John Hattie – Harnessing the Power of Feedback

Background

Changing the question from what works to what works best

There is a debate around changes to the education system that should be framed by expertise not structural questions.

The key is for teachers to see learning through the eyes of the students

Your job is not control of the students learning but rather of their teaching/their ability to teach themselves.

Your only job is to evaluate your impact

Students need change and challenge along with a learning focus – stick to the Goldilocks principle (not too hard, not too boring).

Angry Birds metaphor – Success criteria has to be meet before progression. If you are only level 62, you can’t move to level 63 without passing, so you try new strategies, you ask experts (teacher) or fellow classmates what you need to do to pass the level.

**Where to Next**

You have to give direction around next steps

Show the students another way of doing it next time

Students don’t have the ability to relate knowledge if they don’t have knowledge already.

Knowledge leads to relating which then leads to more knowledge

**Get the level right**

1. Task feedback
2. Process feedback – apply strategies
3. Feedback on self-regulation

The biggest problem is that feedback is given at the wrong level

Feedback on self-dilutes feedback – you need to separate the praise. The relationships, learning focused culture and trust are all there already, so feedback can be simply that. Essentially we need to get rid of the compliment sandwich, because kids remember the compliment but never get the nourishment of the sandwich. (My thoughts, not Hattie).

**Reception**

What is important is the reception of feedback – ask your students “What did you understand from that feedback”

Assessment is merely feedback about your impact.

The best thing a teacher can do is act like Alice – don’t look at your reflection, rather walk through the looking glass and see yourself and your impact from your students’ eyes.