

PERCEPTIONS MATTER



Each spring the SWUC schools collect perception data through the administration of surveys. Perception data are important to continuous school improvement because it can tell us what students, staff, and parents are thinking about the learning organization. After analysis of the data, it can be aggregated with the other categories of data (demographic, student learning, program/process) to yield an overall data profile for the school. The data profile, in conjunction with the mission and vision, then serves to inform the development/revision and implementation of a school CSI Plan.

I recently attended the virtual [World Education Summit 2022](#), sponsored by Osiris Educational. During the conference, educational leaders from around the world highlight trends and issues from their respective contexts. Authors also conduct book talks on recent educational publications. One of the sessions this year gave an overview of the Osiris Global Learning Survey, which is one of the largest surveys of student learning (N=29,000) ever to be undertaken. Professor John Hattie led out in the development, administration, and analysis of the survey. The focus of the 36 survey questions was on the development of the student as a learner, which is a shift from focusing solely on the examination of performance and the acquisition of knowledge.

Data were collected in nine key areas within the categories of teachers, learning, and safety: teachers (teacher help, enthusiastic teachers, teachers are fair), learning (challenge, high expectations, aiming high, learning), and safety (school is safe, errors as opportunities). The preliminary results and recommendations are noted in the chart below.

RESULTS

1. Students aim high and want challenge but see errors as negative and school as less fair and safe.
2. Students decline in their development as learners across their school careers.
3. Leadership of learning matters.
4. Boys are more confident learners than girls.
5. District leadership seems to care little about learning.

RECOMMENDATIONS

1. Introduce impact on learning into the school evaluation process.
2. Put learning impact at the center of learning.
3. Ensure leaders, teachers, and students all have high expectations.
4. Agree in what it means "To be a great learner" in this school (as part of the visioning process).
5. Develop and implement work on learning strategies.
6. Provide clarity on the role of errors and mistakes in the learning process.

There are some parallels between the items on this survey and the SWUC surveys. As you analyze your surveys, compare the overall results noted above with your responses. What are the similarities? What are the differences? What implications can be drawn from the results of your surveys? How does learning interface with the standards-based approach? (Data analysis forms are available [here](#).)

The final report of the Osiris Global Learning Survey will be available [here](#) in early May. If you are inclined to want more details, please access the report. In addition, there are opportunities for other schools to become part of the data collection pool in phase two of the process.