Hattie In The Classroom

Brief introduction to John Hattie and Visible Learning

What is Visible Learning?

Evidence-Based Research: Hattie analyzed over 2,100 meta-analyses, comprising more than 130,000 studies to identify key influences on student learning.

- Visible Learning: This, his most famous concept, emphasizes that teachers should see learning through the eyes of their students and help them become their own teachers. Teachers see learning through students' eyes; students see themselves as their own teachers. This aims to develop independent, accountable, and responsible learners.

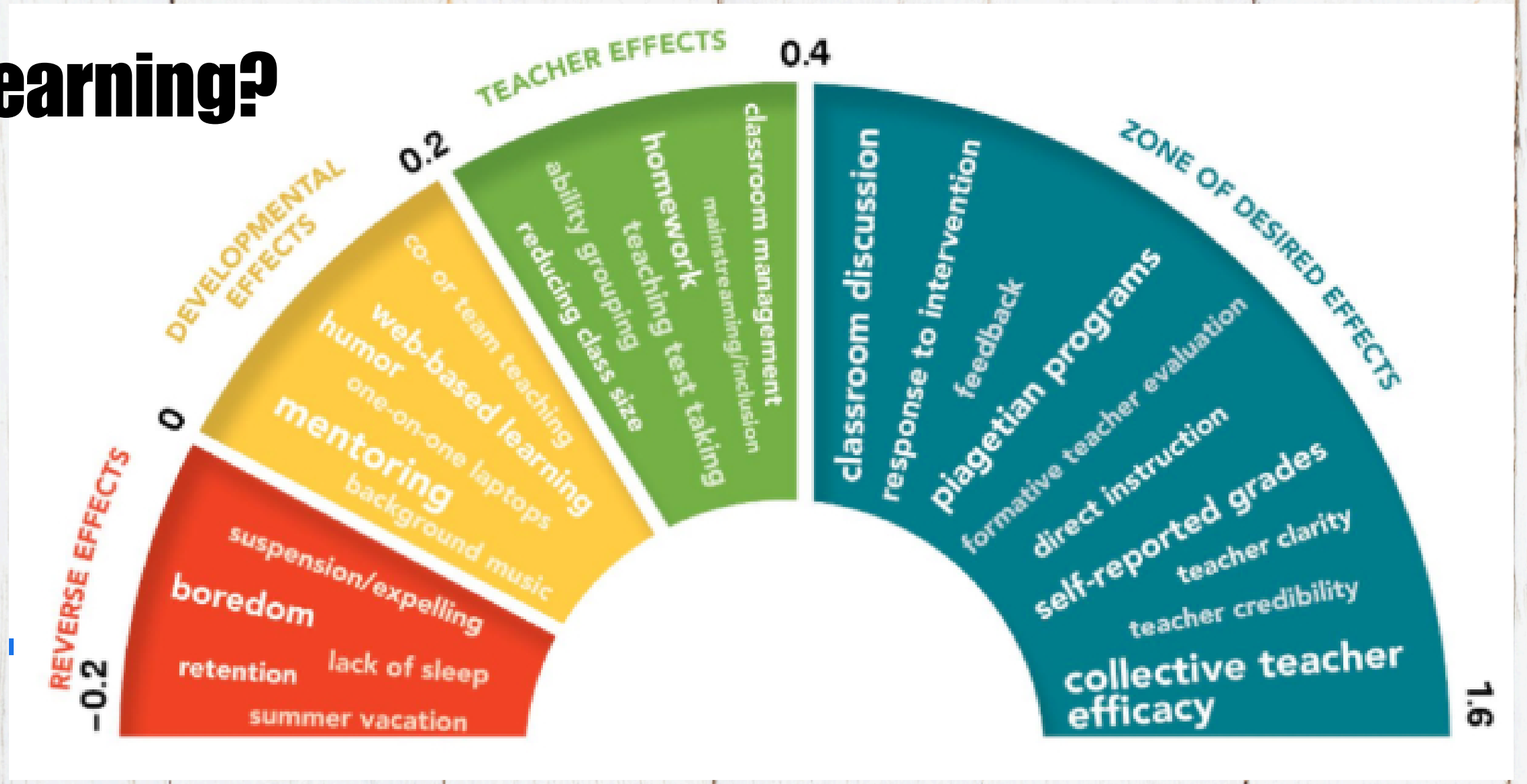
It keeps learning visible (for students AND teachers)

Hattie emphasizes Visible Learning, which means:

- Students know what they're learning
- Students know why it matters
- Students know what success looks like
- Teachers know if learning is actually happening

This is huge for student ownership and independence.

What is Visible Learning?



Anything 0.40 or higher = above the average year's growth

High-Impact Influences (Examples):

Teacher clarity (0.75)

Feedback (0.70+)

Self-assessment (0.75)

Collective teacher efficacy (1.57)

All from Zones of Desired Effects

What we don't do/allow in class

-Teachers working together as evaluators of their impact (0·93)
-Seeking help from peers (0·83)
-Classroom discussion (0·82)
-Errors and trust are welcomed as opportunities to learn (0·72)
-Teacher-Student relationship (0·72)

BIG IDEAS that tie John Hattie's research together

1. **Climate first, Learning second, Achievement third**
    a. Foster a learning community
    b. Develop social, emotional, and academic skills
    c. Maintain high expectations for all students
2. **Students should drive their learning**
    a. Advance differnt types of knowledge
    b. Teach learning strategies
    c. Accelerate and release teacher responsibility
    d. Cultivate self-driving learners
3. **Know the Impact**
    a. Stengthen evaluative thinking
    b. Demonstrate impact
    c. Improve the stystem
4. **Collective responsibility for learning**
    a. Create the collective
    b. Focus on skills
    c. Take ownership

What *Hattie* will look like in any grade

Using Hattie process in all grades would mean scaling the same Visible Learning principles you already use (learning intentions, success criteria, feedback, self-assessment, student ownership) into developmentally appropriate, highly visual, and concrete routines. The goal stays the same as with younger and older students: learners understand what they are learning, why it matters, and how they know they are successful — just with simpler language and more modeling.

Learning Intentions & Success Criteria

Posted, discussed, revisited
Written in student-friendly language
Used during and after lessons

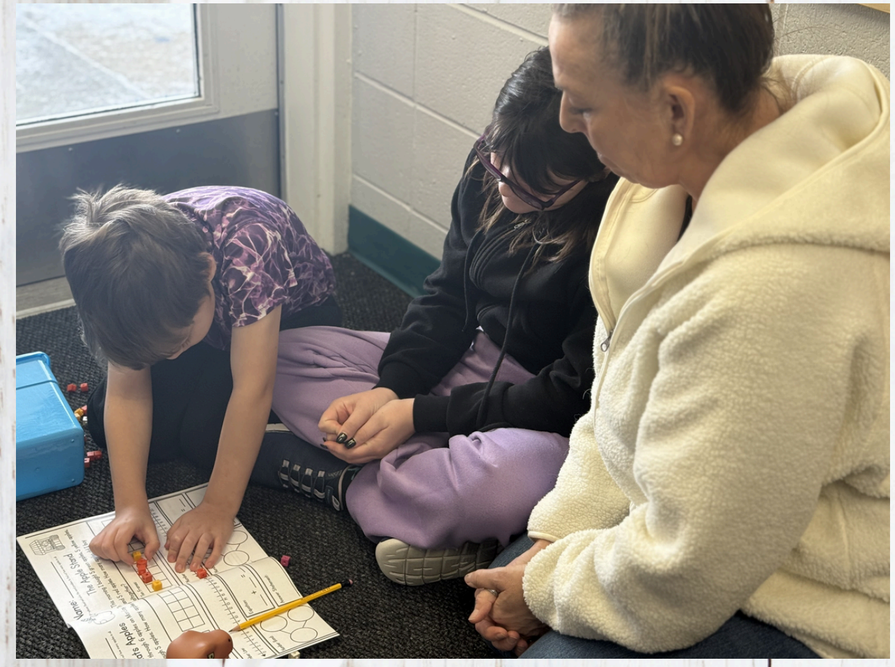
What am I learning? (Learning Intention)
Why does it matter? (Purpose / Relevance)
How will I know I am successful?
Can you confidently say that you have successfully completed the task and you fully understand the learning? (Success Criteria)

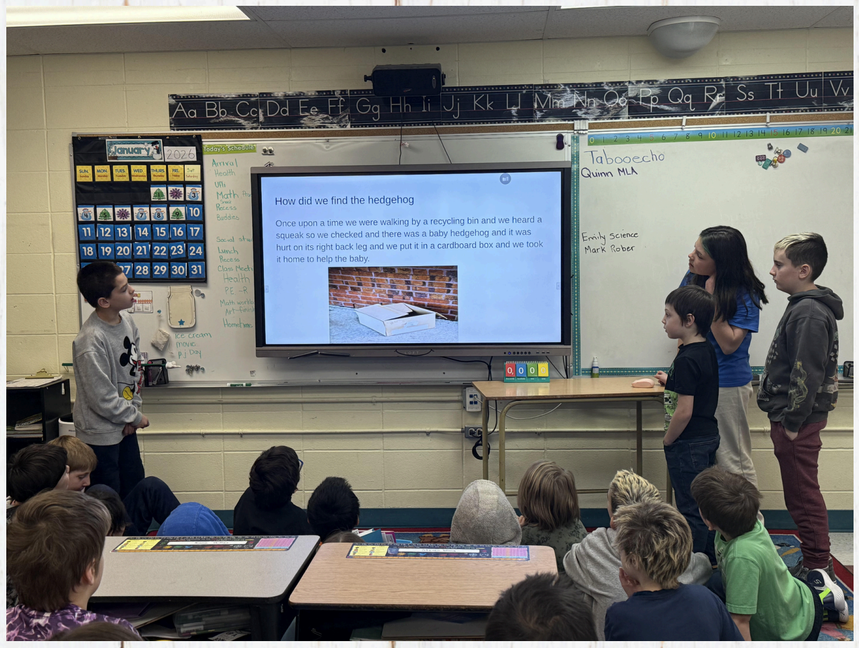
Hattie in the Classroom

(Where it all began)

Different levels and styles of learners
(Gardner's Theory of Multiple Intelligence's)
Every student learns:
-at their own level
-at their own pace
-with their desired learning style
Each student is able to answer these Three Core Questions when they feel successful:

What am I learning? (Learning Intention)
Why does it matter? (Purpose / Relevance)
How will I know I am successful? (Success Criteria)




How did we find the hedgehog
Once upon a time we were walking by a recycling bin and we heard a squeak so we checked and there was a baby hedgehog and it was hurt on its right back leg and we put it in a cardboard box and we took it home to help the baby.

Feedback

Desired Effect Size:

Student Teacher Relationships 0.72

Conferences with Teacher and students

Conferences with Teacher and Teacher

Conference between peers

Feedback:

Reinforcement and cues 1.01

Timing 0.89

Technology 0.55

From students to teacher 0.47

From tests: 0.41

Feedback will be effictive when you ask what they understood from the feedback and how they can use it. If they cannot answer these questions then the feedback will likely be ineffective.

A1 | Date

	A	B	C
1	**Date**	**Name**	**Notes**
2	Sept 16, 2025	Cooke	Gluing the questions into his book and answering them.
3			Fooling around and was asked to work in his notebook to answer the questions for Hattie based on chapter 3 and 4
4	18	Cooke	Aiden is working with Damien and colaborating with him to plan a gr 2 idea
5	Nov 4	Cooke	Working on getting ready for his grade 2 buddy and their letter to the author
6	Jan 20	Cooke	Aiden didnt want to work on deep thinking activities so we started together. He is now working on prefixes and is doing a good job
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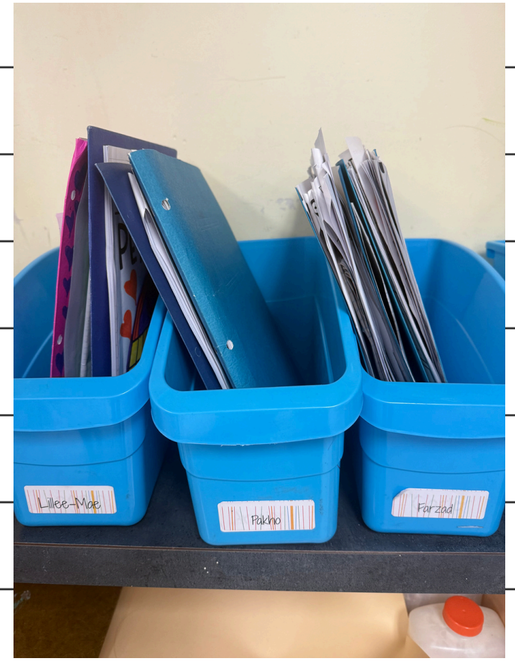


Adrianna | Aiden | Armin | Asher | Austin | Avallyn | Brandon

Why Hattie in math is effective and how to execute it in class.

By intentionally moving feedback beyond the task level, math learning becomes visible. Students learn not just to get the right answer, but to understand strategies, reflect on their learning, and take responsibility for improvement. This aligns with Hattie's belief that students become their own teachers when learning intentions, success criteria, and feedback are clear.

Math: We are learning to solve multiplication problems using different strategies.
Why: This helps us solve real-life problems like equal groups, arrays, and budgeting.
Success: I can solve a multiplication problem, show my strategy, and explain my thinking.

Hattie Math

Our Hattie Math is organized with the same goals as Hattie Literacy. However, we run it a little differently:

Surface Learning: introduce the math concept

Practice the new math concept

Deeper Learning: Student are encouraged to work with a partner to practice their newly learned skills

Transfer of Learning: Students set goals as they move forward with their learning

Students converse with peers to mark own work and discuss strategies.

https://players.brightcove.net/268012963001/default_default/index.html?videoId=5117510685001

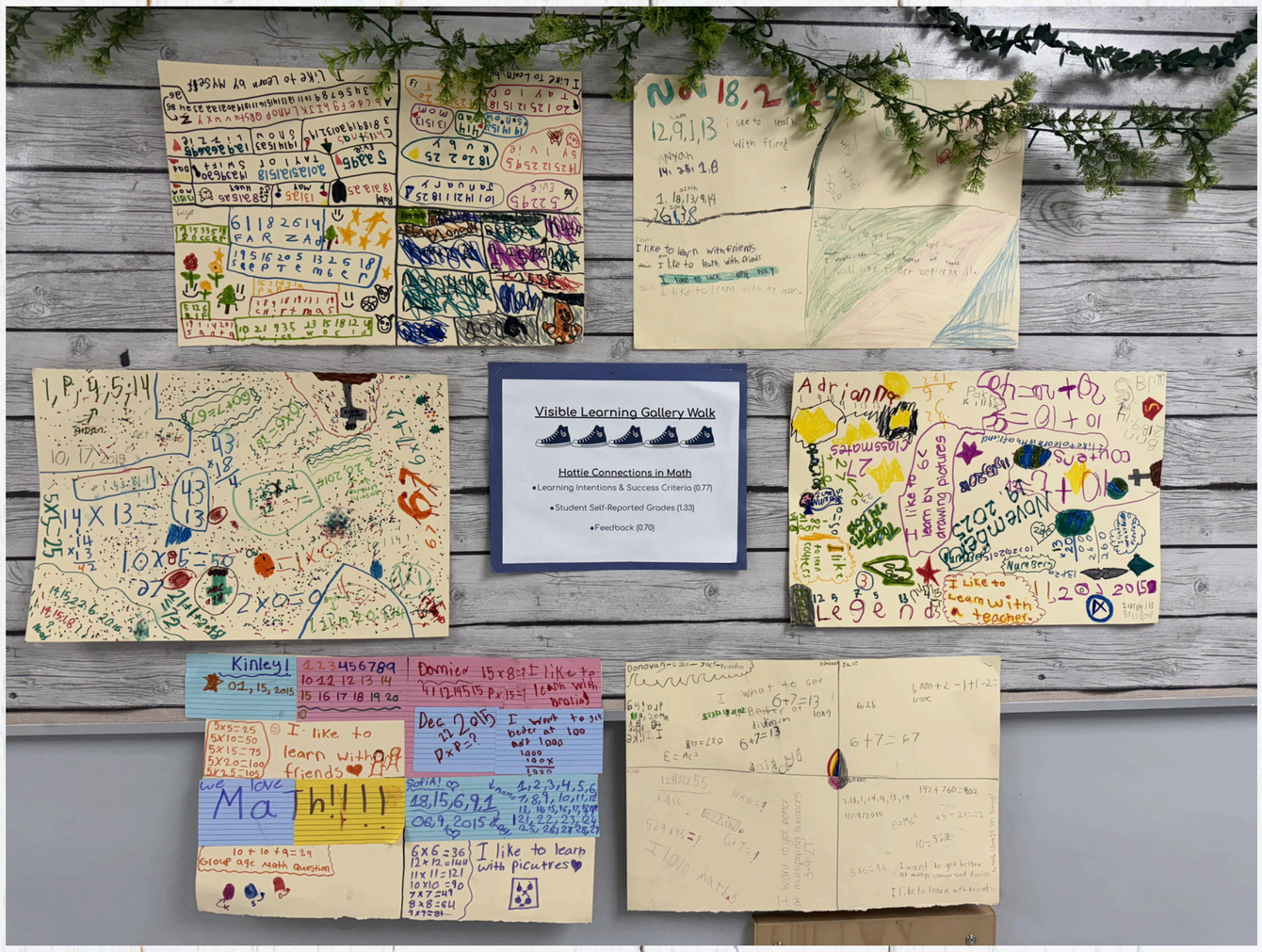
Visible Learning Environments

Learning walls

Student reflections displayed

Success criteria visible during learning

Visable Learning Gallery Walk



Phases of Learning

Surface Learning

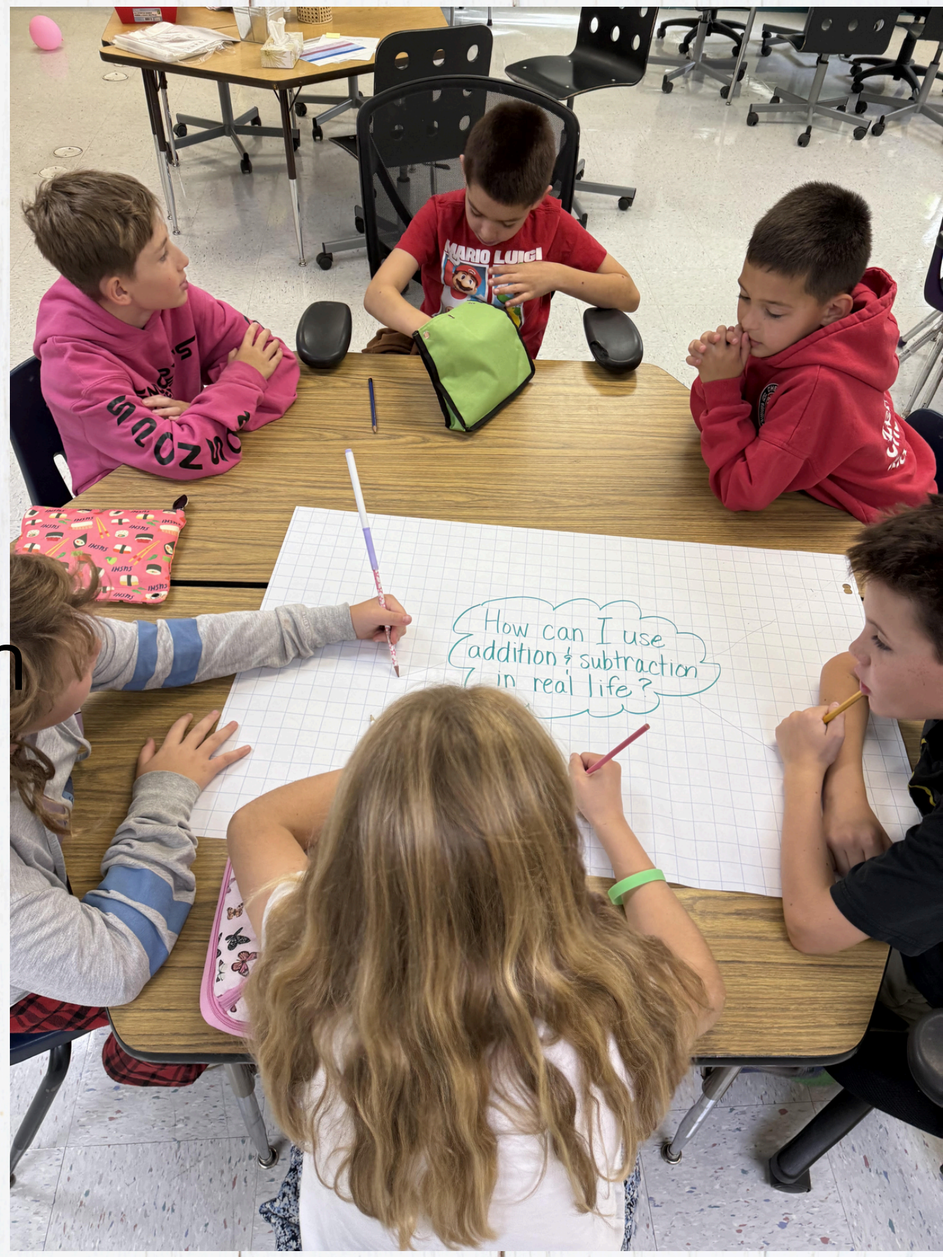
Introduction to concepts (math concepts)

Deep Learning

Understanding the connection between addiditon, subtraction, multiplication, and division

Transfer of Learning

Self-regulation, ability to continue learning and applying your learning to new situation and real world situations.



Feedback That Moves Learning Forward

Where am I going? How am I going? What's next?
Timely and specific

Example:
"You organized your data clearly.
Next, explain what the data tells us."

Using the last 10 minutes of every Hattie session (any lesson) and ask about challenges and then successes to end on a positive note

- What did I learn today? Explain your learning
- What was challenging? Why was it a challenge?
- What do I need help with next? How will you obtain help tomorrow?
- What was a success for me today? How do you know?

Student Voice

Student voice in Hattie's research refers to students actively participating in the learning process by understanding, influencing, and reflecting on their learning — not just completing tasks. In the work of John Hattie, student voice is powerful because it increases ownership, motivation, metacognition, and achievement.


To Be Continued...