



## SUMMARY OF JOHN HATTIES BOOK VISIBLE LEARNING FOR TEACHERS

### WHAT IS VISIBLE LEARNING?

Visible Learning is the result of 15 years' research and synthesises over 800 meta-analyses (over 50,000 studies) relating to the influences on achievement in school-aged students. It presents the largest ever collection of evidence-based research into what actually works in schools to improve learning (and what doesn't).

### The Argument: Visible Teaching & Visible Learning

The big idea is 'know thy impact.' Hattie argues in his book that expert teachers are not wedded to specific ideas but instead focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit,

**The key message** of the book is that teachers and leaders need to be continually aware of the impact they are having on their students and from the evidence of this impact, they need to make decisions about changing approaches

### KEY IDEAS IN HATTIES BOOK VISIBLE LEARNING

#### TEACHERS MINDFRAMES:

It is critical that teachers see themselves as evaluators of their effects on students and develop a mind frame in which they see it as their primary role to evaluate their effect on learning. Hattie argues that teacher's beliefs and commitment s are the greatest influence on student achievement.

#### Nine Mind Frames of Effective Teachers

1. Evaluators of the effect of their teaching on pupil's learning	4. See assessment as feedback about their impact.	7. Develop positive relationships with pupils that foster effective learning.
2. 'Change Agents' who take responsibility for enhancing all pupils learning.	5. Engage in dialogue not monologue with pupils.	8. Have a common and shared language of learning which is understood by all.
3. Talk about how pupils learn and not about how teachers teach.	6. Enjoy the challenge and engage pupils in the challenge.	9. Teach students the value of: Concentration, perseverance and deliberate practice.

#### ART OF TEACHING

WHAT EXPERT TEACHERS DO	SO THAT PUPILS
<ul style="list-style-type: none"> <li>• Clear learning intentions</li> <li>• Challenging success criteria,</li> <li>• Range of learning strategies</li> <li>• Know when students are not progressing,</li> <li>• Providing feedback</li> <li>• Visibly learns themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Understand learning intentions,</li> <li>• Challenged by success criteria,</li> <li>• Develop a range of learning strategies,</li> <li>• Know when they are not progressing</li> <li>• Seek feedback</li> <li>• Visibly teach themselves</li> </ul>

## PIAGET AND STAGES OF COGNITIVE DEVELOPMENT

The overarching idea put forward by Hattie is that the teacher needs to understand where a pupil is in their level of thinking and then challenge them to go beyond that level through a process described as 'cognitive acceleration'. They need to provide instruction at the right level and in the right way given how a pupil processes information. This entails using teaching approaches which makes learners think about learning more explicitly and where they make their thinking explicit.

### FEEDBACK:

Hattie demonstrates in his research that one of the most powerful single influences enhancing achievement is feedback. For feedback to be effective Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections."
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the students are doing the learning
- provide information on how and why the student has or has not met the criteria
- provide strategies to help the student to improve

In his book Hattie argues that oral feedback is much more effective than written and that the most powerful feedback is provided from the student to the teacher.

**Top 20 influences on student learning and achievement**

