



Lane Cove West Public School

# Visible Learning



Parent Information Booklet

2019

# Why Visible Learning

Visible learning is a body of research conducted by John Hattie that explores how evidence can be used to create innovation in the learning environment. John Hattie's research uses effect sizes to put influences that can impact student learning on a continuum to enable us to see those that have the greatest impact. From the research we can see that most of the influences on learning are positive, however some have a greater impact than others.



## Our School Vision

Lane Cove West Public School provides an innovative, inclusive and future focused learning environment where all stakeholders are expected to be creative and critical thinkers to achieve and thrive as learners, leaders and citizens.

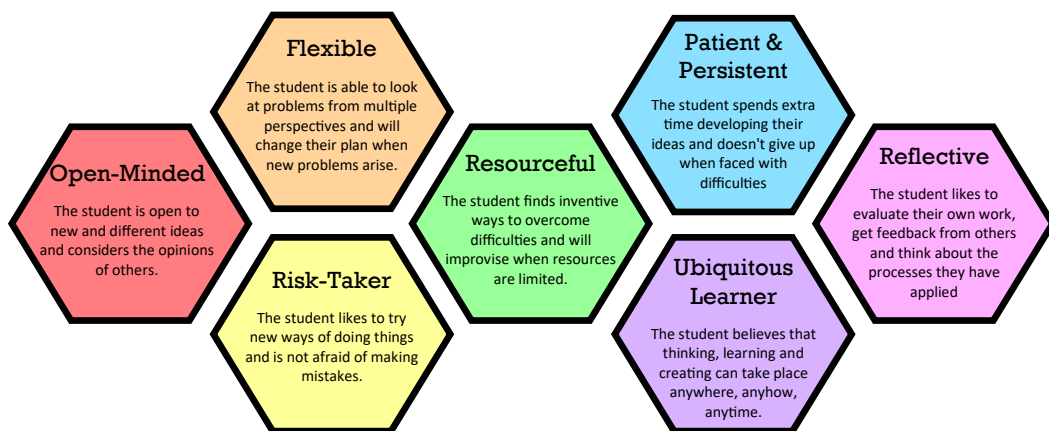
We aim to develop the capacity of all students to be empowered visible learners with aspirational expectations of learning, progress and achievement.

With students at the centre of all decision making, teachers work collaboratively for their ongoing learning by creating challenging, engaging and differentiated learning opportunities that embed the Visible Learning pedagogy.

# Learning Dispositions

Dispositions describe a person's inclination to use particular skills when faced with problems to solve, ideas to evaluate or decisions to make. Adopting these ways of thinking will improve student outcomes and chances for successful, life-long learning.

After consulting collaboratively with the teachers, students and the parent community about the qualities of an effective learner, the leadership team found a set of dispositions from Minds Wide Open which aligned perfectly with our findings.

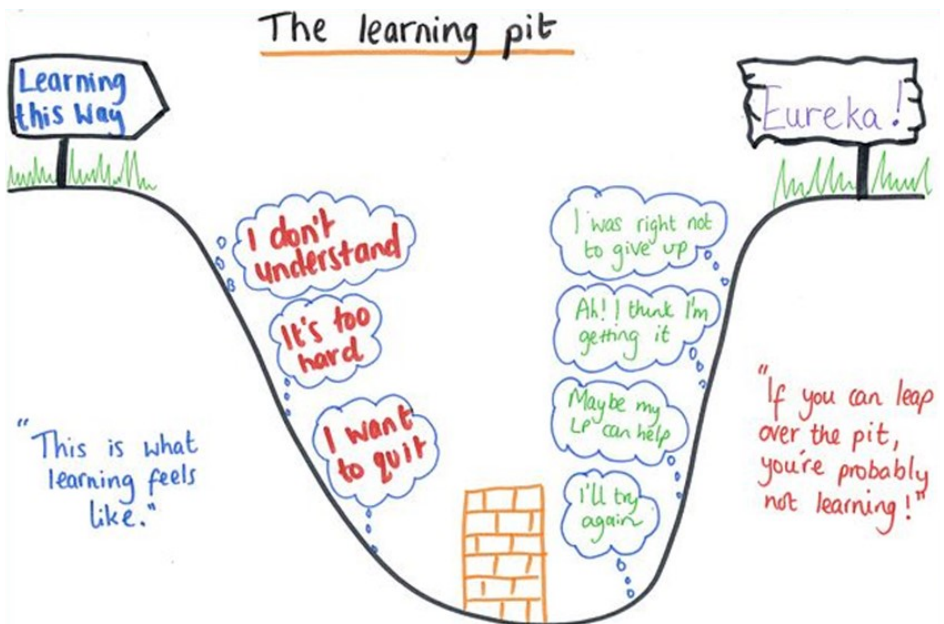


These dispositions are explicitly taught in each classroom, with students given opportunities to practice adopting these mind frames in short, focussed activities.

The disposition language is also embedded across the school in all curriculum lessons and whole-school events.

# The Learning Pit

The learning pit is a model that provides students with a language to think and talk about learning. It helps build their resilience, wisdom and self-efficacy. When it is used as a structure for learning, it can also improve teacher clarity and raise expectations of success.



Each class has created their own learning pit and the students are explicitly taught about their learning process. This model encourages self-regulation and a willingness to step outside your comfort zone.

Students know that it is good to be in the pit as this is the zone where the most learning occurs.

# LISC & TIB

**Learning Intentions (LI)** - Clearly articulate what the students are learning.

**Success Criteria (SC)** - Details the skills, concepts, knowledge and processes required to be successful in meeting the learning intention.

**This is Because (TIB)** - Describes the relevance and importance of the learning intention.

LISC and TIB are embedded into teaching and learning programs and are displayed and discussed during lessons in all classrooms. Students are aware of the direction of their learning and the steps they need to take to be successful.

	LEARNING INTENTION	SUCCESS CRITERIA	TIB...
WRITING	To observe how a good writing piece is planned.	- I can watch how my teacher organises ideas into a graphic organiser. - I understand that a circling start can better engage my audience. - I can use WHW components to plan my writing.	By watching how my teacher models WHGOLL, I can better understand how to progress in writing.
MATHS	To solve division problems with and without a remainder.	- I can use the term 'quotient' to describe my answer. - I can divide a number equally and with a remainder.	

By embedding LISC and TIB in teaching and learning:

- Students are more likely to know what they are learning and why, and how they can be successful when introduced to the learning intentions and success criteria.
- Students are more likely to transfer their new learning into another context when they understand the difference between what they are learning and the context in which the learning is occurring.
- Students and teachers will be more likely to use a shared language of learning.

# Using the language at home

Hattie's research shows that parental involvement and feedback are two important influences on student learning. In order to promote effective and open communication with your children about their learning it would be beneficial to use some of the visible learning language.

Open-Minded

Here are some examples of ways that you can use this shared language of learning at home:

Flexible

⇒ What learning intentions did you have today?

⇒ What learning goal are you working towards?

Resourceful

⇒ Did you achieve any of your success criteria? Which ones?

⇒ Were you open-minded today?

Patient & Persistent

⇒ How were you flexible/resourceful today?

⇒ Why did you learn about XXX today?

Risk-Taker

⇒ Have you achieved any learning goals this week?

⇒ Were you in the learning pit today?

Ubiquitous Learner

⇒ How did you get out of the learning pit?

⇒ Which dispositions helped you learn today?

Reflective

You might also like to use the dispositions when your children are overcoming challenges at home or in extra-curricular activities;

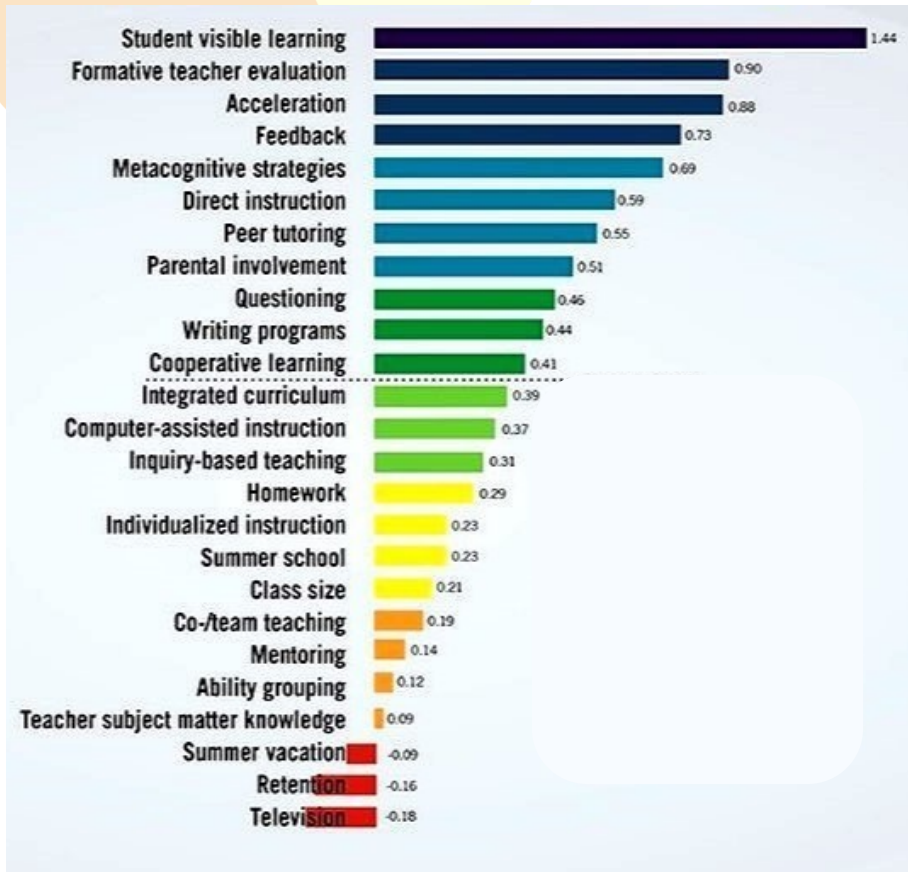
“Are you being open-minded towards your sisters ideas?”

“You might need to be a risk-taker to try this new activity.”

“If you are patient and persistent you will finish that new Lego in no time.”

# Effect Sizes

What factors have the greatest influence on student:



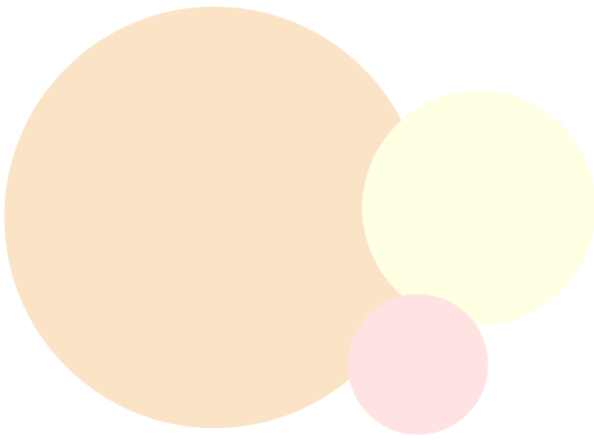
## How do we know what has the most impact?

>0.40 = student learning accelerates

0.40 = students learn a year's worth of academic material over the course of one school year

0.00 = no effect on student learning

<0.00 + student learning is negatively affected



The images and information for this booklet came from the teacher professional learning courses run by Corwin and Minds Wide Open.

