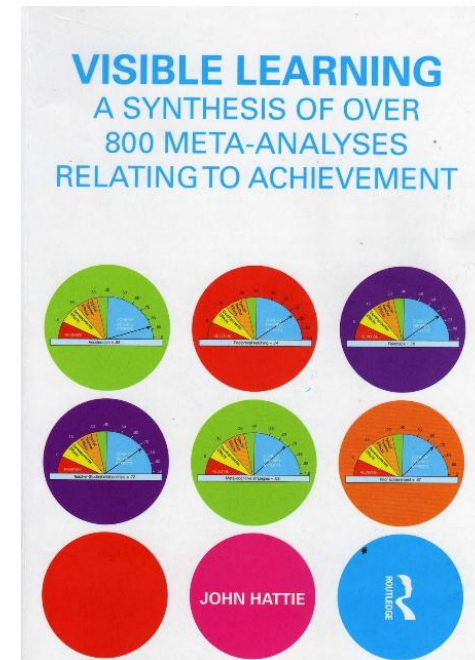


KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835

# Hattie's effect sizes (pre and post testing for differentiating and measuring effectiveness)

- Effect size =  $\frac{\text{avg (post)} - \text{avg (pre)}}{\text{spread (sd)}}$

- Effect Size = 
$$\frac{\overline{x_2} - \overline{x_1}}{\frac{SD_2 + SD_1}{2}}$$





# Emotional Intelligence and Relational Learning

EMOTIONAL INTELLIGENCE  
AND RELATIONAL LEARNING





# Emotional Intelligence and Cognition

“The capacity of cognitive ability and personality to predict academic success is limited, accounting for 30% of variability in academic grades at most. 70% of the variance remains to be explained” (Hansen, 2010).



# Churchie and Swinburne University



- 6 year collaborative project with Swinburne University of Technology, Melbourne
- Examining links between EI and academic achievement
- Adolescent EI research in its infancy
- Evidence-based longitudinal research that will measure students' EI and effects of 'Making of Men' philosophy
- SUEIT – Swinburne University Emotional Intelligence Test (*Luebbers, Downey, Stough, 2007*)

# Adolescent SUEIT

- Valid and reliable self-report questionnaire developed specifically for Australian adolescents
- 57 item questionnaire measuring four factors:

	Percentile Score	Very Low	Low	Average	High	Very High
	1-100	1-20	21-40	41-60	61-80	81-100
<b>Emotional Recognition and Expression</b>	54					
<b>Understanding Others' Emotions</b>	56					
<b>Emotional Reasoning</b>	53					
<b>Emotional Management and Control</b>	81					

- Students in Years 8, 10 and 12 self-report and receive developmental strategies – now testing Years 4, 5 and 6



# Emotions and learning

- Emotions drive attention which impacts on learning, memory and behaviour.
- Managing emotion helps students:
  - remain focused in class
  - deal with anxiety arousing situations like exams



- **Metacognition and EI**

Experts spend 25% of their time engaged in understanding the problem, whereas novices spend only 1% (Christensen, 2001).

- **Adolescence is a critical period** for the development of emotional intelligence (*Stough, 2010*).

# Metacognitive strategies

Strategy	Definition	Description	Effect size
<b>Organising and transforming</b>	Overt or covert rearrangement of instructional materials to improve learning	Making an outline before responding to a question	0.85
<b>Self-consequences</b>	Student arrangement or imagination of rewards or punishment for success or failure	Putting off pleasurable events until work is completed	0.70
<b>Self-instruction</b>	Self-verbalising the steps to complete a given task	Verbalising steps in solving a problem	0.62
<b>Self-evaluation</b>	Setting standards and using them for self-judgement	Checking work before handing in to teacher	0.62
<b>Help-seeking</b>	Efforts to seek help from either a peer, teacher, or other adult	Using a study partner	0.60

# EI in the Churchie Classroom

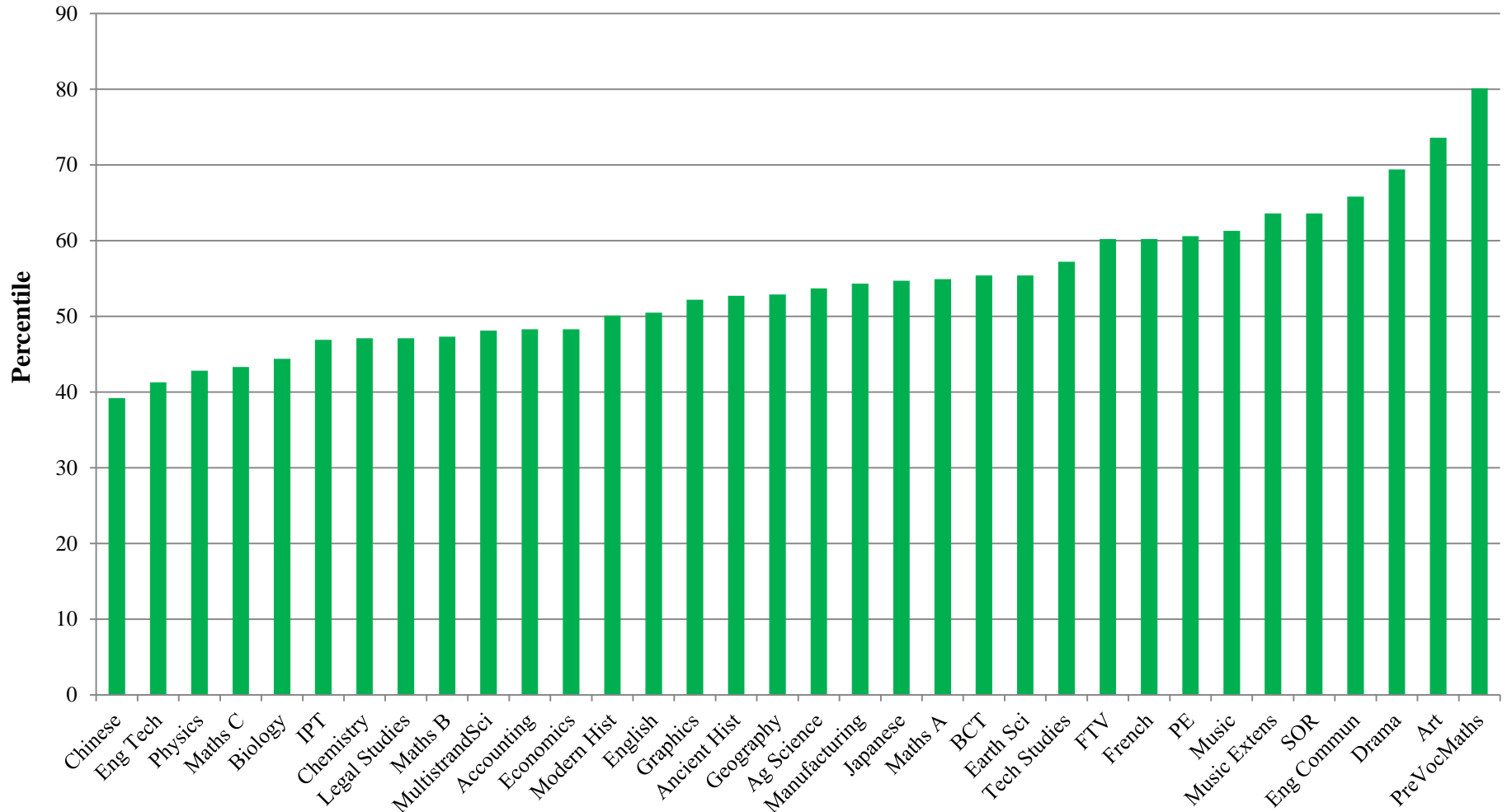


“In a typical classroom, high level skills are required to manage constructively all the variables and dynamics. Sensitivity, attunement to others, acute observation skills and robust self-scrutiny and self-understanding are precursors to empathetic intelligence and effective teaching” (*Arnold, 2005*).



# EMOTIONAL INTELLIGENCE MEAN SCORE AND SUBJECT ENROLMENT

Year 12 2010 Emotions Direct Cognition By Subject







# First XV Rugby EI Profile

Position	Recognition and Expression	Understanding Others	Reasoning	Manage and Control
Fullback	78	73	86	66
Wing	95	87	80	95
Open Side Flanker	36	90	80	96
Lock	36	64	73	74
Centre	66	55	27	84
Number 8	59	51	89	60
Open Side Flanker	95	94	86	95
Hooker	2	4	58	63
Wing	36	41	73	95
Wing	85	31	27	86
Lock	44	87	21	99
Centre	59	84	86	99
Scrum Half	52	35	80	78
Prop	44	73	2	99
Fly Half	29	45	41	71

# El activities for you!

## Baron – Cohen's eye test

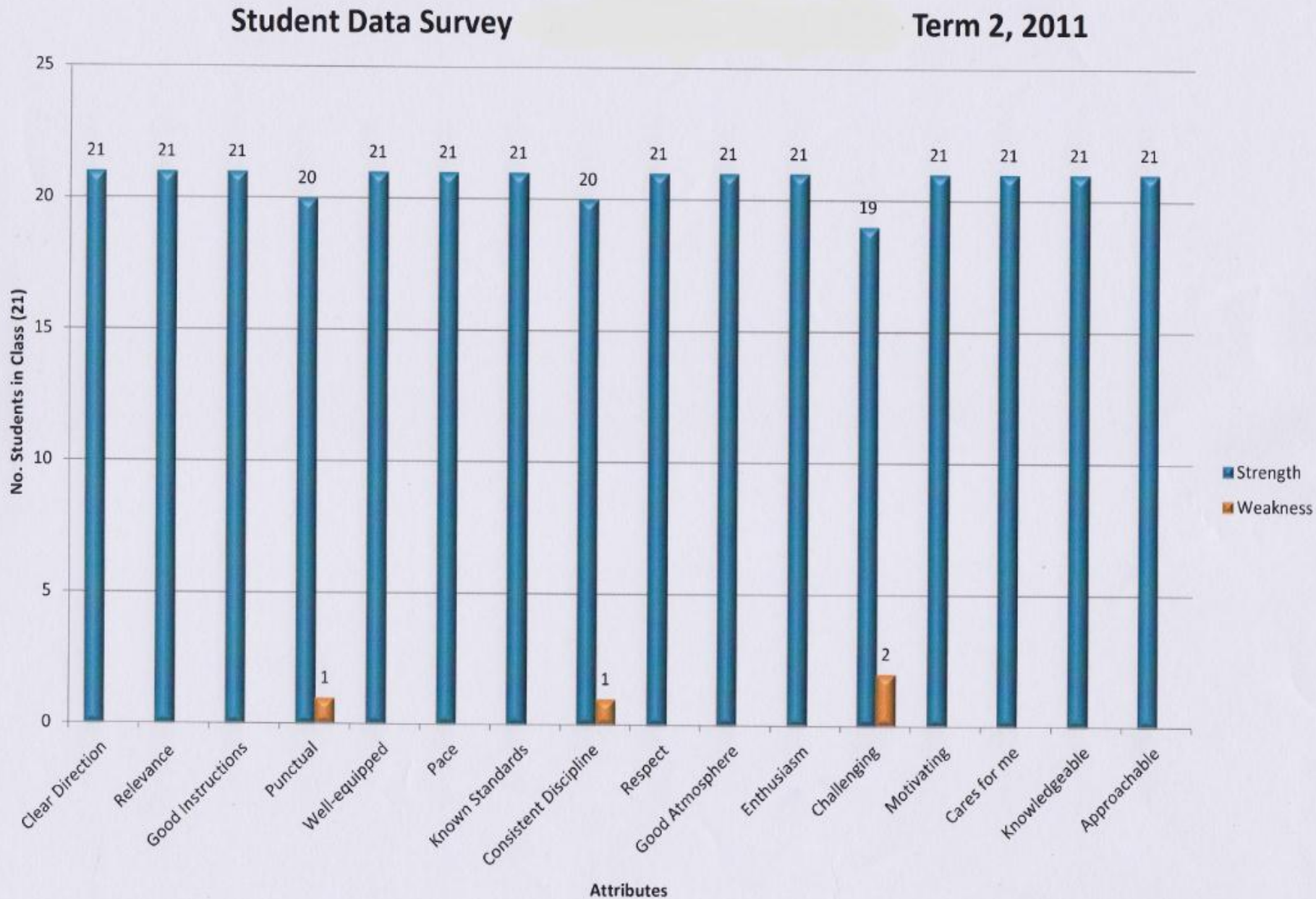
– understanding your own emotions and emotions of others is critical; difficult to get by in life without this.

1		<input type="radio"/> playful	<input type="radio"/> comforting	<input type="radio"/> irritated	<input type="radio"/> bored
2		<input type="radio"/> terrified	<input type="radio"/> upset	<input type="radio"/> arrogant	<input type="radio"/> annoyed
3		<input type="radio"/> joking	<input type="radio"/> flustered	<input type="radio"/> desire	<input type="radio"/> convinced

EmotionaryLite



# Student Feedback



# Personalising Performance





# Churchie.

## External Testing Results Snapshot - Andrew Wheaton

GPA	Effort	Allwell (Stanine 1-9)								ACER - 100		Emotional Intelligence - 50				NAPLAN					Cardio Endurance
		GR	VR	NVR	MR	MP	RD	SP	WE	HASS	MS	REC	UND	REAS	MAN	REA	SPE	GaP	WRI	NUM	
10	Satisfactory	7	8	7		5	6	6	6	107.7	91.99	73	35	34	95	8	7	9	7	8	46.9
11	Satisfactory	4	5	4		6	7	7	7	111.2	72.16	44	55	58	92	8	8	6	8	7	44.1
12	Satisfactory	6	8	6		7	6	9	6	122.6	98.03	36	60	96	31	9	8	8	8	9	57.9
11	Good	4	5	5		6	7	6	6	88.87	75.83	78	69	58	92	8	7	8	8	7	51.4
13	Good	5	5	5		6	9	6	8	162.2	110.3	66	7	13	94	9	8	9	9	8	38.9
10	Good	9	9	9		8	7	8	8	104.4	113.5	66	95	34	91						46.9
10	Satisfactory	6	5	6		4	4	4	4	72.78	75.83	7	64	91	95	6	5	6	6	7	45.0

**Let's meet Shane  
and Wayne**

# Maximising Shane's Potential

International						User Forms						Student Notes			
Personal	Flags	School	Entry	Courses	Classes	Timetable	Awards	Attendance	Absent	External	Contacts	Relations	Siblings	Emergency	

## ---NAPLAN Results---

Yr (Bnds)	Reading	Spelling	Grammar and Punct	Writing	Numeracy
3 (1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 (3-8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 (4-9)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 (5-10)	9	7	8	7	8

## ---Current GPA---(15Pt Scale)

12.1

## ---Current Avg Effort Rating---

Well Developed

## ---ACER Results---

Yr	Literacy	Numeracy
8	93.53	98.24
10	103.00	108.31
12	<input type="text"/>	<input type="text"/>

## ---Allwell Results - Stanine---

Yr	General Reason (1-9)	Verbal Reason (1-9)	Non-Verbal Reason (1-9)	Math Ability (1-9)	Math Reason (1-9)	Reading (1-9)	Spelling (1-9)	Written Express (1-7)
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	5	5	5	<input type="text"/>	7	7	4	5.5
10	5	<input type="text"/>	<input type="text"/>	6	6	6	5	5.0

## ---Emotional Intelligence Results - Percentile---

Yr	Recognition Expression	Understanding Others	Reasoning	Manage and Control
7	88	55	41	71
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	73	89	27	99
10	78	81	27	96
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Identifying Wayne's Underperformance

International						User Forms						Student No			
Personal	Flags	School	Entry	Courses	Classes	Timetable	Awards	Attendance	Absent	External	Contacts	Relations	Siblings	Em	

## ---NAPLAN Results---

Yr (Bnds)	Reading	Spelling	Grammar and Punct	Writing	Numeracy
3 (1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 (3-8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 (4-9)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 (5-10)	9	9	10	10	10

## ---Current GPA---(15Pt Scale)

8.8

## ---Current Avg Effort Rating---

Developing

## ---ACER Results---

Yr	Literacy	Numeracy
8	136.8	117.6
10	130.04	117.36
12	<input type="text"/>	<input type="text"/>

## ---Allwell Results - Stanine---

Yr	General Reason (1-9)	Verbal Reason (1-9)	Non-Verbal Reason (1-9)	Math Ability (1-9)	Math Reason (1-9)	Reading (1-9)	Spelling (1-9)	Written Expressn (1-7)
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	7	7	7	<input type="text"/>	8	8	9	6.0
10	8	7	<input type="text"/>	7	6	8	9	0

## ---Emotional Intelligence Results - Percentile---

Yr	Recognition Expression	Understanding Others	Reasoning	Manage and Control
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	12	27	17	78
10	16	35	17	94
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Personal Best

## Subject Results

**Year Level: 6 - 2009 - S1**      **GPA: 12.71**

06ENG.W	A	06MATHS.V	A	06INT.W	A	06LOTE.W	A	06MUSIC.W	A	06ART.W	B	06PE.W	C
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**Year Level: 6 - 2009 - S2**      **GPA: 13.57**

06ENG.W	A	06MATHS.V	A	06INT.W	A	06LOTE.W	A	06MUSIC.W	A	06ART.W	A	06PE.W	B
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**Year Level: 7 - 2010 - S1**      **GPA: 13.55**

07EN.A	A-	07CM.A	A+	07CS.A	A	07SS.A	A-	07JA.01	A+	07AR.A	A	07IMS.A	A-
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**Year Level: 7 - 2010 - S2**      **GPA: 13.82**

07EN.A	B+	07CM.A	A+	07CS.A	A+	07SS.A	A-	07JA.01	A+	07DR.A	A	07IMS.A	A-
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**Year Level: 8 - 2011 - S1**      **GPA: 13.80**

08EN.A	A-	08CM.A	A+	08CS.A	A+	08SS.A	A-	08JA.01	A+	08DTA.01	B+	08MU.A	A-
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**Year Level: 8 - 2011 - S2**      **GPA: 14.20**

08EN.A	A	08CM.A	A	08CS.A	A+	08SS.A	A	08JA.01	A+	08AR.A	A+	08DTA.01	A+
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**Year Level: 9 - 2012 - S1**      **GPA: 14.11**

09EN.A	A-	09CM.A	A+	09EMS.03	A	09CS.A	A	09GE.A	A	09JA.01	A+	09HPE.A	A-
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# Peer Tutoring

- Year 9 Peer Tutors – has to volunteer
- Years 7-9 attend
- 12 Peer tutes a week; 2 in boarding (3 afternoons; 7 mornings; 2 evenings)
- EI to see who is tolerant of others who do not understand
- Data to see performance/ability over a number of subjects
- Service commitments
- Academic progress remains his responsibility





"I am  
Unique"

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PERSONALISED LEARNING





*Thank you for your attendance.*

Andrew Wheaton  
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(Middle and Senior Schools)  
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