

Teachers that matter

Effective teachers

A presentation based on Chapter 3, “The argument: Visible teaching and visible learning” of John Hattie's book, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*(2009).

Gingerlee Lackey
Graduate Student
University of Alabama

Topics

- 1. Visible Teaching and Visible Learning**
- 2. Helping Students Become Their Own Teachers**
- 3. Six Factors that Influence Student Achievement**

1)Visible Teaching and Visible Learning

“Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and the student both(in various ways) seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active passionate, and engaging people(teacher, student, peers and so on) participating in the act of learning” (Hattie, 2009, p. 22).

Visible teaching and learning

- Appropriate challenging goals set based on assessment.
- Goals are explicitly stated; teachers and students work to meet the goals.
- Teachers willingly provide and accept feedback and make changes in their instruction according to feedback.

Visible teaching and learning

- Teachers create safe positive learning environments that include mutual respect among teachers, students and their peers.
- Teachers and students are actively engaged and passionate learning
- Instruction facilitates students developing a deep understanding of content.

2) Helping students become their own teachers:

“When students become their own teachers they exhibit the self-regulatory attributes that seem most desirable for learners”(Hattie, 2009, p. 22) .

“When students can move from idea to idea and then relate and elaborate on them we have learning—and when they can regulate or monitor this journey then they are teachers of their own learning. Regulation, or meta-cognition, refers to knowledge about one’s own cognitive processes(knowledge) and the monitoring of these processes(skillfulness). It is the development of such skillfulness that is an aim of many learning tasks, and developing them so there is a sense of self-regulation.”(Hattie, 2009, p. 29) .

Helping students become their own teachers

Effective teachers:

- facilitate students' development of the proper balance of deep and surface content knowledge;
- directly and explicitly teach self-regulation strategies;
- transform passive learners to active learners by teaching strategies such as self-monitoring(Hallahan & Sapona, 1983).

Six Factors that Influence Student Achievement

1. The child
2. The home
3. The school
4. The curricula

5. The teacher

6. The approaches to teaching

(Hattie, 2009, p. 31)

Factor 1: the child's contributions

- prior knowledge
- expectations
- degree of openness to experiences
- beliefs about the value and worth to them from investing in learning
- engagement
- abilities to build a sense of self from engagement in learning and a reputation as a learner.

(Hattie, 2009)

Effective teacher's response to the child

Regardless of what students bring to the learning experience, effective teachers build positive relationships with students, teach them in a way that motivates, inspires and engages and provide challenging goals and the support and feedback students need to reach those goals.

Factor 2: influences from the home

Key factors from students' homes include

- parental expectations and aspirations for the child
- parental knowledge of the language of schooling

(Hattie, 2009, p. 33)

Effective teacher's response to the home

Effective teachers develop positive relationships with student's guardians and ensure they communicate in a way that helps guardians understand and learn the language of schooling.

Factor 3: school effects

Key factors from the school include

- the climate of the classroom, such as welcoming errors, and providing a safe, caring environment
- peer influences

“However, the most powerful effects of the school relate to features *within* schools, such as the climate of the classroom, peer influences, and the lack of disruptive students in the classroom—all of which allow students and teachers to make errors and develop reputations as learners, and which provide and invitation to learn”

(Hattie, 2009, p. 33)

Effective teacher's response to the school

Effective teachers create safe positive climates in their classrooms, foster mutual respect among teachers, students and their peers and use effective classroom and behavior management practices that minimize disruptions to the learning environment.

Factor 4: The teacher

- the quality of teaching—as perceived by students
- teacher expectations
- Teachers' conceptions of teaching, learning, assessment, and the students—this relates to teachers' views on whether all students can progress and whether achievement for all is changeable(or fixed)

(Hattie, 2009, p. 34)

Factor 4: The teacher continued

- teacher openness—whether teachers are prepared to be surprised
- classroom climate—having a warm socio-emotional climate in the classroom where errors are not only tolerated but welcomed
- a focus on teacher clarity in articulating success criteria for achievements
- the fostering of effort
- the engagement of all students

(Hattie, 2009, p. 34)

Factor 5: The curriculum

- developing a curriculum that aims for the best balance of surface and deep understanding
- ensuring a focus on developing learning strategies to construct meaning
- having strategies that are planned, deliberate, and having explicit and active programs that teach specific skills and deeper understanding

(Hattie, 2009, p. 35)

Factor 5: teaching approaches

- paying deliberate attention to learning intentions and success criteria
- setting challenging tasks
- providing multiple opportunities for deliberate practice
- Knowing when one(teacher and student) is successful in attaining these goals

(Hattie, 2009, p. 36)

Factor 5: teaching approaches

- understanding the critical role of the teaching appropriate learning strategies
- planning and talking about teaching
- ensuring the teacher constantly seeks feedback information as to the success of his or her teaching on students

(Hattie, 2009, p. 36)

Concluding Comments

Effective Teachers

- teach in a visible manner and ensure that visible learning takes place in their classrooms;
- facilitate each students journey to becoming his or her own teacher(self-regulation: self-monitoring, self-evaluation, self-assessment, self-teaching);
- take responsibility for learning in their classroom—acknowledge and build on others contributions to the learning environment.

References

Hallahan, D. P., & Sapona, R. R. (1983). Self-monitoring of attention with learning-disabled children: Past research and current issues. *Journal Of Learning Disabilities*, 16(10), 616-620. Retrieved from

<http://ehis.ebscohost.com/libdata.lib.ua.edu/eds/pdfviewer/pdfviewer?sid=2f2f5792-f827-4ed7-886e-e0963d260c18%40sessionmgr114&vid=15&hid=106>

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.