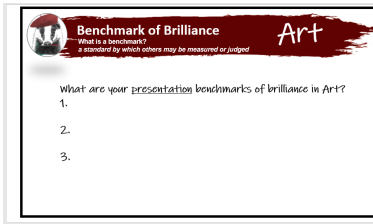


Developing strategies to support visual literacy

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As an art teacher, Samantha is passionate about the promotion of visual literacy. Visual literacy can be defined as the ability to read and interpret visual codes and artefacts. Samantha was keen to improve the way in which pupils present their work, their understanding and learning. She reasoned this would increase the pride pupils have in demonstrating their learning.

I began by creating a 'gallery of bad habits.' This resource was based on my experiences of the ways in which pupils often present their work. I used it as a tool for reflection and consultation with my departmental colleagues. We noted the need for greater consistency across the department, but we recognised these bad habits were spread across the school.

Next, I consulted colleagues in all departments. I invited them to share examples of effective presentation of learning in their subject. This highlighted the variation of presentation styles and differing needs across subject domains. We realised there could be no 'one size fits all' approach.

The Head of Teaching and Learning and I agreed that there could be a 'benchmark' for what each department expects regarding presentation of work and learning. I developed the idea of creating a 'benchmark of brilliance' and considered how it could be used in a variety of contexts across the school. I considered the visual design of the resource to ensure consistency and branding for pupils. This was to ensure a familiar, consistent resource across the department and whole school in the long term.

I plan for my development work to act as a catalyst for further discussion on the importance of visual literacy within the wider school context.

PUPIL IMPACT

- increased awareness of what presentation means and why it is important
- increased pride in presenting their learning.

PERSONAL IMPACT

- personal awareness of the importance of exemplar material for sharing ideas
- developed confidence in initiating and maintaining collaborative relationships
- developed understanding of the importance of visual literacy.

PROFESSIONAL IMPACT

- improved understanding of visual literacy
- developed practice in relation to the way information and ideas are presented to students
- clear guidance about how pupils present their learning.

SYSTEM IMPACT

- inter-school discussion and sharing of ideas, tools and resources.

1

KEY LEADERSHIP LESSON:

Be aware of others' workloads when leading development work. Give people time to complete tasks.

2

KEY LEADERSHIP LESSON:

We have a shared responsibility for communication which can be developed over time.

3

KEY LEADERSHIP LESSON:

Informal conversations help build effective, reciprocal working relationships.

The team thought this was a useful idea and would benefit students - Allison Pilbeam, Head of Science