Helping teachers make learning visible to them and their students

Silvana Richardson
A learning partner throughout your career

How well am I doing?

What am I learning today?

What am I doing this for?

What does success look like?

Invisible learning
A learning partner throughout your career

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
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?

What do you understand by ‘making learning visible’?
To answer this question
1) Grab your smartphone or tablet
2) Go to https://padlet.com/sylvanamrichard/visible
   or scan this code with a QR reader

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

John Hattie
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.

I want to talk more about learning than teaching.

When supporting teachers...
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
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
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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

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

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
- **A** = achievable
- **R** = relevant
- **T** = time related/framed

By all the students the right level of challenge differentiated
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?

- Specific and measurable
- Time frame
- Relevant topic (IELTS writing task 1)
- Relevant genre
- Achievable (depending on the students’ readiness!)

‘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.’
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

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

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.

John Hattie
2. Success criteria

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

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

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

<table>
<thead>
<tr>
<th>Describe someone in your family</th>
<th>I didn’t do it well.</th>
<th>I did it quite well.</th>
<th>I did it very well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say what they are like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say how they are similar to you</td>
<td></td>
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<td>Use comparative adjectives correctly.</td>
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<tr>
<td>Use correct forms of comparative adjectives.</td>
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<td></td>
</tr>
</tbody>
</table>
Using success criteria for self-assessment – Example 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Success Criteria</th>
<th>Target Time</th>
<th>Real time and Comment</th>
</tr>
</thead>
</table>
| 12.01.16  | Describing a picture | • 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

More ideas on the last page of your handout (page 6)
Success criteria – Included?

Certificate programmes

Cambridge English

CELT A
Certificate in Teaching English to Speakers of Other Languages

Syllabus and Assessment Guidelines
Fourth Edition

Diploma programmes

Cambridge English

Delta
Diploma in Teaching English to Speakers of Other Languages

Syllabus Specifications

TRINITY COLLEGE LONDON
Certificate in Teaching English to Speakers of Other Languages (CertTESOL)
Syllabus – from January 2016

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

<table>
<thead>
<tr>
<th>Teacher activity</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give instructions – remind Ss not to supply answers. Read out 5 statements. Notice who understood and who didn’t.</td>
<td>Listen. Listen to the statements. Hold up T/F cards.</td>
</tr>
</tbody>
</table>
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
How impactful is feedback?

Feedback has one of the most significant effects on learning.

John Hattie  (Also in Black & Wiliam)
4. Feedback and assessment strategies…

The Cinderella of lesson planning
4. Feedback and assessment strategies

overlooked
unplanned
vague
repetitive
INEFFECTIVE
4. Feedback and assessment strategies

CELTA trainee

Whole group feedback – answers to ex. 4a

HOW?

Delta candidate

Teacher elicits feedback on the questions from the class.
4. Feedback and assessment strategies

Evidence of deliberate planning of feedback

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

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].
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
- Online instant feedback
- Confidence scales
- Voting cards
- Hands down + mini-whiteboards
Task

1. Work individually on Task 2 in the worksheet.

2. Any thoughts/reactions?
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

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Make the feedback strategies explicit in the procedure

<table>
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<tr>
<th>Teacher activity</th>
<th>Students’ activity</th>
<th>Feedback strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give instructions – remind Ss not to supply answers. Read out 5 statements.</td>
<td>Listen.</td>
<td>Immediate visual feedback - T/F cards</td>
</tr>
<tr>
<td>Notice who understood and who didn’t.</td>
<td>Listen to the statements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hold up T/F cards.</td>
<td></td>
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</table>
Making it happen at Bell
A multipronged approach

Quality assurance

Teacher learning

Assessment criteria in observation form

A sustained thematic thread in CPD programme

Making learning visible

Learning walks

Action Research (and dissemination)
Top take-aways?
Thanks!
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