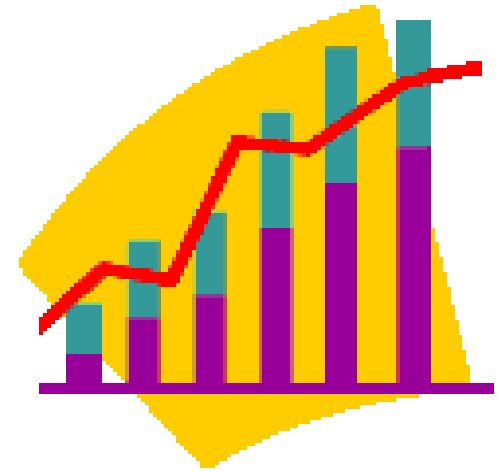




Effect Size



‘Visible Learning For Teachers’
(Maximising Impact On Learning)

John Hattie

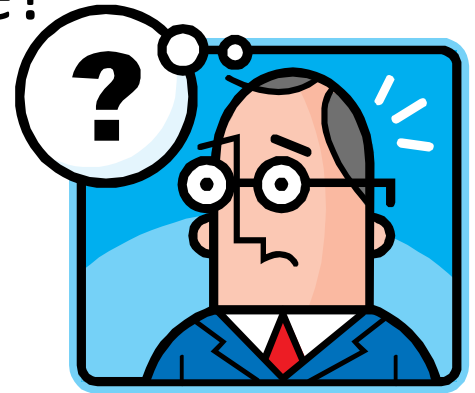
Wouldn't it be great if we knew what approaches & strategies had the greatest impact on learning?



- The great news is that... we now know!!

So if we know what these approaches and strategies are, why aren't we using them?

- I believe that in many cases, we are!
- But do you know 'what's' working?
- Do you know 'what will work'?



Super success at S.H.N.P.S.



- A number of our staff in the past have achieved an average of over 1.0 improvement with their grade's On Demand results - in one year.
- That's two years improvement in one year!
- Other staff have achieved well over 0.5 average which is more than what is expected in one school year.
- **What's the difference between 0.5 & 1.0 achievement?**

Hattie's meta-analysis of education research identifies what we need to be doing to shift from a 0.5 teacher to a 1.0+ teacher!

Here are some of the highest 'effect' strategies & approaches!!!

Approach / Strategy	Effect Size
• Feedback	1.13 (more than <u>two years improvement</u>)
• Instructional Quality	1.04
• Direct Instruction (Explicit Teaching)	1.00

...And here are some of the less 'effect'-ive approaches & Strategies

Here are some of the highest 'effect sizes'...

Approach / Strategy	Effect Size
• Simulation & Games	0.34
• Testing	0.30
• Team Teaching	0.06

It's not Ok to just improve!

- Hattie states– “Virtually everything works...the bar for deciding what works in teaching & learning is **so often inappropriately set at zero...**



- With the bar set at zero, it is no wonder that **every teacher can claim** he or she is making a difference”.

Teachers need to become a teacher with <0.4 impact/effect

- On Hattie's scale 'great than' 0.4 is more than one years improvement.
- What does this mean for us as a teacher?
 - Find out what strategies & approaches have a greater 'effect' than 0.4 **and do it!**



How can I get these sort of results?

- There is now a clear road to shift your teaching (and the learning of your students) to a totally new level! **We now know what works.**
- If you've been doing something for years and it has a 'low effect'...**don't do it!**



No surprises which area we will focus on at our next staff PD!!!

