

WHAT MAKES A VISIBLE LEARNER ?

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Where am I going?

How am I going ?

Clear goal

Get a good contact and relations with the audience

actions

Tell how happy you are to be here

Praise surroundings

Tell the audience how good they look

Smile 😊

Etc.



Where to next ?

About Martin Tinning

Teacher and consultant for 8 years

Principal og head of school for 8 years

Head of school administration and
development for 13 years

But most of all a passionate educator in
school development and students learning

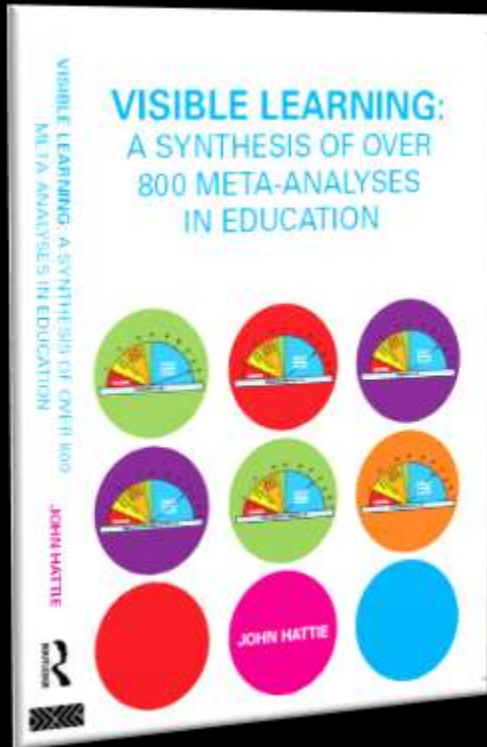
Content in presentation

- Short introduction to John Hattie's research and results
- Visit to a visible learning school in New Zealand
- Focus on progression
- What is visible learning in practice?
- Break through and students' voice

The story behind visible learning

Professor John Hattie

The University of Melbourne



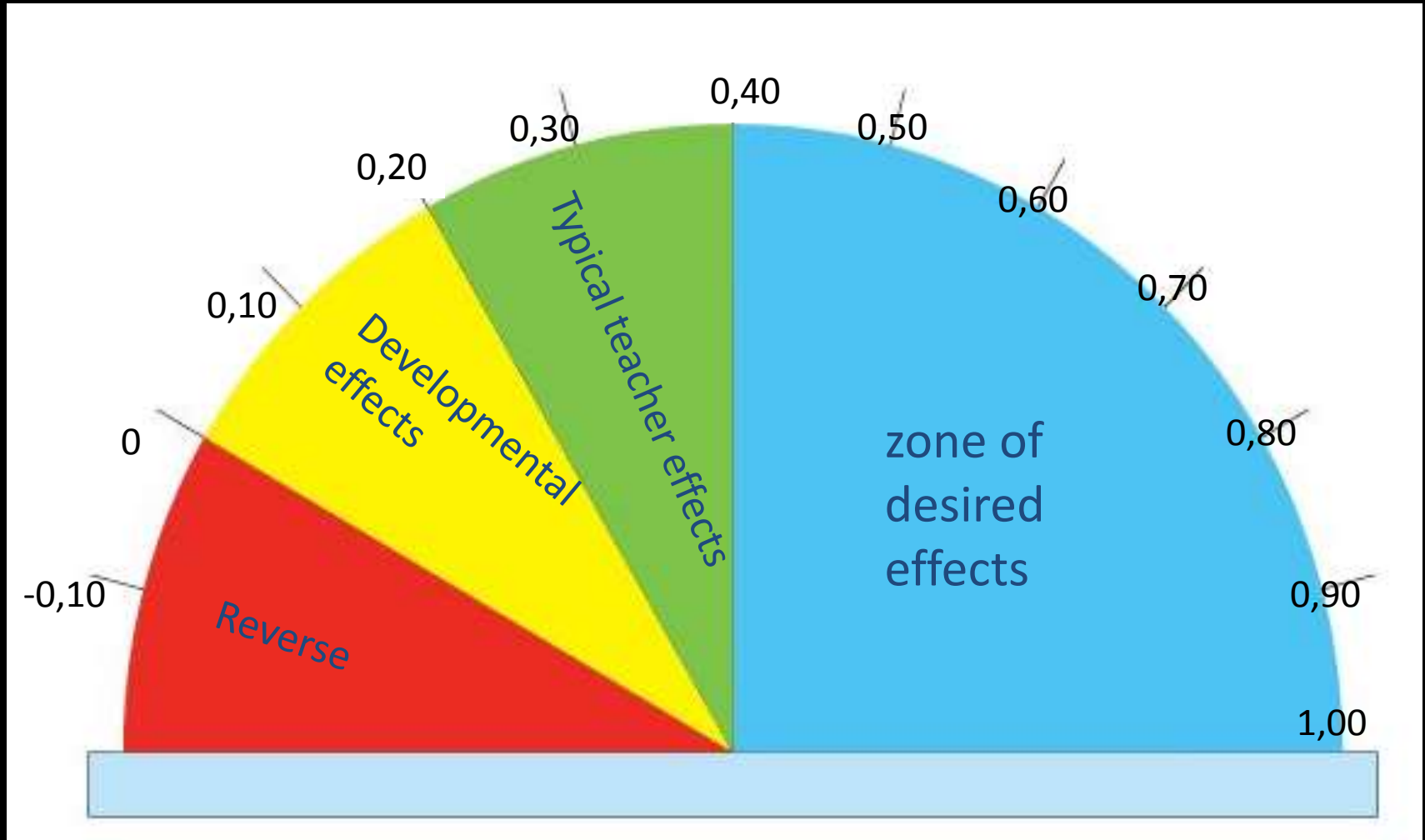
800+ meta-analyzes
50.000+ research
250+ millions students

What did he found?

95 % of the study showed
a positive impact on
student achivement

But something
work better
than others

Effects on the student's learning



The top of the list

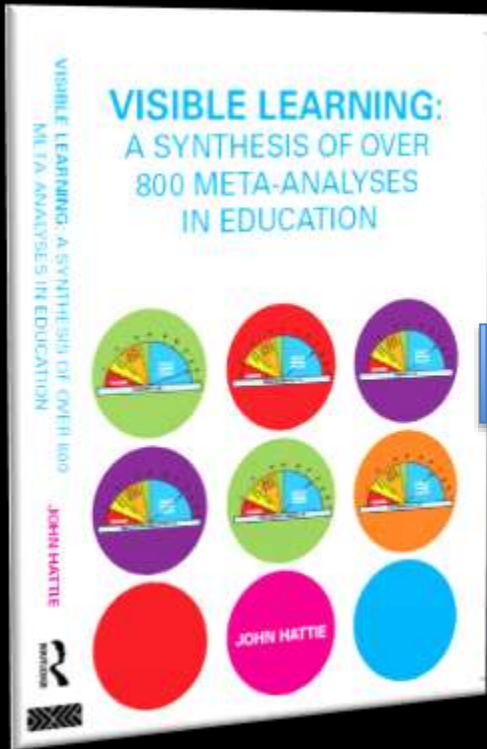


Surprises ?

Rank	Impact factor	Effect
94	Home work	0,29
113	Class size	0,21
125	Learning style	0,17
133	Gender	0,12
131	Ability grouping	0,12
148	Retention	-0,13
150	Mobility	-0,34

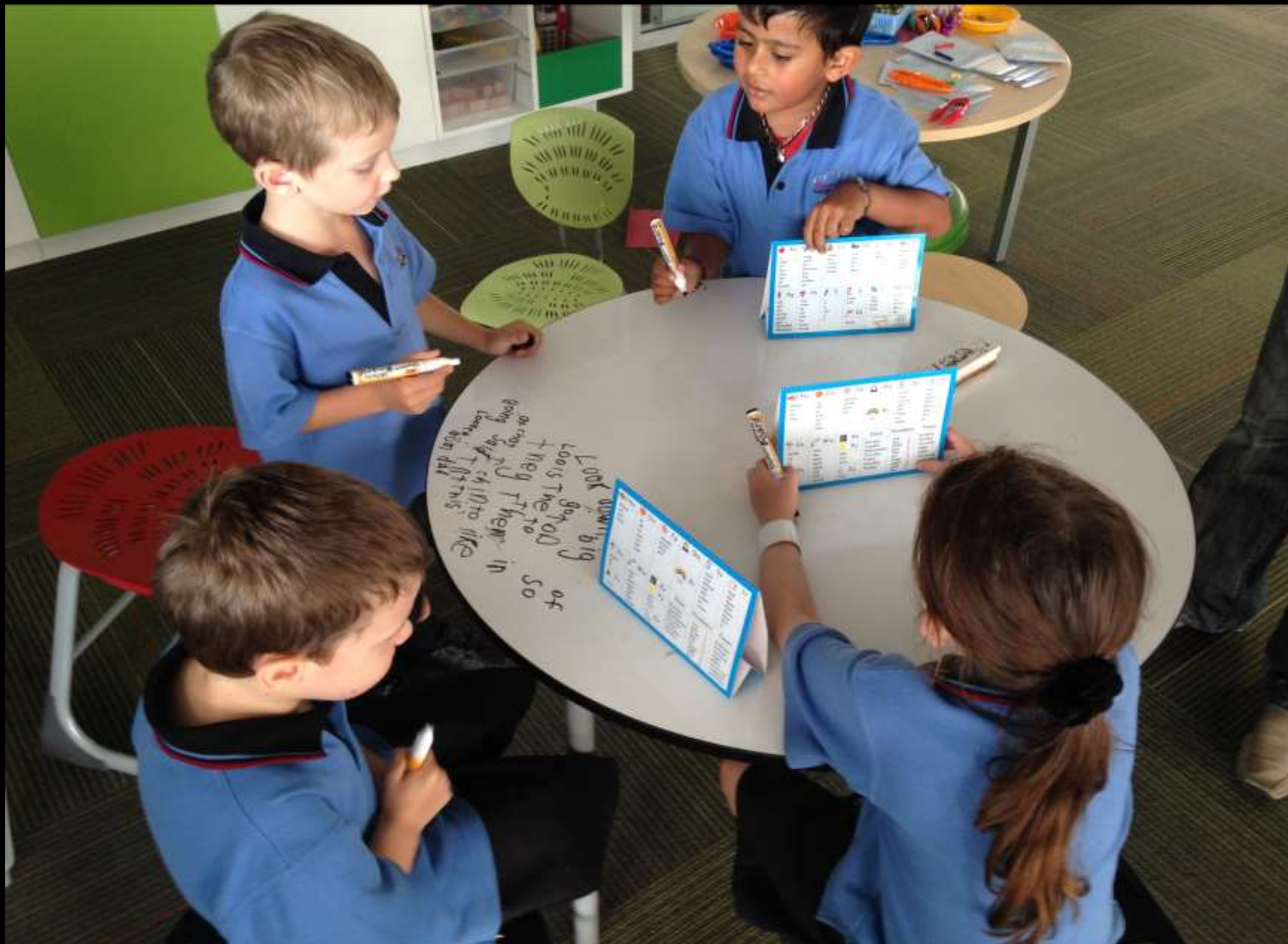
What surprised you most about
John Hattie's research?

Reflected in a minute with the
person next to you



Ready for a tour on
Stonefields School,
Auckland,
New Zealand ?











“The learning
process gives me a
place to start and an
order for my
learning”

Nathan – 11 years







it's changing ...





“I am not reliant on the teacher like I used to be, I have tools that help me when I get stuck”

Finn 12 years











“I’m comfortable
being
uncomfortable in
my learning”

Jamie 12 years





OF FRIENDS WITH FOOD ALLER.GI

- Don't share food with food allergic friends
- Wash hands after eating
- Ask what your friends are allergic to
- If an allergic friend is sick, get help immediately!

bean bags
chairs when
up on table!











“It’s like the blind has
been lifted, I have full
view and I can see a way
forward”

Miduran 10 years





READING ROCKS



I check my attempts make sense by looking at the beginning, middle and end of words

I can sound out 3 letter words

I know
between 100
and 200 sight
words

I can explain the
meaning of these
punctuation marks
(exclamation marks,
question mark, full
stops, capital letters,
speech marks)

I use digraphs
to help me
read new
words

I retell a story in
the right order

I separate base words
and endings to help
me read and
understand words e.g.
Garden, gardener,
gardening

I retell a story in
the right order

I use
punctuation
marks to read
with expression
and for
meaning.

I use blends to
help me read
new words

I understand
what I read
and ask
questions
about the text

I answer
questions
about the story

I separate base w
and endings to

“Imagine spending
time learning what
you want to learn
about!”

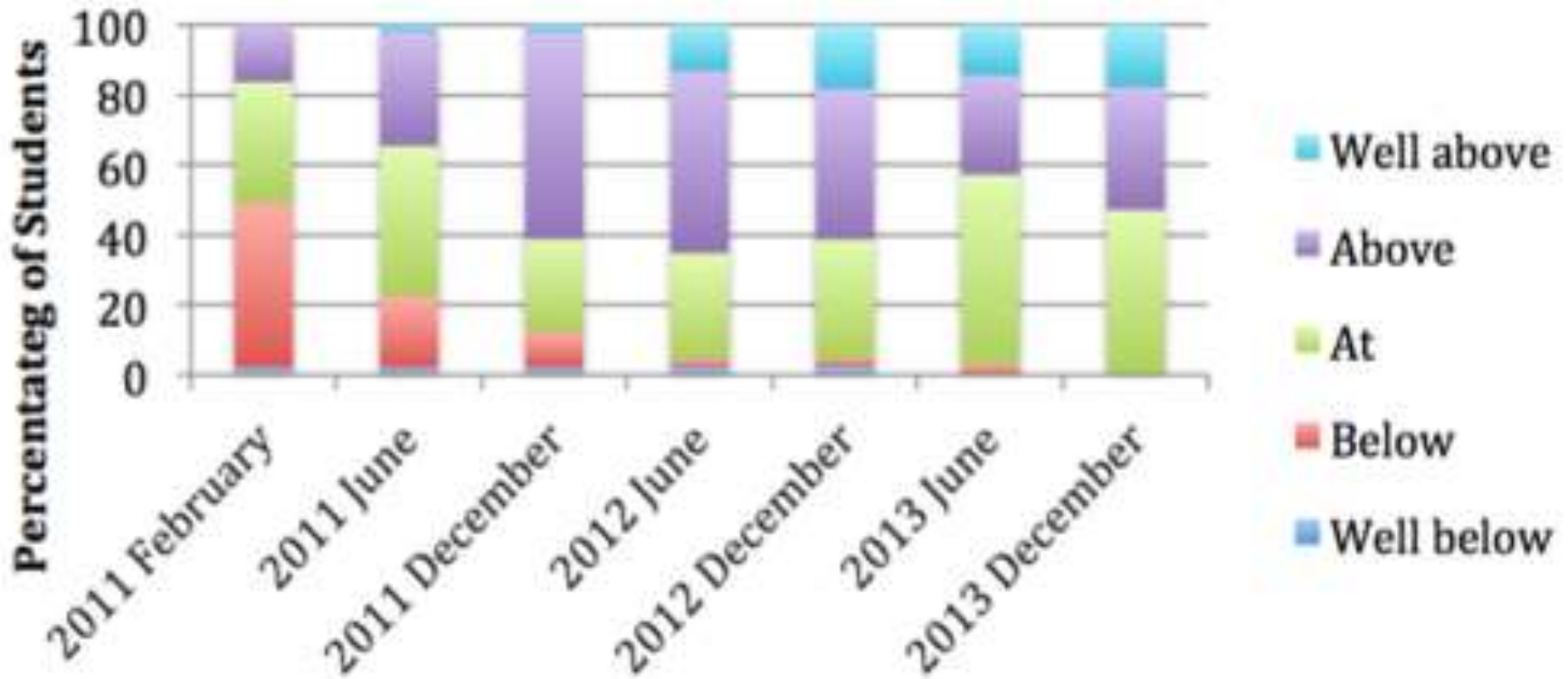
Jackson 9 years

What did you notice in the
pictures from Stonefields
School ?

Reflected in a minute with
the person next to you

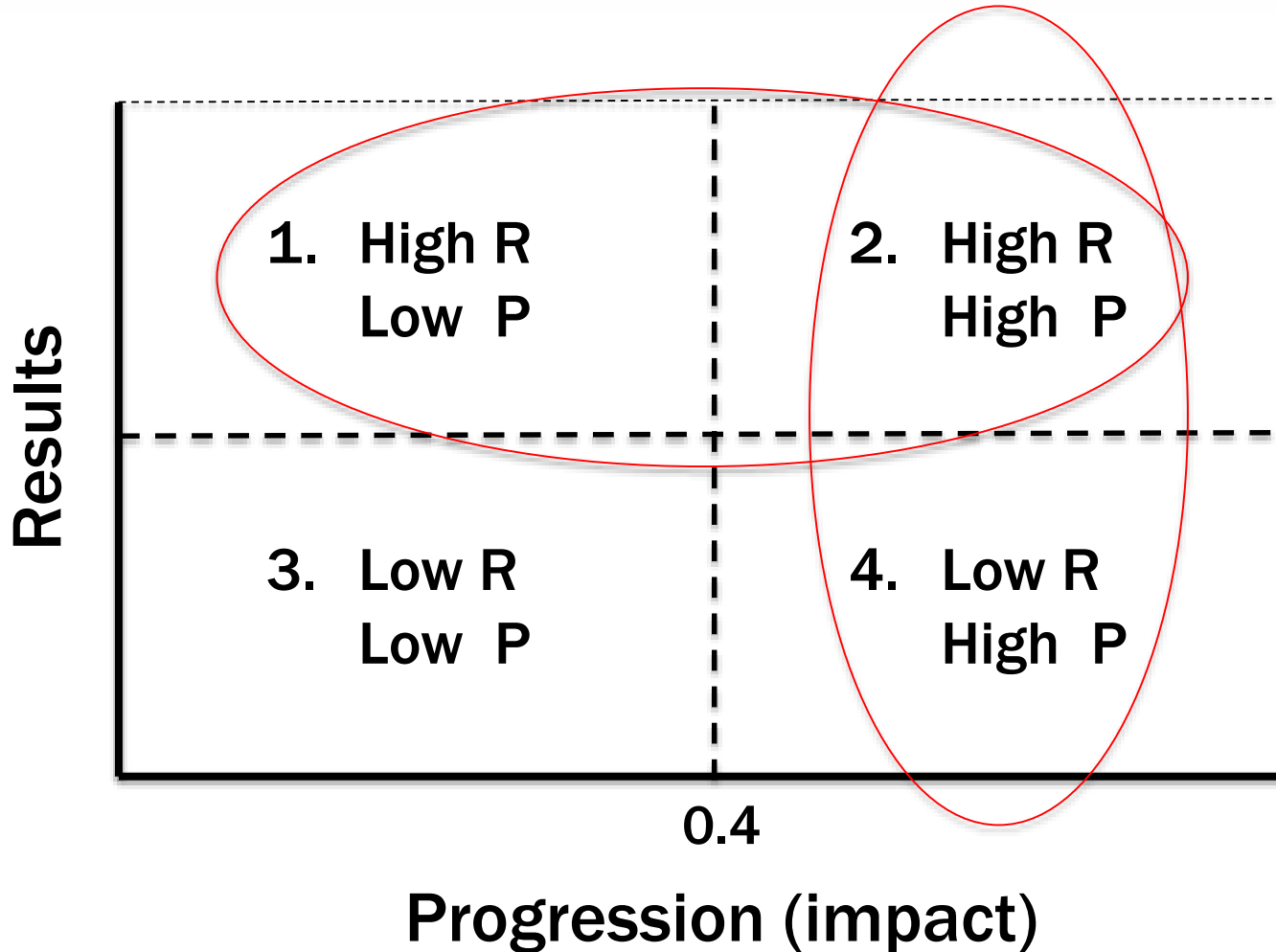
Reading progress at Stonefields school

Cohort A Reading %

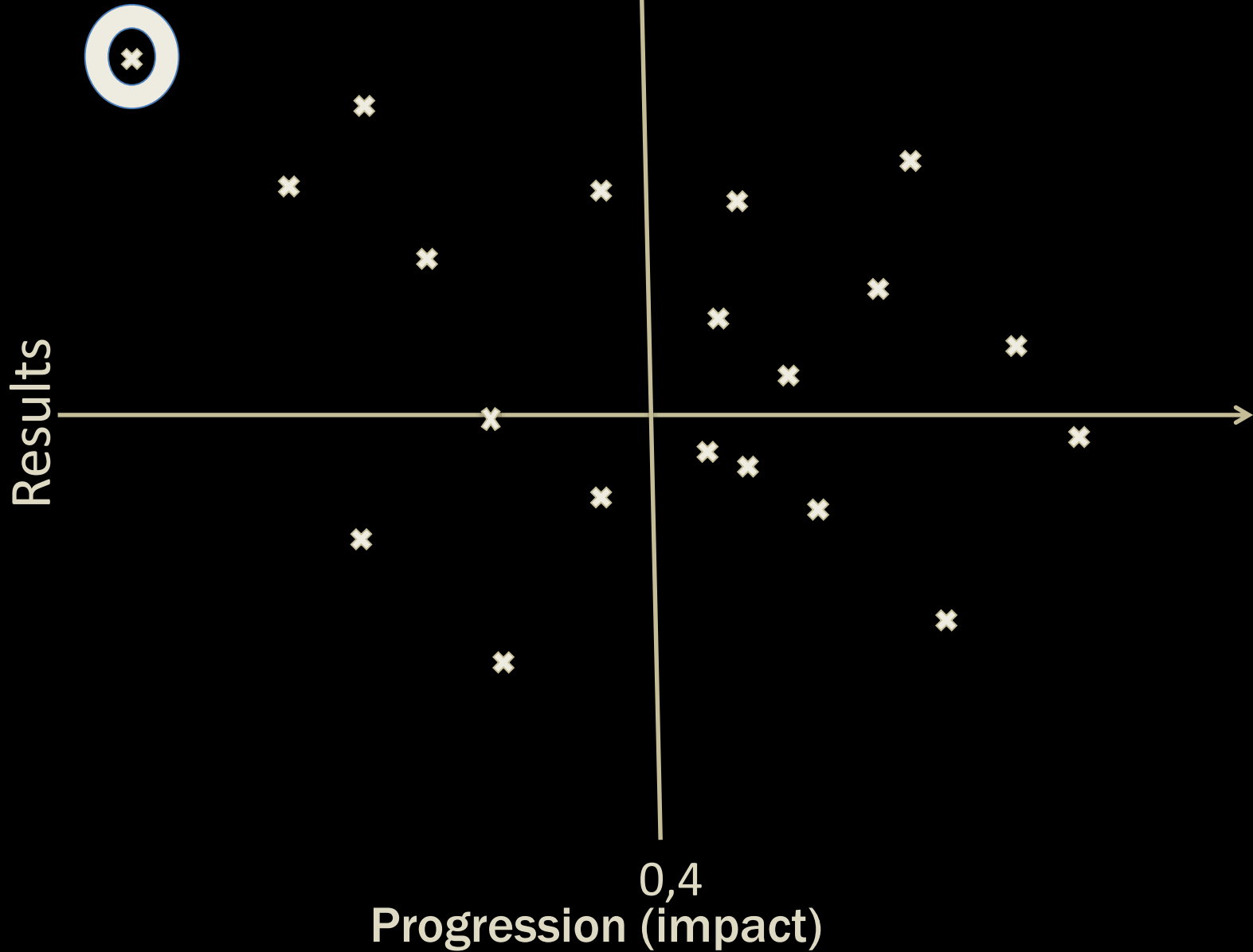


From average
to progression

Results and progression (impact)



Results and progression



SS Learner Quality Progressions May 2014

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Learner Quality		A	B	C	D	E	
		Emergent					
		1			2		3
1	2	Learner Quality	Definition				
3	Question	I find out	I sometimes ask questions	I seldom ask questions	I ask a simple question, when prompted, to find out information that interests me		
5	Reflect	I think about and look back on my learning to enable me to best move forward.	I don't reflect	I know that reflecting can help me in my learning but I don't know how to	I can reflect on an area of my learning, with support, when the response is clear		
7	Think	I have an idea, opinion or belief about something	I don't knowingly think	I require prompts to support my thinking	I think, with support, when the response is clear and the situation is familiar		
9	Connect	I link knowledge and thinking together to create new understandings	I don't make connections	I sometimes make a simple connection between two clearly related ideas, with teacher support	I make simple connections between two related ideas, with teacher support		
11	Be Determined	I do not give up when I am faced with a challenge	I am not determined and I don't generally recognise challenging situations	I recognise challenging situations and react with a non-verbal response	I say when I find something difficult but I tend to give up		
13	Be Self-Aware	I am aware of myself e.g. my actions, thoughts, strengths, weaknesses and next	I am not yet self-aware	I am not yet able to articulate my own actions, thoughts, strengths etc	I am not yet able to articulate how I can be self-aware		

+ [Grid] Stage 0 - Stage 1 - Stage 2 - Stage 3 -

The visible learner

Know what the goal is

- Know how far they are
- are active, not passive in their learning
- cooperative with others – sharing ideas
- Challenged to think, and expect to be challenged
- Reflects on own learning and progression

“Know thy impact”

Focus on students progression

- Decisions on the school in the light of evidence
 - teaching planned based on evidence

Passionated teaching

- At how they can best present the subject they teach
- creates an optimal classroom environment for learning
- monitors students learning and provides feedback.
- Believe that all students can achieve succes criteria
- Affects students learning both on the surface and at depth

Feed-back

Feedback is the right information, only to you, delivered at the time you need it and when it does most.

Feedback to everyone in the school, and between all levels

Checklist for a visible learning school

We provide formative evaluation to our teachers

We have structured and regular professional development for our teachers in learning based on achievement patterns in our school

We provide opportunities for the whole school to have a common concept of progress across the curriculum

Our families understand us when we talk about how their children are learning and achieving at school

We trust and use student achievement data from our colleagues

In our classrooms students feel safe to say when they don't know

The main focus of our staff meetings is on learning and our impact on students

MIND- FRAMES

The students voice about breaking through

<https://www.youtube.com/watch?v=ZEBptQX2-c8>

Thank
you