



visible  
learning<sup>plus</sup>

# Powerful

## Professional Learning

Created in Partnership with  
Professor John Hattie



# Welcome to Visible Learning<sup>plus</sup>

Visible Learning<sup>plus</sup> is based on one simple belief: **every student should experience at least one year’s growth over the course of one school year.**

Within these pages, you will see how Visible Learning<sup>plus</sup> from Corwin, based on my research, can help schools and systems develop visible learners who can articulate what they are learning, how they are learning, and where they are going next on their learning journey.

Visible Learning<sup>plus</sup> is unique because it not only gives you evidence to prove that what you are doing is effective, it provides the data-gathering techniques you need to continuously measure your impact on student learning and use evidence to inform your next professional learning steps.

I can think of no better partner and permanent home for my lifework than Corwin, and I look forward to seeing this work grow and improve education for all students.



Sincerely,  
*John Hattie*  
Professor John Hattie  
University of Melbourne  
Senior Research Consultant, Visible Learning<sup>plus</sup>



## What’s Inside

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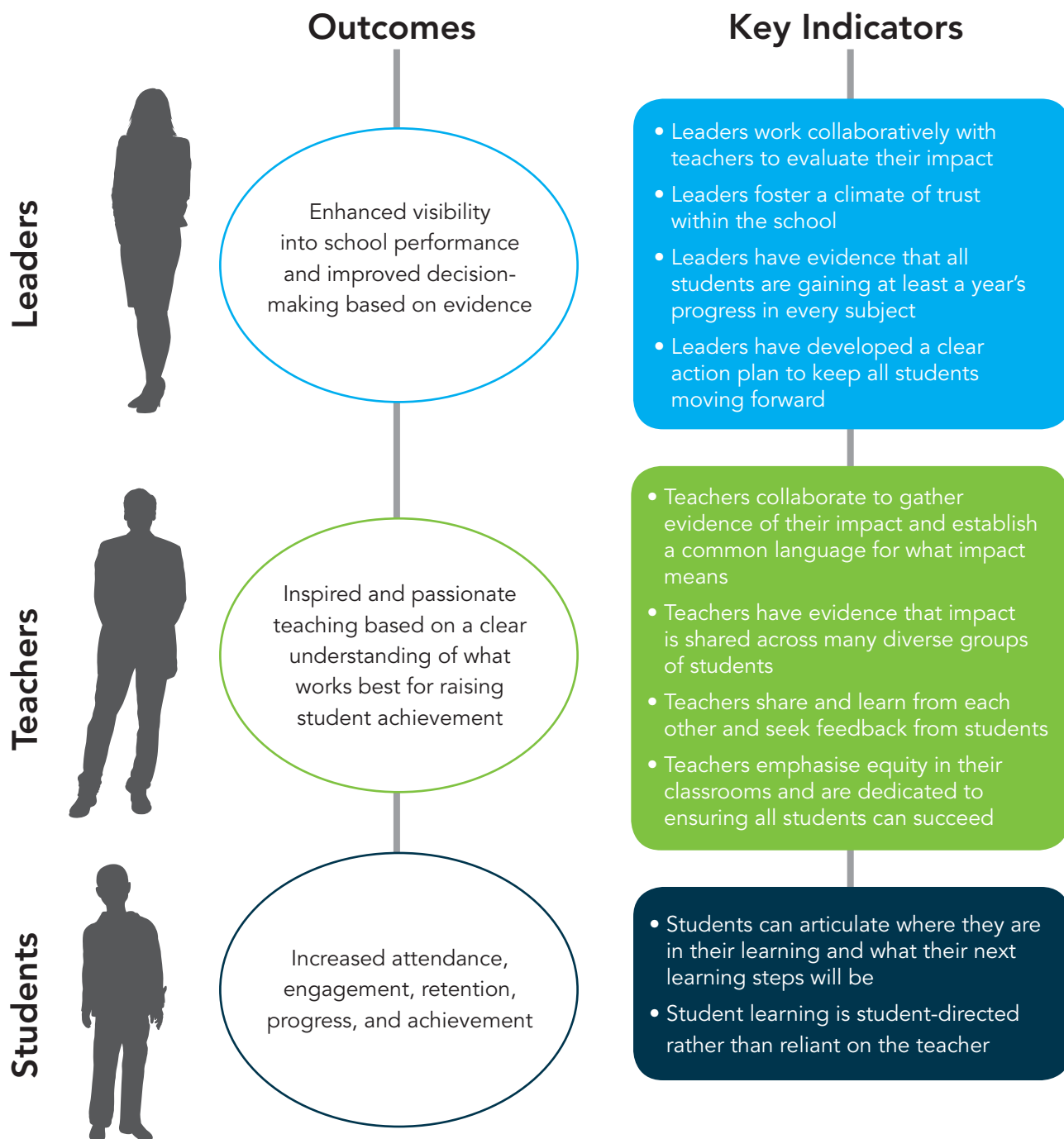


Visible Learning<sup>plus</sup> is made possible through a collaboration between Professor John Hattie and Corwin. Through a global network of partners, Visible Learning<sup>plus</sup> professional learning is implemented in over 20 countries in North America, Europe, and the Pacific.

# Visible Learning<sup>plus</sup> Outcomes

The Visible Learning<sup>plus</sup> school change model of professional learning translates the research of John Hattie into a practical pathway for implementation in the classroom and schoolwide. It has been used by more than 100,000 teachers and leaders in schools across more than 16 countries on four continents.

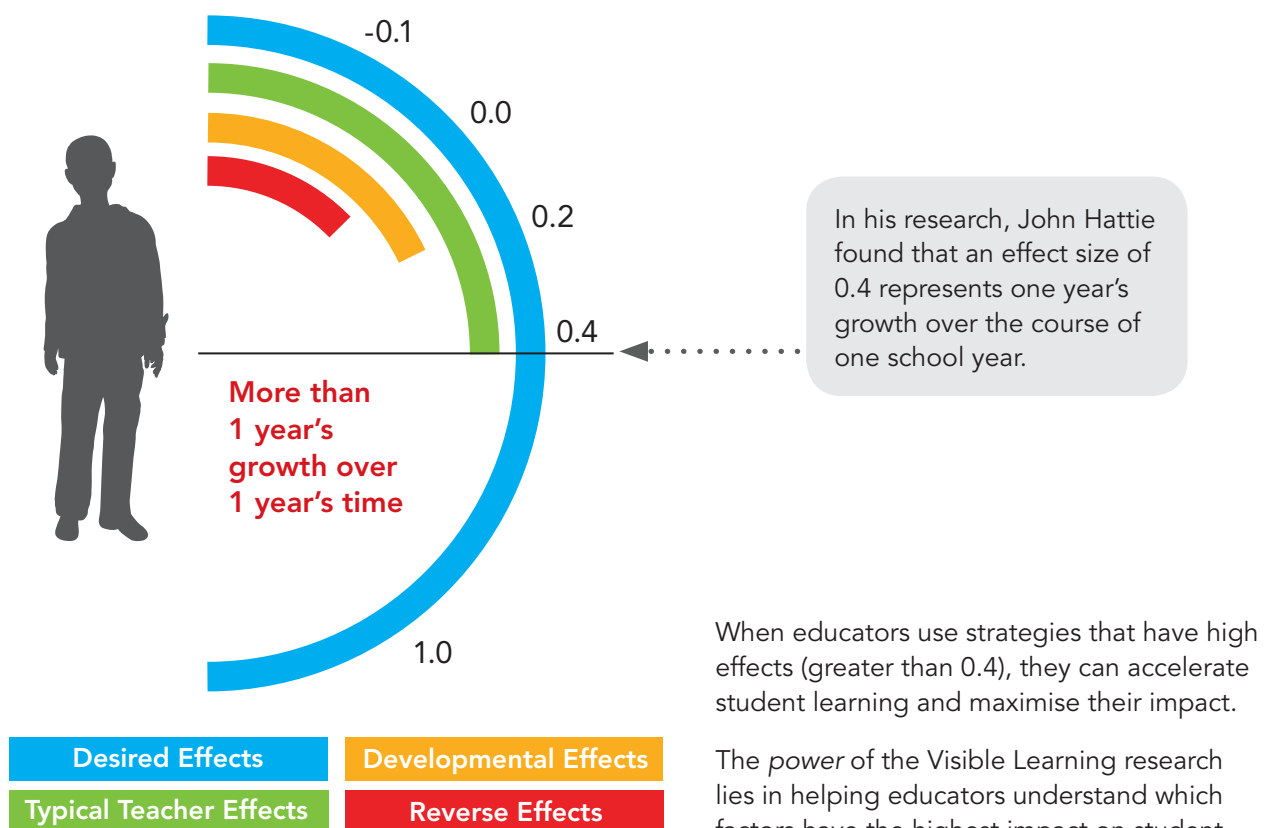
The key indicators below are just a few of the changes and benefits that school leaders, teachers, and students will experience when Visible Learning<sup>plus</sup> practices are put in place.



# The Visible Learning Research

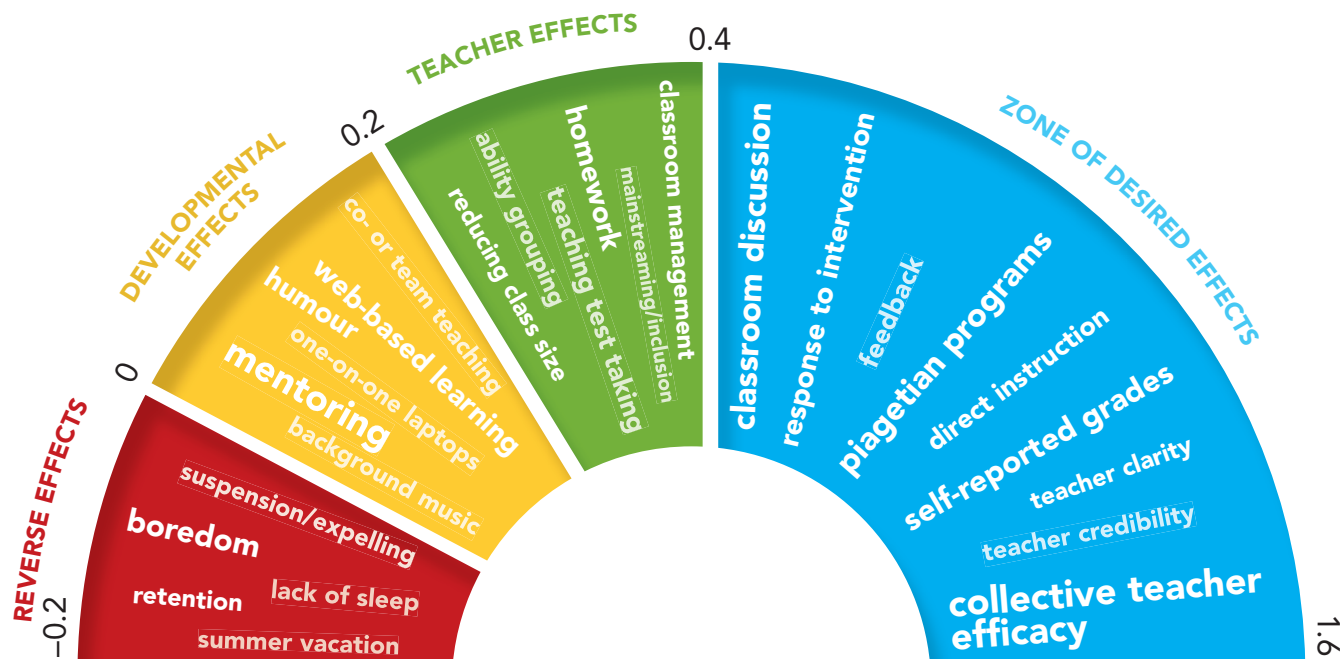
## What Matters Most in Raising Student Achievement?

The Visible Learning research is based on John Hattie's unmatched meta-meta-analysis of more than 1,400 research reviews comprised of over 90,000 studies involving more than 300 million students—the world's largest evidence base on what works best in schools to improve student learning. From that research, Hattie identified more than 250+ factors that have an impact on student achievement.



When educators use strategies that have high effects (greater than 0.4), they can accelerate student learning and maximise their impact.

The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so they can begin making strategic decisions based on evidence to maximise their time, energy, and resources.



### Practices That Yield Desired Effects

Collective teacher efficacy	.157	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

### Practices That Yield Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping (gifted students)	.30	Mainstreaming/inclusion	.27
Teaching test taking and coaching	.30	Reducing class size	.21

### Practices That Yield Developmental Effects

Co- or team teaching	.19	Mentoring	.12
Web-based learning	.18	Background music	.10
One-on-one laptops	.16	Humour	.04

### Practices That Yield Reverse Effects

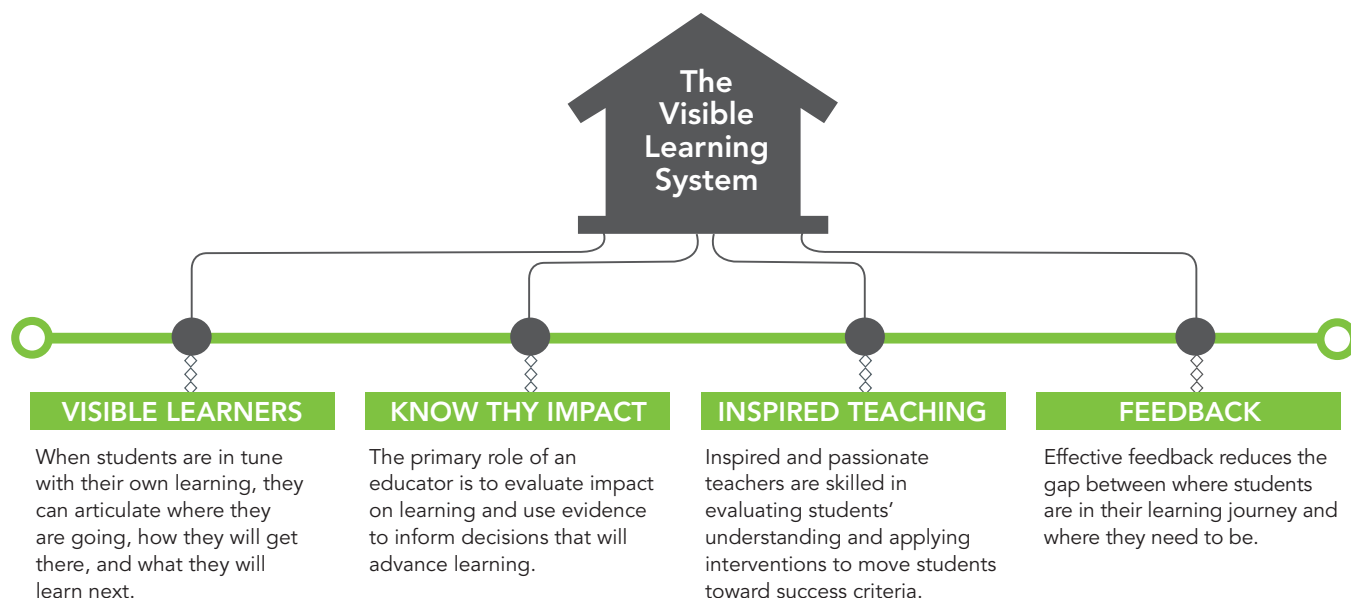
Summer vacation effect	-.02	Retention (holding students back)	-.32
Lack of sleep	-.05	Moving between schools	-.34
Suspension/expelling students	-.20	Boredom	-.49



## The Key Strands of Visible Learning

To help schools use the research to impact practice, John Hattie identified key themes, or strands, that provide a theoretical lens through which leaders and teachers can measure their impact.

The **Visible Learning System** consists of the aligned systems and processes that support widespread and sustainable implementation of the other four strands.



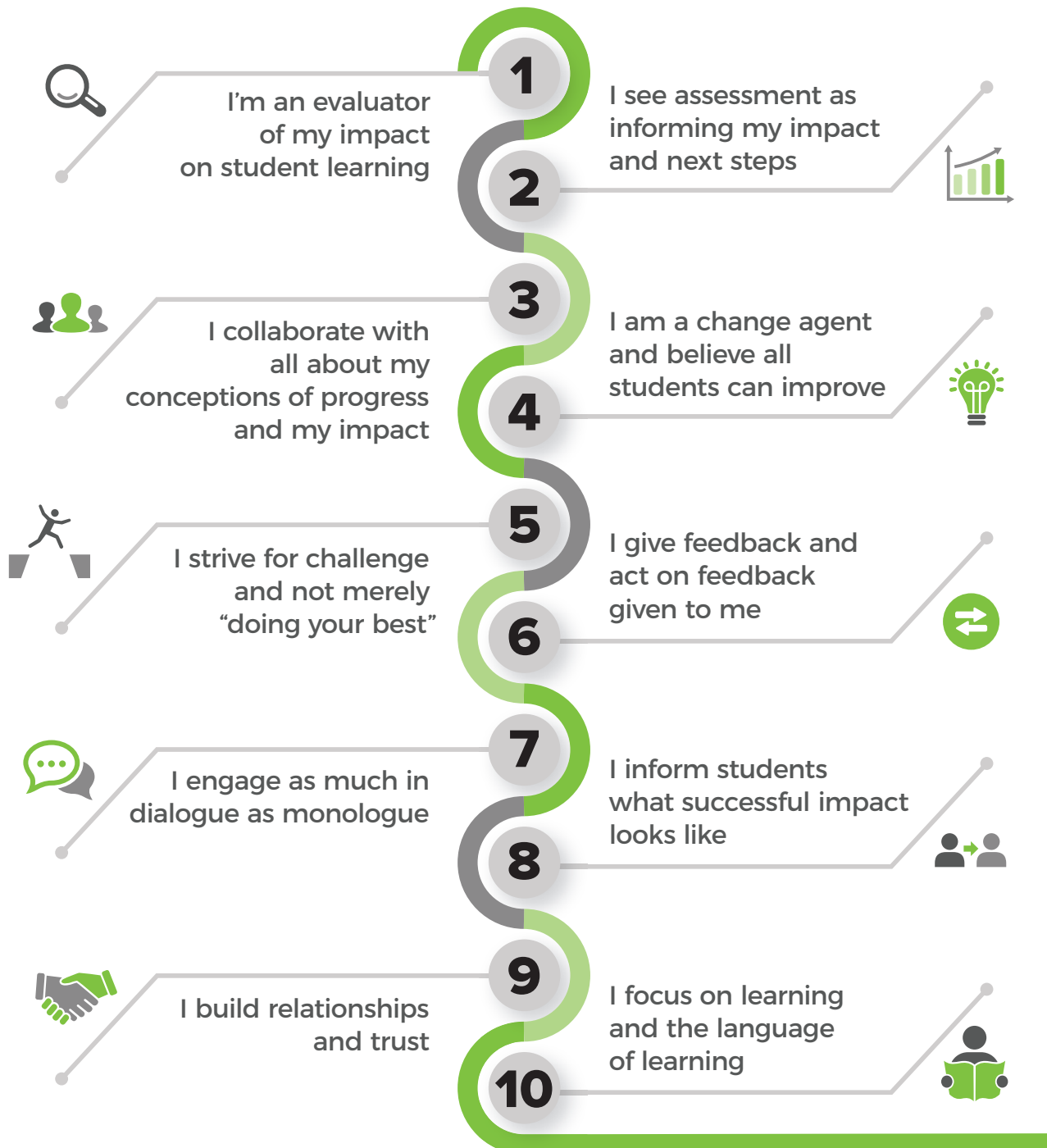
## The Impact Cycle

Visible Learning schools engage in a continuous process of self-evaluation of the key strands to determine areas of focus and inform decision-making.

The Impact Cycle is an evidence-based cycle of inquiry and knowledge-building with five distinct stages.

# Mindframes for Visible Learning

The Visible Learning research provides evidence that one of the most important influences on student achievement is how leaders and teachers think about learning and their own role. Through his continued research, Professor Hattie identified ten mindframes that should underpin every action in schools in order to maximise student success.



# School Impact Process

## Drive Whole-School Reform

The Visible Learning<sup>plus</sup> School Impact Process provides a long-term, sustainable solution to improve student learning and achievement through a model of professional learning designed to put the research of John Hattie into action schoolwide.

Over the course of three years, schools that participate in the Visible Learning<sup>plus</sup> School Impact Process will build a foundation of knowledge and create plans for success, learn to collect and evaluate data to inform decision-making, and systematically embed high-effect strategies to ensure sustainability.

## School Impact Process Milestones





The Visible Learning<sup>plus</sup> School Impact Process consists of a series of professional learning sessions and evaluation tools that provide school leaders and teachers the knowledge to engage with Professor John Hattie's research and use evidence to evaluate instructional decisions.

Rather than a one-day workshop or a one-size-fits-all solution to school success, the Visible Learning<sup>plus</sup> School Impact Process is a school and a systemwide change model that provides the clarity you need to focus on the practices that have the highest impact on student achievement.



# The Foundation Series

Begin your Visible Learning<sup>plus</sup> journey by building foundational knowledge of the Visible Learning research. Teachers and school leaders will receive tools for gathering evidence of effective practice in their schools and classrooms and create a plan for making learning visible for all students.

“The Visible Learning<sup>plus</sup> series means that you walk away with actionable tasks, accountability, and contacts to support you on your journey.”

—Kate Cunich,  
Deputy Head—Academic  
Oxley College, NSW

For School Leaders

Build a  
foundation  
across  
schools

For Teachers

## Foundation Day Seminar

Participants will discuss the most important messages from the Visible Learning research and understand what does—and doesn't—make a significant difference to student achievement.

### Evidence Into Action I

Learn what evidence you should collect to know if you are a Visible Learning school. Participants in this one-day seminar will receive tools and processes for gathering data.

Learn how  
to gather  
evidence

### Visible Learning Into Action I

Teachers learn what evidence you should collect to know if you have a Visible Learning classroom, with a focus on understanding the characteristics of visible learners and measuring their impact on students.

Gather Evidence

Gather  
evidence for  
60 days

Gather Evidence

### Evidence Into Action II

Participants analyse their gathered evidence to determine school priorities and targets and to develop an action plan for making learning visible.

Develop  
Visible  
Learning  
action plan

### Visible Learning Into Action II

What can data tell us about our impact on student learning? Teachers will analyse and share their evidence and create an action plan for moving forward.

The Inside Series allows educators to delve deeply into a specific strand of Visible Learning<sup>plus</sup> or take the next step after the Foundation Series in the School Impact Process. Our team of consultants can help your educators master the practices that create the biggest gains in achievement for students by focusing on their areas of greatest need.



Analyse and  
act on data

## Using Data to Evaluate Your Impact

How does data inform decision-making? In this seminar, you will learn how to measure progress and interpret evidence to show impact.

Turn  
students  
into visible  
learners

## Building and Developing Visible Learners

Where am I going? How am I going? Where to next? These questions are the foundation for developing assessment-capable visible learners.

Give and  
receive  
effective  
feedback

## Feedback that Makes Learning Visible

The Visible Learning research tells us that feedback has a big impact on student achievement. This professional learning session focuses on the most effective types of feedback and how to give great feedback to your students.

Implement the  
mindframes  
for success

## Mindframes for Impact

Learn more about what mindframes for impact look and sound like in action. This professional learning session provides you with the tools and resources to evaluate and monitor the mindframes of teachers and students you work with.

Enhance  
your  
assessments

## Creating Effective Assessments for Teaching and Learning

There are many ways to collect information about what students know and can do. Learn how to create effective pre- and post-assessments using the SOLO taxonomy as the framework for effective and reliable design.

Understand  
the science  
of learning

## How Students Learn

During this professional learning session you will engage with the newest research about the science of how we learn, conducted by John Hattie and colleagues from Melbourne University Education Research Institute and the Science of Learning Research Centre.

# Evaluation Tools

Each Impact Cycle begins with assessments to establish baseline data against which progress can be measured. Then, working in collaboration with a certified Visible Learning<sup>plus</sup> consultant, schools will use the results from these assessments to identify the key elements to focus on during subsequent Impact Cycles and ongoing Visible Learning<sup>plus</sup> professional learning.



Establish  
baseline data

## School Capability Assessment

In-school visit

Consultants conduct site visits at least once a year to collect and analyse baseline capability data against the strands of Visible Learning<sup>plus</sup>. It is the very first action your school will take when embarking on your Visible Learning journey.

Understand  
beliefs and  
attitudes

## Mindframes Survey

Questionnaire for school leaders and teachers

The Mindframes Survey represents the ten mindframes (attitudes and dispositions) that are integral to understanding the set of beliefs that teachers and school leaders have toward the impact of their practice. These beliefs and attitudes are correlated to improved student outcomes.

See learning  
through  
the eyes of  
students

## Classroom Observation Tool

Peer review tool

The Classroom Observation Tool (COT) is a peer-led classroom observation tool that provides a framework for a teacher to learn about their classroom practices and student learning over the course of three fifteen-minute observations. The Classroom Observation Tool is introduced in Impact Coaching Day II (Page 11).

Evaluate  
systems and  
processes

## School Matrix

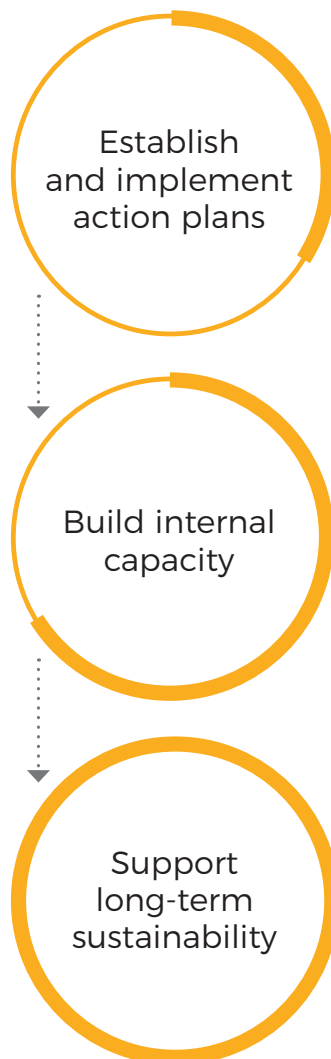
Self-evaluation assessment

The School Matrix is used to collect school-level information about the systems, processes, and practices that are in place across the school in relation to the Visible Learning strands. The School Matrix is introduced in the Foundation Series (Page 8).

# Impact Coaching

Impact Coaches are chosen by you to support the implementation of the School Impact Process. Impact Coaches build school capability, ensuring effective changes are taken up, supporting longer-term sustainability, and establishing rigorous and ongoing evaluation of impact.

Corwin certified Visible Learning<sup>plus</sup> consultants will train and support Impact Coaches through seminars and workshops.



## Impact Coach Day I

Impact Coaches will learn strategies and skills to support the implementation of the Visible Learning<sup>plus</sup> School Impact Process.

## Impact Coach Day II

Impact Coaches further develop skills for conducting open-to-learning conversations and classroom observations by learning how to use the Classroom Observation Tool.

## Impact Coach Day III

Impact Coaches will be provided with frameworks, tools, and resources that they can rely on to successfully influence change within schools and fulfill their roles as Impact Coaches for years to come.



# CASE STUDY

## Picnic Point Public School, Sydney

Student population:

**401**

Spoken Languages:

**22**

English learner population:

**49%**

### The Context

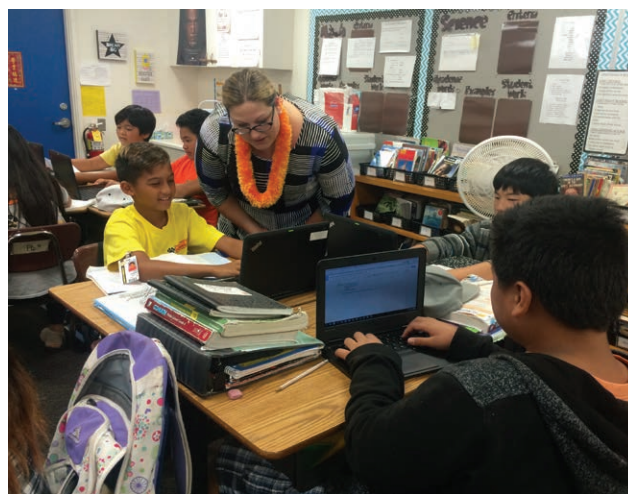
Picnic Point Public School is a government school situated on the banks of the Georges River in Sydney's South-West, New South Wales. Our school has an enrolment of 401 students ranging from Kindergarten (5 years old) to Grade 6 (12 years old). Our families come from diverse backgrounds with 49% of students having a language background other than English, bringing 22 different languages to our school.

### The Approach

Picnic Point Public School has built a reputation in the educational community for strong and steady academic performance over time. We have a dedicated teaching staff with proven willingness to invest time and effort in professional learning and development and our staff were keen to find an evidence based pedagogical approach that was not content or subject based, and not performed in isolation, but could have a positive impact across all Key Learning Areas.

Picnic Point educators collaborated with five other local schools to undertake the three-day Visible Learningplus Foundation Series with Corwin where all staff had comprehensive professional learning in the theory and principles underpinning Professor Hattie's Visible Learning research. Each school assessed themselves using the Visible Learning<sup>plus</sup> School Matrix and collected evidence using a range of tools to generate discussion and gather staff and student voice in relation to learning, relational trust, feedback, and the mindframes of our leadership team.

Using the evidence gathered, we developed our aspiration: 'All students at Picnic Point PS will show at least a year's growth or greater effect size in Literacy and Numeracy each year and exhibit the characteristics of an assessment-capable visible learner, incorporating the Picnic Point PS Learner Qualities.' Committed to our aspiration, we then identified our first focus areas of building a learning culture, ensuring teacher clarity, To add a personal dimension to our learning culture and help students develop conscious habits of mind, we collaboratively developed and explicitly taught eight learner qualities using literature systematically across the whole school. Once







students had built knowledge of each learner quality and practiced applying them in learning situations over a six-month period, they assessed themselves on developmental continuums to build self-awareness of their own strengths and gaps.

After the language of learning had begun to get traction, we introduced Learning Intentions and Success Criteria (LISC) to improve teacher clarity. Using the Progress & Achievement Tool, provided by the Visible Learning<sup>plus</sup> program, we could measure progress by calculating effect sizes for individuals and cohorts using internal or external student assessment data. Alongside ongoing formative assessment practices, we brought this student assessment data to

impact meetings where teachers can measure their impact and ask key questions at both an individual and team level to determine next steps.

***“As a result of this process, educators are more aware of their impact and are driven to improve student learning outcomes through data analysis and deliberate, critical reflection and evaluation. They are becoming evaluators of their impact and beginning to see assessment as feedback to themselves.”***

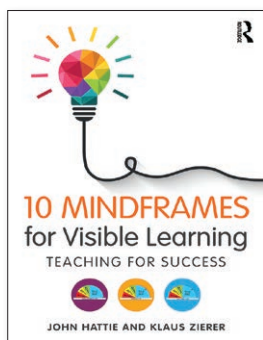
**—Ben Walsh, Principal**

## The Impact

The positivity surrounding Visible Learning practices by staff, students, and parents has been both refreshing and inspiring. By capturing student voice, we have found that, after 12 months of implementing Visible Learning<sup>plus</sup>, our student engagement has risen significantly along with the number of students feeling like they are being challenged in their learning. It's inspiring to hear them talking about the Learning Pit as a 'place they strive to be in' so they can be 'curious, collaborative, and bravely take on challenges.' Even students in Kindergarten can reflect on how well they have achieved the success criteria for a given assignment, and students in Grade 6 are able to explain how they are utilising the learning process to pursue their passions.

Through measuring of progress using effect size, our average student effect size measure in Maths has doubled (sitting just under 0.4 for the year) and our comprehension has increased by 50% (taking us just under 0.5 for the year). As a result, educators are more aware of their impact and are driven to improve student learning outcomes through data analysis and deliberate, critical reflection and evaluation. They are becoming evaluators of their impact and beginning to see assessment as feedback to themselves.

# Books & Resources



**NEW!**

## 10 Mindframes for Visible Learning

Teaching for Success

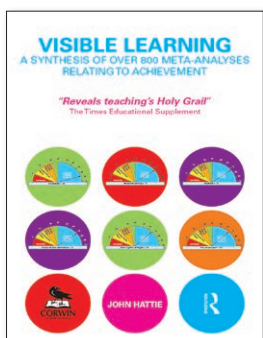
John Hattie, Klaus Zierer

*How we think is more important than what we do*

John Hattie's landmark Visible Learning research concluded that one of the most important influences of student achievement is how teachers think about learning and their own role. In *10 Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten mindframes that teachers need to adopt in order to maximise student success. These include:

- Thinking of and evaluating your impact on students' learning
- The importance of assessment and feedback for teachers
- Working collaboratively and a sense of community
- The notion that learning needs to be challenging
- Engaging in dialogue and the balance between talking and listening
- Conveying success criteria to learners
- Building positive relationships

180 pages, VLN18557-978-1-5443-2567-5



**BESTSELLER!**

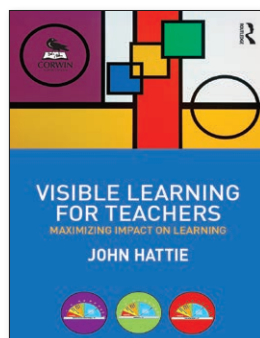
## Visible Learning

A Synthesis of Over 800 Meta-Analyses Relating to Achievement

John Hattie

John Hattie's groundbreaking book is the result of 15 years' research synthesising over 800 meta-analyses of influences on student achievement.

382 pages, VLN18557-978-0-4154-7618-8



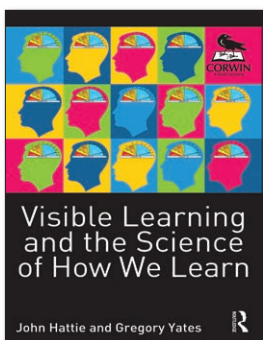
## Visible Learning for Teachers

Maximizing Impact on Learning

John Hattie

This resource details the most successful classroom practices and interventions based on more than 900 meta-analyses and offers teachers practical, step-by-step guidance to maximise achievement for students.

280 pages, VLN18557-978-0-4156-9015-7

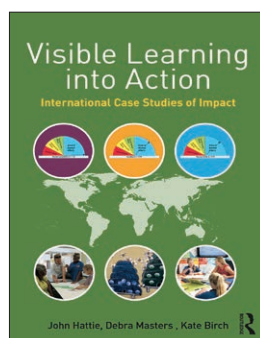


## Visible Learning and the Science of How We Learn

John Hattie, Gregory Yates

John Hattie joins forces with cognitive psychologist Gregory Yates to explain the cognitive building blocks of knowledge acquisition and discuss how to maximise impact on student learning.

349 pages, VLN18557-978-1-4833-1639-0



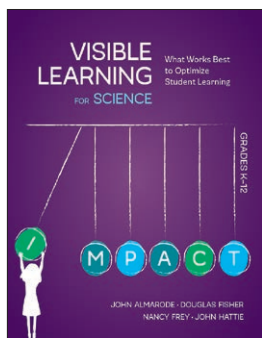
## Visible Learning into Action

International Case Studies of Impact

John Hattie, Debra Masters, Kate Birch

*Visible Learning into Action* makes John Hattie's groundbreaking theories concrete through case studies that show how other schools and systems have successfully put the Visible Learning research into practice.

310 pages, VLN18557-978-1-5063-3604-6



**NEW!**

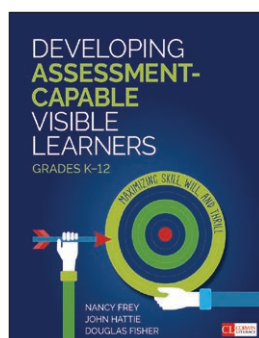
### Visible Learning for Science, Grades K-12

What Works Best to Optimize Student Learning

**John Almarode, Douglas Fisher, Nancy Frey, John Hattie**

Discover the right instructional approach to use at each learning phase so all students demonstrate more than a year's worth of science learning per school year.

208 pages, VLN18557-978-1-5063-9418-3



**NEW!**

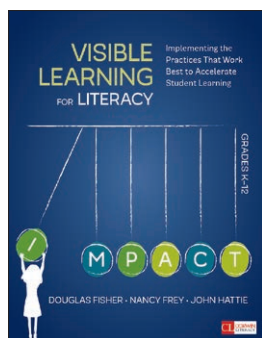
### Developing Assessment-Capable Visible Learners, Grades K-12

Maximizing Skill, Will, and Thrill

**Nancy Frey, John Hattie, Douglas Fisher**

Imagine students who understand their educational goals and monitor their progress. This illuminating book focuses on self-assessment as a springboard for markedly higher levels of student achievement.

184 pages, VLN18557-978-1-5063-8998-1



**BESTSELLER!**

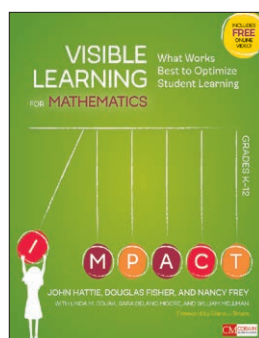
### Visible Learning for Literacy, Grades K-12

Implementing the Practices That Work Best to Accelerate Student Learning

**Douglas Fisher, Nancy Frey, John Hattie**

Ensure students demonstrate more than a year's worth of learning during a school year by implementing the right literacy practice at the right moment.

216 pages, VLN18557-978-1-5063-3235-2



**BESTSELLER!**

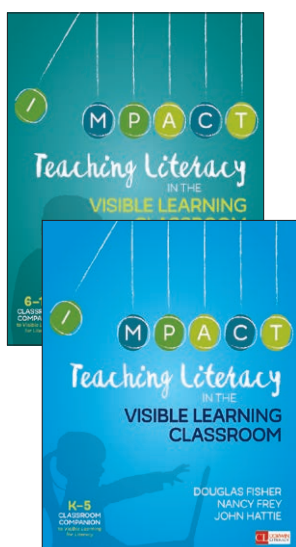
### Visible Learning for Mathematics, Grades K-12

What Works Best to Optimize Student Learning

**John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman**

Discover the right mathematics strategy to use at each learning phase so all students demonstrate more than a year's worth of learning per school year.

304 pages, VLN18557-978-1-5063-6294-6



**BESTSELLER!**

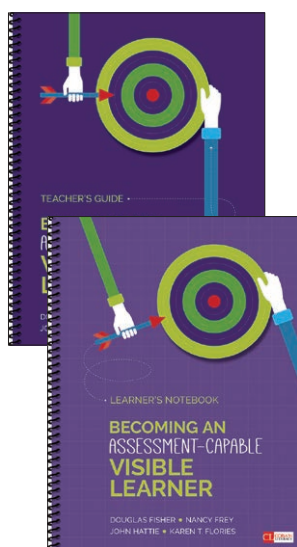
### Teaching Literacy in the Visible Learning Classroom

**Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre**

These companions to *Visible Learning for Literacy* show you how to use learning intentions, success criteria, formative assessment, and feedback to achieve profound instructional clarity.

**Grades K-5:** 272 pages, VLN18557-978-1-5063-3236-9

**Grades 6-12:** 232 pages, VLN18557-978-1-5063-3237-6



**NEW!**

### Becoming an Assessment-Capable Visible Learner Classroom Packs

20 Learner's Notebooks + Free Teacher's Guide

**Douglas Fisher, Nancy Frey, John Hattie, Karen Flories**

These learner's notebooks are the first of their kind to complete the circle of Visible Learning by helping students monitor their own progress. These notebooks guide students to understand what they're learning, why they're learning it, and the strategies they need along the way.

**Grades K-2:** VLN18557-978-1-5443-3183-6

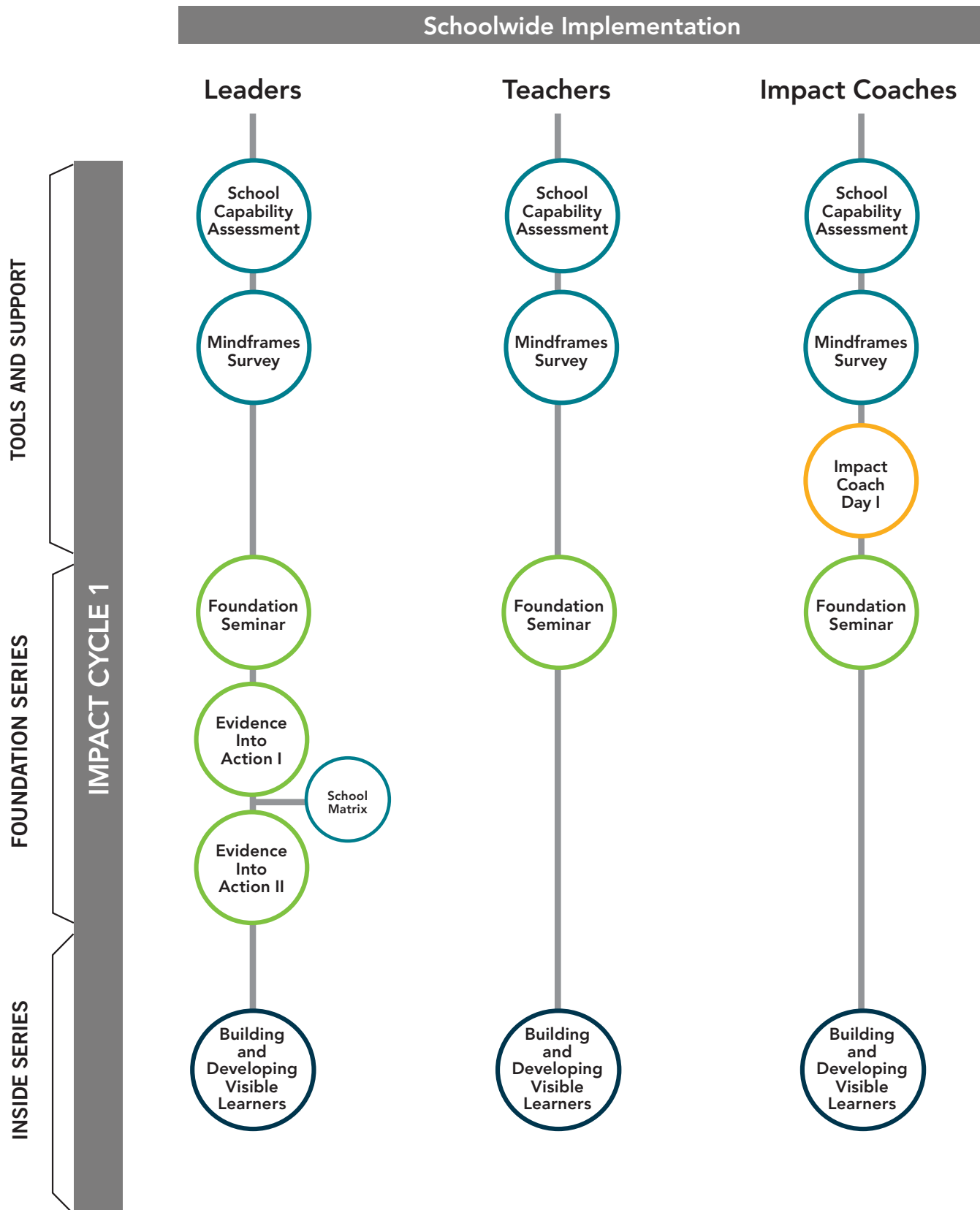
**Grades 3-5:** VLN18557-978-1-5443-3184-3

**Grades 6-8:** VLN18557-978-1-5443-3185-0

**Grades 9-12:** VLN18557-978-1-5443-3186-7

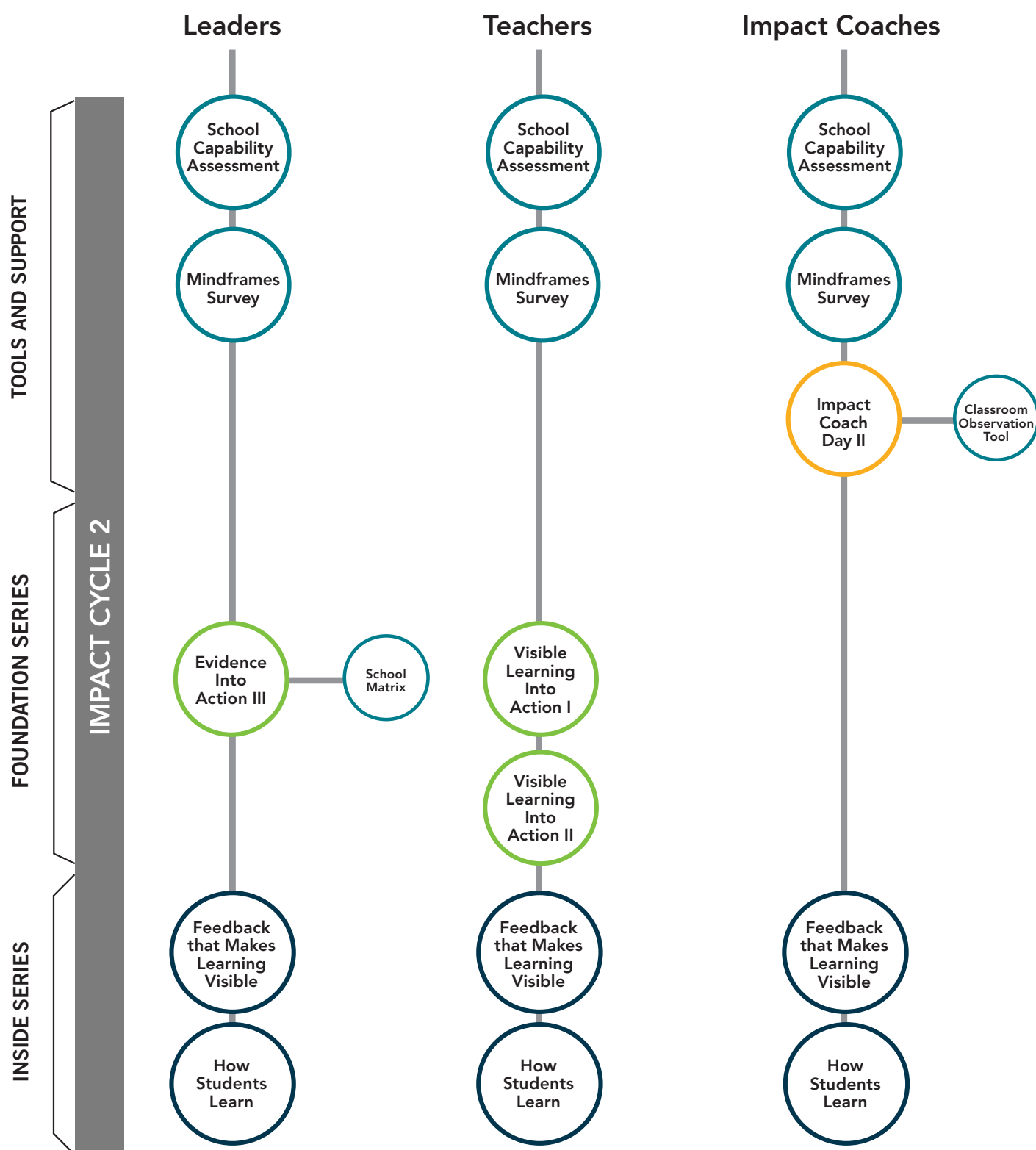
Visible Learning<sup>plus</sup> is not a one-size-fits-all prescription, but rather an evidence-based approach that can be tailored to each school or group of schools' specific needs and goals. Your School Impact Process will be co-designed by the Corwin Visible Learning<sup>plus</sup> team and your school leaders, lead teachers, and other stakeholders.

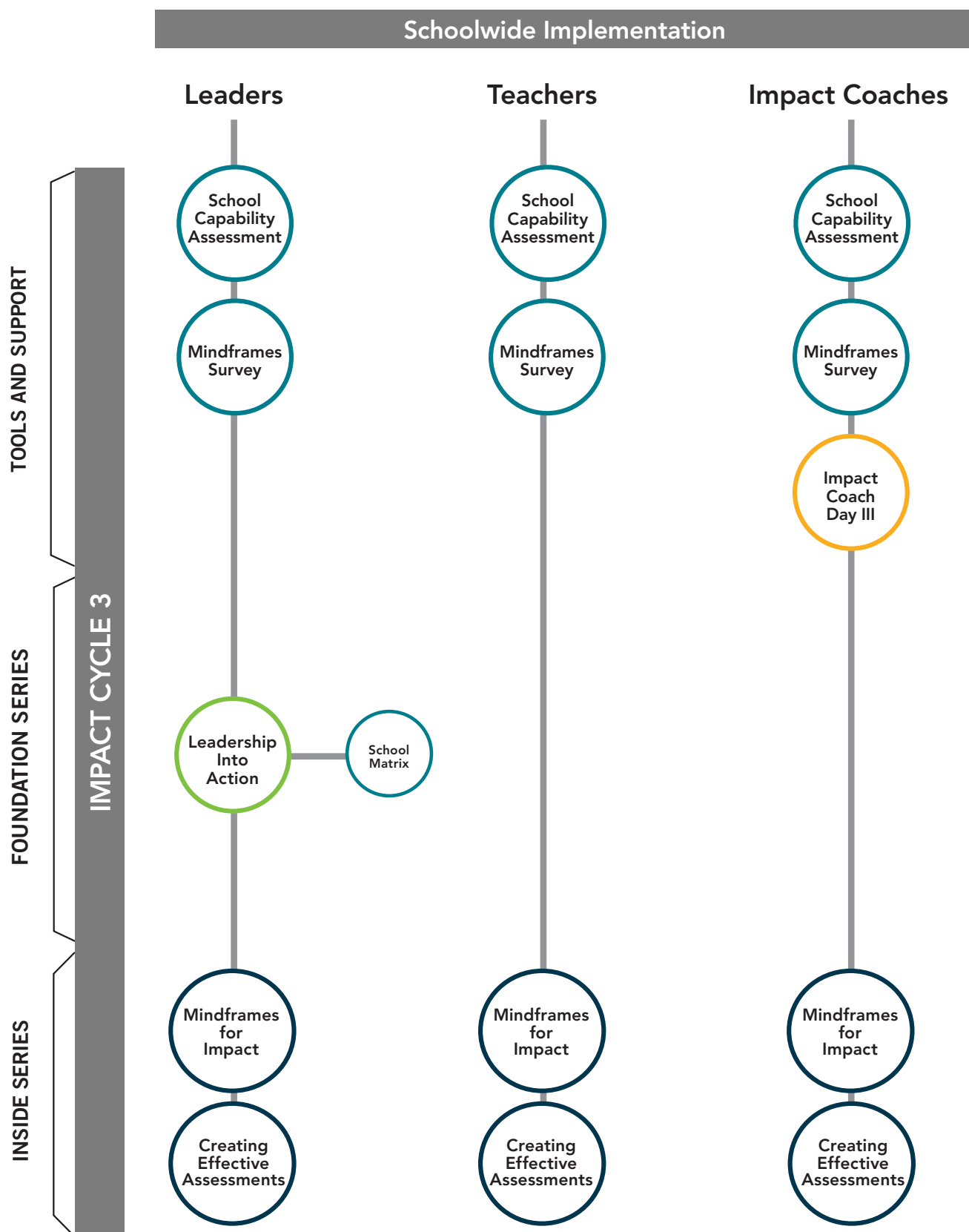
**Here is what the Visible Learning<sup>plus</sup> School Impact Process might look like at your school.**





## Schoolwide Implementation







# Experience Visible Learning

## 3 Ways to Get Started With Visible Learning<sup>plus</sup>

1

### Local Symposiums

Get introduced to the core concepts of the Visible Learning research at a local event led by one of our world-class presenters.

2

### Foundation Series

Build your team's foundational knowledge of the Visible Learning research and use evaluation tools in this series of one-day seminars.

3

### School Impact Process

Flip to see a 3-year example of what the Visible Learning<sup>plus</sup> School Impact Process might look like at your school.

## What to Expect at a Visible Learning<sup>plus</sup> Symposium



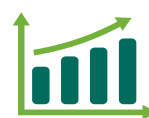
### Visible Learning Research

Understand what does—and doesn't—make a significant impact on student achievement.



### Visible Learners

Know the characteristics of assessment-capable learners.



### Know Your Impact

Learn how to measure progress of student learning.



### Effective Feedback

Understand the role of feedback and its impact on learning.



### Mindframes for Learning

Develop the ways of thinking that maximise student success.

Find a Visible Learning<sup>plus</sup> Symposium near you at [au.corwin.com/events](https://au.corwin.com/events)



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[www.au.corwin.com](http://www.au.corwin.com)

**Contact your Education  
Improvement Advisor to discuss  
all your Visible Learning<sup>plus</sup> options:**

**Call (03) 8612-2000**  
**Visit [au.corwin.com/visiblelearning](http://au.corwin.com/visiblelearning)**  
**Email [info.australia@corwin.com](mailto:info.australia@corwin.com)**