

Why are so many of our teachers and schools so successful?

John Hattie at TEDxNorrkoping

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Professor John Hattie, has been Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, since March 2011. He was previously Professor of Education at the University of Auckland. His research interests include performance indicators and evaluation in education, as well as creativity measurement and models of teaching and learning. He is a proponent of evidence based quantitative research methodologies on the influences on student achievement. In his talk he presents results from his research on what really matters for the student achievements.

<https://www.youtube.com/watch?v=rzwJXUieDOU>

Main idea: Use strategies that are proven, research based, and data driven ... with fidelity

EXAMPLES:

John Hattie's "Visible Learning" research – an effect size of .4 is a year's growth ...

- "A truism in many schools is that the year of schooling reflects the spread of readiness levels more than anything else - at year 5 there is a 5 year readiness spread among students - at year 10 a 10 year spread. How to accommodate this spread is a major concern." John Hattie
- Do you have a plan on how to accelerate – more than 1 years worth of learning in a year's worth of time?
- "Every student should have a year's worth of growth for a year's worth of input."

WARNING: JUST ANOTHER DISTRACTION

Not the home or parents .25

Not individualized instruction .22

Not the technology .22

Not accountability .22

Not class size .21

Not learning styles .17

Not the programs .18
Not the structure of schools or classes .10
Not many attributes of the students .08
Not summer school, length of school day or school year .07
Not repeating classes -.13

YES YOU CAN:

The power of passion, and teachers' collective expertise (John Hattie)

1. Teachers, working together, as evaluators of their impact .93
2. The power of moving from what students know towards explicit success criteria
.77
3. Errors and trust are welcomed as opportunities to learn .72
4. Maximize feedback to teachers about their impact .72
5. Getting the proportions of surface to deep correct .71
6. The goldilocks principles of challenge, and deliberate practice to attain these challenges .60