

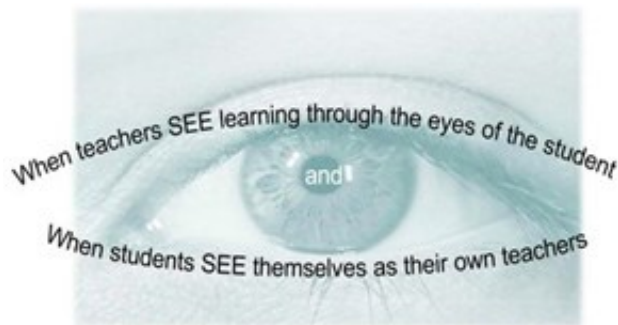
Teacher Mindframes

The Mindframes for Teachers that are vital to the Visible Learning approach can be considered to be the characteristics of inspired and passionate teaching. They are:

- I am an evaluator
- I am a change agent
- I talk about learning not about teaching
- I see assessment as feedback to me
- I engage in dialogue not monologue
- I enjoy the challenge
- I develop positive relationships
- I inform all about the language of

The Visible Learning School

Within the wider school, there are a number of things which allow for a Visible Learning School. The ethos of the school should be one of trust, respect and integrity. An ideal classroom and staffroom should celebrate effort and progress, are a balance of talking, listening and doing for all individuals. School leaders have a central role in building school ethos and on focussing on the quality of impact and teaching in the school.



Lighting up Learning

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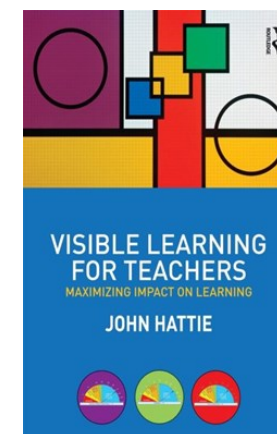
SOUTHESK PRIMARY SCHOOL



VISIBLE LEARNING

What does Visible Learning Mean

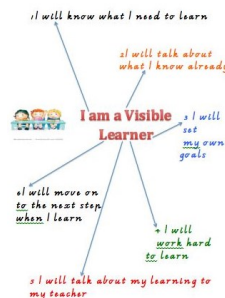
Visible Learning means a greater role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers' (Hattie, 2014).



A Guide for Parents and Carers

What does Visible Learning Look Like?

1. Visible Learners: How can we build assessment capable learners?
2. Know thy Impact: What teachers do matters! Teachers should be evaluators of their own teaching.
3. Inspired and Passionate Teachers: How teachers think matters!
4. Effective Feedback: How can we give feedback that has the biggest impact on student learning?
5. Visible Learning Schools: What are the major factors that influence student achievement? What strategies and systems do we have in our schools to implement visible learning?



Key Points:



The first key message of Hattie's research is to ensure that our students are assessment-capable learners and that this is the most important thing that we can do to raise student achievement.

Visible learners have high expectations of their learning and are not afraid to ask questions or make mistakes; visible learners are guided to **self-regulate** their learning. Hattie suggests that 'the learning aim of any set of lessons is to get students to learn the skills of teaching themselves the content and understanding' (Hattie, 2012). This requires teaching pupils important skills and strategies; therefore, time spent learning about the learning process and developing a shared language of learning is considered essential in establishing students' ownership of their learning and the ability to drive their learning forward.

Key Points:

Know Thy Impact!

'What we do doesn't matter nearly as much as how kids experience what we do' (from 'It's not what we teach: It's what they learn' Kohn, Education Week 2008).

Inspired and Passionate Teachers

Inspired and passionate teachers are teachers who 'collect evidence about their success with their pupils, about their levels of inspiration, and about sharing their passion with pupils'.

Effective Feedback

Pupils want feedback just for them, just in time, and just helping them nudge forward. So we need to worry more about how students are receiving their feedback much more than increasing how much we give'.

Where am I going?	Feed up
How am I going?	Feed back
Where to next?	Feed forward