**Hattie - Geelong- October 17th  , 2011**

No teachers suggest that they are 'below parr' in their teaching. Everyone thinks that they have 'the way', the answer to what works.

How do we make our schools inviting to students? Attendance is crucial to achievement.

Effects of reducing class sizes?

  \*teacher aides do not have significant affect on achievement - these students  are the very kids who most need the teacher.

0.2 effect size of reducing class sizes - equivalent of a 9 month intervention. This doesn't mean that we should never reduce class sizes if we can afford it, but that there are other strategies that we could employ that may have a greater effect.

O.4 = the effect size that we want to accept as the minimum - look to strategies that have greater than 0.4 effect size.

50 /60 % of our teachers do achieve a greater than 0.4 % effect - we just need to get every teacher to achieve this every year. (Overall - there will always be ups & downs)

Activity - rate 12 strategies

Retention - negative -0.13

  Why do we keep doing the things that don't work?   We tend to stick to the concept of 'more'- we need to stop this, and look for 'different'. The teachers who do achieve positive effects regularly have the same time & resources generally as those who don't.

Open vs traditional = .01

Again - we tend to spend a lot of time debating the things that have minimal effect.

  \*\*\*should take the slides of the rankings to the LOL meeting & as they talk about what they are working on in their schools - find where they are in the rankings.

  'the disasters' slide - discussed the lack of importance of teacher subject knowledge.   How do we allow people to monopolize debates with subjects that don't matter? For example, who believes that boy learning is different from girl learning?

Teacher education needs to constantly put evidence in front of pre- service teachers - they need to see what happens as a result of their efforts.

Reducing class size only has a positive effect if the teacher changes how they teach to more positive strategies. Ie if the teacher was previously not having positive effects, changing the size won't make any difference if the teacher continues to teach the same way.

Homework - average effect about 0.3 - but has varied effects in primary & secondary settings. Up to 0.5 in secondary, but 0 in primary.  Needs to be short, 5 mins,  Needs to be on something that has already been taught.  New work not familiar to the student is actually destructive.

Lincoln Primary School website - has parents come in and see what is being taught in the class room, then they suggest challenges to the teachers, who put them on the website- through this they have achieved a greater than 0.4 effect size with their homework.

School leaders - transformational - 0.2 Instructional - look at the data, go into classrooms, create debates 0.7

Outward bound / challenges programs - effect 0.52 , and continues beyond the program.  The learning intention and the success criteria are very clear - this appears to be a most important part of why it has this effect size.

For most kids success is getting out at recess, handing the item in on time, making it long enough, etc - what we want is mastery learning.

Worked examples - showing a completed example before the students start- effect size 0.57   Annotated examples even more important - not just of the exemplars, but of a range of grades.

NZ has raised the number of students going through to year 13 by 23 % over the past three years, by getting kids in control of their learning and regularly examining what they are achieving, and doing the same with the teachers.

Most important thing to do is talk about teaching - study showed that teachers spend about one minute per month talking about teaching.

Danger of labeling students.

  Acceleration = 0.68 not enrich, but actually move them ahead, but it works for EVERY kid.

Most of us need three or four opportunities to learn something - over time, usually about a day apart.

No. 1 = student expectations - in the book it is called student self - assessment. Unfortunately, they will set targets. Don't just help them achieve their targets, help them to surpass their expectations.

We want class rooms to be over run with kids asking questions, and saying that they don't know - because then we know that we are challenging them.

We know so little about how the brain actually works, that it is probably not helpful to be focusing on 'brain learning'.

We are too variable in our schools - the big challenge is to build consistency across what teachers achieve with students, and what teachers themselves do consistently.

DEBRA MASTERS (second presenter, works closely with Hattie) - what are your vital signs? Activity. Pg 3 & 4 of the workbook - can be used as a simple audit tools in schools.

Building assessment capable learners and making the learning visible - learners who are very involved in their own learning and can therefore accurately predict what their results will be.

Know about their learning, and can plan their next learning steps with a teacher, or a peer.

The school that was being spoken about used a lot of online IT strategies - google docs, online forums etc.   Assessment tool from them  - reading test result - had 4 sections –

 Strengths

Achieved

To be achieved

 Gaps

The first 2 were reporting on 'correct' responses, the second 2 were 'incorrect' responses - this part also tells the teacher what hasn't successfully transferred. (they were on a colorful grid)

  Video to stimulate thought on- how do teachers use assessment WITH students, so that they know about their learning.

Q's to students-

How did you help the learning?

What do you need to learn next? Look together at the information that the teacher has about the student - then set goals.

Goals put on the wall, and students get to highlight it once they achieve it.  Teacher keeps touching base to keep students on track.

So, what else do we want to see in our learners.

Shirley Clark - UK- formative assessment

WALT's - what are we learning today.

Success criteria - what would it look like to be successful in this?

Self assessment - what does progress look like? How does my work look against an example worked sample?

  Importance of having 'moderation' discussions about work examples.

Measuring progress, rather than actual grade analysis supports every student's learning, regardless of their starting point.

Smart goals- use these with students.

Can the students discuss their learning with others? With their peers?

  'teachers like change, but just not to 'be changed'.

**Where am I going?** Learning intentions, success criteria, goals.

**How am I going?** Ability to self assess.

**Where to next?** Progression, next steps forward.

These are the questions that we should be able to ask students in every class, and they should be able to respond.

We need to be very explicit about what we want students to learn.

Learning intention eg. To identify the role of costume & makeup in 'The Matrix'. (film)

  Success criteria - be able to  : Give examples where costumes develop an aspect of a character.

Today's learning intentions:Understand the philosophy

Criteria:

 Identify key messages

 Understand effect sizes as a way to measure progress.

 List some key characteristics of assessment capable students.

Can articulate the mind frames.

Video - letting kids in on the secrets of learning. Trying to make the learning as explicit as possible.

Saying something once does not embed the idea in a student's mind - revisiting a number of times assists learning.

They know when they make mistakes, so let them know that everyone does that, and how they can learn from those mistakes.

5 key areas-

Visible learning students

Effective feedback (the slide was changed before anyone could get them all down – need to check the book)

  Meta- cognitive strategies= 0.69 Aligns with 'zone of proximal learning'.

Who taught you to organize your time? prioritize? Self- evaluate? Manage a crisis? Manage a Schedule? Self- control?

This story (passport story told by Debra – how she lost her passport 1 hour before needing to fly out)) emphasized the importance of SEL programs - YCDI etc.   Importance of teaching students skills like resilience, persistence, problem solving etc.

\*\*\*need to show Trevor @ Trinity page 8 of the handout - note that moving the furniture has some positive effect, but less than some other strategies.

Teachers are the biggest leaders of change - the important work is to get them to discuss why they do particular things, evaluate how it is going, and articulate what they will do differently if the evaluation show that they are not achieving their goal?

Teacher tool box strategies in the handout - also talked about the use of learning journals, exit passes etc - online as well as hard copy.

**Strategy #1 – 3-2-1 summary**

* 3 ideas from today’s class
* 2 questions about these topics
* 1 thing you will remember

**Strategy #2 – Four key questions**

* What are you trying to achieve?
* What strategies are you using?
* Are the strategies working?
* What else could you do?

**Strategy#3 – Learning Journals / diaries**

* This week I was learning…
* Next week I am going to learn…
* I would like help with…
* This is what I still do not know…
* My self assessment of how well I learnt this week is…

**Strategy#4 – Planning thinking sheet for writing**

* WHO: who is my audience?
* WHY: why am I writing this?
* WHAT: what is the purpose for this?
* HOW: how can I organize my ideas?

**Strategy#5 – Group work evaluation**

* Give an example of something the others in the group have learned from you
* Give a suggestion of a change the group could make that would improve everyone’s learning

**Strategy#6 – Reflective questions**

* What is the most useful or interesting thing you learned this lesson?
* What questions do you have bout today’s lessons that you would like answered before we move on?
* What feedback did you get about your learning today?

\*\*\* share the teacher tool box strategies with Lisa from St Mary's.

How do we put structure around the things that we 'know' work, to get them to be real in the classrooms.

Back to JOHN HATTIE - measuring progress.

Calculating effect sizes - Not about hitting teachers over the head, but helping them to assess their own progress as well.

After about 3 months of doing this, some hard questions will come up. Don't use these calculations to judge teachers - judge progress.

Need to stop worrying about getting every child above the average - it is not going to ever happen. There will always be a normal distribution - just don't assume that the low socio- economic areas are also the low literacy / numeracy areas. The responsibility is to help every child to progress.

Spread - lowest : highest - use excel tool

If the standard deviation being realize is less than our 0.4 , then you want to try something differently - change tactics. Should do this every 2 months. (about once per term)

Doesn't matter if you move on to different topics - no matter what you are having students learning, you are still hoping forth same 0.4 effect. Start with using same tests though, so there are no questions about the tests.

Reliability of marking to rubrics is higher when kids do it than teachers.

After you identify effect sizes - start with giving support for the successes.

Get teachers to identify what they did well with the students who achieved strongly, and get then to replicate that with the others.

Start with the data that you already have - Naplan data- because you have it, and because it's a bit distant from teachers as the kids have moved on.

Hattie offered to help people with finding the effect sizes of their Naplan data if they can't do it themselves.

Looking at the effect size might be even more useful than the ranking / highlighting that we do at present.

Need to get school to understand that if they calculate the effect sizes, they are looking at the progress being made, and every time it is not above 0.4 there is cause to ask what could be done differently.

Afternoon session- exploring feedback

  Reasons for looking at feedback- because it has a strong effect size &  because it is very interesting. It is one of the 5 key elements.

Dylan Willam - feedback doubles the speed of learning.

Developing a feedback culture in your school - requires a huge level of trust within the school. Who would you ask to find out whether a school has a feedback culture?  'relational trust' (Bryk & Schneider)

  What do we do if we find ourselves in a school with not- strong relational trust?

  Giving & receiving- what feedback do you give students? What feedback do you seek from students?

70% of teachers claim they provide detailed feedback, but only 45% of students think that they receive detailed feedback.

What feedback is being given- student results, student attendance?

Tests are feedback to the teacher, rubrics are feedback to the teacher.   Frequency of feedback - they get lots of it, but often don't know who it's for, or what to do with it.

How is it received - one to one, whole class?

Nuttall -80% from other kids, and 80% is incorrect.

Feedback - just in time& just for me, is what they are looking for.

Models for feedback- ' you made a good start, but need more examples' - what was good about the start, what sort of examples do, you want?

  'you are not trying' - what does this mean for the child?

4 levels of feedback-

**About the task** - actually operating, performing the task

**About the process** - relationships between ideas, strategies for identifying mistakes and re-trying when stuck etc

**About self - regulation** - create internal feedback and self assess, seek feedback, having confidence to ask when necessary or move on when able

**About the self** - praise that directs attention away from the task to the self, this can be important, but realize that it is not part of instructional feedback.

Teachers need to really think through which level are they giving feedback at for the student - is one part of the success criteria prioritized to be more necessary during a particular task? It takes time and thought to give quality feedback.

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Gifted students - John has a phd student who has done work on this and is happy to connect us with her if we email him.

Mind frame 1 - teachers as evaluators- disposition of asking.

2- it's about the teacher's and leaders' mindsets  - using evidence about what is and is not working

3- teachers & leaders as change agents - active, passionate teacher (.6) over passive facilitators.(.17)

4. – gain feedback about the impact of any strategy employed

5- assessments are feedback to teachers about their teaching . Importance of teams in achieving learning & teaching improvements.

 6- worst thing to say is 'do your best', must challenge them to go beyond their best, instead ask them'what feedback have you had today'.

7- dialogue not monologue - talk with kids, not at them

8- it's about relationships in classes.

My reflections on the day:

As Hattie commented, and Andrew Fuller and others also say, we need to hear things a number of times, and on a number of occasions for learning to become knowledge. This was another opportunity to ‘hear’ and reinforce this learning.

I have no doubts about the methodology or results of Hattie’s research – but feel that he, along with the rest of us, is just beginning to grapple with how we take the results of the research and move it into consistent practice in schools.

He delivers messages swiftly, and pulls no punches, which can be a good thing, but also is not the way that we can deliver the same messages to schools. It would be interesting to hear how he discusses progress with schools he works with in an ongoing relationship, as he was sometimes very dismissive of questions by people on this day – if they were asking about strategies that had not rated highly in his research.

The challenge is to build trust with schools, sufficient that rigorous dialogue can be undertaken to ‘coach’ them towards finding for themselves what the questions, and possible solutions are – referring to research and evidence to guide along the way. Indeed, many of the questions put to the group as essential to ask students, are the very questions we need to ask of schools, just reframed appropriately.

Much of the session was very confirming of the work that we are trying to undertake with the schools – the same ideas and methodologies were put forward as more and less beneficial as we currently share. The challenge of actually getting school leaders to place ‘ learning about learning’ at the forefront of conversations regularly in schools, and strengthening processes to ensure follow-ups of the conversations through action plans and evaluations, continues as the ‘work to be continued’.