




Helping teachers make learning visible to them and their students

Silvana Richardson



What am I
learning
today?

What am I
doing this
for?

How
well am
I doing?

**Invisible
learning**

What
does
success
look
like?



Invisible teaching

Did everybody really get it?

Do they know what they are expected to do?

What impact does my teaching have?

What are they really thinking?

Intentions

1. Be (more) aware of the importance of making learning visible to both teachers and learners
2. Be (more) familiar with a range of strategies and techniques for making learning visible
3. Be (more) aware of how to support teachers as they learn about and embed visible learning strategies into their practice



Making learning visible?

What do you understand by 'making learning visible'?

To answer this question

- 1) Grab your smartphone or tablet
- 2) Go to <https://padlet.com/silvanamrichard/visible>
or scan this code with a QR reader





Why do this task?



Making learning visible?

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Doing this task has made what every participant knows and understands about visible learning visible to everyone



Making learning visible



John Hattie

Visible learning and teaching occurs when **teachers see learning through the eyes of students** and help them become their own teachers. Visible Learning means an enhanced role for **teachers** as they **become evaluators of their own teaching.**



Visible Learning - key ideas

John Hattie

My fundamental task is to evaluate the effect of my teaching on my students' learning and achievement.

I seek out feedback. Assessment is about my impact on student learning.

I teach through dialogue, not monologue

When supporting teachers...

I want to talk more about learning than teaching.



Discuss in groups of 4

1. How can teachers 'see learning through the eyes of students'? What dimensions of planning, and teaching and assessment strategies enable teachers to achieve this?
2. Consider the typical planning and teaching practices usually taught to teacher learners in certificate and diploma courses. How effective are they in helping teachers seek feedback on the effect of their teaching on their students' learning and achievement?
3. What more could be taught to teacher(s) (trainees) to support them (even better) to seek out feedback on their impact on student learning?



Making learning more visible

Strategies to teach teachers

1. Planning for visible learning
2. Sharing learning intentions and success criteria
3. Seeking out feedback on learning

Strategies for teacher educators

1. Teacher educators observing the teaching less and its impact on learning and the learners more
2. Teacher educators actively seeking evidence of student learning (to feed back to teachers on their impact on their students' learning)



Today's focus

Strategies to teach teachers

1. Planning for visible learning
2. Sharing learning intentions and success criteria
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Planning for visible learning



Key aspects of planning

Identifying

1. Learning intentions
2. Success criteria
3. Students' activity to achieve the intentions
4. Feedback and assessment strategies



Key aspects of planning for visible learning

Identifying

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1. Effective learning intentions

Make the focus and direction of the lesson visible to both teachers and students

Not about activities or tasks to be done, or stages or strategies used during the lesson

Practise passive voice by writing a report on how rubbish is recycled. **X**

Practise = **a stage**

Writing a report... = **an activity**



Effective Intentions



state what each of the learners will be able to do, or do better, as a result of the learning achieved in the lesson or unit



SMART Intentions



S = specific

M = measurable ← = assessable

A = achievable ← by all the students

R = relevant

the right level of challenge

differentiated

T = time related/framed



Effective Intentions

Move teachers from...



'Practise passive voice by writing a report on how rubbish is recycled.'

...to

'By the end of the lesson all the students will be able to use the passive voice accurately and appropriately to describe the process of rubbish recycling in a formal written report.'



Why effective?

Time frame

Specific and measurable

'By the end of the lesson all the students will be able to use the passive voice accurately and appropriately to describe the process of rubbish recycling in a formal written report.'

Relevant topic
(IELTS writing task 1)

Relevant genre

Achievable (depending on the students' readiness!)



Key aspects of planning for visible learning

Identifying

1. Learning intentions
2. Success criteria
3. Students' activity to achieve the intentions
4. Feedback and assessment strategies



2. Success criteria



John Hattie

**Visible learning is
when students know
what success looks like
before they start**



2. Hattie dixit on success criteria



John Hattie

Learning intentions without success criteria, hopeless. Success criteria without having learning intentions is not as bad, not very good. If you teacher, before you start, have a clear understanding what success looks like you're more likely to get rid of the stuff that doesn't matter, you're more likely to acknowledge and understand what it looks like, and you are –and here's the critical one – you're more likely to tell the learners upfront.



2. Success criteria



What?

Describe **upfront** how both the teacher and the learners will know that they have been successful in achieving the learning intention



What for?

Developing success criteria at the planning stage is a **vital** element of formative assessment



Success criteria – Example 1

Level: A2

Task: Describe someone in your family (Speaking)

Success Criteria:

- Say what they are like
- Say how they are similar to you
- Say how they are different to you
- Use comparative adjectives correctly
- Use correct forms of comparative adjectives



Success criteria – Example 2

Level: A2

Task: Describe a picture (Speaking)

Success Criteria:

- Use verbs in the Present Continuous correctly
- Describe what clothes people are wearing
- Describe where people are, using prepositions of place

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Using success criteria for self-assessment – Example 1

How well did you describe the person? Tick the correct box for each criterion.

Describe someone in your family	I didn't do it well.	I did it quite well.	I did it very well.
Say what they are like			
Say how they are similar to you			
Say how they are different to you			
Use comparative adjectives correctly.			
Use correct forms of comparative adjectives.			



Using success criteria for self-assessment – Example 2

Speaking Target

Date	Topic	Success Criteria	Target Time	Real time and Comment
12.01.16	Describing a picture	<ul style="list-style-type: none">• Use verbs in the Present Continuous correctly• Describe what clothes people are wearing• Describe where people are, using prepositions of place		



Using success criteria



More ideas on the last
page of your handout
(page 6)



Success criteria – Included?

Certificate programmes

Cambridge English

CELTA

Certificate in Teaching English to Speakers of Other Languages

Syllabus and Assessment Guidelines

Fourth Edition



TRINITY
COLLEGE LONDON

Certificate in Teaching
English to Speakers of
Other Languages
(CertTESOL)

Syllabus – from January 2016



Diploma programmes

Cambridge English

Delta

Diploma in Teaching English to Speakers of Other Languages

Syllabus Specifications



TRINITY
COLLEGE LONDON

Licentiate Diploma in
Teaching English to Speakers of
Other Languages
(LTCL Diploma TESOL)

Validation Requirements,
Syllabus and Bibliography
for validated and prospective course providers





Key aspects of planning for visible learning

Identifying

1. Learning intentions
2. Success criteria
- 3. Students' activity to achieve the intentions**
4. Feedback and assessment strategies



3. (In)visible learning in the procedure

PROCEDURES AND INTERACTION

Greet students and do IWB register. Eat crisps and hand some out to students who want them. Ask Ss why a crisp is called a crisp – because it's crisp.

Ask Ss “Can you remember from our weekly plan what our objective is today?” Elicit Process Diagrams and explain objectives. Write them on the static white board



Whose activity is visible in this procedure?



Is there evidence that this teacher can ‘see learning from the eyes of the students’?



3. (In)visible learning in the procedure

Procedure

True/False quiz.

Read out 5 statements.

Ss hold up T/F cards but
do not supply answers.

Leave this open.



Who does this,
the teacher or the students?
If the teacher does this, then
what do the students do?



Task

1. Choose the teacher training and development context that best reflects your interests:
 - Pre-service certificate courses
 - In-service diploma courses
 - In-house CPD and other
2. Find one or two partners who have chosen the same context.
3. Work together on Task 1 in the worksheet.



3. Students' activity in the procedure



Ask teacher learners to separate out teacher from student activity in the procedure

What students' are doing is more visible to the teacher

Teacher activity

Give instructions – remind Ss not to supply answers.
Read out 5 statements.
Notice who understood and who didn't.

Students' activity

Listen.
Listen to the statements.
Hold up T/F cards.



Key aspects of planning for visible learning

Identifying

1. Learning intentions
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4. Feedback and assessment strategies



How impactful is feedback?



Feedback has one of the most significant effects on learning.

John Hattie (Also in Black & William)



4. Feedback and assessment strategies...



The Cinderella of lesson planning



4. Feedback and assessment strategies

overlooked

unplanned

INEFFECTIVE

vague

repetitive



4. Feedback and assessment strategies

CELTA trainee

Whole group feedback – answers to ex. 4a




Teacher elicits feedback on the questions from the class.

Delta candidate



4. Feedback and assessment strategies



Ask Ss “Have you ever wondered how crisps are made?” Pairs discuss ideas for 2 mins. Feedback some ideas whole class - use “lollipop sticks” to choose Ss to feedback [note any uses of passive during monitoring).



Evidence of deliberate planning of feedback

1. Random nomination strategy to avoid undirected questioning
2. Specific and focused monitoring



What have we done at Bell?

Identifying

1. Learning intentions
2. Success criteria
3. Students' activity to achieve the intentions
4. Feedback and assessment strategies
 - a) Broaden the range of feedback strategies
 - b) Help teachers match activity with strategy
 - c) Make the feedback strategy explicit



Broaden the range of feedback strategies

Pose, pause, pounce and bounce

Thumbs up/down/middle

Gallery critique

Think, pair, share

Traffic lights

Smiley faces

Random nomination

Confidence scales

Online instant feedback

Voting cards

Hands down + mini-whiteboards



Task

1. Work individually on Task 2 in the worksheet.
2. Any thoughts/reactions?



Help teachers match activity with feedback strategy

In pairs

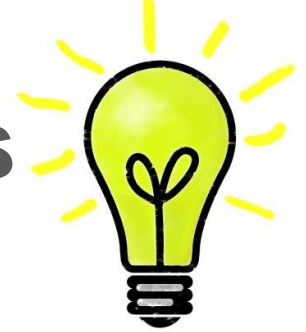
**Which technique would you use
to elicit responses to the following tasks?**

1. A listening exercise with true/false statements
2. A reading exercise with short answer questions
3. A discussion question about the advantages of something
4. A question about the meaning of a new word
5. A grammar gap-fill exercise
6. A set of guided discovery questions about a new structure

*Random nomination / Pose, pause, pounce, bounce /
Voting cards / Mini whiteboards / Think, (write) pair, share*



Make the feedback strategies explicit in the procedure

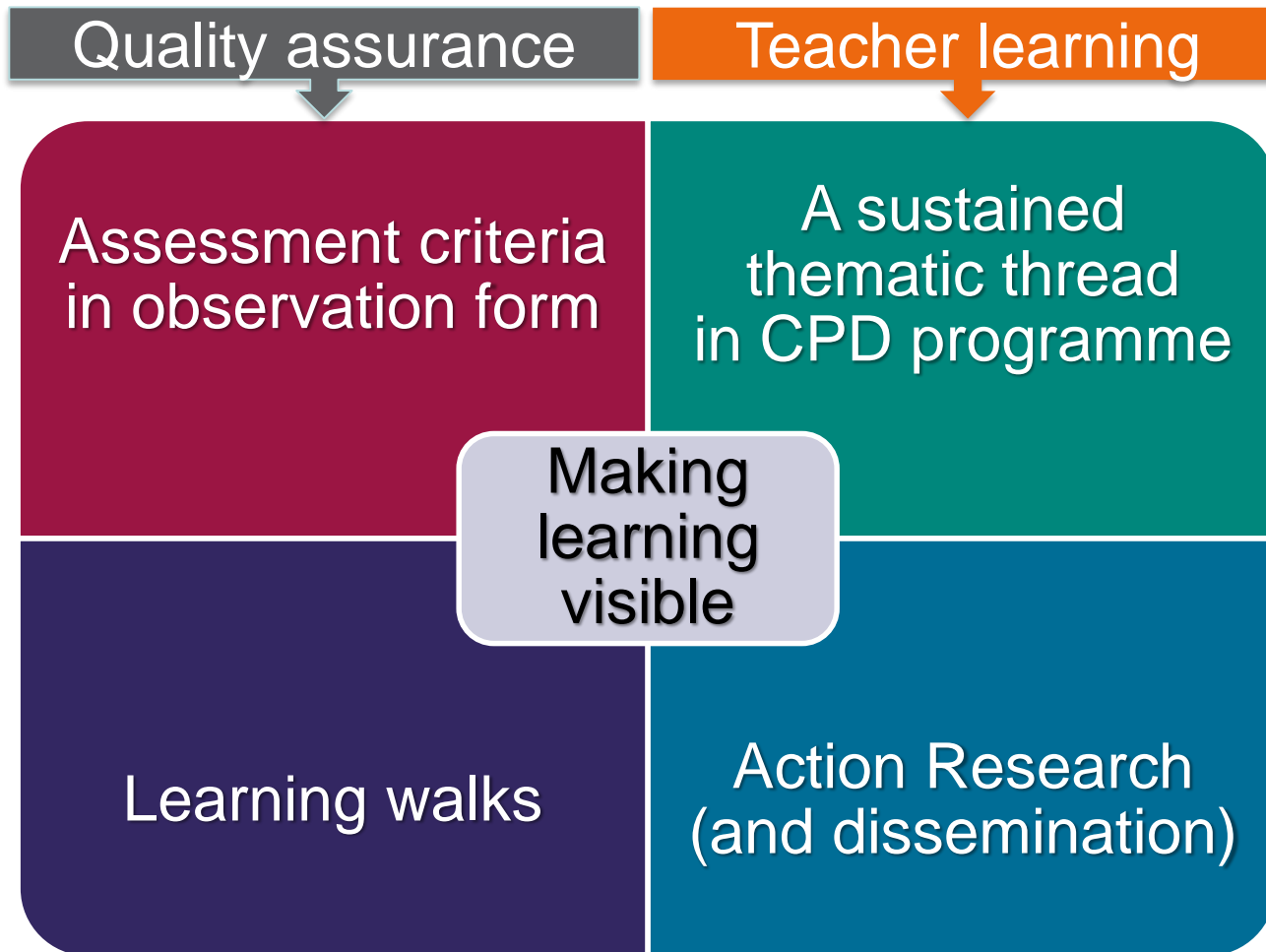


Teacher activity	Students' activity	Feedback strategy
<p>Give instructions – remind Ss not to supply answers. Read out 5 statements. Notice who understood and who didn't.</p>	<p>Listen. Listen to the statements. Hold up T/F cards.</p>	<p>Immediate visual feedback - T/F cards</p>



Making it happen at Bell

A multipronged approach





Top take-aways?



#mybellstory

bellenglish.com

Thanks!

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www.bellenglish.com